

Teacher	Adrian Worsfold
Date	7 January, 9 January 2003
Time	10:15 and 09:15 respectively
Place and room	W25
Group	Key Stage 3 Short GCSE
Subject and topic	RE Social Harmony test
Resources	Advice and revision sheet, test sheet
Aim of Lesson	To introduce the GCSE testing regime
Objectives (to go on board)	<p>(The student will be able to demonstrate that:) This lesson I learn that:</p> <ul style="list-style-type: none"> <li>• Potential marks for exam questions suggest how long should be spent on those questions.</li> <li>• Potential marks for exam questions suggest the extent and depth of answers required for those questions.</li> <li>• Exams require evidence and argument, but occasionally a question requires opinions and applying argument differently.</li> </ul>

Timing	Point (Objective)	Task	Differentiation (if relevant)	Assessment method	Resources
10 minutes	Objectives  <b>Register</b>	Write down objectives		Check books for accuracy	Exercise books, chalkboard
15 minutes	Advice and revision	The advice sheet is teacher read and advised, the revision sheet is so students compare with own notes	In the comparison between sheet and notes	Self- assessment	Exercise books, advice with revision sheet. Also <b>use objectives!</b>
35 minutes	Mixed questions	Carry out test with 30 minutes, 6 minutes more than the exam.	Questions 2 and 3 contain potential for differentiation of fact and argument, and 4 for opinions.	Marking	<b>Take in advice and revision sheets.</b> Then hand out test sheets.
5 minutes	Papers in and get reactions.	Question and answer	Level of response and answers	Responses: get a broad spread	

<p><b>Guide:</b></p> <p>Pupils as a whole and individuals aid to understanding. Monitoring method and evidence. Work relationship to previous learning. Pupils understanding the criteria for assessment.</p> <p>Relevant, sound subject knowledge. Work differentiated. Pace. Smoothly from activity to activity. Teaching strategies and learning styles. Entry level. Core subjects like literacy and numeracy. Class management and control.</p> <p>Resources appropriateness. Use of ICT.</p>	<p><b>Evaluation:</b></p>
<p>Continuation thoughts regarding after marking:</p>	

Notes: Advice with revision and questions sheets written by me. This is to guide as much as to test and information may stay on the board although questions are a surprise. Question (d) cannot be directly revised for. A. Worsfold

Religious Education Social Harmony Year 9 Test

30 minutes to do the equivalent of one GCSE section of five, although there is less time than this in the actual GCSE!

(a) What is a pluralist society?

**(2 marks)**

(b) State the teachings of Hinduism on the equality and inequality of men and women.

**(6 marks)**

(c) Explain the claim that Christian teachings help to prevent and resist racism.

**(8 marks)**

(d) "You should marry someone only from your own religion."

Do you agree? Give reasons for your answer, showing consideration for another point of view.

**(4 marks)**

# Social Harmony

## Work required to get the marks available

The first question requires a simple statement - a correct statement gains 2 marks but a partially correct statement gains only 1 mark.

The second question gains 6 marks if there are three pieces of evidence to back up a correct answer and when technical terms are used. Other scores are 0, 2 and 4 marks.

The third question gains 8 marks if there are at least three pieces of evidence to back up a correct answer, using technical terms and showing understanding. Analysing causal connections is important. Other scores are 0, 2, 4 or 6 marks.

The fourth question can only gain 4 marks if another point of view is given and technical terms are used. Other scores are 1, 2, 3 or 4 marks.

## Timings based on 30 minutes

Do not spend long on the first question as it only needs a concise accurate and sufficient statement for the marks. 10% of time is recommended, or 3 minutes, including reading and thinking.

To offer enough evidence on the second question, 30% of time is recommended, or 9 minutes, including reading, thinking and planning.

For the highest quality of reasoned argument with evidence for the third question, 40% of time is recommended, or 12 minutes, including reading, thinking and planning.

The fourth question needs 20% of time, or 6 minutes, to produce at least two contrasting viewpoints and to come to a final opinion on what is expressed.

There are only 24 minutes for these questions in the actual GCSE.