



NATIONAL BOARD OF RELIGIOUS
INSPECTORS AND ADVISERS



Using Questions for Assessment in Religious Education

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Introduction

'Using Questions to Assess in Religious Education' aims to support teachers in designing effective assessment questions and tasks for pupils. It is put together to indicate examples of how each driver stem might be assessed using certain question stems which can then be used to form a task, summative assessment, or a verbal question to pupils. The questions are arranged by age-phase within the *Understand* and *Discern* outcomes.

The questions are designed to support teachers in formulating appropriate assessments which allow pupils the opportunity to show that they have met / can meet the expected outcomes of the RED. It is not an exhaustive list, and the stems should be treated as exemplars only.

Using the Question Stems

When using these it is important to remember the following:

1) **These are exemplars only.**

Teachers should use their skill and judgement to determine the most appropriate task or question for the context they are in. This will include considering; the pupil(s) being assessed, the content and skill being assessed, and any school expectations and policies around assessment. This list is therefore not to be treated as exhaustive, nor should all the stems be seen as necessary indicators of successful and appropriate assessment.

2) **Discern outcomes may well require Understand outcomes to have first been met.**

For instance, pupils might be unsuccessful at some *Discern* stems if they have not first understood the content (met the *Understand* outcome(s)). For example, it is expected that knowledge has been acquired before understanding and then analysis can happen. It is therefore understood that a *Discern* question or task might allow a pupil to demonstrate their understanding and for a teacher to assess this. Equally, it should not be assumed that a pupil who is unsuccessful or is unable to respond to a *Discern* task is necessarily weak at this skill. Teachers should remember that a pupil's understanding might be holding them back. For example, a pupil who cannot respond to the question of analysis on whether miracles still happen today might be hampered by their *Discern* skill but might also, equally, be being hampered by their understanding of the concept of a miracle.

3) **Whilst the Understand way of knowing includes knowledge and understanding, knowledge should not be mistaken for understanding.**

Understanding requires pupil knowledge: solely assessing knowledge does not show understanding. However, understanding is a skill that first requires knowledge and recall. Knowledge is the 'pieces of the jigsaw', understanding is the full picture. Stems that imply knowledge and recall are included below to show how a teacher might facilitate pupils to move to a place where they can demonstrate their understanding at a later stage or during a later task.

4) **Where the stems reflect the skills of AO1 and AO2 this should not be seen as a license to use summative assessments that are in 'GCSE style'.**

Teachers should protect the integrity of the age phase (see *Guidance and Principles for Assessment in RE*, p.8, no.6). Some of the stems below may also be appropriate stems for GCSE or A level. This is in recognition that each age phase builds upon the previous one until the end of a pupil's schooling. Teachers should also [refer to pages 37-39 of the RED](#) for examples of stems relevant to each age phase.

5) **It is how pupils respond to these stems that indicates if they have met the expected outcomes.**

For example, a stem might be useful in multiple year groups/age phases but this does not mean the pupil response should, necessarily, be the same.

6) **Teachers are reminded that *Respond* should not be assessed.**

The 'Questions Stems' section below includes examples of question stems and how pupils might answer the invitation to *Respond*. These are included so teachers can continue to leave space for pupils to 'reflect personally and with integrity on what they have learned and consider the implications for action' (RED p36).

7) **Care should be taken to avoid forcing content into stems where it is not appropriate.**

This can happen when a *Discern* task is used with a topic for which there is no ethical or theological debate. For example, it is not appropriate to ask pupils to evaluate if 'Confirmation is the most important sacrament' since the importance of Confirmation and the other sacraments should not be compared (it is theologically true that they are all important). **When in doubt teachers ought to use the exemplar *Discern* outcomes found in the expected outcomes of the RED.**

A note on Learning Objectives and Expected Outcomes

Whilst advising on learning objectives is beyond the remit of this document, a few points might be noted here:

- 1) A learning objective and an expected outcome are not the same thing.
- 2) Teachers do not have to share objectives with pupils that are identical to the outcomes listed in the RED. It might be appropriate to reword these into 'pupil friendly' language whilst maintaining the essence of what they require. ***This may be over a series of lessons or several outcomes may be covered in a single lesson.*** For example, 'Understand' outcome U8.1.4 might be accomplished over a series of learning episodes or lessons. Learners might need to learn about the nature of 'Covenants' (why these are important, what the covenant at Sinai was, and how this relates to the greatest commandment) as four discreet learning episodes to achieve the outcome. Equally it is conceivable that a teacher might wish to split the types of Parables highlighted in U8.3.2 into separate episodes and lessons. This would therefore mean that pupils can only meet a part of the outcome with every episode or lesson.
- 3) Pupils do not have to be given the exact wording of an outcome as a question stem or learning objective to meet it. Teachers should use their own judgement to decide how to word a question, task, or objective to meet the expected outcome. For example, it might

be unhelpful to start a task with 'show understanding of.....': instead a teacher might ask/set a task that begins with 'explain why...' , 'give reasons for...' , 'make links with...' which might provide the pupil with the chance to show they can meet the expected outcome.

Understand Question stems

The grids in this section contain exemplar question stems that might enable pupils to demonstrate the various expected *Understand* outcomes in the RED. **Before using these, teachers should take note of the points in the ‘Using the Question Stems’ section.**

Age Phase	‘Understand’ Outcome drivers	Possible assessment question stems
3 years - 7 years	Ask and answer	What would you like to say about? Can you/someone answer ____’s question? ____asked..... What would you say the answer might be? What do you wonder about...?
	Be introduced to	What do we call....? What do you remember about....? What do you remember we began saying about....?
	Correctly use religious words and phrases This will always be used with another stem Eg: U2.4.4	What does the word____mean? Can anyone tell me the meaning of....? Can you use the word____ to talk about/tell me....? Can you use the word____ to say why/to show how....? Explain.....(assessed in response)
	Describe (some ways)	What is....? Why does....? What can you see....? What can you tell me about...? Describe how....? How does...?
	Encounter	Who/what is....?
	Identify (some)	Name Give Tell me.... Can you point to/identify/find....
	Know (that)	What....? How....?

		<p>Tell me.... When....? State.... Can you give me an example...? Can you give me some facts about...? Which one of these facts is true? Who is /was/wrote...?</p>
	Label	<p>What is this? Which one of these is____, A or B? Who/what can you see? Can you sort and label...?</p>
	Make simple connections/links	<p>Why is this like....? How is this similar to....? When we looked at.....how is this similar to it? How does this link with this?</p>
	Match	<p>Match Which one.... If ____is____, then which/what is..... Can you match....?</p>
	Name	<p>Who....? What....?</p>
	Recall	<p>What can you remember about....? What did we call/name/learn about....?</p>
	Recognise / Begin to recognise	<p>What is? What...? Name.... Point to.... Choose...</p>
	Recognise simple connections	<p>How are ____and ____ linked? What is similar between....?</p>
	Recognise that/what	<p>What is....? Can you tell me how/what/when....?</p>
	Retell (in any form) (with increasing detail)	<p>What happened when...? What happens next?</p>

		<p>What can you remember about the story of/about....?</p> <p>Can you tell me the story of...?</p> <p>Tell me about the time when/that...?</p> <p>Can you tell me what's happening in this picture?</p>
	<p>Say what</p> <p>U2.6.1</p>	<p>What is? Eg: What is the message of the Good Samaritan....?</p>
	<p>Sequence</p> <p>Correctly sequence</p> <p>Simply sequence</p>	<p>What comes next?</p> <p>What happens before?</p> <p>Put....in order.</p> <p>What comes first.....or.....</p>
	<p>Sort</p>	<p>Sort</p> <p>Place</p> <p>Order</p>
	<p>Talk about</p>	<p>Tell me about....?</p> <p>What can you remember about....?</p> <p>What have we learnt about....?</p> <p>What have you done in RE about...?</p>
	<p>Understand the term</p>	<p>What does.....mean?</p> <p>Can you use___in a sentence?</p> <p>What do we mean by....?</p>

Age Phase	'Understand' Outcome drivers	Possible assessment question stems
7 years - 11 years	Compare (the description of) (and describe)	How are ___ and ___ similar/different? What is the difference between.....? Is ___ the same as ___? How does ___ reach a different conclusion to ___? Do you agree that ___ and ___ are the same?
	Correctly sequence	What comes next? What order would you put ___ in? Is it right to say ___ happens after.....?
	Correctly use developing specialist vocabulary to name and describe	Can you explain what.....using the word.....? What is the special/technical/RE word for.....?
	Describe (some ways) (what is meant by...) (some facts)	What is.....? What can you tell me about....?
	Describe accurately in sequence and detail	What happens next?
	Describe some of the different	Give me a few examples What are the different.....?
	Describe....noticing....	Tell me what you can see here? What do you notice? What do you think it is?
	Encounter (....and know.....)	Who/what is.....? Can you tell me what/who you can see? What can you tell me about this person/object/building?
	Explain how	How does....? What is....?
	Explain the purpose	What is ___ for? How might ___ use.....? What is the point of.....?
	Explain the term	What does ___ mean? Can you use.....in a sentence?
	Explain what happens.....and how....using religious vocabulary to describe.....	What is happening here/in this picture? Why? Using the following words, explain.....
	Find connections between/make links between	How are these connected? Why might someone do/believe....? Why do you think ___ does/is doing....?

	Give a simple description	What is this? Describe.....
	Give reasons	State... Give... Why does....
	Identify that	What is.....? Why does....?
	Know (some of) (that)	What is? Name Give State Tell (me)
	Name and describe	What is this and what is it for/what does it do? Point to..... What is this and what is it for?
	Recall that/the	What can you remember about....? What is this? What did we say about....?
	Recognise (some reasons) (that)/ Recognise the importance of/	Why do.....? Why do people....? Why is this treated in this way? Why is this considered important to...?
	Recognise (recognising authorial intention and historical context) Eg: U6.2.1	Who was this written for? A technique through which to explore this line of questioning is 'LAaSMO' attributed to Dr. Margaret Carswell. For further information see the Toolkit document 'Ways of Finding Out What Pupils Know', no. 48
	Recount	What happens/ed....?
	Remember	What is/was/does.....?
	Retell (in any form) (in increasing detail)/revisit	What happens What happens next? Tell me the story of.... Tell what.....believe about.....
	Show knowledge of	What Identify

	Show a simple/some/an understanding of	Name Give State What is
	Simply describe	What is this? What is this for? How does?
	Simply describe how	What happens when...? What is ___ for?
	Talk about what this means	What is the meaning behind? Why is this important? What does this show/symbolise?
	Use religious language/specialist vocabulary to describe	Use the word....to.... What is ____? What does it mean/show? What...? How...?
	Use the term....and understand its meaning	
	Use theological (and religious) vocabulary to describe and explain	
	Using (some) religious vocabulary describe with increasing detail and accuracy...	
	Using....explain....	

Age Phase	<i>Understand Outcome drivers</i>	Possible assessment question stems
11 years - 14 years	Accurately find	Where? Why? What is....?
	Compare (and contrast)	What is this similar/different to.....? What can you recognise here? How is this different?
	Define	What is...? What does.....mean? Tell me what I mean by....
	Describe (the difference) (the meaning of) (the ways) (one example) (how/why the Church)	What....? Tell me (briefly)..... Give me...and....
	Explain (what is meant by) (the difference) (why Catholic teaching) (what/why the Church teaches) (how) (the differences) (the importance)	What is.....? How does.....impact...? What is meant by.....? Why is it important?
	Identify	What is? Name Give State
	Make relevant connections/make links between Recognise the connection between	How are.....and....linked? What connects....? What is similar between....? How does....influence.....?
	Recognise	What are the key features...?
	Recognise the value	Why is this important (to)... What is the significance of...?
	Show/demonstrate an understanding (of the difference)	Explain.... What is....? What is meant by....? What is the importance of....?
	Use accurate religious and philosophical vocabulary	What is _____? Can you use....to explain your answer? What does.....mean?

	Use a range of vocabulary	How else might we explain this? What other words are used for this? What is the difference between the meaning of....and the meaning of....?
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Discern Question stems

The grids in this section contain exemplar question stems that might meet the various expected *Discern* outcomes in the RED. **Before using these, teachers should take note of the points in the ‘Using the Question Stems’ section.**

Age Phase	Outcome drivers	Possible assessment question stems
3 years - 7 years	Ask ‘I wonder’ questions	What would you like to ask about this/that? Using (one of) the following question stems, create a question about.....
	Asking questions about	
	Considering (an answer)	Tell me what you are thinking about Does my answer work/make sense?
	Experiencing and reflecting	Now you know/have come across.....what does this mean for....? Do you agree that....?
	Exploring	What can you see here?
	Exploring some examples	Looking at these.....
	Exploring the meaning of	What might this mean for.....?
	Express a point of view	Do you agree? What is your opinion? Do you agree? Do you like.....?
	Imagining (how)	How might.....? What is.....? Why might.....?
	Listening to (and asking questions)	Now you have heard.....what do you think What questions do you have?
	Looking at [...] recall....	What can you see here? How does this remind you of.....? Does this look like something we know about/have seen before?
	Looking at and discussing	Do you think..... Why might someone think....? What do people think about....?

		Do you agree with.....? Do you agree with those who have said....?
	Making simple links	What is the link between? Can you see anything similar between....?
	Notice how they are connected	Do you see how.....links with....? What is the link between....? What do....and....have in common?
	Responding to	Would you agree? Do you agree with that idea/answer/thought?
	Saying what they wonder	Do you have any questions about this?
	Sharing their personal response/ Talking about their personal response	What do you.....? Why do you.....?
	Talking about how	What is.....? How does someone.....?
	Talking about links	
	Talking about the different ways	How is.....different to....? How might different people....? What might....mean to....what might it mean to.....?
	Talking about why	Explain..... What is..... Why.....

Age Phase	Outcome drivers	Possible assessment question stems
7 years - 11 years	Articulating reasons which might lead to judgements different from their own	Why might someone think something different to you? Why might someone think _____ when you think....?
	Asking and responding	What questions do you have?
	Asking questions about what they have noticed	Now you have seen....what do you think/make of....?
	Comparing and contrasting different points of view, drawing on.....as a source of evidence	What evidence might someone give who thinks.....? Does this evidence suggest.....or.....? Why?
	Comparing and making simple links between	What connects....? What is the main difference between....?
	Consider how this challenges people....	Why might this make people.....? Why would some people.....? Why might someone find it difficult to....? Why might this make someone.....?
	Consider the claim....expressing a point of view....	Do you agree? What is your opinion? What is your response to this? Do you think....?
	Consider the response of....	What do you think of.....? What do you think someone means by...? Why has someone said/thought/done....?
	Consider why....make connections	Why does someone think....and....? Why has someone done....but not/and.....?
	Describe and explore to make links (to someone.....)	What might have inspired....? What is.....how does it connect with/to....?
	Describe what they represent and say which they prefer, giving a reasons...	Which.....do you think is best (at showing.....)? Does.....show....better than.....Why?
	Describing and explaining.....making links....	What is.....how is this like/how does this show....? What is this representing? Why/how does it show this?
	Discuss why....	What do you think?
	Discussing	Why do some....?
	Discussing if	What is.....? Do you think...?
	Explaining why they think	Why do you think/feel that?

	Explore....	What is.....
	Exploring how they and others interpret....	What can you see/notice here?
	Exploring some different/examples	How might your interpretation be different to others? Why/how does this show.....?
	Expressing a point of view (and giving a reason)	Do you think....? Why? Why do you think....? Do you agree that....? Why? Why do you not agree with.....?
	Expressing a point of view about the difference between.....	Why do you think.....and.....are not the same? How far are.....and.....different?
	Expressing and explaining a preference	Which do you prefer? Which of these do you like more? Which do you think best shows/symbolises/represents...?
	Expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view	Even though some people think....why do you think....? Why might someone think....? What would your response to them be?
	Give some reasons why some people.....	Why do others....?
	Giving reasons why the Church.....discuss why others might disagree.	
	Imagining howfelt. Explain their thinking	Do you think that....felt.....or.....? Why? How might.....feel in this story?
	Imagining how.....could....	Does.....mean.....or.....? If you think/believe/know.....what might this mean for...?
	Listen to and ask questions	What would you like to ask about....? What would you like to ask this person? What would you like to ask about....?
	Make links between beliefs and actions	Why do.....do.....? What is the link between....and.....? How do.....show that belief in/that.....is important? Is.....because of belief in/that....or because of belief in/that...? Why does/how does.....show....?
	Making connections between...	How does.....link to/with.....? If.....then why....?
	Playing with possibilities and wondering about why....	What are you thinking/wondering about?

	Playing with possibilities, asking questions.....	If.....then why might....?
	Reflecting (on how)	
	Responding to a variety.....suggest reasons...and give reasons for their personal preferences	Looking at.....why.....? When you look at.....which/what do you think/prefer and why?
	Saying what they wonder.....	What do you....? If you could say/ask anything, what would it be? What interests/confuses you about this?
	Saying why they like....and giving reasons....	Which do you prefer? Why? Why did you make that choice? Tell me what you think and why.
	Suggest a view, supported by relevant reasons, in response	Some people think.....what is your view? Why? Why do you think....?
	Suggest meanings	What might.....show/mean/represent?
	Suggest reasons	Why did someone....and not do....instead?
	Suggest reasons for the artist's choices	
	Talking about what	What do you think?
	Talking, asking, and answering	What do you see/feel/understand?
	Thinking about and discussing....consider....	What would happen if....? If.....how would that change/impact....?
	Thinking about and giving reasons	Have you thought of....?
	Thinking about.....giving a response to.....	What do you think about....? Why? Do you agree that....?
	Thinking about.....making links....	Do you think this is like/connected to/similar to.....that we have studied/learnt about/seen already.

Age Phase	Outcome drivers	Possible assessment question stems
11 years - 14 years	Arrive at a judgement supported by an effective evaluation of the arguments	Which argument is strongest? What has led you to that view/conclusion? Why is the other view not persuasive?
	Asking 'what if' questions about	What do you think about.....? If you could ask one question about....What would it be?
	Assess the extent to which this is a faithful expression	Do you think this shows.....? Why? Given the belief in..... Is this fair/accurate? How might you change this to more accurately show....? What has the artist got right about....?
	Assessing the extent	How far is it true/fair/right that.....?
	Consider how they would answer the question....	Do you think....? What else would you want to know in order to be able to answer.....? How do you feel about the view/statement/opinion.....?
	Consider why/consider the view/the claim (and construct a Catholic response) (presenting arguments for and against)	Why would some people....? What would the Church say in response to this? Why? Why might someone agree/disagree with.....?
	Considering the barriers	Why is it challenging to...? Why might some people not/not be able to....? What is the difficulty with creating/doing/achieving....?
	Critically engaging with different people's points of view	Why is that a strong/weak point? What do you agree with in that argument? What do you not completely agree with that argument?
	Demonstrate an understanding of	What do we mean by....? Explain....to me. How would you explain..... What is....? Why....?
	Discuss what	How do you see/understand/explain....? What is this? How do you know?
	Explore how....considering how these reflect....	Given belief in/that.....why/how might someone..... How does.....reflect....
	Explore....and assess the extent to which....	How far do you agree/think/notice that....

		How fair is it to claim.....?
	Investigate	Who/what.....? What can you find out about.....? (In relation to...)
	Offer an interpretation	How would you understand that? What do you think that mean? How do you see that? Do you think it would be fair for someone to say that this means/shows us.....?
	Using relevant sources of wisdom and authority appropriately as justification	Use.....to explain what you think about....? Can you back up what you say with religious evidence? Why might the Bible/a source of authority agree with you about that?
	Using....assess the argument....	How far does.....shows that.....? Is it true that.....given that....? Does....support the claim that.....?
	Weighing the strengths and weaknesses of.....	Which argument is stronger? Why? What is the biggest strength of....? Is it true/fair that...is a weak argument? Why?

Reflecting on *Respond*

Remembering that *Respond* outcomes do not need to be assessed, the grids below do not offer question stems. Whilst space needs to be left in lessons for responding to happen, progress should not be assessed and monitored in the way that *Understand* and *Discern* are. This is in recognition that it will not (always) be appropriate to assess pupils on their progress in this reflective ‘way of knowing’.

Instead, the grids below offer a list of driver stems and some reactions in pupils that might demonstrate pupil response. As above, the list of pupil responses is not to be considered exhaustive. Also, whilst some of these refer to pupils responding as a Christian, this is not to say that only Christian pupils are capable of a response. This should be treated as an example and indicative rather than as an absolute authority.

Age Phase	Outcome drivers
3 years - 7 years	Considering how (Christians)
	Considering what people
	Considering what they could do/might
	Considering why many people
	Create a personal response
	Hearing (and beginning to join in) (and thinking about)
	Listening to
	Recognising that
	Reflecting on (different/how/what)
	Singing or saying
	Talking about how/what

Age Phase	Outcome drivers
7 years - 11 years	Compare their own and others...
	Consider how they could (be transformed by/changed by)...
	Consider how...and consider the actions...
	Considering how their own lives and the lives of others/their community....
	Considering what life or task God is calling them to live
	Discuss the meaning for their own lives
	Discuss what it means for Christians
	Discussing how they can follow the example of...
	Give thanks
	Identify ways they could act differently
	Make connections between experiences and how they felt
	Prayerfully reflect
	Recognising the ways in which this could change the way they could live
	Reflect on how....speaks to people today.
	Reflect on the challenges and blessings
	Reflect on the inspiration....offers for their own lives
	Reflect on what it means to.....
	Reflect on what matters to them/in their own lives
	Reflect on what they can learn from....
	Reflect on what___might mean for___
	Reflect on....to help them....
	Reflect/consider their gifts
	Reflecting on the Catholic belief.....
	Reflecting on the challenges and blessings....
	Reflecting on what it is they...
	Reflecting on what their learning means for their life
	Responding creatively
	Show understanding of how people would behave
	Showing understanding of....and what that might mean for them
	Spending time wondering

	Talking about the (their own/others) experience
	Talking about their own and others' experiences and feelings
	Talking, asking, and answering questions about their....

Age Phase	Outcome drivers
11 years - 14 years	Consider how their response to.....might inspire.....
	Consider how they could....
	Consider how they might be inspired....
	Consider how this helps them to....
	Consider in what ways they might.....
	Consider the change of personal perspective and priorities when....
	Consider the extent to which their own....
	Consider what they believe....
	Considering the personal qualities needed...
	Create....
	Examine their own....
	Experience using...
	Participate in....
	Reflect on the presence and importance of....
	Reflect on the way they...
	Reflect on their own response
	Thinking about opportunities for.....

Possible Pupil *Respond* reactions

<ul style="list-style-type: none"> • How might.....? 	<ul style="list-style-type: none"> • I wonder how....?
<ul style="list-style-type: none"> • As a Christian, I..... 	<ul style="list-style-type: none"> • I think I like/agree with what Christians think about...
<ul style="list-style-type: none"> • I'd like to learn more about what Christians think about.... 	<ul style="list-style-type: none"> • I'd like to hear more about....
<ul style="list-style-type: none"> • That makes me..... 	<ul style="list-style-type: none"> • I can see why someone...../someone I know..../this person....
<ul style="list-style-type: none"> • That's different..... 	<ul style="list-style-type: none"> • I'd like to.....
<ul style="list-style-type: none"> • That makes me.... 	<ul style="list-style-type: none"> • How does that make me/you feel?
<ul style="list-style-type: none"> • Let's hear more about...../I'd like to hear more about.... 	<ul style="list-style-type: none"> • Lots of people I know.....I wonder.....
<ul style="list-style-type: none"> • That doesn't make sense to me 	<ul style="list-style-type: none"> • Yes, I agree (strongly) with that
<ul style="list-style-type: none"> • People who think that are..... 	<ul style="list-style-type: none"> • I wonder if I should.....
<ul style="list-style-type: none"> • I wonder if anyone else thinks..... 	<ul style="list-style-type: none"> • How might this change my/your life?
<ul style="list-style-type: none"> • I have long wondered if/that/about.....I wonder if this is the answer/meaning/response I was looking for 	<ul style="list-style-type: none"> • How could we/you/I show this in my life?

<ul style="list-style-type: none">• Would it make a difference to me/you/the world if....?	<ul style="list-style-type: none">• How could someone.....would this be better for the world/my community?
<ul style="list-style-type: none">• How could someone.....would this be better for the world/my community?	