**Sample Assessment Outline**

Religion and Life

Preliminary Unit 3 and Unit 4

**Copyright**

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](http://creativecommons.org/licenses/by-nc/3.0/au/)

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# Sample assessment outline

# Religion and Life – Preliminary

## Unit 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment task** | **Notional  due date** | **Unit outcome:**  recognise ways in which religious faith  is supported by  religious communities | **Unit outcome:**  identify examples of what religious communities do | **Unit outcome:**  use language and information about religious communities | **Unit outcome:**  reflect upon their learning about  the work of  religious communities |
| **Task 1: What people like about religion**  Students read, view or listen to quotations, comments, and/or images from different people about religion. They classify comments/quotations into two categories – religion is liked; religion is not liked. | Week 2 Semester 1 | **✓** |  |  |  |
| **Task 2: Welcome poster**  Students create a poster on behalf of a religious community to welcome visitors. | Week 5 Semester 1 | **✓** | **✓** | **✓** |  |
| **Task 3: Promoting a religious community**  Students make a short video promoting a religious community. Students research and then present the key features of this community and how this community helps its followers and other people in a video. | Week 11 Semester 1 | **✓** | **✓** | **✓** | **✓** |
| **Task 4: This happened in the past**  Students form a group and, using a PowerPoint slide show, they tell the story of an event in the history of a religion. | Week 14 Semester 1 |  | **✓** | **✓** |  |
| **Task 5: Reflective journal**  At the end of every two weeks, students complete a reflective activity on what they have learnt and things they didn’t understand. The journal is collected at the end of the unit. | Week 16 Semester 1 | **✓** | **✓** | **✓** | **✓** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST  Religion and Life**  **Preliminary Unit 3**  (✓ = Unit content covered) | **Task 1**  What people like about religion | **Task 2**  Welcome poster | **Task 3**  Promoting  a religious community | **Task 4**  This happened  in the past | **Task 5**  Reflective journal |
| **The nature of religion** | | | | | |
| **The search for meaning** |  |  |  |  |  |
| what people like about belonging to a religion | **✓** |  |  |  | **✓** |
| **Religious belief, teaching and practice** |  |  |  |  |  |
| key features of a religious community, including:   * when it gathers * who are its leaders * what rules guide the community |  | **✓** | **✓** |  | **✓** |
| ways in which a religious community helps its followers |  | **✓** | **✓** |  | **✓** |
| **The influence of religion** | | | | | |
| **The place of religion in society** |  |  |  |  |  |
| an example of how a religion participates in society |  |  | **✓** |  | **✓** |
| **Religion in historical contexts** |  |  |  |  |  |
| the story of an event in the history of a religion |  |  |  | **✓** | **✓** |
| **Current issues for religion** |  |  |  |  |  |
| examples of issues that concern a religion |  |  |  |  | **✓** |
| **Learning skills** | | | | | |
| **Language** |  |  |  |  |  |
| how to recognise and use key words in self-expression | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Processes** |  |  |  |  |  |
| ways to use relevant information and/or ideas | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Participation** |  |  |  |  |  |
| how to work on own (with or without assistance) and/or with others on set tasks | **✓** |  | **✓** | **✓** | **✓** |
| how to work appropriately in different social settings |  | **✓** | **✓** |  | **✓** |
| how to self-manage behaviour | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Communication** |  |  |  |  |  |
| formats to express understandings |  | **✓** |  | **✓** | **✓** |

# Sample assessment outline

# Religion and Life – Preliminary

## Unit 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment task** | **Notional  due date** | **Unit outcome:**  recognise the role people  play in religion | **Unit outcome:**  identify examples  of the role religion  plays in society | **Unit outcome:**  use language and information about  the role that religion  plays in society | **Unit outcome:**  reflect upon their learning about  the role that religion  plays in society |
| **Task 6: Religious people**  A guest speaker shows what they do and provides examples of how they personally contribute to a religion. Students recall the different types of activities the person does. | Week 3 Semester 2 | **✓** |  |  |  |
| **Task 7: Religious celebrations**  Students join or observe a religious celebration and afterwards sequence the main steps of what happened during the celebration. | Week 7 Semester 2 |  | **✓** | **✓** |  |
| **Task 8: Religious charity**  Students choose a religious charity from a list and prepare a nomination of this charity for a community award. A completed nomination form for the award describes what the religious charity does in the community and how it contributes to society. | Week 13 Semester 2 |  | **✓** | **✓** | **✓** |
| **Task 9: Famous religious people**  Students learn the story of a famous religious person from the past and then recall and recount things that happened in this person’s life. | Week 15 Semester 2 | **✓** |  | **✓** | **✓** |
| **Task 10: Reflective journal**  At the end of every two weeks students complete a reflective activity on what they have learnt and things they didn’t understand. The journal is collected at the end of the unit. | Week 16 Semester 2 | **✓** | **✓** | **✓** | **✓** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST  Religion and Life**  **Preliminary Unit 4**  (✓ = Unit content covered) | **Task 6**  Religious people | **Task 7**  Religious celebrations | **Task 8**  Religious charity | **Task 9**  Famous religious people | **Task 10**  Reflective journal |
| **The nature of religion** | | | | | |
| **The search for meaning** |  |  |  |  |  |
| ways in which a particular person contributes to a religion | **✓** |  |  |  | **✓** |
| **Religious belief, teaching and practice** |  |  |  |  |  |
| an important religious belief |  | **✓** |  | **✓** | **✓** |
| ways in which communities celebrate their religion together |  | **✓** |  |  | **✓** |
| ways in which people help in the work of a religion |  |  | **✓** |  | **✓** |
| **The influence of religion** | | | | | |
| **The place of religion in society** |  |  |  |  |  |
| examples of religion contributing to the society |  |  | **✓** |  | **✓** |
| **Religion in historical contexts** |  |  |  |  |  |
| some events in the life of a religious person from the past |  |  |  | **✓** | **✓** |
| **Current issues for religion** |  |  |  |  |  |
| ways in which a religion can respond to issues in society |  |  |  |  | **✓** |
| **Learning skills** | | | | | |
| **Language** |  |  |  |  |  |
| how to recognise and use key words in self-expression | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Processes** |  |  |  |  |  |
| ways to use relevant information and/or ideas |  | **✓** | **✓** | **✓** | **✓** |
| **Participation** |  |  |  |  |  |
| how to work on own (with or without assistance) and/or with others on set tasks |  | **✓** |  | **✓** | **✓** |
| how to work appropriately in different social settings | **✓** | **✓** | **✓** |  | **✓** |
| how to self-manage behaviour | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Communication** |  |  |  |  |  |
| formats to express understandings |  |  | **✓** | **✓** | **✓** |