



## **SAMPLE ASSESSMENT OUTLINE**

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**RELIGION AND LIFE**  
**FOUNDATION YEAR 11**

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Sample assessment outline  
 Religion and Life – Foundation Year 11  
 Unit 1 and Unit 2

| Assessment type | Assessment type weighting | Assessment task weighting | When/start and submission date | Assessment task   |
|-----------------|---------------------------|---------------------------|--------------------------------|---|
| Investigation   | 40%                       | 20%                       | Semester 1<br>Weeks 12–15      | <b>Task 3:</b> An oral presentation on research findings based on the following: <ul style="list-style-type: none"> <li>• an overview of an important issue for a religion from the past or present</li> <li>• select appropriate and trustworthy sources to collect relevant information and/or data</li> <li>• select and use relevant information and/or data from source material</li> <li>• observe appropriate ethical protocols when conducting research</li> <li>• use suitable formats to communicate ideas or understandings for a set purpose and audience</li> </ul>  |
|                 |                           | 20%                       | Semester 2<br>Weeks 5–7        | <b>Task 4:</b> Research based on the following: <ul style="list-style-type: none"> <li>• how people express a religious way of life</li> <li>• use suitable formats to communicate ideas or understandings for a set purpose and audience</li> <li>• recognise and use subject-specific terminology</li> <li>• develop a range of questions to support an inquiry</li> <li>• select and use a suitable method for recording information and/or data</li> <li>• select and use relevant information and/or data from source material</li> <li>• observe appropriate ethical protocols when conducting research</li> <li>• reflect on learning and identify new understandings</li> </ul> |
| Explanation     | 30%                       | 15%                       | Semester 1<br>Week 7           | <b>Task 1:</b> A presentation assessing the following: <ul style="list-style-type: none"> <li>• why people follow a religion</li> <li>• use suitable formats to communicate ideas or understandings for a set purpose and audience</li> </ul>   |
|                 |                           | 15%                       | Semester 2<br>Week 14          | <b>Task 6:</b> An oral/multimedia presentation based on the following: <ul style="list-style-type: none"> <li>• how a religion responds to an issue from the past or present</li> <li>• recognise and use subject-specific terminology</li> <li>• support conclusions based on the use of evidence</li> <li>• use suitable formats to communicate ideas or understandings for a set purpose and audience</li> </ul>   |

| Assessment type | Assessment type weighting | Assessment task weighting | When/start and submission date | Assessment task   |
|-----------------|---------------------------|---------------------------|--------------------------------|---|
| Source Analysis | 30%                       | 15%                       | Semester 1<br>Week 11          | <p><b>Task 2:</b> A series of teacher selected sources, e.g. news articles and cartoons, and teacher generated questions based on the following:</p> <ul style="list-style-type: none"> <li>• examples of the types of activities undertaken by one or more religions in a familiar community</li> <li>• select and use relevant information and/or data from source material</li> <li>• identify important information found in source material, such as the origin, purpose, context or point of view of a source</li> <li>• reflect on learning and identify new understandings</li> <li>• use suitable formats to communicate ideas or understandings for a set purpose and audience</li> </ul> |
|                 |                           | 15%                       | Semester 2<br>Week 11          | <p><b>Task 5:</b> A series of teacher selected sources, e.g. graphic and written, and teacher generated questions based on the following:</p> <ul style="list-style-type: none"> <li>• an overview of religion in Australian society</li> <li>• identify important information found in source material, such as the origin, purpose, context or point of view of a source</li> <li>• select and use relevant information and/or data from source material</li> <li>• consider how information and/or data found in source material relates to course understandings</li> </ul>   |
| <b>Total</b>    | <b>100%</b>               | <b>100%</b>               |                                |   |