



SAMPLE ASSESSMENT TASKS

**RELIGION AND LIFE
FOUNDATION YEAR 12**

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 task

Religion and Life – Foundation Year 12

Task 6 – Unit 4

Assessment type Investigation

Content

- how religion is reflected in the actions and beliefs of a religious group or organisation
- the work of a religious group or organisation in society, past or present
- develop a range of questions to support an inquiry
- select and use relevant information and/or data from source material
- consider how information and/or data found in source material relates to course understandings
- reflect on learning and identify new understandings
- support conclusions based on the use of evidence
- use suitable formats to communicate ideas or understandings for a set purpose and audience

Conditions Time for the task: five weeks

Task weighting 15% of the school mark for this pair of units

Part A

(13 marks)

Syllabus focus

- how religion is reflected in the actions and beliefs of a religious group or organisation
- select and use relevant information and/or data from source material
- consider how information and/or data found in source material relates to course understandings
- use suitable formats to communicate ideas or understandings for a set purpose and audience

Task

Present findings from your research about the actions and beliefs of a religious organisation or group that works within the community.

Step one

Under the guidance of your teacher, choose a religious group or organisation that works within the community.

Step two

(10 marks)

Research the actions and beliefs of your chosen religious organisation or group.

Use the template provided (Appendix A) and follow ethical protocols to address the following:

- the religion of the group or organisation you have chosen (1 mark)
- why the religious group or organisation works in the community (3 marks)
- examples of work the religious group or organisation does in the community (3 marks)
- how this religious group or organisation reflects what the religion believes and/or teaches. (3 marks)

Step three

(3 marks)

Present your findings from step two as a digital presentation (oral or written) or as an infographic.

Part B**(14 marks)****Syllabus focus**

- the work of a religious group or organisation in society, past or present
- develop a range of questions to support an inquiry
- reflect on learning and identify new understandings
- support conclusions based on the use of evidence
- use suitable formats to communicate ideas or understandings for a set purpose and audience

Task

Produce a 'day in the life' presentation or infographic of a volunteer from your chosen organisation.

Step one**(3 marks)**

Develop 2–3 questions that focus on what a day in the life of a volunteer may look like. Use these questions to guide your research.

Step two

Through interviews, research **or** practical volunteering, research what a day in the life of a volunteer looks like.

Step three**(7 marks)**

Present your findings in a format of your choice (video diary, written diary, infographic, pictures with explanation, short film, blog, poster, podcast).

Step four**(4 marks)**

Reflect on what you have learnt about the importance of the work this religious group or organisation does.

Appendix A

Your chosen religious group or organisation:

Research notes

References	Focus
	What religion does your chosen group or organisation belong to?
	Why does this religious group or organisation work in the community?
	What are some examples of the work the group or organisation does in the community?

References	Focus
	How does the work of your chosen group or organisation reflect what the religion believes and/or teaches?

Marking key for sample assessment Task 6 – Unit 4

Part A

Present findings from your research about the actions and beliefs of a religious organisation or group that works within the community.

Description	Marks
The actions and beliefs of a religious organisation or group (Step 2)	
Identifies the religion of the chosen group or organisation	1
Subtotal	/1
Outlines why the religious group or organisation works in the community	3
Identifies some reasons why the religious group or organisation works in the community	2
Provides a general comment about why the religious group or organisation works in the community	1
Subtotal	/3
Outlines examples of work the religious group or organisation does in the community	3
Identifies examples of what the religious group or organisation does in the community	2
Provides a general comment about what the religious group or organisation does	1
Subtotal	/3
Outlines how the religious group or organisation reflects what the religion believes and/or teaches	3
Identifies examples of what the religion believes and/or teaches that relate to the work of the religious group or organisation	2
Provides general comments about religious teachings or beliefs	1
Subtotal	/3
Presentation of findings (Step 3)	
Presents research findings in an engaging, clear and informative manner	3
Presents research findings including some elements that engaged and were informative	2
Presents in a manner that displays a minimal level of engagement or lacks clarity	1
Subtotal	/3
Total	/13

Part B

Produce a 'day in the life' of a volunteer from your chosen organisation.

Description	Marks
Research questions (Step 1)	
Develops 2–3 questions that focus on what a day in the life of a volunteer may look like	3
Develop a question(s) that relates to what a day in the life of a volunteer may look like	2
Attempts to frame a question(s) that relates to what a day in the life of a volunteer looks like	1
Subtotal	/3
Presentation of findings (Step 3)	
Presentation	
Uses a format to present findings in an interesting, engaging and informative way	3
Uses a format that includes some elements that are engaging and informative	2
Uses a format that provides a minimal level of engagement or lacks clarity	1
Findings	
Explains what a day in the life of a volunteer looks like	4
Outlines what a day in the life of a volunteer looks like	3
Provides some relevant detail about the day in the life of a volunteer	2
Provides general comments about what a volunteer does	1
Subtotal	/7
Reflection on learning (Step 4)	
Provides a detailed reflection on what was learnt about the importance of the work done by a religious group or organisation	4
Provides a reflection that includes detail about the importance of the work done by a religious group or organisation	3
Reflects on what was learnt about the work of a religious group or organisation	2
Reflects on learning	1
Subtotal	/4
Total	/14

Sample assessment task

Religion and Life – Foundation Year 12

Task 5 – Unit 4

Assessment type Explanation

Content

- why people are motivated to become involved with the work of a religious group or organisation from the past or present
- recognise and use subject-specific terminology
- support conclusions based on the use of evidence
- reflect on learning and identify new understandings
- use suitable formats to communicate ideas or understandings for a set purpose and audience

Conditions In-class with support

Task weighting 15% of the school mark for this pair of units

Task (22 marks)

Motivation in a bag

Using the information gathered in class, deliver an oral presentation that includes the use of a physical or virtual bag. Your 'bag' needs to contain symbols which represent why a person, or group of people, were motivated to become involved with the work of a particular religious group or organisation. In your presentation, explain each symbol you include in your bag.

For more information on Projects in a Bag, refer to:

Amy Courtemanche – Book in a Bag Presentation Demo

<https://www.youtube.com/watch?v=YrePRs0bUpY>

Include the following in your response:

- Name the person/group of people motivated to join a religious group or organisation. (1 mark)
- Name the religious group/organisation the person/group of people became involved with. (1 mark)
- Identify the time period (past or present) when this occurred/occurs. (1 mark)
- Describe, with a minimum of three examples, the work of the group/organisation. (4 marks)
- Explain three different reasons why the person/group of people were motivated to become involved with the work of this group or organisation. (4 marks)

Presentation requirements

- A 2–3 minute presentation delivered in class as an oral presentation to your classmates. (1 mark)
- The 'bag' you use in your presentation can be digital or physical.
- Your presentation will use symbols, objects or images to represent the key motivating factors for the involvement of your chosen person/group of people. (4 marks)
- Your presentation will include the use of conjunctions to justify evidence (joining words – because, although, as a result of etc.). (2 marks)

Reflection**(4 marks)**

You will be assessed by your teacher and peers against an oral presentation rubric that provides feedback on the content, language, voice, eye contact and visual aids you use in your presentation.

Using your own self-assessment and this feedback, reflect on your performance and identify strengths and areas for improvement in your oral language presentation skills.

Marking key for sample assessment Task 5 – Unit 4

Description	Marks
Names the person/group	
Correctly names the person/group of people motivated to join a religious group or organisation	1
Subtotal	/1
Name of group or organisation joined	
Correctly names the religious group or organisation the person/group of people became involved with	1
Subtotal	/1
Time period	
Correctly identifies the time period (past or present) when this occurred/occurs	1
Subtotal	/1
Description of the work of the organisation	
Describes, using three or more examples, the work of the organisation	4
Outlines, with examples, the work of the organisation	3
Provides some relevant detail about the work of the organisation	2
Makes general comments about the work of the organisation	1
Subtotal	/4
Reasons the person/group were motivated	
Explains three different reasons why the person/group were motivated to become involved with the group/organisation	4
Provides three reasons why the person/group were motivated to become involved with the group/organisation	3
Provides at least one reason why the person/group were motivated to become involved with the group/organisation	2
Provides some comments about the motivations of the person/group	1
Subtotal	/4
Oral Presentation	
Oral presentation keeps to the timeframe.	1
Subtotal	/1

Description	Marks
Symbols and Explanations	
Provides symbols, objects or images to represent the key motivating factors for your person's/group's involvement that are clear, imaginative and appropriate for the task	4
Provides symbols, objects or images to represent the key motivating factors for the person's involvement in a group/organisation	3
Provides some symbols, objects or images that represent motivating factors	2
Provides few symbols, objects or images that represent motivating factors	1
Subtotal	/4
Conjunctions	
Uses a range of conjunctions (joining words, such as consequently, as a result of, although, however) to justify evidence	2
Uses some conjunctions (such as so, because, therefore).	1
Subtotal	/2
Reflection	
Identifies strengths and areas for improvement in their oral language presentation skills in reflection on performance, based on self-assessment and feedback provided in the oral presentation rubric	4
Identifies strengths and areas for improvement in oral language presentation skills	3
Identifies some strengths and/or areas for improvement in their performance	2
Completes a self-assessment and includes some comments about the performance	1
Subtotal	/4
Total	/22

Sample assessment task

Religion and Life – Foundation Year 12

Task 1 – Unit 3

Assessment type Source analysis

Content

- how religion motivated a religious person from the past or present
- identify important information found in source material such as the origin, purpose, context or point of view of a source
- select and use relevant information and/or data from source material
- consider how information and/or data found in source material relates to course understandings
- support conclusions based on the use of evidence

Conditions Time for the task: 50 minutes
In-class response under test conditions

Task weighting 12.5% of the school mark for this pair of units

Task **(25 marks)**

Using the attached template, compare two sources provided by your teacher.

Source 1 title:	Source 2 title:
_____	_____
Origin of source:	Origin of source:
_____	_____
_____	_____
Identify what the person in Source 1 did.	Identify what the person in Source 2 did.
_____	_____
_____	_____
_____	_____
_____	_____
Outline, using evidence from Source 1, why they did this.	Outline, using evidence from Source 2, why they did this.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Explain, using examples to assist you, how religion motivated the person in Source 1.	Explain, using examples to assist you, how religion motivated the person in Source 2.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Marking key for sample assessment task 1 – Unit 3

Description	Marks
Source 1	
Provides an appropriate title for the source	1
Correctly identifies the origin of the source	1
Correctly identifies what the person did	1
Subtotal	/3
Outlines why the person did this using evidence from the source	3
Provides relevant detail about why the person did this	2
Makes general comments about why the person did this	1
Subtotal	/3
Explains how religion motivated the person using examples from the source	4
Explains how religion motivated the person	3
Outlines, with or without examples, how religion motivated the person	2
Identifies an example of how religion motivated the person	1
Subtotal	/4
Source 2	
Provides an appropriate title for the source	1
Correctly identifies the origin of the source	1
Correctly identifies what the person did	1
Subtotal	/3
Outlines why the person did this using evidence from the source	3
Provides relevant detail about why the person did this	2
Makes general comments about why the person did this	1
Subtotal	/3
Explains how religion motivated the person using examples from the source	4
Explains how religion motivated the person	3
Outlines, with or without examples, how religion motivated the person	2
Identifies an example of how religion motivated the person	1
Subtotal	/4
Comparison	
Content	
Compares how religion motivated the people in Source 1 and Source 2	3
Identifies some similarities and/or differences found the sources	2
Identifies one similarity or difference found in sources	1
Structure	
Shows all elements of a correct TEEL paragraph	2
Shows some elements of a correct TEEL paragraph	1
Subtotal	/5
Total	/25