**Sample Assessment Outline**

Religion and Life

Preliminary Unit 3 and Unit 4

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# Sample assessment outline

# Religion and Life – Preliminary

## Unit 3

|  |  |  |  |  |  |
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| **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 | **✓** | **✓** | **✓** | **✓** |

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| **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

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| **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 | **✓** | **✓** | **✓** | **✓** |

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| **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 |  |  | **✓** | **✓** | **✓** |