



education

Department:
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REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

SUBJECT ASSESSMENT GUIDELINES

RELIGION STUDIES

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PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4	4*	4	4*	16
	FAL	4	4*	4	4*	16
Life Orientation		1	1*	1	2*	5
Mathematics or Maths Literacy		2	2*	2	2*	8
Subject choice 1**		2	2*	2	1*	7
Subject choice 2**		2	2*	2	1*	7
Subject choice 3		2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3	2	2*	(2*) 3*		(6 [#]) 7

Note:

- * One of these tasks in Term 2 and/or Term 3 must be an examination
- ** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF RELIGION STUDIES IN GRADES 10 - 12

3.1 Introduction

Religion Studies is one of the new subjects in the National Curriculum Statement. It is not a form of religious instruction. Critically, personal faith and beliefs are not assessed. What is assessed is the way in which operative concepts and thinking skills are applied to religion as a social phenomenon. The Assessment Standards in the National Curriculum Statement (NCS) for Religion Studies detail the competencies per grade to be achieved in Religion Studies. They can be summarised as follows:

- Content for the specific grade
- Communication competencies
- Investigative competencies
- Data handling competencies
- Problem solving competencies

See Annexure 1 of the Religion Studies Learning Programme Guidelines (January 2008) for guidance on the content to be covered in the teaching, learning and assessment of Religion Studies.

In assessing whether the Assessment Standards have been attained, assessment should focus on the following aspects:

- Complexity of knowledge increasing within and across grades
- Application of operative concepts increasing within and across grades
- Demonstration of general thinking competencies increasing within and across grades
- Demonstration of data handling competencies
- Application of investigative competencies
- Demonstration of problem-solving competencies
- Application of communication competencies

Learning Outcomes and Assessment Standards for Religion Studies carry equal weight. In a learning and teaching situation, assessment should not focus on specific Learning Outcomes and Assessment Standards at the expense of others. Planning at the beginning of the year should ensure that all Learning Outcomes are thoroughly covered.

3.2 Daily assessment in Grades 10, 11 and 12

Daily assessment is a crucial element of teaching and learning as it monitors and supports the learning process. Daily assessment tasks should be used as part of the teaching and learning process to:

- assess strengths and weaknesses in a timely manner, for example as a baseline or diagnostic assessment of learners' abilities;
- alert teachers and learners to the need for additional support when necessary (e.g. revisiting certain sections);
- motivate and encourage learners to actively participate in class;
- reassess teaching and learning activities; and

- reinforce the development of learners’ skills, knowledge, values and attitudes.

The following are examples of the type of daily assessment activities that can be used in the Religion Studies classroom:

- Learners point out clusters of religions on a map and provide their origins and statistical information.
- Learners identify the symbols of different religions.
- Read extracts from a variety normative sources.
- Role-play a variety of religious rituals.
- Informally test definitions of religious concepts, a variety of social forms, institutions and roles in different religions and how religions originated.

3.3 Assessment in Grades 10 and 11

The Programme of Assessment for Religion Studies in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Religion Studies, while the end-of-year examination is the seventh task and makes up the remaining 75%.

3.3.1 Programme of Assessment in Grades 10 and 11

Of the six tasks undertaken during the year, two tasks are tests, one is a midyear examination and the remaining three tasks should make use of different forms of assessment such as investigations, assignments and extended writing tasks. The seventh task is the end-of-year examination.

The following table provides an example of a Programme of Assessment for Grades 10 and 11, including the mark to be reported per term:

PROGRAMME OF ASSESSMENT TASKS			
TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	1 task
TASK 1 Open-book extended writing task (100)	TASK 3 Investigation (100)	TASK 5 Assignment (100)	TASK 7 End-of-year examination (300)
TASK 2 Test (100)	TASK 4 Midyear examination (300)	TASK 6 Test (100)	PLUS
			*Year Mark (100)
200/2 = 100	400/4 = 100	200/2 = 100	400

*Year Mark: This mark is calculated by adding the marks for tasks 1-6 together (*out of a total of 800*) and dividing this total (*by 8*) to arrive at the Year Mark out of 100.

The following table provides the suggested requirements and mark allocations of the assessment tasks for Grades 10 and 11:

Assessment Task	Year Mark
Description	Mark
Two tests written under controlled conditions: Grades 10 and 11: 2 tests X 100 marks = 200	200
One investigation: This could be an oral investigation where learners conduct interviews to collect information on religious relationships, focusing specifically on Learning Outcome 4. Grades 10 and 11: 100 marks	100
One assignment: This could be an oral, research or enrichment assignment on clusters of religions indicating their origins and statistical information presented in written form which could contain maps, pictures, graphs, etc. and could be accompanied by an oral presentation. Grades 10 and 11: 100 marks	100
One source-based writing task: This could be an open-book task where learners consult one or more sources for interpretive, evaluative, comparative reasons, etc. Topics should cover issues detailed in the Subject Statement. Grades 10 and 11: 100 marks	100
Midyear examination: Grade 10: One 2-hour paper for 150 marks X 2 = 300 marks Grade 11: Two 2-hour papers for 150 marks each = 300 marks	300
Total for assessment tasks undertaken during the year:	800/8 = 100 (25%)
End-of-year examination: Grade 10: One 2-hour paper for 150 marks X 2 = 300 marks Grade 11: Two 2-hour papers for 150 marks each = 300 marks	300
Total for end-of-year assessment task:	300 (75%)
TOTAL FOR RELIGION STUDIES	400 (100%)

See Appendix 1 for details on the nature and the scope of investigations, assignments and source-based writing tasks.

The following table suggests the weighting of cognitive levels for examinations and tests:

Cognitive Level Description	Weighting
Recall (Knowledge)	30%
Comprehension	40%
Analysis, Application, Evaluation and Synthesis	30%

3.3.2 Examinations in Grade 10 and 11

Examinations are written twice a year in Grades 10 and 11: midyear and at the end of the year.

The table below provides a suggested outline for the Grade 10 and 11 examination papers:

MIDYEAR AND END-OF-YEAR EXAMINATIONS	
EXAMINATION	MARKS
GRADE 10	
MIDYEAR and END-OF-YEAR One 2-hour paper: 150 marks multiplied by 2 = 300 Three questions (one compulsory and two choice) – 50 marks each (30 for source-based questions and 20 for extended writing) = 150 marks Focus on interrogation of range of source/s such as texts, maps, graphs, etc., can include comparative questions – answers required range from short responses to paragraphs – at the start of each question then expand into extended writing piece where learners are expected to use their own knowledge and information to produce an extended text on a generic issue.	300
GRADE 11	
MIDYEAR AND END-OF-YEAR Two 2-hour papers: 150 + 150 = 300 Paper 1: 150 marks Three questions (one compulsory and choice of two out of three to four questions) – 50 marks each = 150 Focus on interrogation of range of source/s such as texts, maps, graphs, etc., can include comparative questions – answers required range from short responses to paragraphs. Paper 2: 150 marks Three focussed extended writing questions (choice of three out of four to five questions) – 50 marks each = 150 Focus on analysis and interpretation of generic issues pertaining to religions where learners expected to present a position on the issue/s from a specific religious perspective and to argue this position and critique it. A source can be included to act as a stimulus.	300

Details of examination papers in Grades 10 and 11:

Grade 10

In Grade 10 all examination questions will combine source work and extended writing. The examinations will be based on religious source material from which the interpretive process will unfold. Each question will have an overall key question which focuses on a specific issues or topic. Learners will have to demonstrate understanding of religious concepts and religious interpretation. Communication of knowledge and understanding in examination conditions will be in the form of extended writing based on the key question and the sources included in the question. Where appropriate, the extended writing can link to real-life situations (e.g. media reports based on events that relate to religious issues), which enables learners to demonstrate competence in various genres of writing (e.g. comparisons, interpretations, development of an argument). Extended writing can also include essays.

Grade 11

The midyear and end-of-year examination in Grade 11 will be similar to the Grade 12 examination. This will comprise two papers where one paper focuses on source-based questions and the other on extended writing.

See Appendix 2 for an example of an assessment matrix that can be used to assess extended writing questions.

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Religion Studies and an external examination which makes up the remaining 75%. The Programme of Assessment for Religion Studies comprises seven tasks which are internally set and assessed. The external examination is externally set and moderated.

The following table provides an example of the annual assessment plan for Grade 12 including the mark to be reported per term:

PROGRAMME OF ASSESSMENT TASKS			EXTERNAL ASSESSMENT TASK
TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	3 tasks	EXTERNAL
TASK 1 Source-based task (100)	TASK 3 Investigation (100)	TASK 5 Test (100)	TASK 7 External examination (300)
TASK 2 Test (100)	TASK 4 Midyear examination (300)	TASK 6 Assignment (100)	PLUS
		TASK 7 Trial examination (300)	*Year Mark (100)
200/2 = 100	400/4 = 100	500/5 = 100	400

*Year Mark: This mark is calculated by adding the marks for tasks 1-7 together (*out of a total of 1100*) and dividing this total (*by 11*) to arrive at the Year Mark out of 100.

The following table suggests the weighting of cognitive levels for examinations and tests:

Cognitive Level Description	Weighting
Recall (Knowledge)	30%
Comprehension	40%
Analysis, Application, Evaluation and Synthesis	30%

3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Religion Studies in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two tasks are examinations and two are tests. The remaining three tasks should consist of different forms of assessment such as investigations, assignments and extended writing.

The following table provides the suggested requirements and mark allocations of the Programme of Assessment tasks and external examination for Grade 12:

Programme of Assessment Tasks	Year Mark
Description	Marks
Two tests written under controlled conditions: 2 tests X 100 marks = 200	200
One investigation: This could be an investigation of media coverage on an important public issue with religious implications over a period of time in which learners: <ul style="list-style-type: none"> • Identify the issue. • Identify the different media. • Identify factors to be investigated. • Present findings which demonstrate critical insight. 100 marks	100
One assignment: This could be an oral, research or enrichment assignment set within a context covering one of the following issues: <ul style="list-style-type: none"> • The role of the media in presenting and influencing public opinion and attitudes with reference to religion • The involvement of religion in areas of conflict in South Africa, Africa and the world. 100 marks	100
One source-based writing task: This could be an open-book task where learners interrogate one normative source for interpretive reasons. 100 marks	100
Midyear and trial examinations: Midyear: Two 2-hour papers for 150 marks each = 300 marks Trial: Two 2-hour papers for 150 marks each = 300 marks	600
Total for assessment tasks undertaken during the year:	1100/11 = 100 (25%)
External examination: Two 2-hour papers for 150 marks each = 300 marks	300
Total for external assessment task:	300 (75%)
TOTAL FOR RELIGION STUDIES	400 (100%)

Note: In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

See Appendix 1 for details on the nature and the scope of investigations, assignments and source-based writing tasks.

Details of examination papers in Grade 12:

The midyear and trial examination in Grade 12 will be similar to the external examination. This will comprise two papers where one paper focuses on source-based questions and the other on extended writing. See Section 3.4.2 for the proposed outline for the two papers.

See Appendix 2 for an example of an assessment matrix that can be used to assess extended writing questions.

3.4.2 External assessment in Grade 12

An external examination comprising two papers is written at the end of the year in Grade 12.

The table below provides a suggested outline for the Grade 12 external examination papers:

EXTERNAL EXAMINATION	
GRADE 12	MARKS
Two 2-hour papers: 150 + 150 = 300 Paper 1: 150 marks Three questions (one compulsory and choice of two out of three to four questions) – 50 marks each = 150 Focus on interrogation of range of source/s such as texts, maps, graphs, etc., can include comparative questions – answers required range from short responses to paragraphs. Paper 2: 150 marks Three focussed extended writing questions (choice of three out of four to five questions) – 50 marks each = 150 Focus on analysis and interpretation of generic issues pertaining to religions where learners expected to present a position on the issue/s from a specific religious perspective and to argue this position and critique it. A source can be included to act as a stimulus.	300

3.5 Promotion

The learner who has progressed from Grade 10 – 12 will be competent and will have achieved progress according to the competencies stated in the National Curriculum Statement for Religion Studies. These competencies are arranged per grade and they cover the following:

- Religion Studies knowledge and values
- Communication competencies
- Investigative competencies
- Data handling competencies
- Problem-solving competencies

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Religion Studies.

3.6 Moderation of internal assessment

A moderation plan must be drawn up and approved. This plan must include each task with its assessment guidelines. Pre- and post-assessment moderation should be conducted. Moderation will be conducted at the site by either the head of department or any other member from management.

APPENDIX 1: NATURE AND SCOPE OF ASSESSMENT TASKS

1. ASSIGNMENTS

Learners may choose between a research assignment, oral assignment and enrichment assignment.

A note on research assignments

This task requires the learner to complete an assignment based on research, which is based on the process of enquiry. A key question is needed with a topic relating to a specific religious issue. The assignment must show evidence of planning and demonstrate that information (evidence) gained through research was used to construct an argument / make an interpretation and reach a conclusion based on the key question. Ideally, learners will demonstrate their ability to formulate a question for research and to identify, select and access relevant sources for the assignment. In Grade 10, learners will need to be guided in the formulation of a question for their research assignment and in locating the information sources available to them to research their chosen topic.

A note on oral assignments

Oral assignments in Grades 10 – 12 should have a number of components: key question to focus the research; formulation of questions for interview; background research to set interviews in context; interviews and transcription of the interviews; a written discussion about how the information in the interviews relates to the period and, at Grade 12 level, an evaluation of the interviews as sources about a religion/s. Optional self-reflection can be included at the end: what doing this project meant to me [the learner] in terms of personal growth and knowledge and understanding of the religion/s? This self-reflection could also focus on more direct questions, especially in Grade 10, such as: What was the most important thing you learnt from the oral investigation? Having done the project, what would you like to know more about?

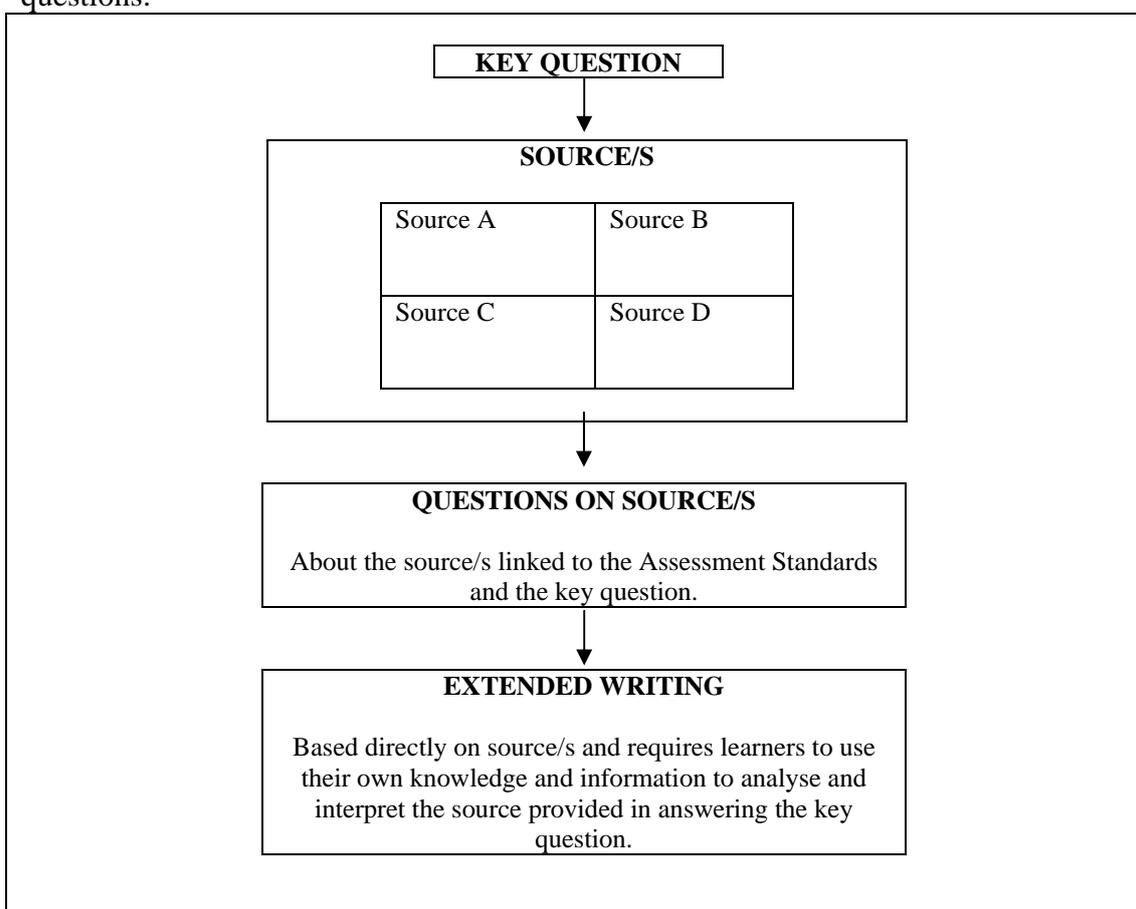
A note on enrichment assignments

An enrichment assignment is a creative, original, new, fresh way of presenting investigations in religions or research work that cannot be categorised as a traditional or conventional research assignment. The assignment will follow all the steps of the research assignment with the difference that the ultimate presentation of the investigation or research will have creative elements, for example documentaries, videos, biographies, multimedia presentations, posters, history of religions, investigation of rituals, symbols and related values, texts, commentaries and local traditions. This type of assignment provides for different learning styles.

2. SOURCE WORK AND EXTENDED WRITING

Source work and extended writing are regular tasks in Religion Studies. While ongoing classroom activities can be shorter, more focussed tasks (e.g. to teach certain skills when working with source documents, or writing skills), the Programme of Assessment task needs to include both source work and extended writing. There will be an overall key question for each of the tasks.

The following outline provides guidance on how to develop source-based tasks and questions:



3. INVESTIGATIONS

Investigations might take the form of problem solving linked to current issues around interpretations and representations of a religion/s where learners could be asked to present plans for addressing misinterpretations and misrepresentations in a community, etc. or more straightforward investigations into community symbols and rituals associated with a religion/s. This could be linked to knowledge about religious sites, religious celebrations, religious holidays and so on. The main idea is to broaden learners' understanding of the religion/s and how the religion/s is interpreted and represented in society and the world at large. Learners could access information from a variety of sources when carrying out an investigation.

The investigation in Grade 12 could be an extension of the assignment carried out in Grade 11. However, if teachers wish and time allows it, a new assignment can be completed in Grade 12.

APPENDIX 2: ASSESSMENT MATRIX FOR EXTENDED WRITING

This is an assessment matrix that can be used for assessing pieces of extended writing as part of an assignment, examination or test. This matrix is suitable for Grades 10-12.

Note: The mark allocation provided in the matrix is applicable for writing tasks counting out of 20, 30 and 50 marks.

MATRIX		PRESENTATION				
		5	4	3	2	1
CONTENT		Well planned and structured. Develops a relevant line of argument. Thinking skills and operative concepts applied at outstanding level. Very high level of independence and originality.	Well planned and structured. Develops a relevant line of argument. Thinking skills and operative concepts applied at very high level. High level of independence. Good measure of originality.	Planned and structured to a certain extent. Attempts to sustain a line of argument. Thinking skills and operative concepts applied at moderate level. Measure of independence.	Attempts a structure. Attempts to sustain a line of argument. Thinking skills and operative concepts applied at low level. Little independence.	No clear structure. No sustained line of argument. Thinking skills and operative concepts applied at very low levels. No independence.
5	Question fully addressed. Very rich content. Content fully relevant to question.	45-50 (50) 27-30 (30) 18-20 (20)	40-44 (50) 24-26 (30) 16-17 (20)			
	Question largely addressed. Rich content. Content relevant to question.	40-44 (50) 24-26 (30) 16-17 (20)	35-39 (50) 21-23 (30) 14-15 (20)	30-34 (50) 18-20 (30) 12-13 (20)		
3	Question partially addressed. Omissions and sometimes irrelevant content.		30-34 (50) 18-20 (30) 12-13 (20)	25-29 (50) 15-17 (30) 10-11 (20)	20-24 (50) 12-14 (30) 8-9 (20)	
2	Question inadequately addressed. Omissions in coverage. Some irrelevant content.			20-24 (50) 12-14 (30) 8-9 (20)	15-19 (50) 9-11 (30) 6-7 (20)	10-14 (50) 6-8 (30) 4-5 (20)
1	Question not addressed. Content sparse and irrelevant.				10-14 (50) 6-8 (30) 4-5 (20)	0-9 (50) 0-5 (30) 0-3 (20)