

Inspiring Lives: A Poster Project

A Religious Education

COMMON ASSESSMENT TASK

for

Grade 10 Learners

in

Catholic Schools

Notes to the learner

1. Your task is to develop a poster for display on a person in South Africa who you consider to have lead an inspiring life. Some suggestions for you to consider are given on page 2.
2. An Assessment Key is provided:



This icon tells you and the teacher how your answer will be assessed. It gives the CORD (Religious Education curriculum) link and the Life Orientation assessment standard. It shows you how the quality of your answer will be coded. You can use it to help you decide if your answer is complete enough.

Remember, ‘Adequate achievement’ is the norm – i.e. it is level 4 that tells you most clearly what you need to do. If your answer is better than this you will achieve a ‘substantial’, ‘meritorious’, or ‘outstanding’ rating. You can use the rubric as a guide towards achieving these results. On the other hand, if your work is below the requirements of level 4, you will be given a result of ‘not achieved’, or of ‘elementary’ or ‘moderate’ achievement.

Since this task requires a combination of various strands of both assessment standards, the same rating – unless the elements of one are very under-represented – will be given to both.

Recording table for credits

LO Assessment Standards	LO2:AS2	LO2:AS4
Credits		

Instructions

1. Work in pairs.
2. Choose a (reasonably contemporary) person in South Africa who has been able to live out their faith / values / worldview. It may be that they have dedicated their life to improving the lives of others, or to bringing about a more just society.

Here is a short list of people whose lives demonstrate a commitment to ending violations of human rights. For many, there is a clear link between their religious faith and their struggle for justice. However, it also includes people of principle who were / are able to live out their values, even if they did not claim adherence to a religion, did not speak of a personal faith, or were even hostile to religion. It does try to be diverse in terms of faiths and ideologies, to include a fair mix of men and women, and to bring attention to sometimes not so well known figures.

Ray Alexander, Neville Alexander, Abu Bakr Asvat, Frans Auerbach, Frances Baard, Steve Biko, George Bizos, Dennis Brutus, Amina Cachalia, Yusuf Dadoo, Sheena Duncan, Cissie Gool, Chris Hani, Denis Hurley, Helen Joseph, Michael Lapsley, Fatima Meer, Beyers Naude, Albie Sachs, Jack Simons, Albertina Sisulu, Oliver Tambo, Ahmed Timol, Desmond Tutu

If at first sight no one appeals to you, just choose anyone – you might be surprised by what you find out.

Alternatively, think about some other persons who fit the criteria of living a life that brings together their values / faith with their commitment to justice in South Africa. Don't just look for the most obvious examples. Think, too, about individuals from your own region. Then ask your teacher if you can do your project on this person.

3. Once you have chosen a person to write about, design an eye-catching, educative A2 sized poster where you introduce this person to your fellow learners. Choose what to present carefully – you don't have much space. Apart from speech quotes, rather put everything into your own words. Use headings and sub-headings to organize your material. Include components such as the following:
 - a suitable title
 - a picture or drawing of the person
 - a brief biography of their lives
 - brief descriptions of key moments in their struggle for justice or upliftment of others
 - choice quotes from their speeches or writings (that illustrate a key principle or issue, etc.)
 - a link showing the relationship of their faith or worldview to their commitment to justice or bettering the lives of others
 - a short statement of what you (as a pair) found most interesting or inspiring about what you learnt about this person
 - a bibliography listing the sources you used
4. Your poster should be neat and well laid out for display. Someone standing in front of it needs to be able to easily read the text.
5. Your poster will be displayed – perhaps in your RE class for a period of time, or as a poster exhibition in the lobby or reception area of your school. This may be done around days of significance with regard to human rights, or with a school focus week.

Rubric for Inspiring Lives – a poster project



Education by Models: [RECENT SAINTS AND OTHER GREATS]

Life Orientation: LO2: Citizenship Education

- AS2: Explains the value of diversity, and discusses the contemporary contribution of an individual to address discrimination and violations of human rights;
- AS4: Displays an understanding of a religion, ethical tradition, or indigenous belief system, and explores how it contributes to a harmonious society

Description of Competence	Rating Code	Criteria
Outstanding	7 (80-100%)	Builds on level 6 but has excellent visual appeal, combining with extremely well-chosen content.
Meritorious	6 (70-79%)	In addition to level 5, the poster is eye-catching and educative with illustrations, quotes, and overall design combining nicely to complement the written content on the poster. Awareness of what can be learnt from their study of a person is balanced with an awareness of what challenges still remain for South African society.
Substantial	5 (60-69%)	Strands covering both assessment standards are well presented. The content is succinct and conveys a sense of understanding and depth. Quotes from the person's speeches or writings – or about the person – are well chosen and illustrate the principles / values / worldviews / religious beliefs held by that person, together with their commitment to justice. Thoughtful comment is given on what the writers have learnt from their study of this person.
Adequate	4 (50-59%)	The poster is neat and organised in presenting a person's life and their contribution to addressing discrimination and violations of human rights. The biographical detail and discussion of the issue and its social context shows an understanding of diversity and the contemporary contribution of an individual to address discrimination and violations of human rights (AS2). An understanding of the person's religion, ethical tradition, or indigenous belief is displayed (AS4) – but presented in relation to that person's commitment to justice. It may be that one or more strands of the assessment standards is weakly developed in relation to others – this unevenness may prevent a 'substantial' rating.
Moderate	3 (40-49%)	A brief biography of the person is presented but the link between their commitment to justice and their faith / values / worldview is not developed. The issue concerned is mentioned but without giving a sense of its being understood. An effort is made to include the various elements required for the poster but this is done in a mechanical way. Presentation may be marred by faulty information with regard to biography, social context, and issue.
Elementary	2 (30-39%)	Thin content – perhaps accompanied by poor design. Little engagement with the strands of the assessment standards.
Not achieved	1 (0-29%)	The poster and its contents are under researched and poorly designed. Minimal or no effort to work with the strands of the assessment standards.