

Religious Education

COMMON ASSESSMENT TASK

for

Grade 7 Learners

in

Catholic Schools

Time: 90 minutes

Notes to the learner

1. Write your answers on the question paper in the space provided.
2. You may use a dictionary.
3. An Assessment Key is given for each question:



This icon tells you and the teacher how your answer will be assessed. It gives the Lifebound RE outcome and learning opportunity. 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, 'Met' is the norm – i.e. the level which tells you most clearly what you need to do. If your answer is better than this you will get an 'Exceeded'; if it doesn't measure up, you will get a 'Partially met' or 'Not met'.

4. Mark allocations are given – just in case your teacher would prefer to use marks rather than codes. But you can also use these as a guide to answering the questions – generally one mark is awarded for one relevant point.

Recording table for credits or marks

Question Number	Q1	Q2	Q3	Q4	Q5	Q6	Total
Credits							
Marks	5	12	7	9	5	22	60

Question 1: Naming examples of Holy Books

Complete the table by giving the name of a holy book or scripture for each of the religions listed.

a. Buddhism	
b. Christianity	
c. Hinduism	
d. Islam	
e. Judaism	



Scripture Education: An acquaintance with scriptures of various faith communities

Code	Credits	Criteria
Exceeded	4	Able to name 5 <i>or</i> Correctly spell 4
Met	3	Able to correctly name 3 or 4
Partially met	2	Able to correctly name 2
Not met	1	Not able to name any or only to name one correctly

[5]

Question 2: The Nature of the Bible

Write a paragraph that explains how Christians understand the Bible.

Your paragraph should be about 10 – 12 lines long.
You will need to touch on terms such as *bible*, *canon*, *testament*, *tradition*, and *inspiration*.



Scripture Education: The bible and its place as scripture in the Christian Church

Code	Credits	Criteria
Exceeded	4	Sufficient plus additional information; awareness and insight
Met	3	Sufficient information; clear understanding
Partially met	2	More information; slightly better understanding; but serious confusion
Not met	1	Minimal information; little or no understanding

[12]

Question 3: Identifying different kinds of truth

Match the items in columns A and B by filling in the answer table. (Example: 8c.)

Note: You don't have to know if a statement is true or not. You just need to decide what kind of truth it carries.

A. Kind of truth	B. Statements
1. Historical truth	a) Love your neighbour as you love yourself.
2. Geographical truth	b) A person is a person through other people.
3. Scientific truth	c) God created the universe.
4. Character truth	d) On some days, she walks as slowly as a snail.
5. Proverbial truth	e) South Africa's first democratic elections were held in 1994.
6. Symbolic truth	f) Water has three states: solid (ice), liquid (water), and gas (vapour).
7. Moral truth	g) You know, Thabo is such a helpful person.
8. Religious or theological truth	h) The Limpopo River is the boundary between Zimbabwe and South Africa.

ANSWER TABLE

A. Kind of truth	1	2	3	4	5	6	7	8
B. Statements								c



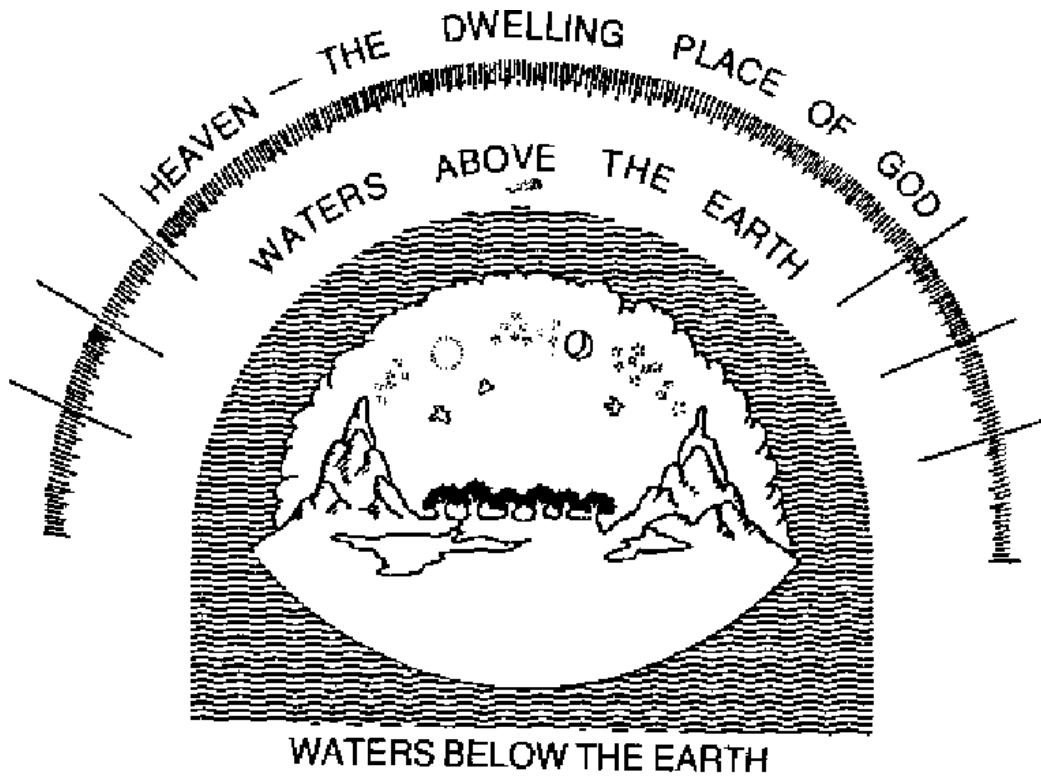
Scripture Education: Distinguishing between different kinds of truth

Code	Credits	Conditions
Exceeded	4	All 7 correct
Met	3	5 of 7 correct
Partially met	2	3 of 7 correct
Not met	1	2 or less of 7 correct

[7]

Question 4: Comparing an old biblical worldview with a modern scientific worldview

The creation stories in the bible are very old. Here is a picture [from **Lifebound**, Grade 7 (II), pg. 18] that shows how the ancient Hebrews saw the world. Look at it carefully.



The ancient Hebrew view of the world.

4.1. What do we know now, that the ancient Hebrews were not able to know then? Can you give two or three examples? (3)

4.2. What particular knowledge or instruments do we have that they didn't have? Suggest two items? (2)

4.3/...

4.3. Can you describe one theory that many scientists have worked on that tries to explain in a scientific way how the universe began? Use two or three sentences to do this. Name the theory. Give a short description of what it says. Suggest what evidence may support it. (5)



Scripture Education: being able to contrast the biblical view of creation with a modern scientific view

Code	Credits	Criteria– see extended memo offered with the mark allocation alternative below
Exceeded	4	Explicit contrast made in 4.1 between the biblical ‘picture’ and our modern understanding; added awareness (perhaps showing an interest in the beyond the classroom – e.g. knowledge of the nature of light and the Doppler effect); or particularly good quality of answers across all three questions.
Met	3	Able to: <ul style="list-style-type: none"> • identify two or three ways in which our ‘picture’ or the world is different to the biblical understanding of it; • suggest two ways in which we can know this that were not available to people living then; • name and briefly explain a modern scientific theory regarding how the universe we find ourselves in developed.
Partially met	2	Some knowledge – but with gaps; unevenness over answers across all the questions.
Not met	1	Little or no ability to answer any of the questions; very inadequate information or description offered.

[10]

Question 5: Identifying theological truth from parts of a biblical passage

Look at each passage in Column A. Write down what you think it suggests about God in Column B. An example is given for 5.1.

HINT: *When people of faith say ‘God created the universe’ they are making a theological truth claim. When Christian people of faith read the Bible, they are interested in the theological truth claims of the Bible. They want to know what it says to them about God and their relationship to God.*

A. Some passages taken from the first creation story (Genesis 1:1-2:4a)	B. What the passage says or suggests about God
In the beginning, when God created the heavens and the earth, the earth was a formless wasteland, and darkness covered the abyss, while a mighty wind swept over the waters.	Example 5.1. God was there at the beginning and created everything we know; God is a creator – the heavens and the earth are shaped from chaos; God is powerful, is able to give shape to things 5.2.
Then God said, “Let the water under the sky be gathered into a single basin, so that the dry land may appear.” And so it happened: the water under the sky was gathered into its basin, and the dry land appeared. God called the dry land “the earth,” and the basin of water he called “the sea.” God saw how good it was. Then God said, “Let the earth bring forth vegetation: every kind of plant that bears seed and every kind of fruit tree on earth that bears fruit with its seed in it.” And so it happened: the earth brought forth every kind of plant that bears seed and every kind of fruit tree on earth that bears fruit with its seed in it. God saw how good it was. Evening came, and the morning followed – the third day.	5.3. 5.4.
Since on the seventh day God was finished with the work he had been doing, he rested on the seventh day from all the work he had undertaken. So God blessed the seventh day and made it holy, because on it he rested from all the work he had done in creation.	5.5. 5.6.



Scripture Education: Reading the bible for theological truth

Code	Credits	Criteria – see extended memo offered with the mark allocation alternative below
Exceeded	4	Good suggestions for 5.2 to 5.6 – i.e. for all 5.
Met	3	At least three good suggestions.
Partially met	2	Two good suggestions.
Not met	1	One or no good suggestions.

[5]

Question 6: How Christians apply the Bible to today's issues

The creation story says that what God made is good. But if we look at the world around us, we see a lot of damage to the earth. In fact, we are the main culprits.

6.1. Write 3 or 4 sentences on an environmental issue that you are aware of. Name the problem. Define the problem. Suggest what needs to be done. You could use the suggested format.

I think that ... is an environment issue that we need to do something about. It causes... which will affect ... If we don't do something about it, the earth, and all that lives on it, will die. So, we need to ...

(7)

6.2. Look at these two verses from the Genesis creation account.

Verse 26:

'Then God said: "Let us make man in our image, after our likeness. Let them have dominion over the fish of the sea, the birds of the air, and the cattle, and over all the wild animals and the creatures that crawl on the ground.'"

Verse 28:

'God blessed them, saying to them: "Be fertile and multiply; fill the earth and subdue it. Have dominion over the fish of the sea, the birds of the air, and all the living things that move on the earth.'"

6.2.1. What does the word 'dominion' (vs 26&28) mean? (2)

6.2.2. What does the word 'subdue' (vs 28) mean? (2)

6.2.3/...

6.2.3. Often, Christians (and Jews) have interpreted these verses with a focus on ‘dominion’ and ‘subdue’. What kind of power does this suggest that people have over the earth and all living creatures? What is the danger of this way of interpreting the text? Could reading the text in this way contribute to the ecological crisis we find ourselves in today? (4)

6.2.4 What happens if instead of ‘dominion’ and ‘subdue’ the word ‘stewardship’ is used? How does this change our way of interpreting these verses? (3)

6.2.5 Now, look at the first part of verse 26:

“Then God said: “Let us make man in our image, after our likeness.””

What happens to the way we understand our relationship with the earth and all living creatures if we give emphasis to this? Which aspects of ‘theological truth’ (explored in Question 5) can be applied to human beings in their role as stewards? (4)



Scripture Education: Interpreting a familiar passage of scripture in relation to a contemporary issue.

Code	Credits	Conditions
Exceeded	4	Particularly clear and well-developed answers to 6.1 and the whole of 6.2 – especially to the answers of 6.2.5 and 6.2.5.
Met	3	The answers to 6.1 and the questions in 6.2 require: <ul style="list-style-type: none"> • an understanding of an environmental issue, • recognition and explanation of difficulties with one common reading of this creation story, • a clear understanding of how it is possible to read this story in a way that emphasises a different relationship with creation, and • development of support for this interpretation by considering how certain ‘theological truths’ might apply to human beings.

Partially met	2	The answers to 6.1 and the questions in 6.2 have gaps, or are only partially complete. The problem with the bad way of reading these verses is not expressed clearly and does not seem to be understood. The way of correcting this interpretation is not well expressed and only poorly understood.
Not met	1	Answers to 6.1 and the questions in 6.2 are very sketchy and show little or no understanding of the issue regarding how texts are interpreted or read. The environmental issue is not well defined, why it is a problem is not carefully explained; 'subdue', 'dominion', and 'stewardship' are misunderstood or poorly explained.

[22]

[Total: 60]