

# **Religious Education**

## **COMMON ASSESSMENT TASK**

**for**

**Grade 8 Learners**

**in**

**Catholic Schools**

### **The task: 'I got through it!'**

Write an essay of about one and a half pages on how you managed (or are managing) a challenging situation. This could include:

- a) stress and conflict in a personal relationship
  - with your father, mother, or guardian, or
  - with a brother or sister, or
  - with a good friend

**OR**

- b) an experience of bereavement

**OR**

- c) managing a personal challenge
  - overcoming shyness...
  - managing a medical condition or an impairment

To do this, you need to:

1. Choose one situation from (a), (b), or (c).
2. Outline the situation / Tell the story.
3. Suggest what personal resources you were able to draw on at this time. This includes your strengths and values, as well as support available to you from family, friends, and, if important to you, your faith community.
4. Indicate what you might have learnt – or will find helpful – from the lessons in this unit.

## Assessment Standard and Rubric

- This task is located in CORD, Education for Personal Growth and Relationships, Lesson 11, Other Ideas, Activity 9, 'I Got Through It!'
- In the Personal Growth and Relationships lesson unit the key concepts are: SELF-DISCOVERY, RELATIONSHIPS, FEELINGS & EMOTIONS, COPING
- In this task, Life Orientation: LO3: Personal Development, AS2 will be assessed:

***The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.***

We know this when the learner:

Explains how self will cope with depression, crisis or trauma. (AS3)

- The rubric below tells you how this task is going to be assessed. 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.
- Note that higher levels of achievement are linked with an ability to express the content that the task requires in the form of a well-structured essay. This includes: fluent writing, well-structured paragraphs, and well-structured sections.

Description of Competence	Rating Code	Criteria
Outstanding	7 (80-100%)	Particularly clear, thoughtful, and well-developed outline of the situation, own feelings and role, and how the situation might be managed; clear recognition of tensions / difficulties that remain.  Exceptionally good writing – fluent, well organised, expressive.
Meritorious	6 (70-79%)	Particularly good outline of the situation and how it might be managed; awareness of own feelings and of own position / role in the situation; strong recognition of own resources and what can be done by self, the help available from others, and what can be learnt from the situation.  Well organised content, fluent writing, good paragraph structure – but exceptional content and insight can lift a piece of work to this level.
Substantial	5 (60-69%)	Clear outline of the situation (relationship, bereavement, personal challenge); awareness of own feelings and the challenge the situation poses; better awareness of how the situation might be managed; recognition of own resources and of help available from others; some effort to consider what might be learnt from the situation  Planned writing, with good paragraph structure – but good content can still lift a piece of work into this level.

Adequate	4 (50-59%)	Outline of the chosen situation (relationship, bereavement, or personal challenge); some awareness of how the situation might be managed; some recognition of own resources and of help available from others.  Writing shows evidence of planning and organisation of content – but sentence and paragraph development might be lacking.
Moderate	3 (40-49%)	The situation is outlined – perhaps rather mechanically; little awareness of how it might be managed, or the help that might be available.  Limited attempt to plan essay and to organise content.
Elementary	2 (30-39%)	Outline of situation is sketchy / underdeveloped; little attempt to consider how the situation might be managed, or the help that might be available.
Not achieved	1 (0-29%)	Minimal description of situation; no effort to develop a systematic response to the topic; steps may be missing;