

# Religious Education

## COMMON ASSESSMENT TASK

for

### Grade 9 Learners

in

### Catholic Schools

#### Notes to the learner

1. Your task, which is divided into two sections, is to:
  - apply a decision-making tool to a decision that you need to make.
  - offer an evaluation of the tool, and some reflection on an earlier decision you made.
2. Your teacher will introduce the decision-making tool and give you some suggestions as to the kind of issues you might decide to apply it to.
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 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.

#### Recording table for credits

| Task                   | Section A | Section B |
|------------------------|-----------|-----------|
| LO Assessment Standard | LO3:AS5   | LO3:AS6   |
| Credits                |           |           |

## **Task: Decision-Making**

### **Section A: Applying a decision-making process to an issue.**

1. Apply the decision-making process outlined below to an issue agreed on by you and your teacher:
  - A. State / define decision to be made.
  - B. Brainstorm all possible alternatives
  - C. List advantages and disadvantages of each alternative. This includes considering the values that will underpin the decision.
  - D. Assess each alternative in terms of its risk quality, its possible consequences, and suitability in the given context.
  - E. Decide if some alternatives require further information gathering and evaluation.
  - F. On the strength of the assessment, make your decision.
  - G. To check your choice, ask yourself 'Can I proclaim this choice?' Consider 'Why?' / 'Why not?' If the answer is 'No', you should reassess your decision.
2. You need to complete steps A-G. Ensure that you label each section of your work, and that your name is on each page. You are encouraged to organise your presentation by making use of techniques such as tabulation or mind-mapping.
3. When considering step G, 'Can I proclaim this choice', think about the values, religious tradition/s, or worldview you based your decision on.
4. Use the rubric for Section A to help you to do the task, and to check that what you have done is sufficient.

### **Section B: Evaluating a Decision**

5. The decision-making process offers two more steps for evaluating a decision in terms of how things worked out. However, instead of doing this in relation to the issue you worked with in Section A, you need to:
  - 5.1 Think back to a decision you made recently – and which you have subsequently carried out. Briefly name the issue and the decision you made.
  - 5.2 Consider how you made this decision and how things have worked out. Would you do anything differently? Would it have helped to have used a process of decision-making, such as the one offered here? Why? Why not?
6. Make rough notes in which you answer these and other questions you think might need to be covered. This does not need to be neat work, but it must be attached to your task as evidence of your thought process and planning.
7. Rework your answers to these questions into a short reflective essay of about 400 to 450 words (about  $\frac{3}{4}$  to 1 page in length).
8. Use the rubric given for Section B to help you to do the task, and to check that what you have done is sufficient.

## Rubric for Section A: Applying a decision-making process to an issue.



**Personal Growth & Relationships: [COPING; THINKING THINGS OUT]**

**Life Orientation: LO3: Personal Development, AS5: Applies goal-setting and decision-making strategies.**

| Description of Competence | Rating Code    | Criteria   |
|---------------------------|----------------|--|
| Outstanding               | 7<br>(80-100%) | Particularly clear, thoughtful, and well-developed answers to steps A-G, together with a strong awareness of own disposition, values, strengths or weaknesses that are carefully taken into account in the decision that is made. Clear recognition of tensions / difficulties that remain.<br>Shows exceptional ability to shape process for own needs – this includes the systematic use of techniques such as mind-mapping or tabulation to present the material generated for steps B-D.                                     |
| Meritorious               | 6<br>(70-79%)  | Particularly good definition of the issue (step A) is given.<br>Shows clear awareness of own disposition, values, strengths or weaknesses – these carefully taken into account in the decision that is made. This may also include awareness of tensions / difficulties that remain.<br>Able to shape process for own needs – this includes the systematic use of techniques such as mind-mapping or tabulation to present the material generated for steps B-D.   |
| Substantial               | 5<br>(60-69%)  | Good definition of the issue (step A) is given. A more substantial development of the brainstorm and consideration of advantages and disadvantages of any alternatives (steps B & C).<br>Fairly good awareness of own disposition, value-system, strengths or weaknesses – these taken into account in the decision that is made.<br>Shows reasonable ability to shape process for own needs – this may include the systematic use of techniques such as mind-mapping or tabulation to organise their presentation of steps B-D. |
| Adequate                  | 4<br>(50-59%)  | Applies a decision-making strategy to an issue. Clear definition (step A). Fairly detailed brainstorm and consideration of advantages and disadvantages of any alternatives (steps B & C).<br>Some awareness of own disposition, value-system, strengths or weaknesses - these taken into account in the decision that is made.  |
| Moderate                  | 3<br>(40-49%)  | The issue is defined (step A), but the brainstorm (step B) and consideration of alternatives (step C) lacks thoroughness.<br>Process applied mechanically, with little awareness of own self, disposition, strengths or weaknesses.<br>Some steps may be better developed than others.   |
| Elementary                | 2<br>(30-39%)  | An attempt to define the issue (step A) is made, but the brainstorm (step B) and consideration of alternatives (step C) lacks thoroughness.<br>Process applied mechanically, without apparent awareness of own self, disposition, strengths or weaknesses.<br>Development of steps very sketchy.   |
| Not achieved              | 1<br>(0-29%)   | Little or no working with steps A-F. This may include: poor definition of the decision to be made (step A), and little or no effort to brainstorm (step B) or to list the advantages or disadvantages of each alternative (step 3). Some steps may be missing.   |

## Rubric for Section B: Evaluating a Decision



**Personal Growth & Relationships: [COPING; THINKING THINGS OUT]**

**Life Orientation: LO3: Personal Development, AS6: Critically evaluates own application of problem-solving skills in a challenging situation.**

| Description of Competence | Rating Code    | Criteria   |
|---------------------------|----------------|--|
| Outstanding               | 7<br>(80-100%) | Particularly clear and well-developed rough work responses. Particularly well organised and clearly presented reflective evaluation of the process by which a decision was made and what might be learnt from this. Excellent awareness of own disposition, values, strengths or weaknesses. Good awareness of how contextual factors may also affect the outcome of a decision.   |
| Meritorious               | 6<br>(70-79%)  | The quality of the rough work and the reflective piece of writing are good (i.e. well organised and clearly presented). The difference from 'substantial' lies in better insight – a good awareness of own disposition, values, strengths or weaknesses; and good awareness of how contextual factors may also affect the outcome of a decision.   |
| Substantial               | 5<br>(60-69%)  | This level is distinguished from 'adequate' by greater substance in the rough work and in the reflective piece of writing. This can be seen through the presentation of clear and detailed 'rough work' initial answering of questions, and the working of this into a reflective piece of writing where the ideas are well-organised and clearly presented. The writing will have more all-round solidity and a better depth of reflection with regard to of what has been learnt through the process and whether things need / need not be done differently on some future occasion. There will also be some awareness of own disposition, value-system, strengths or weaknesses – and how these related to the outcome of the decision made, and the learning gained from this. |
| Adequate                  | 4<br>(50-59%)  | Critically evaluates own application of problem-solving skills – in this case a decision-making process. This can be seen through the presentation of a clear 'rough work' initial answering of questions, and the working of this into a reflective piece of writing where the ideas are systematically presented. This will include: some awareness of what has been learnt through the process and whether things need / need not be done differently on some future occasion; and some awareness of own disposition, value-system, strengths or weaknesses – and how these related to the outcome of the decision made, and the learning gained from this.   |
| Moderate                  | 3<br>(40-49%)  | Rough work sketchy; reflective writing on the decision and its outcome not clearly and systematically presented. This may be accompanied by a lack of self-awareness and an absence of insight into what could have been learnt from the process.  |
| Elementary                | 2<br>(30-39%)  | Some awareness of what the task requires, and some attempt to develop a reflective essay. But rough work sketchy and inadequate to help with overall planning of the essay. Limited self-awareness and an absence of insight into what could have been learnt from the process.  |
| Not achieved              | 1<br>(0-29%)   | Little effort to do the initial 'rough work'. Not able to write a reflective evaluation on the decision reached and its outcome. Very little evidence of ability to plan and write a reflective essay.   |