

Free and Fair?

Analysing the Learner Representative Council Electoral Process at your school

A Religious Education

COMMON ASSESSMENT TASK

for

Grade 11 Learners

in

Catholic Schools

Religious Education Department
National Catholic Schools' Office
July - September 2011

Notes to the learner

1. Your task is to develop a written report on your analysis of the policies, processes, and practices that pertain to the election of the Learner Representative Council at your school.
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.

Recording table for credits

LO Assessment Standards	LO2:AS3
Credits	

Instructions

1. Work in pairs.
2. Write an analytical report evaluating the LRC electoral process at your school. You could use the following as a working title – until you are able to think of something better:

Free and Fair? An analytical report on the LRC electoral process at [name of school]

3. The Learner Support Materials for *CORD*, Grade 11, Education in Structural Morality, Lesson 4 will help you to prepare for this project. These materials are '*Free and Fair*' and '*Justice as Process*'. If you work through the content and activities provided – and think about your experience of LRC elections at your school – you should be aware of the issues you may need to pay attention to in your report.
4. Your report must address these components of the LRC electoral process:
 - a) the adequacy of your school's LRC electoral policy
 - b) the 'before elections', during elections, and 'after elections' aspects of the process
 - c) the strengths and weaknesses of the electoral process at your school
 - d) your findings and recommendations (if any) on how the electoral process at your school can be improved on

In each section of your report, look for what can be affirmed, and for what can be critiqued. The purpose of the report is to help improve on policy and electoral processes at your school.

5. Some things you need to keep in mind when drafting your report are:
 - a suitable title
 - an accurate description of current LRC electoral policy and practice at your school
 - a critique of current LRC electoral policy and practice with regard to 'freeness' and 'fairness'
 - appropriate headings / sub-headings to help you structure your report
 - the use of appropriate diagrammes and summary tables to outline current practice or your findings and recommendations
 - helpful and practical recommendations for improvement – for electoral policy and process, but which can also (briefly) consider voter education and the challenge of voter apathy
 - a bibliography listing the sources you used
6. It is your report that will be assessed. However, you, together with your fellow students and teacher, need to give some attention to how the most important affirmations and recommendations concerning your school's LRC electoral process can be conveyed to the present LRC and School Governing Body.

Rubric for ‘Free and Fair?’



Education in Structural Morality

Life Orientation: LO2: Citizenship Education

- LO2 AS3: The learner participates in and analyses the principles, processes and procedures for democratic participation in life.

Description of Competence	Rating Code	Criteria
Outstanding Achievement	7 (80-100%)	Builds on level 6, but is marked by excellence in the overall presentation and organisation of the report. The distinguishing feature most probably is in the exceptional quality of writing. In particular, deep insight and thoughtfulness should characterise the analysis, affirmations, and recommendations.
Meritorious Achievement	6 (70-79%)	In addition to level 5, the report contains an insightful level of analysis and offers thoughtful affirmations of good aspects of present LRC electoral policy and process, together with a carefully considered set of recommendations. If diagrammes are used, these are clearly referenced in the text and serve to enhance the reader’s understanding of the report.
Substantial Achievement	5 (60-69%)	The overall presentation (formal layout and standard features of a report) and organisation (content, analysis, affirmations, and recommendations) of the report is good. The writing is generally fluent and even in quality throughout. Description of present LRC electoral policy and process is thorough and succinct. The ability to assess this through the concepts of ‘free’ and ‘fair’ is present. It may be that the overall quality of the report is weakened by some limitation in the depth of insight and quality of analysis on offer.
Adequate Achievement	4 (50-59%)	The report contains sections covering electoral policy, the stages of the election process, and the findings and recommendations. The writers show their familiarity with their school’s present LRC electoral policy and process. They have tried to apply the concepts of ‘free’ and ‘fair’ to the LRC election policy and process – either through affirming good aspects of present electoral policy and process, or through appropriate recommendations to improve on present electoral policy and practice at the school. The organisation of the report includes an adequate title, a title page (including the names of the authors of the report), a contents page, appropriate use of sections and the use of headings and sub-headings. However, there may be some unevenness in the quality of the writing across paragraphs and sections of the report, and in the quality of analysis, insight, and recommendations.
Moderate Achievement	3 (40-49%)	The report contains an adequate description of present LRC election policy and process at the school – but with little or no attempt to analyse the process in terms of its free-ness or fair-ness. The organisation of material into sections, and the use of headings and sub-headings may be uneven. One or more sections may be underdeveloped.
Elementary	2	Thin content – perhaps accompanied by poor design. Little

Achievement	(30-39%)	engagement with the task and its requirements. In particular, the description of present LRC electoral policy and process at the school may be weak and contain inaccuracies. There may be little or no effort to develop an analysis of the electoral policy and process – and sections covering aspects of this may be left out entirely.
Not Achieved	1 (0-29%)	The report may be poorly organised; the description offered of the school's present LRC electoral policy and process may be inaccurate. There may be no effort to engage with the requirements of the task and an absence of any consideration of 'free' or 'fair' in relation to present electoral policy and process at the school.