

ASSESSMENT TASK

	<p>SUBJECT: Religious Studies</p> <p>YEAR GROUP: 8</p> <p>TASK TITLE: The Christian Scriptures – Paul’s journeys</p>	<p>Student Name:</p> <p>_____</p> <p>Submitted to:</p> <p>_____</p>
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Name of Unit:	Acts St Paul’s Journeys		
Type of Task:	<ol style="list-style-type: none"> 1. Create and submit two postcards identifying and describing an aspect/incident in two of Paul’s missionary journeys. 2. Written response completed in class. 		
Due Date:	Term:	3	Week:
			Formative- Week 4- 8V,E,R,I- 8th Week 6 8T, A 11 th August
			Summative- Week 6 8V,E,R,I- 22 nd 8T,A 23 rd August
Weight	Formative 5% Summative 25%		

OUTCOME ASSESSED	JS 4.1 Demonstrates an understanding of the language and books of the Christian Scriptures.
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DESCRIPTION OF ACTIVITIES

Paul travelled on his missionary journeys to proclaim the gospel of Jesus Christ. His journeys on land and sea took him primarily through present day Israel, Syria, Turkey, and Greece. The accounts of these journeys are found in the Christian Scriptures:

- 1st missionary journey (Acts 13:4 to 15:35).
- 2nd missionary journey (Acts 15:36 to 18:22).
- 3rd missionary journey (Acts 18:23 to 21:17).

Task requirements:

You are to demonstrate a knowledge of the missionary journeys of Paul by creating two separate postcards.

- Each of the postcards should be on thin cardboard. (You can create the postcard details on paper and then glue to thin cardboard).
- For each postcard you need to have an image associated with Paul’s journey on one side and a letter written from Paul’s perspective on the other side.

Part A: Visual image

- On one side of each postcard you are required to create a coloured image depicting a situation/incident on one of Paul’s journeys. You may draw the image or create a collage of images. (Stick figures are not acceptable, however students may trace images found on the net).
- You must also include the bible reference you are using. This must appear at the bottom of the image eg: Acts 13: 5-13:8.

Part B: Postcard message

On the other side of each postcard you are to compose a letter written by Paul to members of the Christian communities. These messages are to refer to the part of his journey shown in the drawing. You should include specific details/references to make the postcards realistic.

- An account of the important event.
- Who was with Paul during this event (Barnabus, Silas, Timothy, John Mark, etc.)
- Location (city) where this occurred.

You may begin by using the following starter: “Dear Brothers and Sisters in Christ.....”

Part C: Written response (200-250 words)

In class you are to write a detailed written response that explains the origins and purpose of some of the earliest writings of the Christian community (eg: Letter of Peter, Paul...)

METHOD OF SUBMISSION	<p>Part A and B: To be handed in, on the due date, as two separate postcards. Make sure you have the postcards in a plastic sleeve and that your name and class appear with the cards.</p> <p>Part C: You will be provided with a response booklet in which to write your response.</p>
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MARKING RUBRIC

PART A: Postcard -visual image

CRITERIA	GRADE
<ul style="list-style-type: none"> • Images are detailed and highlight specific elements mentioned in the Bible. • Images incorporate objects, characters and symbols that refer to the incident/situation mentioned in written text. • Bible reference appears at bottom of image. • Image includes colour. 	A
<ul style="list-style-type: none"> • Images are detailed and highlight some elements mentioned in the Bible. • Images incorporates objects and characters that refer to the incident/situation mentioned in written text. • Bible reference appears at bottom of image. • Image includes colour. 	B
<ul style="list-style-type: none"> • Images incorporate some objects or characters that refer to the incident/situation mentioned in written text. • Bible reference appears at bottom of image. • Image may / may not include colour. 	C
<ul style="list-style-type: none"> • Images reflect basic understanding of phases of Paul's journey. • Images incorporate some characters that refer to the incident/situation mentioned in written text. • No Bible reference. • Image may/may not include colour. 	D
<ul style="list-style-type: none"> • Images reflect limited understanding of phases of Paul's journey. • Images does not incorporate incident/situation mentioned in written text. • No Bible reference. • Image may/may not include colour 	E

PART B: Postcard- letter

CRITERIA	GRADE
<ul style="list-style-type: none"> • Written texts reflect a sophisticated and perceptive understanding of phases of Paul's journey. • Demonstrates a detailed understanding of context and Paul's experiences living in the environment/culture/time studied. • Writes with skilful control of spelling, punctuation and sentence structure 	A
<ul style="list-style-type: none"> • Written texts reflect an interesting and creative understanding of phases of Paul's journey. • Demonstrates an understanding of context and Paul's experiences living in the culture/time studied. • Writes with effective control of spelling, punctuation and sentence structure 	B
<ul style="list-style-type: none"> • Written texts reflect an understanding of phases of Paul's journey. • Demonstrates a sound understanding of context and Paul's experiences. • Writes with adequate control of spelling, punctuation and sentence structure. 	C
<ul style="list-style-type: none"> • Basic recounts of Paul's journey lacks specific detail. • Writes with minimal control of spelling, punctuation and sentence structure 	D
<ul style="list-style-type: none"> • Written text lacks the expected detail. • Response is a serious attempt but is inappropriate in language or structure 	E

PART C: Written response

CRITERIA	GRADE
<ul style="list-style-type: none">• Response provides a detailed explanation of the origins of the earliest writings of the Christian communities.• Response provides a detailed and perceptive explanation of the purpose of the earliest writings of the Christian community and provides specific examples.• Written with skilful control of spelling, punctuation and sentence structure	A
<ul style="list-style-type: none">• Response provides an explanation of the origins of the earliest writings of the Christian communities.• Response provides a detailed explanation of the purpose of the earliest writings of the Christian community and mentions examples.• Written with control of spelling, punctuation and sentence structure.	B
<ul style="list-style-type: none">• Response provides an explanation of the origins of the earliest writings of the Christian communities.• Response provides a detailed and perceptive explanation of the purpose of the earliest writings of the Christian community and provides specific examples.• Written with some control of spelling, punctuation and sentence structure.	C
<ul style="list-style-type: none">• Response attempts to explain the origins of the earliest writings of the Christian communities.• Response attempts to explain the purpose of the earliest writings of the Christian community.• Writes with limited control of spelling, punctuation and sentence structure.	D
<ul style="list-style-type: none">• Response does not provide an explanation of the origins of the earliest writings of the Christian communities.• Response provides a basic explanation of the purpose of the earliest writings of the Christian community.	E