Assessment Task for Stage 5: Year 10 *

Subject: Religious Education

Assessment Task No. 1

Due Date: Monday 4th April
Week 11

THIS ASSESSMENT TASK CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Submission Instructions

- Submit the task by handing to your teacher and signing a class list during your lesson on the due date.
- This cover sheet must be attached to the task.
- Penalty for late submission of an assessment task
  1. Assessments submitted after the lesson on the due date will immediately receive a Thursday Workshop (2 hours) during which time the task will be completed and submitted, pending a note from parents explaining the absence.

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

Outcomes being Assessed

- C5.6 explains links between Christian life, fidelity to Church teaching, conscience, and inspiring people of faith
- C5.9 gathers, analyses and synthesises information about religion, independently and in teams
- C5.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts
- C5.11 applies appropriate and correct terminology and concepts related to religion and belief systems
- C5.12 names, reflects on and integrates life experience, within a response to the Christian story and vision

Student Confirmation

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made and a mark of zero awarded and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: ___________________________ Date: _____________
**TASK DETAILS**

**Description of the Task**

**Task:**

You have been chosen by the *BPC Social Justice Group* to attend a *National Christian Youth Forum*.

You are responsible for composing an **exposition** that **evaluates** Sister Helen Prejean’s moral integrity her work for social justice. Aim for 600 words or more.

In other words, you need to use the attached scaffold to:
- **describe the work** Sister Helen Prejean does
- **say why** she does this work
- **describe why** it was important that she does this work

This paper would be presented at the *Youth Forum*.

To complete this task you are to:

- **examine** the background document distributed in class
  
  *(Carefully read the information you have been given about Sister Helen)*

- **identify** the moral and ethical decisions that Sister Helen made
  
  *(Name and describe the important decisions that Sister Helen has made in her life.)*

- **make specific reference** to statements from Sister Helen on the issues for which she stands
  
  *(Quote important things Sister Helen has said)*

- **evaluate** the **moral integrity** of Sister Helen as demonstrated through her moral and **ethical** actions
  
  *(Judge how well Sister Helen has done the right thing)*

- **present your work using the exposition scaffold** (see attached)

**Glossary:**

Terms used in the description of this task:

- **Evaluate** – Make a judgment based on criteria
- **Examine** - Inquire into
- **Exposition** - a description and explanation
- **Identify** – Recognise and name
- **Moral Actions and Decisions** – Making decisions, and acting upon them, based on moral integrity
- **Moral Integrity** – the ability to make just and ‘right’ decisions, even when it is difficult to do so
SISTER HELEN PREJEAN *

Sister Helen Prejean grew up in a loving family. The love that she experienced in her family made her want to become a nun. Sister Helen wanted to live as a nun away from the outside world so that she could develop her spirituality, but at the time, the Catholic Church was moving away from nuns, brothers and priests simply praying and reflecting. The attitude was that they should also be doing something.

The Catholic Church encouraged its priests, brothers and nuns to work more in the outside world. Helen struggled with this as she felt like she was better at the spiritual and reflective side of her relationship with God, rather than actively working for social justice. It was confronting for her to go out into the community and do the work of Christ.

Helen’s worry about working with the community changed during a retreat that she went on with Sister Marie Augusta Neal. Sister Marie described how the poor people of the world had many challenges to face in their everyday lives. Helen thought that Sister Marie would say that these people would finally find peace in Heaven with God, but instead she challenged the nuns to act for the poor people’s justice on earth. Sister Helen needed to not just pray for the poor and leave it up to God to take care of them, but to take action to help the poor herself. She would need to make a judgment about the moral (right) thing to do.

After the retreat with Sister Marie, Helen chose to move from her convent to a house in New Orleans that was set up to help people in poverty. At the house, she found adults who were unable to read or write, as well as young people who had dropped out of school, drug dealers, teenage mothers, and parents whose children had been shot. The challenges of the poor were very obvious, and Sister Helen became very involved in helping them. She spent her days at the home counselling people and trying to help them get out of the trouble they were in. She began to learn that her prayer and reflection worked better when it was combined with action. She said: “Before, I had asked God to right the wrongs and comfort
the suffering. Now I know—really know—that God entrusts those tasks to us.” This means that Helen learnt that God doesn’t just want us to ask for Him to help people facing challenges, but that He is calling us, and trusting us, to make these people’s lives better ourselves.

One evening in 1982, Helen was asked if she would be a pen pal to someone who had committed such a terrible crime, they were given the death penalty. Thinking that this would be just part of her new work with the poor, Helen agreed. She wrote her first letter to Patrick Sonnier, and enclosed some pictures, including one of herself and one of Jesus on the cross. Helen was surprised when Patrick answered and said that her letter was welcome. They began to write to each other regularly.

Patrick asked Sister Helen if she would visit him in prison to give him spiritual support. She did this many times before April 5, 1984, when she stayed with him as he was executed. She made sure that Patrick knew that she would not leave him to die without a loving face in the room.

“You look at me, you look at my face. I can’t bear the thought that you would die without seeing one loving face. I will be the face of Christ for you.”

Through Patrick’s death, Sister Helen realised the injustice of the execution process in American. She thought that it was cruel and unfair.

“I couldn’t watch someone being killed and walk away. Like a sacrament, the execution left an indelible (Not able to be forgotten or removed) mark on my soul”

Since then, Sister Helen has educated the public about the death penalty by talking about it and writing. She continues to visit and support inmates on death row and stays with them at their execution. So far Helen has walked six men to their executions. Sister Helen also works with the families of both the murderers and their
victims. Helen speaks about the difficulty in working with both the death row inmates and the families of the people they have affected because of their crimes. The victims’ families often feel strange about Sister Helen working with the murderers because she is supporting the person who has killed their loved one. Other people have even sent her angry letters, or said to her face that she is not doing the right thing by supporting the murderers. Sister Helen continues her work anyway.

Straightforward dedication and prayer drive Sister Helen. When she is at the right place at the right time; she is in God’s presence. Sister Helen Prejean began her work with the death row inmates in the personal belief that something needed to be done with the people she worked with. Others who wanted to help support her cause joined her.
## Assessment Task for Stage 5: Year 10*

**Subject: Religious Education – Morality, Justice and Peace**

**Sister Helen Prejean**

**Exposition**

This is the scaffold for completing your task.

**Purpose:** to argue a case for or against a particular position or point of view

<table>
<thead>
<tr>
<th>Statement of opinion/Thesis</th>
<th>Argument 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>One paragraph to outline the arguments to be made</td>
<td><strong>POINT</strong> Outline an ethical decision made by Sr Helen and identify why this was an act that shows her moral integrity.</td>
</tr>
<tr>
<td>1. Define the terms: ‘moral integrity’ and ‘ethical decisions’</td>
<td><strong>EXPLANATION</strong> Describe how the decision was made and what effect it had on the people involved</td>
</tr>
<tr>
<td>2. What problem did Sr Helen have (what challenged her when she became a nun?)</td>
<td><strong>EVIDENCE</strong> Provide a key quote from Sr Helen that describes why she made this decision.</td>
</tr>
<tr>
<td>3. Even though she had this problem, what are three decisions/actions that Sr Helen has made that show she has moral integrity?</td>
<td><strong>LINK</strong> How much does this particular decision show that Sr Helen has moral integrity?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Series of arguments</th>
<th>Argument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organised into paragraphs.</td>
<td><strong>PEEL</strong> – focus on a different ethical decision/action made by Sr Helen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Series of arguments</th>
<th>Argument 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PEEL</strong> – focus on a final ethical decision/action by Sr Helen</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Statement</th>
<th>1. Does Sr Helen have moral integrity? What proves this?</th>
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</thead>
</table>
Marking Criteria

Self-assess before you submit your assessment task.

Through the completion of this assessment task, you have demonstrated the ability to:

<table>
<thead>
<tr>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY ACHIEVEMENT</td>
<td>BASIC ACHIEVEMENT</td>
<td>SOUND ACHIEVEMENT</td>
<td>HIGH ACHIEVEMENT</td>
<td>EXCELLENT ACHIEVEMENT</td>
</tr>
<tr>
<td>write a text using one of the different types of sentences</td>
<td>write a text using at least two different types of sentences</td>
<td>write a text using a variety of simple, compound and complex sentences</td>
<td>write a text using a variety of correctly structured simple, compound and complex sentences</td>
<td>write a text using an appropriate variety of correctly structured simple, compound and complex sentences</td>
</tr>
<tr>
<td>write some sentences on a topic with assistance</td>
<td>write a paragraph within a text which has a topic sentence and one other sentence providing supporting detail</td>
<td>write some paragraphs within a text which have a topic sentence and one other sentence providing supporting detail</td>
<td>write some paragraphs within a text which have a topic sentence and one other accurately structured sentence providing supporting detail</td>
<td>write paragraphs within a text which consistently have a topic sentence and several accurately structured sentences providing supporting detail</td>
</tr>
<tr>
<td>write an exposition which presents, with assistance, arguments supporting the point of view</td>
<td>write an exposition which presents arguments supporting the point of view</td>
<td>write an exposition which presents arguments about the issue, based on evidence, that support the point of view</td>
<td>write an exposition which presents arguments about the issue, based on accurate evidence, that support the point of view</td>
<td>write an exposition which presents arguments about the issue, based on detailed and accurate evidence, that support the point of view</td>
</tr>
<tr>
<td>use at least one subject specific term with assistance</td>
<td>use at least one subject specific term</td>
<td>use some subject specific terminology correctly</td>
<td>use most subject specific terminology correctly</td>
<td>use subject specific terminology consistently and correctly</td>
</tr>
<tr>
<td>identify a moral and ethical principle and action of a religious role model, with assistance</td>
<td>identify a moral and ethical principle and action of a religious role model</td>
<td>examine the moral and ethical principles and actions of a religious role model</td>
<td>discuss the moral and ethical principles and actions of a religious role model</td>
<td>evaluate the moral and ethical principles and actions of a religious role model</td>
</tr>
</tbody>
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