

Religion and Ethics 2019 v1.0

Sample assessment instrument

November 2018

Examination — Short response test

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the examination

This technique assesses the application of a range of cognitions to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Religion and Ethics syllabus.

Assessment dimensions

This assessment technique is used to determine student achievement in objectives from both of the following dimensions:

- Knowing and understanding
- Applying and examining.

Not every objective from each dimension needs to be assessed.

Subject	Religion and Ethics		
Technique	Examination — Short response test		
Unit number and module number and name	Unit: 4 Module: 7. Why should social justice matter to me?		
Conditions	Units 3–4		
Duration	90 minutes	Perusal	—
Seen/unseen	Unseen questions Seen and unseen stimulus		
Other	Seen stimulus provided two days before the examination. Students are not able to bring copies of the stimulus into the examination. No notes allowed.		
Instructions	Answer all the questions in the response book provided. Answers written in the question book will not be marked. <ul style="list-style-type: none"> • Ensure that you refer to the stimulus material in your responses as well as concepts, ideas and terminology relating to social justice. • Write your responses using sentences and paragraphs. 		

Question 1 (50 words)

Describe the cycle of poverty.

Question 2 (50 words)

Explain how the following concepts are different to each other:

- Charity and social justice
- Tikkun olam and tzedakah.

Question 3 (75 words)

Referring to religious ethics or beliefs, explain why the following two religions would support Fairtrade chocolate based on information from Source 1:

- Buddhism
- Christianity.

Question 4 (150 words)

Referring to Source 1, explain why buying Fairtrade chocolate would be considered a socially just practice at a personal level.

Question 5 (100–150 words)

Refer to Sources 2, 3 and 4. Consider the case study of the oil spill at Bodo, Nigeria.

- Explain how the oil spill was an example of social injustice.
- In your explanation, consider whether the injustice was
 - economic, social or political
 - long or short term.

Question 6 (150–200 words)

Refer to Sources 3 and 4. In an analytical paragraph:

- identify one of the non-government organisations (NGOs) studied in class
- apply your knowledge of the ethical and religious viewpoints and practices of the selected NGO to decide how they would have demonstrated 'just practice' if the NGO had supported the Nigerian people following the oil spill.

Justify your reasoning.

Stimulus

The following examples are a guide to the types of stimulus that may be used in the examination:

Source 1 (seen)

Explanation of what Fairtrade chocolate does for farmers in Ghana and Ivory Coast.

Source 2 (seen)

Definition of social analysis from textbook used in class.

Source 3 (unseen)

Case study describing environmental effects of an oil spill in Bodo Creek, Nigeria in 2008.

Source 4 (unseen)

Map of Nigeria and details of Nigeria's economic situation including poverty levels.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • accurate recognition and comprehensive description of concepts, ideas and terminology about religion, beliefs and ethics • accurate identification and comprehensive explanation of the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society • comprehensive explanation of a wide range of viewpoints and practices related to religion, beliefs and ethics. 	<ul style="list-style-type: none"> • accurate recognition and thorough description of concepts, ideas and terminology about religion, beliefs and ethics • accurate identification and thorough explanation of the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society • thorough explanation of a range of viewpoints and practices related to religion, beliefs and ethics. 	<ul style="list-style-type: none"> • recognition and description of concepts, ideas and terminology about religion, beliefs and ethics • identification and explanation of the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society • explanation of viewpoints and practices related to religion, beliefs and ethics. 	<ul style="list-style-type: none"> • partial recognition and simple description of concepts, ideas and terminology about religion, beliefs and ethics • inconsistent identification and disjointed explanation of the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society • simple explanation of narrow viewpoints and obvious practices related to religion, beliefs and ethics. 	<ul style="list-style-type: none"> • minimal recognition and superficial description of concepts, ideas and/or terminology about religion, beliefs and ethics • minimal identification and superficial statements of the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society • statements of information about viewpoints and/or practices related to religion, beliefs and ethics.

	Standard A	Standard B	Standard C	Standard D	Standard E
Applying and examining	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • detailed and thoughtful organisation of a wide range of information and material related to religion, beliefs and ethics • insightful analysis of a wide range of perspectives, viewpoints and practices related to religion, beliefs and ethics • efficient and competent application of concepts and ideas to make justifiable decisions about inquiries • proficient use of language conventions and features to effectively communicate ideas and information, according to purposes. 	<ul style="list-style-type: none"> • methodical organisation of a range of information and material related to religion, beliefs and ethics • in-depth analysis of a range of perspectives, viewpoints and practices related to religion, beliefs and ethics • competent application of concepts and ideas to make informed decisions about inquiries • controlled use of language conventions and features to clearly communicate ideas and information, according to purposes. 	<ul style="list-style-type: none"> • organisation of information and material related to religion, beliefs and ethics • analysis of perspectives, viewpoints and practices related to religion, beliefs and ethics • application of concepts and ideas to make decisions about inquiries • use of language conventions and features to communicate ideas and information, according to purposes. 	<ul style="list-style-type: none"> • inconsistent organisation of a narrow range information and material related to religion, beliefs and ethics • identification of aspects of perspectives and practices related to religion, beliefs and ethics • uneven application of concepts and ideas to make simple decisions about inquiries • inconsistent use of language conventions and features to communicate aspects of ideas and information, according to purposes. 	<ul style="list-style-type: none"> • collection of material related to religion, beliefs and ethics • unrelated statements about religion, beliefs and ethics • use of concepts and/or ideas in inquiries • minimal use of language conventions and/or features to present ideas and information.