

# Religion and Ethics 2019 v.1.0

Sample assessment instrument

July 2018

## Project — Producing and appraising a sacred story for children

### 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 project

This technique assesses a response to a single task, situation and/or scenario in a unit of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

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 instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Applying and examining
- Producing and evaluating

In Religion and Ethics, all objectives from each dimension must be assessed in each Project.

<b>Subject</b>	Religion and Ethics
<b>Technique</b>	Project — Producing and appraising a sacred story for children
<b>Unit number and module number and name</b>	<b>Unit: 3</b> <b>Module: 6</b> — How do we make sacred stories relevant to children?

<b>Conditions</b>	<b>Units 3–4</b>
<b>Spoken component</b>	2.5–3.5 minutes in an audio file format (e.g. mp3)
<b>Product component</b>	Digital storybook
<b>Further information</b>	
<b>Duration (including class time)</b>	5 weeks
<b>Individual/group</b>	Individual
<b>Resources available</b>	Sacred texts and stories from world religions and internet sources

#### Context

Sacred texts contain the foundational writings and stories of religions. These sacred stories give followers an insight into the teachings, beliefs and practices of their faith. One of the key concepts explored in sacred stories is the sanctity and dignity of life. All five major world religions believe that humans have an obligation to support these concepts by living a good life.

#### Task

Plan, produce and appraise an original contemporary sacred story suitable for children, which explores one religion's beliefs about the sanctity of life and the associated ethics that dictate how to live a good life.

The task includes two components.

- **Component 1: Product**  
Produce a digital book of an original sacred story for children, based on your inquiry into the beliefs and ethics of one religion.
- **Component 2: Spoken**  
Present an address to a discussion panel appraising the value of sacred stories for young people by drawing on the processes you used to develop your digital storybook. The address needs to be recorded in an audio file format negotiated with your teacher.

#### To complete this task, you must:

Follow an inquiry process that begins with

- analysis of the perspectives, viewpoints and practices in sacred stories of your chosen religion
- planning and undertaking an investigation into one religion's sacred stories and beliefs concerning the sanctity of life and the associated ethics that uphold how to live a good life.

Plan and produce a digital storybook that

- uses sacred stories from a religion of your choice that convey ideas about the sanctity of life and how to live a good life, to create an original children's sacred story
- uses language conventions and features suited to young readers
- includes simple drawings/images/descriptions to propose illustrations that would enhance children's understanding of the story and capture their attention
- helps children understand some of the beliefs and/or practices of the chosen religion and how the story might be relevant to the personal, relational or spiritual perspectives of their lives.

Plan and produce an audio panel discussion segment that includes

- an explanation of the value of sacred stories to children
- an analysis of the significance of the key religious and ethical ideas in your sacred story
- an appraisal of how you presented the religious ideas (e.g. the challenges involved in the planning processes, including selecting setting, characters, structure, customs, language and visual format), how those ideas link to personal, relational or spiritual perspectives, and why this story is suitable for children
- a reflection on how your own understanding of personal beliefs and ethics developed through the process.

### Checkpoints

- Term [X] Week [X]/[Date]: Complete sacred story plan and negotiate appropriate length with your teacher
- Term [X] Week [X]/[X]: Complete draft of story and plan for panel discussion
- Term [X] Week [X]/[X]: Complete storyboard and outline of panel discussion points
- [Due date]: Submit digital storybook and recording of panel discussion

### Authentication strategies

Your teachers will use ways to check that the work you are assessed on is your own work.

- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit drafts and respond to teacher feedback.
- Check you have not plagiarised any material, e.g by using plagiarism-detection software or other school processes.
- Submit the declaration of authenticity.
- Your results may be cross-marked by a teacher from another class.

## Instrument-specific standards matrix

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

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

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Producing and evaluating</b>	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"> <li>• efficient and competent planning and undertaking of inquiries about religion, beliefs and ethics</li> <li>• fluent and cohesive communication of the outcomes of inquiries that sustain audiences' engagement</li> <li>• reasoned and well-supported appraisal of inquiry processes and the outcomes of inquiries.</li> </ul>	<ul style="list-style-type: none"> <li>• competent planning and undertaking of inquiries about religion, beliefs and ethics</li> <li>• clear communication of the outcomes of inquiries that engage audiences</li> <li>• considered appraisal of inquiry processes and the outcomes of inquiries.</li> </ul>	<ul style="list-style-type: none"> <li>• planning and undertaking of inquiries about religion, beliefs and ethics</li> <li>• communication of the outcomes of inquiries, to suit audiences</li> <li>• appraisal of inquiry processes and the outcomes of inquiries.</li> </ul>	<ul style="list-style-type: none"> <li>• partial planning and undertaking of inquiries about religion, beliefs and ethics</li> <li>• vague communication of the outcomes of inquiries, somewhat suited to audiences</li> <li>• description of inquiry processes and the outcomes of inquiries.</li> </ul>	<ul style="list-style-type: none"> <li>• minimal undertaking of inquiries about religion, beliefs and ethics</li> <li>• unclear statements of information about religion, beliefs and ethics</li> <li>• fragmented description of inquiry processes and/or the outcomes of inquiries.</li> </ul>