

Study of Religion marking guide

External assessment

Short response (60 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. describe the distinguishing features of religious traditions that shape views on human rights
2. demonstrate understanding of the ways in which religious traditions inform understandings of human rights
3. differentiate between perspectives of religious traditions on human rights
4. analyse perspectives on human rights within and across religious traditions
6. evaluate and draw conclusions about the influence of religion on human rights
7. create responses that communicate ideas or arguments related to religion and human rights, within sentences and short paragraphs.

Note: Unit objective 5 is not assessed in this assessment instrument.

Q	Sample response	The response:	M	
1	a)	Jewish adherents' love for God is expressed through just actions. They know 'the gentle ways of wisdom' (Stimulus 1). Conscience is about developing an understanding about the right course of action not 'out of fear of punishment nor in order to gain reward' but because it is the right thing as commanded by God through the Torah. Following the commandments is the ultimate act of love for God because it is about an adherent understanding their obligations and following their conscience.	<ul style="list-style-type: none"> identifies a relevant and distinct Jewish teaching underpinning 'love' provides a description of its alignment to the statement 	3
			<ul style="list-style-type: none"> identifies a relevant and distinct Jewish teaching underpinning 'love' provides some description of characteristics of how of this teaching aligns with the statement 	2
			<ul style="list-style-type: none"> identifies a relevant Jewish teaching about 'love' <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides a characteristic of a Jewish belief about the statement 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
1	b)	The concept of loving-kindness (Stimulus 2) aligns with acting in the spirit of brotherhood because it is about acting with compassion and concerned for others' welfare. It directs Buddhists to avoid any 'ill will', 'hate' and 'hostility', and have a 'a mind imbued with loving-kindness'. As brotherhood indicates a family connected through love so too does Stimulus 2 indicate that Buddhists are connected to the 'all-encompassing world' through loving-kindness. This means Buddhists act with genuine care and concern for others.	<ul style="list-style-type: none"> identifies a relevant and distinct Buddhist teaching underpinning 'loving-kindness' provides a description of its alignment to the statement 	3
			<ul style="list-style-type: none"> identifies a relevant and distinct Buddhist teaching underpinning 'loving-kindness' provides some description of characteristics of the relationship with the statement 	2
			<ul style="list-style-type: none"> identifies a relevant Buddhist teaching about 'loving-kindness' <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides a characteristic of a Buddhist belief about the statement 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Sample response	The response:	M
2	Stimulus 3 identifies the different roles of the Varnas within Hindu society. The parts of Purusa indicate the position in society of the Varna – the lower the part of the body the lower the caste. Each caste has duties to perform to maintain Purusa or Hindu society. Only by fulfilling these duties can a Hindu hope to progress in their next reincarnation to a better caste and position in society. Hindus believe that all living things are constantly cycling through lives as a result of the good and bad karma they have accrued and this is the basis of their cyclical worldview.	<ul style="list-style-type: none"> identifies characteristics of a Hindu cyclical world view provides a clear and detailed explanation of how these characteristics align with the statement effectively uses Stimulus 3 to support response 	5
		<ul style="list-style-type: none"> identifies characteristics of a Hindu cyclical world view provides an explanation of how these characteristics align with the statement uses Stimulus 3 to support response 	4
		<ul style="list-style-type: none"> identifies a characteristic of a Hindu cyclical world view provides some explanation of how this characteristic aligns with the statement 	3
		<ul style="list-style-type: none"> states that the Hindu world view is cyclical describes the responsibilities associated with human rights 	2
		<ul style="list-style-type: none"> states that the Hindu world view is cyclical <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides a characteristic of the responsibilities associated with human rights 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	The response:	M	The response:	M
3	<ul style="list-style-type: none"> perceptively explains 2 relevant Five Pillars teachings 	5	<ul style="list-style-type: none"> provides credible links between 2 relevant Five Pillars teachings and 'safeguarding those fundamental [human] rights and freedoms is an act of worship' 	5
	<ul style="list-style-type: none"> perceptively explains 1 relevant Five Pillars teaching <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> provides some explanation of the other relevant Five Pillars teaching 	4	<ul style="list-style-type: none"> provides credible links between 1 relevant Five Pillars teaching and 'safeguarding those fundamental [human] rights and freedoms is an act of worship' <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> identifies a characteristic of a second relevant teaching that could support this perspective 	4
	<ul style="list-style-type: none"> perceptively explains 1 relevant Five Pillars teaching <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides some explanation of two relevant Five Pillars teachings 	3	<ul style="list-style-type: none"> provides links between 1 relevant Five Pillars teaching and 'safeguarding those fundamental [human] rights and freedoms is an act of worship' <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> identifies characteristics of 2 relevant teachings that could support this perspective 	3
	<ul style="list-style-type: none"> provides explanation of one relevant Five Pillars teaching <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> describes any 2 of the Five Pillars teachings 	2	<ul style="list-style-type: none"> makes statements about an Islamic teaching and support of human rights 	2
	<ul style="list-style-type: none"> includes a statement about a Five Pillars teaching <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> includes a statement about another Islamic teaching 	1	<ul style="list-style-type: none"> includes a statement about a distinct and accurate Islamic perspective on human rights 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Sample response

Safeguarding fundamental human rights and freedoms is an act of worship for Islamic adherents because the first two pillars of Islam, Shaddah and Salat focus on submission to the will of Allah in all things. Shaddah is the creed that identifies Allah as the only God and confirms their commitment to worshipping and submitting to the will of Allah in all their actions. These actions are guided by the Qu'ran which directs Islamic adherents to act justly, compassionately and with reverence. Therefore, all actions could be seen to be an act of worship. This is further reinforced by Salat, which is the visible expression of faith through ritualised prayer, however it also serves as a reminder to adherents that all actions are acts of worship because each movement reminds them that Allah is present in all things and all people. Therefore, actions that uphold human rights is 'an act of worship'.

Q	The response:	M	The response for Stimulus 4:	M	The response for Stimulus 5:	M
4	<ul style="list-style-type: none"> perceptively identifies and explains the different perspectives of Islamic and Buddhist beliefs about the 'right to equal respect' 	3	<ul style="list-style-type: none"> identifies a relevant teaching of Islam provides a precise and detailed explanation of the relationship between the teaching and the 'right to equal respect' 	4	<ul style="list-style-type: none"> identifies a relevant teaching of Buddhism provides a precise and detailed explanation of the relationship between the teaching and the 'right to equal respect' 	4
	<ul style="list-style-type: none"> identifies and explains the different perspectives of Islamic and Buddhist beliefs about the 'right to equal respect' 	2	<ul style="list-style-type: none"> identifies a relevant teaching of Islam provides an explanation of the relationship between the teaching and the 'right to equal respect' 	3	<ul style="list-style-type: none"> identifies a relevant teaching of Buddhism provides an explanation of the relationship between the teaching and the 'right to equal respect' 	3
	<ul style="list-style-type: none"> identifies Islamic and Buddhist beliefs about respect 	1	<ul style="list-style-type: none"> identifies a relevant teaching of Islam provides characteristics of the teaching and the 'right to equal respect' 	2	<ul style="list-style-type: none"> identifies a relevant teaching of Buddhism provides characteristics of the teaching and the 'right to equal respect' 	2
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> includes a relevant statement about <ul style="list-style-type: none"> Islamic respect for life <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> an Islamic teaching 	1	<ul style="list-style-type: none"> includes a relevant statement about <ul style="list-style-type: none"> Buddhist respect for life <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> a Buddhist teaching 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 		0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	

Creating	M
<ul style="list-style-type: none"> organises paragraph/s to convey ideas succinctly, purposefully and fluently in relation to the question 	4
<ul style="list-style-type: none"> uses paragraph/s to convey ideas fluently in relation to the question 	3
<ul style="list-style-type: none"> uses sentences to convey ideas in relation to the question 	2
<ul style="list-style-type: none"> demonstrates uneven spelling, grammar and/or punctuation that impedes meaning 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Sample response

Both Islam and Buddhism teach that all people deserve equal respect, however, their reasons differ. According to Stimulus 4, the underlying reason in Islam for respect is the inherent free will of man. All people are believed to struggle with balancing their freedom of choice and their conscience. This is the Greater Jihad, or the conflict between 'moral autonomy and judgement' (Stimulus 4) as a result of knowing and understanding the right ethical behaviour, or 'conscience'. This ties in with Stimulus 6's claim that respect is due to people simply because they are human. In contrast, the Mahayana Buddhists believe each person has the capacity to achieve their potential through enlightenment. It is this potential or 'buddha-nature of living beings' (Stimulus 5) that demands respect, not the freedom of choice. While this also requires a struggle like Islam, it is up to the individual to develop this potential by following the Eightfold Path to achieve release from the cycle of rebirth and attain nirvana, but this cannot be done without acknowledging 'the universally [existing] treasure repositories of enlightenment in living beings' (Stimulus 5), which means acknowledging their 'fundamental moral right to respect simply because they are persons' (Stimulus 6).

Q	Sample response	The response:	M	The response:	M
5	For a Christian, the proposal in Stimulus 7 would violate the sanctity of life. This concept is the focus of the Creation Story in Genesis which describes how all humans are created in God's image. For Christians, therefore, each human life is a divine gift, imbued with an innate dignity that must be respected as a result. This is what Kant is arguing when he demands that every man is to be respected as an absolute end in himself (Stimulus 8). The invasion of privacy in Stimulus 7 through the live-streaming all public and private experiences would be to use a person for the gratification of other people and thereby would not allow people to maintain their dignity nor respect their sacredness as demanded by Christian beliefs and outlined by Kant's ethics. For a Christian, the proposed violation of privacy would go against their beliefs about the sacredness of life.	<ul style="list-style-type: none"> provides a detailed explanation of a relevant Christian teaching 	3	<ul style="list-style-type: none"> provides credible links between a teaching and a valid Christian response to the privacy issue highlighted in Stimulus 7 effectively uses Stimulus 8 to justify conclusions 	4
		<ul style="list-style-type: none"> provides an explanation of a relevant Christian teaching 	2	<ul style="list-style-type: none"> provides links between a teaching and a valid Christian response to the privacy issue highlighted in Stimulus 7 uses Stimulus 8 to justify conclusions 	3
		<ul style="list-style-type: none"> describes a Christian teaching 	1	<ul style="list-style-type: none"> identifies characteristics of a teaching that could support a valid Christian response to the privacy issue highlighted in Stimulus 7 	2
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> provides a statement about a Christian response to a human right's issue in the stimulus 	1
					<ul style="list-style-type: none"> does not satisfy any of the descriptors above.

Q	The response:	M	The response:	M	The response:	M
6	<ul style="list-style-type: none"> provides a clear and detailed explanation of a relevant Jewish teaching uses stimulus effectively to support reasoning 	4	<ul style="list-style-type: none"> provides a clear and detailed explanation of a second relevant Jewish teaching uses stimulus effectively to support reasoning 	4	<ul style="list-style-type: none"> draws insightful and reasoned conclusions about how Jewish teachings align with Elie Wiesel's support of the statement that 'everyone has duties to the community' 	5
	<ul style="list-style-type: none"> provides an explanation of a relevant Jewish teaching uses stimulus to support reasoning 	3	<ul style="list-style-type: none"> provides an explanation of a second relevant Jewish teaching uses stimulus to support reasoning 	3	<ul style="list-style-type: none"> draws reasoned conclusions about how Jewish teachings align with Elie Wiesel's support of the statement that 'everyone has duties to the community' 	4
	<ul style="list-style-type: none"> describes a relevant Jewish teaching refers to stimulus 	2	<ul style="list-style-type: none"> describes a second relevant Jewish teaching refers to stimulus 	2	<ul style="list-style-type: none"> draws conclusions about how Jewish teachings align with Elie Wiesel's support of the statement that 'everyone has duties to the community' 	3
	<ul style="list-style-type: none"> provides an accurate statement about Judaism 	1	<ul style="list-style-type: none"> provides a second accurate statement about Judaism 	1	<ul style="list-style-type: none"> describes characteristics of Elie Wiesel's support of the statement that 'everyone has duties to the community', human rights and 1 teaching 	2
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> includes a statement about either <ul style="list-style-type: none"> how Jewish teachings align with a response to 'everyone has duties to the community' <p style="text-align: center;">OR</p> a relevant element of Elie Wiesel's support of the statement that 'everyone has duties to the community' 	1
					<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Creating	M
<ul style="list-style-type: none"> organises paragraph/s to convey ideas succinctly, purposefully and fluently in relation to the question 	4
<ul style="list-style-type: none"> uses paragraph/s to convey ideas fluently in relation to the question 	3
<ul style="list-style-type: none"> uses sentences to convey ideas in relation to the question 	2
<ul style="list-style-type: none"> demonstrates uneven spelling, grammar and/or punctuation that impedes meaning 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Sample response
<p>Elie Wiesel believes, according to Stimulus 9, that all people have a responsibility to ensure that human rights are protected for the good of the wider community. This belief is based on a religious duty to 'interfere' (Stimulus 11) as defined by the Halakhah and the Divine Revelation through the testing of faith as described in Stimulus 10. The Halakhah is the Jewish law contained in the 613 commandments or mitzvot within the Talmud. These commandments direct Jewish adherents to behave in a way that will maintain social cohesion and respectful relationships within their community. As these commandments were given to the Jewish people by Yahweh they must be followed because while Yahweh is compassionate and loving, he also administers divine judgment on all people. True compassion, according to Stimulus 10, can only be achieved through suffering. The Jewish concept of Revelation refers to the idea of Yahweh conveying a message that transfigures (Stimulus 10) the recipient so that they have better understanding of a universal truth. Prophets of revelation in the Talmud always call on the people to act and this is evident in Stimulus 11 where Wiesel states: 'Neutrality helps the oppressor, never the victim ... sometimes we must interfere' because 'he does not want his past to become [the] future' (Stimulus 9). It is evident that Wiesel's Jewish faith underpins his belief in his obligation towards humanitarian advocacy and action for the betterment of the community.</p>