

# Study of Religion 2019 v1.2

## Unit 1 Topic 2 sample assessment instrument

July 2022

### Extended response — Investigation (25%)

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

### Assessment objectives

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

2. demonstrate an understanding of religious traditions by explaining beliefs that emanate from sacred texts and religious writings
4. analyse perspectives within religious traditions that relate to ways sacred texts and religious writings are interpreted
5. consider and organise information about sacred texts and religious writings through interpreting sources and deciding on their validity
6. evaluate and draw conclusions about the influence and significance of sacred texts and religious writings on religion and religious individuals
7. create responses that communicate ideas or arguments, using understandings of sacred texts and religious writings.

**Note:** Unit objectives 1 and 3 are not assessed in this assessment instrument.

<b>Subject</b>	Study of Religion
<b>Technique</b>	Extended response — Investigation
<b>Unit</b>	Unit 1: Sacred texts and religious writings
<b>Topic</b>	Topic 2: Abrahamic traditions

<b>Conditions</b>			
<b>Duration</b>	Approximately 15 hours		
<b>Mode</b>	Written	<b>Length</b>	1500–2000 words
<b>Individual/group</b>	Individual	<b>Other</b>	Access to library and internet resources
<b>Context</b>			
<p>You have been studying how sacred texts and religious writings belonging to religious traditions offer insights into life, provide guidance for living and may express a relationship between people and a higher being.</p> <p>This has included investigating how sacred texts are central to the Abrahamic traditions (Judaism, Christianity, Islam), the ways texts are interpreted, and the influence of these texts on people, society and culture.</p> <p>This will be the focus of your investigation in the form of an inquiry response.</p>			
<b>Task</b>			
<p>While the creation stories of the Abrahamic traditions (Judaism, Christianity, Islam) share commonalities, interpretations can vary considerably.</p> <p>Select one of the Abrahamic traditions to investigate. Analyse perspectives of the creation story within the chosen tradition including the influences of scientific and secular thinking. Evaluate and draw conclusions to determine how interpretation of sacred texts is central to the way the creation story is understood and how that interpretation influences adherents.</p> <p>Your research-based inquiry response will focus on the hypothesis you devise in consultation with your teacher. This is to ensure that the aspect/s selected for investigation can be presented in an analytical essay.</p>			
<b>To complete this task, you must:</b>			
<ul style="list-style-type: none"> <li>• develop a hypothesis as the focus of your inquiry</li> <li>• locate and use primary and secondary sources</li> <li>• apply criticism to the sacred text selected to analyse (i.e. identify, give reasons for) perspectives within Judaism or Christianity or Islam</li> <li>• support your analysis with evidence organised from valid sources</li> <li>• draw conclusions on the insights that interpretations of the sacred text provide with respect to the beliefs within the Abrahamic tradition chosen and its significance for adherents and society</li> <li>• adhere to genre, language and recognised referencing conventions, e.g. citations, bibliography.</li> </ul>			

Checkpoints
<input type="checkbox"/> Planning check (hypothesis devised) — at approximately 3 of 15 hours
<input type="checkbox"/> Planning check (hypothesis, information and data gathered) — at approximately 6 of 15 hours
<input type="checkbox"/> Planning check (hypothesis, information and data gathered, reference details, drafting) — at approximately 9 of 15 hours
<input type="checkbox"/> Draft due — at approximately 12 of 15 hours
<input type="checkbox"/> Final submission — after approximately 15 hours

Criterion	Marks allocated	Result
<b>Demonstrating understanding</b> Assessment objective 2		
<b>Analysing</b> Assessment objective 4		
<b>Evaluating and drawing conclusions</b> Assessment objective 6		
<b>Creating</b> Assessment objectives 5, 7		
<b>Total</b>		

Authentication strategies
• The teacher will provide class time for task completion.
• Students will provide documentation of their progress at indicated checkpoints.
• The teacher will collect copies of the student response and monitor at key junctures.
• The teacher will collect and annotate one draft.
• The teacher will conduct interviews or consultations with each student as they develop the response.
• Students will use plagiarism-detection software at submission of the response.
• Students must acknowledge all sources.
• Students must submit a declaration of authenticity.
• The teacher will ensure class cross-marking occurs.

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