

Study of Religion 2019 v1.2

Unit 2 sample assessment instrument

July 2018

Investigation — inquiry response

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 rituals as ways religion is expressed in the lives of adherents
4. analyse perspectives within religious traditions that relate to religious rituals and their purpose
5. consider and organise information about religious rituals and their purpose by interpreting sources and deciding on their validity
6. evaluate and draw conclusions about the significance of religious rituals and their influence on people, society and culture
7. create responses that communicate ideas or arguments using understandings of religious rituals.

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

Subject	Study of Religion
Technique	Investigation — inquiry response
Unit	Unit 2: Religion and ritual
Topic	Topic 2: Calendrical rituals

Conditions			
Duration	15 hours of the time allocation for Unit 2		
Mode	Written	Perusal	1500–2000 words
Individual/group	Individual	Seen/unseen	—
Resources available	Access to library and internet resources		
Context			
<p>You have been building on your understandings of Judaism, Christianity, Islam, Hinduism, Buddhism, Australian Aboriginal spiritualities and Torres Strait Islander religion through investigating religious rituals that mark significant moments and events in the religion itself and in the lives of adherents.</p> <p>This has included studying calendrical rituals that occur at a particular time of the week, month or year, or mark a period of time since a significant event.</p> <p>The focus of your investigation — inquiry response will be to identify, analyse and draw conclusions in relation to a calendrical ritual within one religious tradition.</p>			
Task			
<p>You are required to analyse one religious calendrical ritual in Judaism, Christianity, Islam, Hinduism or Buddhism using the ritual analysis method of Arnold van Gennep, Victor Turner or Terence Lovat to draw conclusions about the influence of such rituals in Australia as a religiously plural society.</p> <p>The religious calendrical ritual is to be selected from the following:</p> <ul style="list-style-type: none"> • Shabbat (Judaism) • Pentecost (Christianity) • Ramadan (Islam) • Divali (Hinduism) • Dharma Day (Buddhism). <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 a 1500–2000 word analytical essay.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • develop a hypothesis as the focus of your inquiry • locate and use primary and secondary sources • apply one ritual analysis method to the calendrical ritual selected to identify, examine and consider its religious characteristics and purpose • support your analysis with evidence organised from valid sources • evaluate and draw conclusions about calendrical rituals related to <ul style="list-style-type: none"> – their importance for adherents – their influence in a religiously plural society such as Australia • adhere to genre, language and recognised referencing conventions, e.g. citations, bibliography. 			

Stimulus
—
Checkpoints
<input type="checkbox"/> Planning check (hypothesis devised) — at approximately 3 of 15 hours
<input type="checkbox"/> Progress check (hypothesis, information and data gathered) — at approximately 6 of 15 hours
<input type="checkbox"/> Progress 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 work
Feedback
Authentication strategies
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. • Students will provide documentation of their progress at indicated checkpoints. • The teacher will conduct interviews or consultations with each student as they develop the response. • Students must acknowledge all sources.
Scaffolding
<p>Documentation of your research must be maintained. This includes:</p> <ul style="list-style-type: none"> • the development of your hypothesis and relevant inquiry questions • information gathered from primary and secondary sources • reference details for your sources • brief reasons for sources selected and/or used • a draft of your analytical essay • teacher feedback on your inquiry process and draft response.