

# Study of Religion 2019 v1.2

IA2: Sample assessment instrument

## Investigation — inquiry response (25%)

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

**Student name**

**Student number**

**Teacher**

**Issued**

**Due date**

## Marking summary

Criterion	Marks allocated	Provisional marks
Demonstrating understanding	6	
Analysing	7	
Evaluating and drawing conclusions	7	
Considering, organising and creating	5	
<b>Overall</b>	<b>25</b>	

# Conditions

<b>Technique</b>	Investigation — inquiry response
<b>Unit</b>	Unit 3: Religious ethics
<b>Topic/s</b>	Topic 2: Ethical relationships
<b>Duration</b>	Approximately 15 hours of the time allocation for Unit 3
<b>Mode/length</b>	Written: 1500–2000 words
<b>Individual/group</b>	Individual
<b>Resources</b>	Access to library and internet resources

## Context

You have been examining the religious foundations that form and inform the religious–ethical principles that are evident within different religious traditions. This has included considering the extent to which religious ethics influence an adherent’s decision-making on an ethical issue.

The focus of your investigation — inquiry response will be to apply your understandings of religious ethics, ethical teachings and approaches to ethical decision-making to *one* contemporary ethical issue from the perspective of *one* religious tradition.

## Task

Investigate and analyse *one* contemporary ethical issue from the perspective of Buddhism. Evaluate and draw conclusions about the extent to which religious ethics influences an adherent’s response to the ethical issue within the religious tradition.

The contemporary ethical issue is to be selected from the following:

- beginning and end of life, e.g. reproductive technologies, palliative care
- medical technologies, e.g. organ farming, genetic engineering
- substance abuse, e.g. steroids in sport.

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

- devise a hypothesis in consultation with your teacher to ensure that the aspect/s selected can be presented within the word length (1500–2000 words) for your analytical essay
- locate and use primary and secondary sources
- identify and explain the ways in which the world religion informs an individual’s response to the contemporary issue
- analyse perspectives within the religion that influence an adherent’s response to the issue
- evaluate and draw conclusions about the influence of religious ethics on an adherent’s response to the issue, with reference to the selected religion
- support your explanations, analysis and evaluation with evidence organised from valid sources
- adhere to genre, language and recognised referencing conventions, e.g. citations, bibliography.

Note: 15 hours of the time allocation for Unit 3 has been allocated to teaching, learning and preparing a response in relation to this task.

## Checkpoints

- Week 2 — planning check (hypothesis devised)
- Week 3 — progress check (hypothesis, information, and data gathered)
- Week 4 — progress check (hypothesis, information, and data gathered, reference details, drafting)
- Week 5 — draft due
- Week 6 — final submission

## Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at 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.

# Instrument-specific marking guide (IA2): Investigation — inquiry response (25%)

## Criterion: Demonstrating understanding

### Assessment objective

2. demonstrate an understanding of the ways in which a world religion informs an individual's response to the contemporary issue selected

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>thorough understanding of the ways in which a world religion informs an individual's response to the contemporary issue selected</li> <li>detailed identification and explanations of the ways in which a world religion informs an individual's response</li> <li>consistently accurate identification and explanations of the ways in which a world religion informs an individual's response</li> </ul>	5–6
<ul style="list-style-type: none"> <li>understanding of the ways in which a world religion informs an individual's response to the contemporary issue selected</li> <li>identification and explanations of the ways in which a world religion informs an individual's response</li> <li>some inaccuracies within the identification and explanations of the ways in which a world religion informs an individual's response.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>narrow understanding of the ways in which a world religion informs an individual's response to the contemporary issue selected</li> <li>simplistic identification and explanations of the ways in which a world religion informs an individual's response</li> <li>significant inaccuracies within the identification and/or explanations of the ways in which a world religion informs an individual's response.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Analysing

### Assessment objective

4. analyse perspectives within a world religion that influence an adherent's response to the contemporary ethical issue selected

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>thorough analysis of perspectives within a world religion that influence an adherent's response to the contemporary ethical issue selected</li> <li>identified perspectives are convincingly supported through well-reasoned arguments</li> <li>arguments are informed by an in-depth understanding of religious ethics and relevant ethical teachings.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>considered analysis of perspectives within a world religion that influence an adherent's response to the contemporary ethical issue selected</li> <li>identified perspectives are supported through reasoned arguments</li> </ul>	4–5

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>arguments are informed by an understanding of religious ethics and relevant ethical teachings</li> </ul>	
<ul style="list-style-type: none"> <li>some analysis of perspectives within a world religion that influence an adherent's response to the contemporary ethical issue selected</li> <li>identified perspectives are supported through arguments</li> <li>basic understanding of religious ethics and ethical teachings.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>one or more statements are made on a perspective within a world religion that influences an adherent's response to the contemporary ethical issue selected</li> <li>significant inaccuracies and/or omissions are evident</li> <li>simplistic and/or erroneous understanding of religious ethics.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Evaluating and drawing conclusions

### Assessment objective

6. evaluate and draw conclusions about the influence of religious ethics on an adherent's response to a contemporary ethical issue

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>discerning judgments are made about the extent to which an adherent's response to the contemporary ethical issue is influenced by religious ethics, approaches to ethical decision-making, and ethical teachings related to the world religion</li> <li>judgments are supported by thorough and justified arguments</li> <li>arguments are consistently established in relationship to the hypothesis.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>considered judgments are made about the extent to which an adherent's response to the contemporary ethical issue is influenced by religious ethics, approaches to ethical decision-making, and ethical teachings related to the world religion</li> <li>judgments are supported by reasoned arguments</li> <li>arguments are generally established in relationship to the hypothesis.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>judgments are made about the extent to which an adherent's response to the contemporary ethical issue is influenced by religious ethics, approaches to ethical decision-making, and/or ethical teachings related to the world religion</li> <li>judgments are supported by basic reasons</li> <li>inaccurate or irrelevant reasons affect conclusions in response to the hypothesis.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>one or more statements are made on an adherent's response to the contemporary ethical issue</li> <li>simplistic and/or erroneous understanding of religious ethics or ethical teachings</li> <li>significant inaccuracies and/or irrelevant statements throughout the response.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Considering, organising and creating

### Assessment objectives

5. consider and organise information about religious ethics by interpreting information from sources related to one major world religion and the contemporary ethical issue selected, and deciding on the validity of these sources
7. create an analytical essay response that communicates ideas or arguments using understandings of religious ethics

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• a diverse range of valid primary and secondary sources is used effectively in response to the hypothesis</li><li>• succinct, with ideas or arguments conveyed logically in response to the hypothesis devised</li><li>• genre, language (spelling, grammar, punctuation) and recognised referencing conventions are adhered to with minimal errors.</li></ul>	4–5
<ul style="list-style-type: none"><li>• valid primary and secondary sources are used in response to the hypothesis</li><li>• conveys ideas or arguments that are related to the hypothesis devised</li><li>• genre, language (spelling, grammar and punctuation) and recognised referencing conventions are generally adhered to, but with some errors.</li></ul>	2–3
<ul style="list-style-type: none"><li>• some use of primary and/or secondary sources is evident</li><li>• conveys ideas and arguments not related to the hypothesis devised</li><li>• frequent and/or significant errors in genre, language (spelling, grammar and punctuation) and/or referencing conventions impede communication of ideas or arguments.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0



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