

Study of Religion 2019 v1.2

IA3 sample assessment instrument

February 2021

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.

Assessment objectives

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

2. demonstrate an understanding of the ways in which religion has interacted with the nation–state within the context selected
4. analyse the perspectives that influenced religion’s interaction with the nation–state within the context selected
5. consider and organise information about the interaction between religion, the nation–state and society, by interpreting information from sources and deciding on their validity
6. evaluate and draw conclusions about the interaction between religion and the nation–state and its influence on shaping society’s response within the context selected
7. create an analytical essay response that communicates ideas or arguments using understandings of religion–state relationships.

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

Subject	Study of Religion	Instrument no.	IA3
Technique	Investigation — inquiry response		
Unit	4: Religion, rights and the nation–state		
Topic	1: Religion and the nation–state		
Conditions			
Duration	15 hours of the time allocation for Unit 4		
Mode	Written: Analytical essay	Length	1500–2000 words
Individual/group	Individual	Other	
Resources available	Access to library and internet resources		
Context			
<p>You have been investigating and analysing the interactions of religion with the nation–state in order to evaluate the effects of religion–state relationships on individuals, groups and societies.</p> <p>The interactions of religion with the nation–state are especially complex within the State of Israel which was established in 1948. A reason for this is that the land of Israel has significance for three major world religions — Judaism, Christianity and Islam.</p> <p>The major focus of your investigation — inquiry response is on Judaism and its interaction with the State of Israel.</p>			
Task			
<p>Investigate and analyse the ways Judaism has interacted with the State of Israel since 1948, and evaluate and draw conclusions about the influence of this religion-state relationship on Israeli society's response to events in the State of Israel during this time.</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 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 • identify, explain and analyse the ways Judaism has interacted with the State of Israel since 1948 • support your analysis with evidence organised from valid sources • evaluate and draw conclusions related to the influence of the interaction between Judaism and the State of Israel on society • adhere to genre, language and recognised referencing conventions, e.g. citations, bibliography. 			
Stimulus			
—			
Checkpoints			
<input type="checkbox"/> (after approximately 3 hours of 15) — planning check (hypothesis devised)			
<input type="checkbox"/> (after approximately 6 hours of 15) — progress check (hypothesis, information and data gathered)			

- (after approximately 9 hours of 15) — progress check (hypothesis, information and data gathered, reference details, drafting)
- (after approximately 12 hours of 15) — draft due
- (after approximately 15 hours of 15) — final submission

Criterion	Marks allocated	Result
Demonstrating understanding Assessment objective 2	6	
Analysing Assessment objective 4	7	
Evaluating and drawing conclusions Assessment objective 6	7	
Considering, organising and creating Assessment objectives 5, 7	5	
TOTAL	25	
Authentication strategies	<ul style="list-style-type: none"> • class time will be provided for task completion • documentation of the process as indicated by checkpoints • interviews or consultation with each student during the development of the response • students must acknowledge all sources 	
Scaffolding	—	

Instrument-specific marking guide (ISMG)

Criterion: Demonstrating understanding

Assessment objective

2. demonstrate an understanding of the ways in which religion has interacted with the nation–state within the context selected

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> thorough understanding of the ways in which religion has interacted with the nation–state within a particular context detailed identification and explanation of the religion–state relationship and interaction consistently accurate explanations of the religion–state relationship and interaction are evident in the response. 	5–6
<ul style="list-style-type: none"> understanding of the ways in which religion has interacted with the nation–state within a particular context identification and explanation of the religion–state relationship and interaction some inaccuracies within explanations of the religion–state relationship and interaction are evident throughout the response. 	3–4
<ul style="list-style-type: none"> narrow understanding of the ways in which religion has interacted with the nation–state within a particular context simplistic identification and explanation of the religion–state relationship and interaction significant inaccuracies within explanations of the religion–state relationship and interaction are evident throughout the response. 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Analysing

Assessment objective

4. analyse the perspectives that influenced religion’s interaction with the nation–state in the context selected

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> thorough analysis of perspectives that have influenced religion’s interaction with the nation–state in a particular context identified perspectives are convincingly supported through well-reasoned arguments arguments are informed by an in-depth understanding of the religion–state relationship and interaction. 	6–7
<ul style="list-style-type: none"> considered analysis of perspectives that have influenced religion’s interaction with the nation–state in a particular context identified perspectives are supported through reasoned arguments arguments are informed by an understanding of the religion–state relationship and interaction. 	4–5
<ul style="list-style-type: none"> some analysis of perspectives that have influenced religion’s interaction with the nation–state in a particular context identified perspectives are supported through arguments basic understanding of the religion–state relationship and interaction. 	2–3

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> one or more statements are made on a perspective associated with religion's interaction with the nation–state in a particular context significant inaccuracies and/or omissions simplistic and/or erroneous understanding of the religion–state relationship and/or interaction. 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Evaluating and drawing conclusions

Assessment objective

6. evaluate and draw conclusions about the interaction between religion and the nation–state and its influence on shaping society's response within the context selected

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> discerning judgments are made about the extent to which the interaction between religion and the nation–state has shaped society's response within a particular context judgments are supported by thorough and justified arguments arguments are consistently established in relationship to the hypothesis. 	6–7
<ul style="list-style-type: none"> considered judgments are made about the extent to which the interaction between religion and the nation–state has shaped society's response within a particular context judgments are supported by reasoned arguments arguments are generally established in relationship to the hypothesis. 	4–5
<ul style="list-style-type: none"> judgments are made about the extent to which the interaction between religion and the nation–state has shaped society's response within a particular context judgments are supported by basic reasons inaccurate or irrelevant reasons affect conclusions in response to the hypothesis. 	2–3
<ul style="list-style-type: none"> one or more statements are made about a religion–state relationship simplistic and/or erroneous understanding of the interaction between religion and the nation–state within a particular context significant inaccuracies and/or omissions affect the response. 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Considering, organising and creating

Assessment objectives

5. consider and organise information about the interaction between religion, the nation–state and society, by interpreting information from sources and deciding on their validity
7. create an analytical essay response that communicates ideas or arguments using understandings of religion–state relationships

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> a diverse range of valid primary and secondary sources is used effectively in response to the hypothesis succinct, with ideas or arguments conveyed logically in response to the hypothesis devised 	4–5

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