

# Study of Religion marking guide and response

Sample external assessment 2020

## Combination response (70 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.

## Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

## Purpose

This document consists of an EAMG and an annotated response.

The EAMG:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

## Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

## External assessment marking guide (EAMG)

Question	The response for Stimulus 1	Mark	The response for Stimulus 2	Mark
1	<ul style="list-style-type: none"> <li>describes a Hindu belief with relevant details</li> </ul>	3	<ul style="list-style-type: none"> <li>describes a Christian belief with relevant details</li> </ul>	3
	<ul style="list-style-type: none"> <li>describes a relevant Hindu belief</li> </ul>	2	<ul style="list-style-type: none"> <li>describes a relevant Christian belief</li> </ul>	2
	<ul style="list-style-type: none"> <li>identifies a relevant Hindu belief</li> </ul>	1	<ul style="list-style-type: none"> <li>identifies a relevant Christian belief</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0

Question	The response for Hinduism	Mark	The response for Christianity	Mark
2a)	<ul style="list-style-type: none"> <li>identifies a cyclical world view</li> <li>explains a distinct characteristic with detail</li> </ul>	3	<ul style="list-style-type: none"> <li>identifies a linear world view</li> <li>explains a distinct characteristic with detail</li> </ul>	3
	<ul style="list-style-type: none"> <li>identifies a cyclical world view</li> <li>describes a distinct characteristic</li> </ul>	2	<ul style="list-style-type: none"> <li>identifies a linear world view</li> <li>describes a distinct characteristic</li> </ul>	2
	<ul style="list-style-type: none"> <li>identifies the Hindu world view as cyclical</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>identifies a characteristic of the world view</li> </ul>	1	<ul style="list-style-type: none"> <li>identifies the Christian world view as linear</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>identifies a characteristic of the world view</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0

Question	The response	Mark
2b)	<ul style="list-style-type: none"> <li>identifies a relevant teaching from Hinduism and Christianity</li> <li>explains how these teachings influence a human rights perspective</li> </ul>	5
	<ul style="list-style-type: none"> <li>identifies a relevant teaching from Hinduism and Christianity</li> <li>explains how one teaching influences a human rights perspective</li> </ul>	4
	<ul style="list-style-type: none"> <li>identifies a relevant teaching from Hinduism OR Christianity</li> <li>explains how that teaching influences a human rights perspective</li> </ul>	3
	<ul style="list-style-type: none"> <li>identifies a relevant teaching from Hinduism and Christianity</li> </ul>	2
	<ul style="list-style-type: none"> <li>provides an appropriate statement about               <ul style="list-style-type: none"> <li>human rights and either Hinduism or Christianity</li> </ul>               OR               <ul style="list-style-type: none"> <li>Hindu and Christian world views</li> </ul> </li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0

Question	The response	Mark	The response	Mark
3	<ul style="list-style-type: none"> <li>perceptively explains two relevant Eightfold Path teachings</li> </ul>	5	<ul style="list-style-type: none"> <li>provides credible links between two relevant Eightfold Path teachings and a human rights perspective on forced labour</li> </ul>	5
	<ul style="list-style-type: none"> <li>perceptively explains one relevant Eightfold Path teaching</li> <li>provides some explanation of the other relevant Eightfold Path teaching</li> </ul>	4	<ul style="list-style-type: none"> <li>provides credible links between one relevant Eightfold Path teaching and a human rights perspective on forced labour</li> <li>identifies a characteristic of a second relevant teaching that could support this perspective</li> </ul>	4
	<ul style="list-style-type: none"> <li>provides some explanation of two relevant Eightfold Path teachings</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>perceptively explains one relevant Eightfold Path teaching</li> </ul>	3	<ul style="list-style-type: none"> <li>provides links between one relevant Eightfold Path teaching and a human rights perspective on forced labour</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>identifies characteristics of two relevant teachings that that could support this perspective</li> </ul>	3
	<ul style="list-style-type: none"> <li>provides some explanation of one relevant Eightfold Path teaching</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>describes any two of the Eightfold Path teachings</li> </ul>	2	<ul style="list-style-type: none"> <li>makes reference to a Buddhist teaching and a stance on forced labour</li> </ul>	2
	<ul style="list-style-type: none"> <li>includes a statement about an Eightfold Path teaching</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>includes a statement about another Buddhist teaching</li> </ul>	1	<ul style="list-style-type: none"> <li>includes a statement about a Buddhist perspective on <ul style="list-style-type: none"> <li>human rights</li> </ul> </li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>forced labour issues</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0

Question	The response	Mark	The response	Mark
4a)	<ul style="list-style-type: none"> <li>identifies one relevant teaching</li> <li>provides a clear and detailed explanation of the relationship between the teaching, the atonement ritual and human life</li> </ul>	5	<ul style="list-style-type: none"> <li>identifies a second relevant teaching</li> <li>provides a clear and detailed explanation of the relationship between the teaching, the atonement ritual and human life</li> </ul>	5
	<ul style="list-style-type: none"> <li>identifies one relevant teaching</li> <li>explains, with some detail, the relationship between the teaching, the atonement ritual and human life</li> </ul>	4	<ul style="list-style-type: none"> <li>identifies a second relevant teaching</li> <li>explains, with some detail, the relationship between the teaching, the atonement ritual and human life</li> </ul>	4
	<ul style="list-style-type: none"> <li>identifies one relevant teaching</li> <li>describes characteristics of the teaching, the atonement ritual and human life</li> </ul>	3	<ul style="list-style-type: none"> <li>identifies a second relevant teaching</li> <li>describes characteristics of the teaching, the atonement ritual and human life</li> </ul>	3
	<ul style="list-style-type: none"> <li>provides a statement about a Jewish teaching, the atonement ritual and human life</li> </ul>	2	<ul style="list-style-type: none"> <li>provides a statement about a second Jewish teaching, the atonement ritual and human life</li> </ul>	2
	<ul style="list-style-type: none"> <li>describes the atonement ritual</li> </ul>	1	<ul style="list-style-type: none"> <li>describes Jewish understanding of human life</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0

Question	The response for Stimulus 7	Mark	The response for Stimulus 8	Mark
4b)	<ul style="list-style-type: none"> <li>identifies a relevant Jewish ethical perspective</li> <li>provides a clear and detailed explanation of the relationship between the perspective and specific Jewish teachings</li> <li>draws insightful and reasoned conclusions about how the teachings support a response to human rights</li> </ul>	6	<ul style="list-style-type: none"> <li>identifies a second relevant Jewish ethical perspective</li> <li>provides a clear and detailed explanation of the relationship between the perspective and specific Jewish teachings</li> <li>draws insightful and reasoned conclusions about how the teachings support a response to human rights</li> </ul>	6
	<ul style="list-style-type: none"> <li>identifies a relevant Jewish ethical perspective</li> <li>explains in detail the relationship between the perspective and specific Jewish teachings</li> <li>draws reasoned conclusions about how the teachings support a response to human rights</li> </ul>	5	<ul style="list-style-type: none"> <li>identifies a second relevant Jewish ethical perspective</li> <li>explains in detail the relationship between the perspective and specific Jewish teachings</li> <li>draws reasoned conclusions about how the teachings support a response to human rights</li> </ul>	5
	<ul style="list-style-type: none"> <li>identifies a relevant Jewish ethical perspective</li> <li>explains the relationship between the perspective and specific Jewish teachings</li> <li>draws reasoned conclusions about how the teachings support a response to human rights</li> </ul>	4	<ul style="list-style-type: none"> <li>identifies a second relevant Jewish ethical perspective</li> <li>explains the relationship between the perspective and specific Jewish teachings</li> <li>draws reasoned conclusions about how the teachings support a response to human rights</li> </ul>	4
	<ul style="list-style-type: none"> <li>identifies a Jewish ethical perspective</li> <li>describes characteristics of the perspective and specific Jewish teachings</li> <li>draws conclusions about how the teachings support a response to human rights</li> </ul>	3	<ul style="list-style-type: none"> <li>identifies a second Jewish ethical perspective</li> <li>describes characteristics of the perspective and specific Jewish teachings</li> <li>draws conclusions about how the teachings support a response to human rights</li> </ul>	3
	<ul style="list-style-type: none"> <li>makes statements about a relevant perspective OR</li> <li>makes statements about the relationship between the perspective and specific Jewish teachings OR</li> <li>makes statements about how the teachings support a response to human rights</li> </ul>	2	<ul style="list-style-type: none"> <li>makes statements about a second relevant perspective OR</li> <li>makes statements about the relationship between the perspective and specific Jewish teachings OR</li> <li>makes statements about how the teachings support a response to human rights</li> </ul>	2



Question	The response for Stimulus 7	Mark	The response for Stimulus 8	Mark
4b)	<ul style="list-style-type: none"> <li>• includes a specific Jewish teaching OR</li> <li>• includes a Jewish ethical perspective OR</li> <li>• includes a Jewish response to human rights</li> </ul>	1	<ul style="list-style-type: none"> <li>• includes a second specific Jewish teaching OR</li> <li>• includes a second Jewish ethical perspective OR</li> <li>• includes a second Jewish response to human rights</li> </ul>	1
	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors.</li> </ul>	0

Question	The response	Mark
4b)	<ul style="list-style-type: none"> <li>• organises paragraph/s succinctly and purposefully around a central idea</li> <li>• uses spelling, grammar and punctuation proficiently</li> </ul>	4
	<ul style="list-style-type: none"> <li>• organises paragraph/s around a central idea</li> <li>• uses spelling, grammar and punctuation with control</li> </ul>	3
	<ul style="list-style-type: none"> <li>• uses spelling, grammar and punctuation with control</li> </ul>	2
	<ul style="list-style-type: none"> <li>• demonstrates uneven control of spelling, grammar and/or punctuation that may impede meaning</li> </ul>	1
	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors.</li> </ul>	0

Question	The response	Mark	The response	Mark	The response	Mark
5	<ul style="list-style-type: none"> <li>provides a clear and detailed explanation of a relevant Islamic teaching</li> <li>uses stimulus effectively to support reasoning</li> </ul>	4	<ul style="list-style-type: none"> <li>provides a clear and detailed explanation of a second relevant Islamic teaching</li> <li>uses stimulus effectively to support reasoning</li> </ul>	4	<ul style="list-style-type: none"> <li>draws insightful and reasoned conclusions about how Islamic teachings support Malala's philosophy</li> </ul>	5
	<ul style="list-style-type: none"> <li>explains a relevant Islamic teaching</li> <li>uses stimulus to support reasoning</li> </ul>	3	<ul style="list-style-type: none"> <li>explains a second relevant Islamic teaching</li> <li>uses stimulus to support reasoning</li> </ul>	3	<ul style="list-style-type: none"> <li>draws reasoned conclusions about how Islamic teachings support Malala's philosophy towards human rights</li> </ul>	4
					<ul style="list-style-type: none"> <li>draws some conclusions about how Islamic teachings support Malala's philosophy towards human rights</li> </ul>	3
	<ul style="list-style-type: none"> <li>describes a relevant Islamic teaching</li> <li>refers to stimulus</li> </ul>	2	<ul style="list-style-type: none"> <li>describes a second relevant Islamic teaching</li> <li>refers to stimulus</li> </ul>	2	<ul style="list-style-type: none"> <li>describes characteristics of Malala's philosophy, human rights and the teaching</li> </ul>	2
	<ul style="list-style-type: none"> <li>makes a statement about a relevant Islamic teaching</li> </ul>	1	<ul style="list-style-type: none"> <li>makes a statement about a second relevant Islamic teaching</li> </ul>	1	<ul style="list-style-type: none"> <li>makes statements about either               <ul style="list-style-type: none"> <li>how Islamic teachings support a response to human rights</li> </ul>               OR               <ul style="list-style-type: none"> <li>a relevant element of Malala's philosophy</li> </ul> </li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0

Question	The response	Mark
5	<ul style="list-style-type: none"> <li>organises paragraph/s succinctly and purposefully around a central idea</li> <li>uses spelling, grammar and punctuation proficiently</li> </ul>	4
	<ul style="list-style-type: none"> <li>organises paragraph/s around a central idea</li> <li>uses spelling, grammar and punctuation with control</li> </ul>	3
	<ul style="list-style-type: none"> <li>uses spelling, grammar and punctuation with control</li> </ul>	2
	<ul style="list-style-type: none"> <li>demonstrates uneven control of spelling, grammar and/or punctuation that may impede meaning</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0