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Sample assessment 2020

Stimulus book

Study of Religion



Queensland
Government



Queensland Curriculum
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Stimulus 1

Bhagavad Gita, Chapter 18, Verse 46

By performing one's natural occupation, one worships the Creator from whom all living entities have come into being, and by whom the whole universe is pervaded. By such performance of work, a person easily attains perfection.

Stimulus 2

1 John 1:7–9 (NRSV)

But if we walk in the light as he himself is in the light, we have fellowship with one another, and the blood of Jesus his Son cleanses us from all sin. If we say that we have no sin, we deceive ourselves, and the truth is not in us. If we confess our sins, he who is faithful and just will forgive us our sins and cleanse us from all unrighteousness.

Context statement

Stimulus 2 is taken from the First Letter of John, which is one of the Epistles. The Epistles are a collection of letters in the New Testament from early Christian leaders. These letters were written as instructions to Christian communities about religious teachings.

Stimulus 3

A definition of forced labour

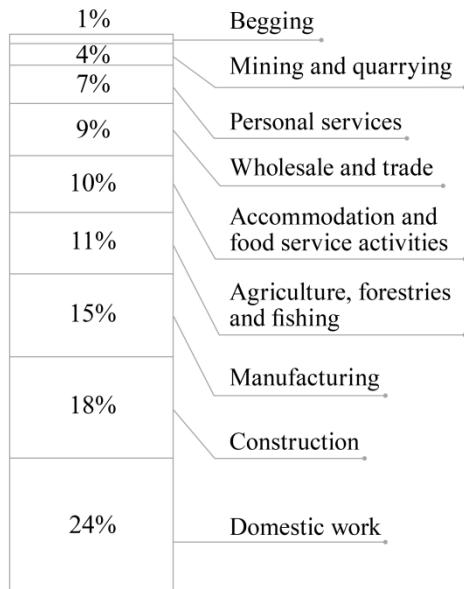
Forced labour is defined by the International Labour Organization Forced Labour Convention 1930 (No. 29) as 'all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.'

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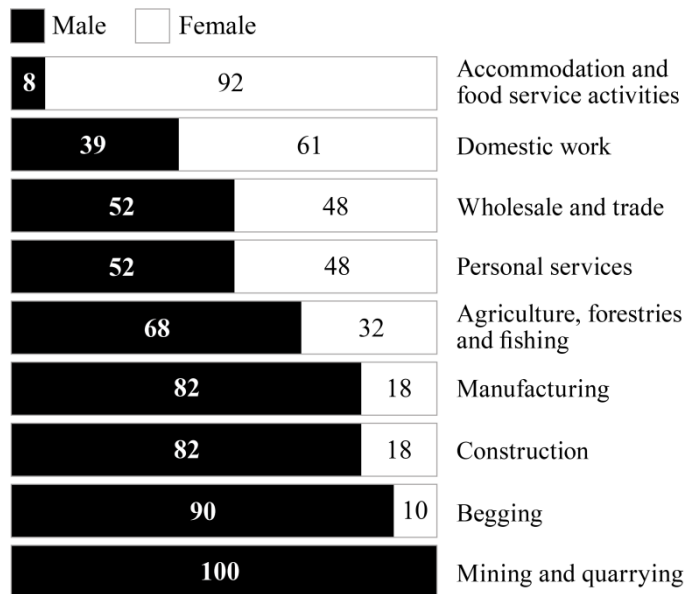
Stimulus 4

Sector of forced labour exploitation

(A) Sectoral distribution of victims of forced labour exploitation

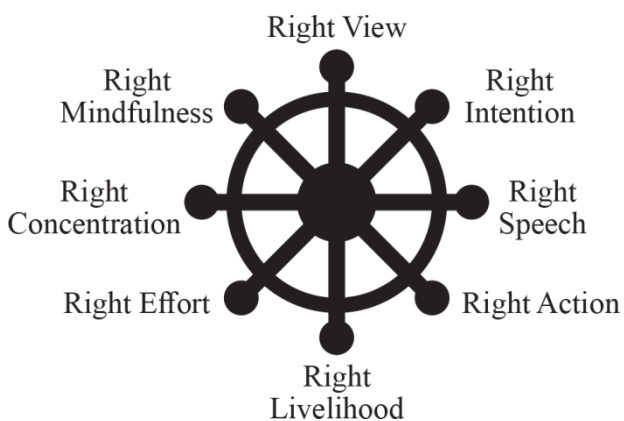


(B) Sex distribution of victims of forced labour exploitation, by sector of economic activity



Stimulus 5

The Noble Eightfold Path



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Stimulus 6

Leviticus 16:29–34

And it shall be a statute for ever unto you: in the seventh month, on the tenth day of the month, ye shall afflict your souls, and shall do no manner of work, the home-born, or the stranger that [sojourns] among you. For on this day shall atonement be made for you, to cleanse you; from all your sins shall ye be clean before the Lord. It is a sabbath of solemn rest unto you, and ye shall afflict your souls; it is a statute for ever. And the priest, who shall be anointed and who shall be consecrated to be priest in his father's stead, shall make the atonement, and shall put on the linen garments, even the holy garments. And he shall make atonement for the most holy place, and he shall make atonement for the tent of meeting and for the altar; and he shall make atonement for the priests and for all the people of the assembly. And this shall be an everlasting statute unto you, to make atonement for the children of Israel because of all their sins once in the year. And he did as the Lord commanded Moses.

Stimulus 7

Talmud, Baba Bathra, 10a

It has been taught: R. [Rabbi] Meir used to say: The critic [of Judaism] may bring against you the argument, 'If your God loves the poor, why does he not support them?' If so answer him, 'So that through them we may be saved from the punishment of Gehinnom.'

Stimulus 8

Ethics of the Fathers, 1:15

He used to say, If I am not for myself who is for me? And being for my own self what am I? If not now when?

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Stimulus 9

United Nations Universal Declaration of Human Rights, Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Stimulus 10

Throughout Malala's many speeches are some common messages. There are messages that clearly demand action to support the right to education, but also messages about the fundamental right to a peaceful life that is respected by others. According to Malala, without these messages people will not even see that there is a need to offer these opportunities to people who have been denied the right to a peaceful life.

Embedded in Malala's messages are an undeniable sense of fairness and an understanding of the innate dignity of all human beings. She credits her parents for this, because they taught her to love others with compassion and mercy. They also encouraged her to explore these ideas through the teachings of Muhammad and the examples of Dr Martin Luther King Jr, Nelson Mandela, Mother Teresa and other people of faith, peaceful action and reconciliation.

So it is not surprising that when Malala is called on to speak publicly, she does so to give voice to the voiceless, sometimes naming them, but always identifying how their rights are denied so that they can't be forgotten or ignored.

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Stimulus 11

I Am Malala

I love my God. I thank my Allah. I talk to him all day. He is the greatest. By giving me this height to reach people, he has also given me great responsibilities. Peace in every home, every street, every village, every country — this is my dream. Education for every boy and every girl in the world. To sit down on a chair and read my books with all my friends at school is my right. To see each and every human being with a smile of happiness is my wish.

Context statement

Stimulus 10 and 11 are about Malala Yousafzai, a Pakistani activist who was awarded the Nobel Peace Prize in 2014 for her work in affirming educational rights for women and children.

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References

Stimulus 1

Bhagavad Gita 1882, KT Telang (trans.), Clarendon Press, Oxford.

Stimulus 2

1 **John 1:7–9** from the New Revised Standard Version Bible, copyright © 1989 the Division of Christian Education of the National Council of the Churches of Christ in the United States of America. Used by permission. All rights reserved.

Stimulus 3

International Labour Organization 2017, *Article 2, ‘Convention C029’, Convention concerning Forced or Compulsory Labour*, www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C029. Copyright © International Labour Organization 2017.

Stimulus 4

Derived from International Labour Organization and Walk Free Foundation 2017, ‘Figure 9’, *Global Estimates of Modern Slavery: Forced labour and forced marriage*, International Labour Organization, Geneva, p. 32. Copyright © International Labour Organization 2017.

Stimulus 6

The Holy Scriptures According to the Masoretic Text 1917, The Jewish Publication Society of America, Philadelphia, p. 165.

Stimulus 7

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Pirkei Avot 1897, C Taylor (trans.), Cambridge University Press, Cambridge.

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United Nations 1948, ‘Article 26’, *Universal Declaration of Human Rights*, www.un.org/en/universal-declaration-human-rights.

Stimulus 11

Yousafzai, M 2013, *I Am Malala: The girl who stood up for education and was shot by the Taliban*, Hachette, London.

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