



Study of Religion 2025 v1.2

IA3: Sample assessment instrument

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	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Explaining	6	
Analysing	7	
Evaluating	7	
Communicating	5	
Overall	25	

Conditions

Technique	Investigation — inquiry response
Unit	Unit 4: Religion — rights and relationships
Topic/s	Topic 1: Religion and the nation–state
Duration	Approximately 15 hours of class time
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	<p>This task requires students to:</p> <ul style="list-style-type: none">• respond to the example, nominated by the teacher, from the list provided in Unit 4 Topic 1• devise a hypothesis for the focus of the inquiry• investigate the nominated religious tradition and the nation–state context by conducting research using the inquiry process• analyse the ways in which religion has interacted with the nation–state• write an analytical essay.
Resources	Access to sacred texts and authoritative sources, library and online sources as required.

Context

You have been exploring and examining relationships between religion and the nation–state to analyse and evaluate the impact of such interplay on individuals, groups and societies. The focus of your investigation has been on the relationship between Islam and Indonesia, particularly the beginning of the Darul Islam rebellion at the time when the Dutch officially recognised the Republic of Indonesia. In 1949, Sekarmadji Maridjan Kartosuwirjo, who headed up the rebellion, nominated himself as Imam and proposed the establishment of the Islamic State of Indonesia. During your investigation, you have considered the influence of Islam on the rebellion and explored various perspectives and expressions of religion and nation–state interactions within this context.

Task

Investigate the ways Islam has interacted with the nation–state of Indonesia in the latter part of the 1940s and early 1950s in relation to the beginning of the Darul Islam rebellion.

To complete this task, you must:

- respond to the task in the form of an analytical essay, up to 2000 words in length
- devise a hypothesis for the focus of your inquiry
- select and use relevant information from religious texts and other authoritative sources, appropriately acknowledge sources, and use a recognised system of referencing
- explain features and expressions of the religious tradition and the ways Islam informs responses to the nation–state of Indonesia at the beginning of the Darul Islam rebellion
- analyse perspectives about religious expression within Islam that influences responses to the nation–state of Indonesia in the late 1940s and early 1950s
- evaluate the significance and influence of Islam on responses to the nation–state in this context.

Checkpoints

- ☐ (After approximately 3 hours of 15): Planning check, hypothesis devised
- ☐ (After approximately 6 hours of 15): Progress check, hypothesis, information gathering and research underway
- ☐ (After approximately 9 hours of 15): Progress check, hypothesis, information gathering and research progress, referencing details, drafting
- ☐ (After approximately 12 hours of 15): Draft due
- ☐ (After approximately 15 hours of 15): Final submission

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will ensure class cross-marking occurs.
- You will produce a unique response by negotiating the focus of your investigation with your teacher and creating an individual hypothesis.
- You will use approved plagiarism-detection software to submit your response.
- You will provide documentation of your progress at nominated checkpoints.

Instrument-specific marking guide (IA3): Investigation — inquiry response (25%)

Explaining	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> comprehensive and relevant identification of the distinguishing features of one religious tradition and its teachings in relation to the nation–state in a particular context thorough and detailed description of characteristics of one religious tradition and the way it informs a response to the nation–state in a particular context accurate explanation of the ways one religious tradition is expressed in response to the nation–state in a particular context 	5–6
<ul style="list-style-type: none"> relevant identification of the distinguishing features of one religious tradition and its teachings in relation to the nation–state in a particular context description of characteristics of one religious tradition and the way it informs a response to the nation–state in a particular context explanation of the ways one religious tradition is expressed in response to the nation–state in a particular context 	3–4
<ul style="list-style-type: none"> limited identification of the features of one religious tradition and its teachings in relation to the nation–state in a particular context basic description of characteristics of one religious tradition and the way it informs a response to the nation–state in a particular context simplistic explanation of the ways one religious tradition is expressed in response to the nation–state in a particular context. 	1–2
The student response does not satisfy any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> critical selection and appropriate use of relevant information from religious texts and other authoritative sources to inform analysis of perspectives about religious expression within one religious tradition detailed and accurate explanation of distinct beliefs and practices within one religious tradition that influence the religion’s interaction with the nation–state in the context selected thorough examination of perspectives within one religious tradition that influence responses to the religion’s interaction with the nation–state in the context selected 	6–7
<ul style="list-style-type: none"> considered selection and use of relevant information from religious texts and other authoritative sources to inform analysis of perspectives about religious expression within one religious tradition explanation of beliefs and practices within one religious tradition that influence the religion’s interaction with the nation–state in the context selected examination of perspectives within one religious tradition that influence responses to the religion’s interaction with the nation–state in the context selected 	4–5

Analysing	Marks
<ul style="list-style-type: none"> • selection and use of information from religious texts and/or other authoritative sources to inform analysis of perspectives about religious expression within one religious tradition • some explanation of beliefs and practices within one religious tradition that influence the religion's interaction with the nation–state in the context selected • basic examination of perspectives within one religious tradition that influence responses to the religion's interaction with the nation–state in the context selected 	2–3
<ul style="list-style-type: none"> • limited selection and use of information from religious texts or other authoritative sources to inform analysis of perspectives about religious expression within one religious tradition • simplistic or erroneous statements about beliefs and/or practices within one religious tradition that influence the religion's interaction with the nation–state in the context selected • one or more statements on a perspective within one religious tradition related to the religion's interaction with the nation–state in the context selected. 	1
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • thorough and succinct synthesis of ideas about the influence of religion and its interaction with the nation–state and the extent it has shaped society's response within a particular context • discerning and astute judgments about the influence of religion and its interaction with the nation–state in shaping society's response within the context selected • detailed justification of judgments supported with reasoning and evidence 	6–7
<ul style="list-style-type: none"> • considered synthesis of ideas about the influence of religion and its interaction with the nation–state and the extent it has shaped society's response within a particular context • appropriate judgments about the influence of religion and its interaction with the nation–state in shaping society's response within the context selected • justification of judgments supported with reasoning and/or evidence 	4–5
<ul style="list-style-type: none"> • some synthesis of ideas about the influence of religion and its interaction with the nation–state and the extent it has shaped society's response within a particular context • basic judgments about the influence of religion and its interaction with the nation–state in shaping society's response within the context selected • limited justification of judgments supported with reasoning and/or evidence 	2–3
<ul style="list-style-type: none"> • one or more statements are made about a religion–state relationship • simplistic and/or erroneous judgments about the influence of religion and its interaction with the nation–state in shaping society's response within the context selected • inaccurate and/or irrelevant justification. 	1
The student response does not satisfy any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • accurate choice of religious language, logical, cohesive and succinct development of ideas suitable for the analytical essay genre, including creation of hypothesis • consistently appropriate application of language conventions (spelling, grammar, punctuation) • consistent identification and acknowledgment of sources, accurately using a recognised/prescribed system of referencing 	4–5
<ul style="list-style-type: none"> • appropriate choice of religious language, development of ideas suitable for the analytical essay genre, including creation of hypothesis • application of language conventions (spelling, grammar, punctuation) • acknowledgment of sources using a system of referencing 	2–3
<ul style="list-style-type: none"> • some use of religious language, with ideas related to a hypothesis and features of an essay • limited application of language conventions (spelling, grammar, punctuation) • limited acknowledgment of sources. 	1
The student response does not satisfy any of the descriptors above.	0



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