

### Where are Syllabus objectives taught (in Units)?

Syllabus Objectives (Unit)	Unit 1	Unit 2	Unit 3	Unit 4
1. Describe the characteristics of religion and religious traditions	*	*	*	*
2. Demonstrate an understanding of religious traditions	*	*	*	*
3. Differentiate between religious traditions	*	*	*	*
4. Analyse perspectives about religious expressions within traditions	*	*	*	*
5. Consider and organise information about religion	*	*	*	*
6. Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture	*	*	*	*
7. Create responses that communicate meaning to suit purpose	*	*	*	*

### Where and when are Syllabus objectives assessed?

Syllabus Objectives (Assessment)	IA1	IA2	IA3	EA
1. Describe the characteristics of religion and religious traditions	*			*
2. Demonstrate an understanding of religious traditions	*	*	*	*
3. Differentiate between religious traditions	*			*
4. Analyse perspectives about religious expressions within traditions	*	*	*	*
5. Consider and organise information about religion		*	*	
6. Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture	*	*	*	*
7. Create responses that communicate meaning to suit purpose	*	*	*	*

### What is the relationship between the Syllabus objectives and the Reporting Standards?

#### Reporting Standards (A Descriptor)

Student performance is characterised by comprehensive descriptions of religion and religious traditions, with distinguishing features identified correctly. Understanding of religious traditions is demonstrated through accurate and thorough explanations of the ways in which religion is expressed in the lives of adherents.

Thorough and accurate differentiation between religious traditions is evident through the identification of distinct characteristics and differences within and across religious traditions, and the ways individuals interpret and live these traditions. The analysis of perspectives from within religious traditions is also thorough and accurate. This is convincingly supported through well-reasoned arguments that are informed by an in-depth understanding of a range of views.

Information about religion is interpreted from a diverse range of valid primary and secondary sources, and used effectively in response to a hypothesis. Discerning, logical, thorough and well-justified judgments are made when evaluating and drawing conclusions about the significance of religion for adherents and the ways religion influences people, society and culture. In addition, the communication of ideas or arguments related to religion and religious traditions is succinct, fluent and logical, and adheres to genre, language and recognised referencing conventions.

### What is the relationship between when the Syllabus objectives are taught and assessed?

### What are the implications for teaching and learning (including your assessment program)?

- Describe the characteristics of religion and religious traditions**  
When students describe the characteristics of religion and religious traditions, they identify and account for the distinguishing features of religion and religious traditions.
- Demonstrate an understanding of religious traditions**  
When students demonstrate an understanding of religious traditions, they explain the ways in which religion is expressed in the lives of adherents.
- Differentiate between religious traditions**  
When students differentiate between religious traditions, they determine the distinct characteristics and differences evident within and across religious traditions, and the ways in which individuals interpret and live the tradition.
- Analyse perspectives about religious expressions within traditions**  
When students analyse perspectives about religious expressions within traditions, they identify, examine and consider religious characteristics to ascertain a range of views, and provide reasons for such views.
- Consider and organise information about religion**  
When students consider and organise information about religion, they interpret information from sources and decide on the validity of these sources.
- Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture**  
When students evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture, they make judgments about the importance of religion for adherents and the ways religion influences people, society and culture.
- Create responses that communicate meaning to suit purpose**  
When students create responses that communicate meaning to suit purpose, they convey ideas or arguments using their understandings of religion and religious traditions. They use genre and language conventions, and recognised conventions of referencing.

The Syllabus objectives are provided in short form, followed by additional detail. How does the additional detail provided with the Syllabus Objectives support the communication of learning intentions and success criteria to students?

What assessment techniques are specified for Summative Assessment (Units 3 & 4)?

Which assessment techniques are used in the current Syllabus and which are new?

What conditions are specified for Summative Assessment (Units 3&4)?

How do the conditions for assessment compare to current practice?

What literacy demands are evident, particularly in the area of writing?

How valid would it be to incorporate this form as assessment item as a way of measuring student achievement in Year 10?

If valid, what adjustments to the specifications e.g. conditions would be appropriate?

Syllabus Objectives	IA1	IA2	IA3	EA
1. Describe the characteristics of religion and religious traditions	*			*
2. Demonstrate an understanding of religious traditions	*	*	*	*
3. Differentiate between religious traditions	*			*
4. Analyse perspectives about religious expressions within traditions	*	*	*	*
5. Consider and organise information about religion		*	*	
6. Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture	*	*	*	*
7. Create responses that communicate meaning to suit purpose	*	*	*	*

### Summative internal assessment 1: Examination – extended response (25%)

#### Description

This assessment is a supervised test that assesses the application of a range of cognitions to a provided question, scenario, and/or problem. Student responses must be completed individually, under supervised conditions, and in a set timeframe.

#### Assessment objectives

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

- describe the distinguishing features of religious traditions that inform religious ethics
- demonstrate an understanding of the ways in which religion informs ethical decision-making processes
- differentiate between religious traditions through the ways that their beliefs and practices influence decision-making on a social-ethical issue
- analyse perspectives from *two* of the major world religions that form and inform religious-ethical responses to a social-ethical issue
- evaluate and draw conclusions about the significance of religious-ethical stances made by adherents to a social-ethical issue
- create an analytical essay response that communicates ideas or arguments using understandings of religious ethics.

**Note:** Unit objective 5 is not assessed in this assessment instrument.

#### Specifications

The student is required to analyse perspectives from *two* of the major world religions that form and inform religious-ethical responses to *one* social-ethical issue. The issue is selected from the list of examples provided in Unit 3 Topic 1: Social ethics. The student response should demonstrate an understanding of the ways in which the two religious traditions inform the application of theories and principles to the social-ethical issue. Students are required to use unseen stimulus materials provided with the examination paper. The student response will be written in the form of an analytical essay.

#### Stimulus specifications

- Stimulus materials must come from information or texts that students have not previously been exposed to or used directly in class.
- Stimulus materials need to include information related to *two* of the five major world religions and the social-ethical issue selected from Unit 3 Topic 1: Social ethics.
- Stimulus materials must be succinct enough to allow students sufficient time to engage with them.
- Stimulus materials should be presented in written texts and visual texts, e.g. excerpts from sacred texts and religious writings, reference books, journals, media articles, illustrations and images, religious art, cartoons, diagrams, graphical representations, tables.

#### Extended response

- Constructed using one item; the item is a response to an unseen question or hypothesis
- Requires sustained analysis, synthesis and evaluation to fully answer a question or hypothesis.

#### Conditions

- Time: 2 hours plus 15 minutes perusal (reading and planning); Length: written 800–1000 words; No notes allowed.

#### Summary of Instrument Specific Marking Guide:

The following table summarises the criteria, assessment objectives and mark allocation for the examination (extended response).

Criterion	Objectives	Marks
Describing and demonstrating understanding	1, 2	6
Differentiating and analysing	3, 4	8
Evaluating and drawing conclusions	6	8
Creating	7	3
<b>Total</b>		<b>25</b>

**Note:** Unit objective 5 is not assessed in this instrument.

**Instrument Specific Marking Guide (extract):** *The student work has the following characteristics\*:*

#### Describing and demonstrating understanding (5-6 Marks)

- distinguishing features of religious traditions that inform religious ethics are correctly identified, comprehensive and relevant
- detailed explanations of the ways in which the two religious traditions inform ethical decision-making processes
- inaccuracies or omissions are not significant to the response.

#### Differentiating and analysing (7-8 Marks)

- thorough and accurate differentiation between religious traditions through the beliefs and practices that influence decision-making on the social-ethical issue
- well-reasoned analysis of perspectives from two major world religions that form and inform religious-ethical responses to the social-ethical issue
- effective use of stimulus material in the response.

#### Evaluating and drawing conclusions (7-8 Marks)

- discerning judgments are made about the significance of religious-ethical stances made by adherents to the social-ethical issue
- judgments are supported by thorough and justified arguments that respond to the question or hypothesis
- minor inaccuracies or omissions do not affect the arguments established.

#### Creating (3 Marks)

- succinct, with ideas or arguments related to the question or hypothesis conveyed fluently and logically
- genre and language conventions are consistently adhered to
- minimal errors in spelling, grammar and punctuation.

*\* Highest Descriptor/s provided here only*

#### Assessment Criterion

What assessment criterion are named in each assessment item? Are these consistent?

What is the relationship between the assessment criterion and the syllabus objectives?

What is the relationship between the assessment criterion and the Reporting Standards?

What role do criterion play in the new syllabus construct, compared to the current syllabus construct?

What implications does this have for providing feedback to students and reporting?

## Summative internal assessment 2: Investigation – inquiry response (25%)

### Description

This assessment requires students to research a specific problem, question, issue, design challenge or hypothesis through collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. Research or investigative practices include locating and using information beyond students' own knowledge and the data they have been given.

Students must adhere to research conventions, e.g. citations, reference lists or bibliographies. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

### Assessment objectives

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

2. demonstrate an understanding of the ways in which a world religion informs an individual's response to the contemporary issue selected
4. analyse perspectives within a world religion that influence an adherent's response to the contemporary ethical issue selected
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
6. evaluate and draw conclusions about the influence of religious ethics on an adherent's response to a contemporary ethical issue
7. create an analytical essay response that communicates ideas or arguments using understandings of religious ethics.

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

### Specifications

The student is required to investigate *one* contemporary ethical issue selected from the list provided in Unit 3 Topic 2: Ethical relationships. The issue is analysed from the perspective of *one* of the five major world religions, with each student devising a hypothesis that is the focus of their inquiry. The student's response to the inquiry is written in the form of an analytical essay. Students will be able to:

- apply their understandings of religious ethics, ethical teachings and approaches to ethical decision-making
- identify how and why a variety of views may be evident within the religious tradition
- consider the extent to which religious ethics influence an individual's decision.

### Conditions

- Written: 1500–2000 words
- Time: approximately 15 hours of the time allocation for Unit 3.

What is the relationship between the Unit Objectives, the Assessment Objectives and the ISMGs?

Are ISMGs consistent in construct within and across subjects?

What cognitive verbs are present in the unit and assessment item and ISMG?

What qualifiers are used in conjunction with cognitive verbs to describe levels of performance?

What is the relative emphasis of various criteria (and objectives)?

What implications does this have for communicating learning intentions and success criteria to students?

What implications does this have for communicating progress and achievement?

### Summary of Instrument Specific Marking Guide

The following table summarises the criteria, assessment objectives and mark allocation for the investigation (inquiry response).

Criterion	Objectives	Marks
Demonstrating understanding	2	6
Analysing	4	7
Evaluating and drawing conclusions	6	7
Considering, organising and creating	5,7	5
<b>Total</b>		<b>25</b>

**Note:** Objectives 1 and 3 are not assessed in this instrument.

### Instrument Specific Marking Guide (extract):

*The student work has the following characteristics\*:*

#### Demonstrating understanding (5-6 Marks)

- thorough understanding of the ways in which a world religion informs an individual's response to the contemporary issue selected
- detailed identification and explanation of the ways in which a world religion informs an individual's response
- inaccuracies or omissions are not significant to the response.

#### Analysing (6-7Marks)

- thorough analysis of perspectives within a world religion that influence an adherent's response to the contemporary ethical issue selected
- identified perspectives are convincingly supported through well-reasoned arguments
- arguments are informed by an in-depth understanding of religious ethics and relevant ethical teachings.

#### Evaluating and drawing conclusions (6-7 Marks)

- 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
- judgments are supported by thorough and justified arguments that are related to the hypothesis
- minor inaccuracies or omissions do not affect the arguments established.

#### Considering, organising and creating (4-5 Marks)

- a diverse range of valid primary and secondary sources is used effectively in response to the hypothesis
- succinct, with ideas or arguments conveyed fluently and logically in relation to the hypothesis devised
- genre, language and recognised referencing conventions are adhered to with minimal errors in spelling, grammar, punctuation and referencing.

\* Highest Descriptor provided here only

Given the new Senior curriculum construct includes the use of numbers in the ISMG and this is not relevant to the construct of P-10 curriculum, how might learning intentions, success criteria and feedback be appropriately communicated to students in Year 10?

### Summative internal assessment 3: Investigation – inquiry response (25%)

#### Description

This assessment requires students to research a specific problem, question, issue, design challenge or hypothesis through collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. Research or investigative practices include locating and using information beyond students' own knowledge and the data they have been given.

Students must adhere to research conventions, e.g. citations, reference lists or bibliographies. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

#### 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.

#### Specifications

The student will be required to investigate the ways in which religion has interacted with the nation–state through *one* example selected from the list provided in Unit 4 Topic 1: Religion and the nation–state. This establishes the context for the investigation, with each student devising a hypothesis that is the focus of their inquiry. The student's response to the inquiry will be written in the form of an analytical essay. Students will be able to:

- apply their understandings of religion–state relationships
- analyse the ways religion has interacted with a nation–state
- consider the extent to which the relationship between religion and the nation–state has shaped society's response within a specific context.

#### Conditions

- Length: written 1500–2000 words
- Time: approximately 15 hours of the time allocation for Unit 4.

#### Summary of the instrument-specific marking guide

The following table summarises mark allocation for the criteria and assessment objectives in the examination (extended response).

Criterion	Objectives	Marks
Demonstrating understanding	2	6
Analysing	4	7
Evaluating and drawing conclusions	6	7
Considering, organising and creating	6,7	5
<b>Total</b>		<b>25</b>

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

#### Demonstrating understanding (5-6 Marks)

- 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
- inaccuracies or omissions are not significant to the response.

#### Analysing (6-7 Marks)

- 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.

#### Evaluating and drawing conclusions (6-7 Marks)

- 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 that are related to the hypothesis
- minor inaccuracies or omissions do not affect the arguments established.

#### Considering, organising and creating (4-5 Marks)

- a diverse range of valid primary and secondary sources is used effectively in response to the hypothesis
- succinct, with ideas or arguments conveyed fluently and logically in response to the hypothesis devised
- genre, language and recognised referencing conventions are adhered to with minimal errors in spelling, grammar, punctuation and referencing.

*\* Highest Descriptor provided here only*

## External Assessment 25% - Examination – short response

### General information

Summative external assessment is developed and marked by the QCAA. In Study of Religion it contributes 25% to a student's overall subject result.

The external assessment in Study of Religion is common to all schools and administered under the same conditions, at the same time, on the same day.

### Description

This assessment is a supervised test that assesses the application of a range of cognitions to multiple provided items, e.g. questions and/or scenarios.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

The examination will focus on Unit 4 Topic 2: Religion and human rights.

### 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.

### Specifications

The student is required to respond to a number of short items related to Unit 4 Topic 2: Religion and human rights. The items will allow students to use their understandings of the five major world religions in order to explain the ways religious traditions have formed and informed perspectives on human rights. In particular, there will be a focus on the influence of religion on human rights. Unseen stimulus materials will be provided with the examination paper. Students will use the stimulus materials as instructed. Responses are handwritten.

#### Stimulus specifications

- Stimulus materials will reflect the five major world religions and subject matter within Unit 4 Topic 2: Religion and human rights.
- Stimulus materials will be succinct enough to allow students sufficient time to engage with them.
- Stimulus materials will be presented in written texts and visual texts, e.g. excerpts from sacred texts and religious writings, reference books, journals, media articles, illustrations and images, religious art, cartoons, diagrams, graphical representations, tables.

#### Short response

- consists of a number of items that ask students to respond to:
  - short items requiring sentence or short paragraph responses
  - unseen stimulus materials
  - ideas and information
- where applicable, students are required to write in full sentences, constructing a response that may have one or several paragraphs so that ideas are maintained, developed and justified

- the majority of items within the examination will require students to use the stimulus materials provided
- the assessment instrument comprises:
  - Part A: two to three short items, with each requiring sentence responses and/or short paragraph responses of no more than 50–100 words
  - Part B: two short items, with each requiring a short paragraph response of 100–150 words
  - Part C: two short items, with each requiring a short paragraph response of 200–250 words

The following table summarises the approximate weighting of the criteria and assessment objectives within the examination (short response).

Summary of the external assessment		
Criterion	Objectives	Approximate weighting
Describing and demonstrating understanding (Part A)	1, 2	25%
Differentiating and analysing (Part B)	3, 4	35%
Evaluating and drawing conclusions (Part C)	6	30%
Creating and communicating (Across Parts A, B and C)	7	10%
<b>Total</b>		<b>100%</b>

**Note:** Unit objective 5 is not assessed in this instrument.

#### Conditions

- Time: 2 hours plus 15 minutes perusal (reading and planning)
- Length:
  - written paragraph responses: 50–250 words per item (800–1000 words in total)
  - other types of item responses, e.g. drawing, labelling and calculating, should allow students to complete the response in the set time
- No notes allowed.

#### Instrument-specific marking guide

No ISMG is provided for the external assessment.