

DRAFT SAMPLE EXAMINATION MARKING KEY

SECTION A – Religious inquiry and processes

Question 1a

Study the information and graphs shown below and answer all the questions

Outline the pattern of religious affiliation in graph A.1.

Nature of answer	Mark	Criteria
Outline: <ul style="list-style-type: none"> • specific comments • generalisations • evidence. 	3	<ul style="list-style-type: none"> • data used accurately to support clear outline of patterns • a variety of categories are outlined such as age, gender difference in percentages, religion • trends are stated in tentative terms and do not over generalise • specific evidence is used to support statements.
	2	<ul style="list-style-type: none"> • information is described in general terms but patterns are not directly treated • a number of categories are identified and statements about these are made • evidence is drawn from the graphs.
	1	<ul style="list-style-type: none"> • some errors in outline • some trends are identified • trends are overly generalised • response tends to summarise the graph and/or restate information.
Total	3	

Students may include some of the following points in their answers:

- Over time the rate of religious affiliation for females increases at a fairly even rate until about age 50 when the rate increases at a faster rate until about age 60 from which the rate of increase slows and begins to level out.
- The rate of affiliation for Christian females mirrors this trend, but from about age 40 there is a closer alignment between data for religious affiliation of females and the religious affiliation of Christian females.
- There is a high percentage of females, either any religion or Christian, who are affiliated with a religion. At its lowest it is around 63%, at its highest (in older age) it is about 85% of the population.
- From age ten to thirty the rate of religious affiliation for males drops a few percentage points but then begins to lift and grow at a fairly even pace but there are two important points of acceleration: between age 30–40 and 50–60.
- Like wise the affiliation rate for Christian males follows the same pattern.
- The rate of affiliation for males is lower than for females, but still significantly high (about 59% at its lowest and 82% at its highest).

Question 1b**Study the information and graphs shown below and answer all the questions****Outline the pattern of participation in church or religious activities in graph A.2.**

Nature of answer	Mark	Criteria
Outline: <ul style="list-style-type: none"> • specific comments • generalisations • evidence. 	3	<ul style="list-style-type: none"> • data used accurately to support clear outline of patterns • a variety of categories are outlined such as age, gender difference in percentages, religion • trends are stated in tentative terms and do not over generalise • specific evidence is used to support statements.
	2	<ul style="list-style-type: none"> • information is described in general terms but patterns are not directly treated • a number of categories are identified and statements about these are made • evidence is drawn from the graphs.
	1	<ul style="list-style-type: none"> • some errors in outline • some trends are identified • trends are overly generalised • response tends to summarise the graph and/or restate information.
Total	3	

Students may include some of the following points in their answers:

- The overall trend is that both religious activities and unpaid work increase over time.
- For either participation in religious activities or unpaid work, female involvement is always greater than male.
- The range in which religious activities from age 20 through to 70 moves is: 23–30% for females and; 17–24% for males. The range for unpaid work is: 6–14% for females and; 4–10% for males.
- The rate of participation in religious activities and unpaid work varies over time for both females and males.
- The rate or speed of that change changes at different ages. For instance both females and males between age 30 and 40 become more active in their participation of religious activities and then slows down or plateaus, but the rate of unpaid work remains fairly consistent for both females and males until age 50 when male involvement in unpaid work plateaus but female involvement accelerates.
- Religious activities, either for female or male, are significantly and consistently greater than the amount of unpaid work that is done for religious organisations.
- When looking at religious activities, the gap between the rate of participation of females and males is fairly consistent (about 5% difference).
- However, in terms of unpaid work, the gap is much closer/narrower and at some points (40–50) nearly closes while at age 60 the gap widens by nearly 5% (the most significant gap) before closing completely at age 70.

Question 1c**Account for the trends in religious participation of Australians from graphs A.1 and A.2.**

Nature of answer	Mark	Criteria
Account: <ul style="list-style-type: none"> • religious participation • trends • generalisations • evidence. 	5 – 6	<ul style="list-style-type: none"> • the tentative nature of these trends is explored using both evidence from the graphs, theory and other relevant knowledge; alternative explanations may be presented • the response focuses on trends identified in the graphs • the conjectural nature of graphs is explored in relationship to these graphs and trends • may list correct answers supported by examples • clear, coherent and pertinent reasons are provided.
	3 – 4	<ul style="list-style-type: none"> • a set of reasons provided to explain some of the trends • knowledge about what religious participation means and what it looks like in Australia is shown • evidence from the graph and general knowledge used to support explanation.
	1 – 2	<ul style="list-style-type: none"> • limited or overly generalised reasons are provided • answer may rely too much on the information found in the graphs • a few examples may be provided • examples used may be assumed to be the reason that explains these trends • some of the trends may not be explicitly identified.
Total	6	

Students may include some of the following points in their answers:

- Both in terms of affiliation and in terms of participation there are a number of factors that may contribute. These include, age, gender, migration and the influence of Australian history and culture.
- While many people see themselves as being affiliated with a religion (e.g. 59% or more) fewer people are actively involved in church activities, particularly in unpaid work. This reflects what many perceive as the secular nature of Australian society. It may also reflect the fact that not all religions in Australia require people to demonstrate an active life, whereas for some religions there is expectation of regular involvement, for example, the expectation that Catholics attend mass on Sundays.
- The most obvious trend in all the data is the difference between female and male participation. While the trend is obvious, explanations may be complex and varied. For instance underlying all the data is the reality that there are other areas of participation in the lives of people such as work and family. These are not measured in these graphs, but child rearing, career, retirement and the availability of social networks may be relevant. Having said all this, an obvious explanation lies in the basic social attitudes held amongst females and amongst males towards religion in general and involvement in religious activities. It might be stated that females are more at home in religious matters than males tend to be. Religion may not be a “macho” thing. In short there may be external factors accounting for this trend (e.g. work commitments) but there are also gender based internal factors at work.
- One of the most impressive trends in terms of affiliation is that the older one gets, the more religious affiliation occurs. This may reflect the fact that by its very nature religion addresses explicitly issues such as death. As people get older the reality of aging, illness and death becomes more real. People may be finding some form of meaning in religion as a result. What is interesting is that while affiliation clearly increases with age, participation in religious activities or unpaid work does not show a corresponding rate of growth. This might suggest that while people may find religion more relevant or meaningful, a change in attitude does necessarily lead to a change in activity.

Question 2

Read the following two extracts, *Research and Religion* and *Topics of Research* and then complete the tasks that follows.

- (a) With reference to the viewpoints expressed in these extracts and examples drawn from your own study discuss the advantages and disadvantages of conducting research influenced or shaped by a religious perspective.

[10 marks]

Nature of answer	Mark	Criteria
Focus on advantages and disadvantages	5 – 6	<ul style="list-style-type: none"> shows a clear understanding of research and the processes involved in conducting research relates this understanding to the task presents a range of advantages and disadvantages that are supported by explanations and useful examples presents the perspectives of those sympathetic as well as unsympathetic to a religious approach to research.
	3 – 4	<ul style="list-style-type: none"> understands some of the elements involved in conducting research tackles the issue of conducting research from a religious perspective presents a range of advantages and disadvantages and provides some examples or explanations arguments may express a sympathy to one particular viewpoint or lack balance.
	1 – 2	<ul style="list-style-type: none"> Is not clear about the nature of research or issues associated with conducting research presents a few advantages and/or disadvantages and does not always supports each with useful examples over-emphasises advantages or disadvantages.
Explanation: <ul style="list-style-type: none"> clarity structure expression use of examples. 	4	<ul style="list-style-type: none"> refers to key ideas and/or specific examples in support of arguments; articulates in depth ideas, beliefs, structures etc. dynamic interplay between all ideas is explored and explained accurate, to the point, economical in choice of words etc. explanation shows structure and clarity of thinking focused on task.
	3	<ul style="list-style-type: none"> descriptions of examples are detailed and appropriate e.g. refer to examples of research and/or religions and their response(s) ideas and details expressed accurately shows structure and clarity of thinking that relates to the task.
	1 – 2	<ul style="list-style-type: none"> treatment tends to be dealt with in parts or discretely few examples provided relies on generalisations and sweeping statements assumes understanding or does not distinguish adequately between different ideas and/or points provides details rather than ideas/arguments may dwell too much on one aspect examples may be overly stereotypical and/or one dimensional expression is unclear and/or confused.
Total	10	

(b) Based on the viewpoints expressed in these two extracts, how might the authors of these viewpoints address **TWO** of the following issues in research?

- research excellence
- ethical conduct
- selection of research topic
- research methods

Nature of answer	Mark	Criteria
Issue one	4	<ul style="list-style-type: none"> • provides sufficient and meaningful examples to illustrate response • clear understanding of a research issue is demonstrated • communicates a sense of the complexity of conducting research in general and in particular how a religious approach impacts on this complexity • response draws upon examples and ideas expressed by the two authors either literally or by inference.
	2 – 3	<ul style="list-style-type: none"> • provides examples to illustrate response • defines each research issue and provides some detail when explaining each term • shows an understanding of what is involved in conducting research • can distinguish the impact a religious approach to research might have • uses some examples and/or ideas expressed by the two authors but may rely on a simplistic assertion rather than relate to the actual task.
	1	<ul style="list-style-type: none"> • provides a definition of each research issue • in unclear or limited in understanding of what is involved in conducting research • ignores or overstates the impact a religious approach to research might have • uses few examples and/or ideas expressed by the two authors.
Issue two	4	<ul style="list-style-type: none"> • provides sufficient and meaningful examples to illustrate response • clear understanding of a research issue is demonstrated • communicates a sense of the complexity of conducting research in general and in particular how a religious approach impacts on this complexity • response draws upon examples and ideas expressed by the two authors either literally or by inference.
	2 – 3	<ul style="list-style-type: none"> • provides examples to illustrate response • defines each research issue and provides some detail when explaining each term • shows an understanding of what is involved in conducting research • can distinguish the impact a religious approach to research might have • uses some examples and/or ideas expressed by the two authors but may rely on a simplistic assertion rather than relate to the actual task.
	1	<ul style="list-style-type: none"> • provides a definition of each research issue • in unclear or limited in understanding of what is involved in conducting research • ignores or overstates the impact a religious approach to research might have • uses few examples and/or ideas expressed by the two authors.
Total	8	

Students may include some of the following points in their answers:

- **Research excellence** — whatever the intention a researcher must still conduct good research. Good research is likely to have greater impact and value, and may contribute to the development of a particular field and possibly some form of immediate practical application
- **Ethical conduct** — in research there are standard guidelines for conducting research. Some of the more important deal with not falsifying results and deceiving participants in research. However, in addition to these accepted guidelines the research and its conduct need to be ethical, or to be more definite, morally good. This addresses the right intentions, methods and outcomes of research.

- **Selection of research topic** — this covers both the topic and the researcher. Does the topic contribute to one's beliefs and is the choice based on what promotes a career or what is valued in a religion. Is unpopular or difficult, but important research for society begun or neglected? Also does the nature and conduct of this research take one away from one's religious practices and commitments?
- **Research method** — just as the choice of topic is important, the methods are also important. While the outcome might be desirable, does the method chosen cause harm or undermine one's integrity and beliefs?

SECTION B: The nature of religion

Question 3

Read the following quote and then complete the tasks that follow:

- (a) Outline one factor contributing to a desire amongst individuals and/or groups for a deeper, more profound life.

Nature of answer	Mark	Criteria
Outline: • use of examples • clarity of thought and expression • focus on task.	3	• both the factor is identified and its significance is treated • it is clear how this factor contributes to a desire for more meaning • generalised statements of principles or ideas may be used • outline is coherent and substantial • use of examples is succinct and relevant to the point being made.
	2	• shows an understanding of one factor and how it contributes to a desire for more meaning • outline is clear • use of examples is clear.
	1	• answer is too general and provides simple/superficial comments • the outline is inconsistent and/or hard to follow • limited number of examples used.
Total	3	

Some factors may relate to:

- Depression
- Health issue
- Change in the world
- Change in a persons life
- Perceived threats e.g. global warming, terrorism
- Frustration with traditional ways of exploring and expressing meaning
- Mistreatment or neglect by mainstream religious groups
- New life experiences e.g. birth of a child
- Dissatisfaction with existing work, lifestyle and/or relationships
- A desire for a more meaningful life

- (b) Describe one way in which contemporary people may pursue meaning and purpose in their lives through their spirituality and/or expressions of religion.

Nature of answer	Mark	Criteria
Description: • use of examples • clarity of thought and expression • focus on task.	3	• description is clear and focuses on how people pursue meaning and purpose • generalised statements of principles or ideas may be used • description is coherent and substantial • use of examples is succinct and relevant to the point being made.
	2	• shows an understanding of how people pursue meaning and purpose • description is clear • use of examples is clear.
	1	• answer is too general and provides simple/superficial comments • the description is inconsistent and/or hard to follow • limited number of examples used.
Total	3	

Some areas that may be described:

- experimenting with alternative religious practices
- sampling a range of diverse religious experiences and rituals
- reading and learning about self development and personal growth
- returning to or finding the value of a traditional religion
- becoming more experimental in life, trying out different approaches to living

- (c) Outline how one person from the present or the past struggled with and/or pursued a spiritual journey

in search of meaning and purpose in their life.

Nature of answer	Mark	Criteria
Biographical details: <ul style="list-style-type: none"> • relevance • accuracy • focus on task. 	5 – 6	<ul style="list-style-type: none"> • provides a realistic and accurate outline of “how” a religious figure pursued and struggled with a spiritual journey • key terms are defined and used to present a well reasoned outline • may incorporate features of a particular religion, including beliefs and practices, and how these played a role • more than one point of view is expressed; it is not taken for granted that such a person’s spiritual journey is viewed the same • answer is about how rather than a review of a persons life.
	3 – 4	<ul style="list-style-type: none"> • description is detailed and focuses on the life of a particular person; • examples of from their life are provided • the connection between their spiritual journey and what a person did is explored • some details are not correct but do not detract from the outline provided.
	1 – 2	<ul style="list-style-type: none"> • answer focuses on biographical details • some errors in detail are made • sweeping statements are made but not supported by examples • key terms are not defined or used • overly simplistic response that relies on generalised information.
Explanation: <ul style="list-style-type: none"> • clarity • structure • expression • use of examples. 	3	<ul style="list-style-type: none"> • response is focused on the task • articulates in depth ideas, beliefs, details etc. • explores ideas and issues as part of answer • accurate, to the point, economical in choice of words etc. • explanation shows structure and clarity of thinking focused on task.
	2	<ul style="list-style-type: none"> • examples are clear and detailed • relevant features or details are explained clearly • shows some structure and focuses on the task.
	1	<ul style="list-style-type: none"> • a few examples provided • relies on generalisations and sweeping statements • assumes understanding or does not distinguish adequately between ideas • may dwell too much on one aspect • examples may be overly stereotypical and/or one dimensional.
Total	9	

Question 4

Read this article and complete the tasks that follows:

(a) Identify Hugh MacKay's central message and outline the arguments used by him to support this point of view.

[9 marks]

Nature of answer	Mark	Criteria
Identifying a thesis: <ul style="list-style-type: none">• statement of a thesis• supporting arguments• concise• accurate• clarity• examples.	7 – 9	<ul style="list-style-type: none">• refers to the author and article when stating the point of view of the article• a range of arguments located in the text are referred to, that support or develop this point of view• succinctly summarises main ideas• statement of point of view is built around ideas not the phrases or words used in the text• expression of ideas is clear, to the point and accurately represents the authors intent• suitable examples are chosen (quotes, phrases and words from the text).
	4 – 6	<ul style="list-style-type: none">• article summarised• a conclusion is reached about the article's point of view• some examples and details are provided• a general summary of the article may be used instead of identifying the point of view.
	1 – 3	<ul style="list-style-type: none">• the main point of view of the article is only partially understood• answer summarises some of the information from the article and/or paraphrases the article using the author's words.
Total	9	

Students may include some of the following points in their answers (and locate suitable evidence from the text):

- Forgiveness is difficult.
- Forgiveness is not exclusively a Christian or religious value.
- Civil societies uphold values such as forgiveness.
- In Australian public life such values are not understood or respected.
- The role of religion is to focus society on these values.
- Forgiveness and humility are core Christian virtues.
- Forgiveness is important in a non-religious sense: it promotes harmony, liberates people and is therapeutic.
- The Amish show us that we can forgive even terrible things and then live as if we have truly forgiven.

Question 4

(b) Hugh Mackay states “it is part of the role of religion to inspire us with a vision of a better world, to shine light in dark places, and to bring out the best in us – believers and non-believers alike”.

[From: Mackay, H. (2006, October 14). Inspirational Amish set us a fine example. *The West Australian*, p. 18]

In life, all people encounter a range of significant and challenging experiences. Identify one such experience and explain how the specific beliefs and practices of a particular religion seek to bring out and support the best in a person

[16 marks]

Nature of answer	Mark	Criteria
Human experience	5	treatment referenced to a framework of thought and shows the rich, dynamic and complex reality of what people experience.
	4	uses principles and ideas to explain the complexity of what people experience.
	3	experiences are not only described, but how these prompt people to search for direction and meaning is explained
	2	various factors are described and related to the question.
	1	stereo-typical and describe the main features of experiences
Particular understanding of a religion	5	<ul style="list-style-type: none"> articulates complexity in terms of beliefs and processes communicates how religion responds to different people/ contexts conveys an interplay of dynamic factors.
	4	<ul style="list-style-type: none"> explanation includes an overarching idea or principle focuses on processes responses not static, vary in different contexts and over time.
	3	<ul style="list-style-type: none"> detailed, accurate, relevant and coherent explanation shows a mastery of what a particular religion offers a sense of the history underling ideas is communicated.
	2	detailed description of how a religion brings out the best in person
	1	describe different features of what a religion offers.
Explanation: <ul style="list-style-type: none"> structure use of examples expression of thought. 	5 – 6	<ul style="list-style-type: none"> uses McKay’s ideas as a cue to develop their response shows structure and clarity of thinking focused on the task economical in choice of words, sentences and paragraphs examples are rich, detailed and appropriate one example is used throughout or a range of diverse/ varied examples provided articulates a very good understanding of beliefs, practices, processes and structures explores the interrelationship between all ideas Mackay’s point is accurately summarised and a connection between this point and the task is clearly made and explained.
	3 – 4	<ul style="list-style-type: none"> shows structure and clarity of thinking focused on the task responds and/ or incorporates ideas expressed by MacKay one example or a range examples are used relevant beliefs, practices are expressed accurately descriptions are detailed and appropriate Mackay’s point is accurately summarised.
	1 – 2	<ul style="list-style-type: none"> dealt with in parts or discretely one or more examples are used examples may be overly stereotypical and/or simplistic examples provided describe what people experience how the religion seeks to bring out the best in a person is not explained, it is assumed or only stated in passing details rather than ideas are expressed some beliefs and practices are identified superficially or briefly Mackay’s point is summarised in a general way dwells too much on what Mackay says, less on the task.
Total	16	

Question 5

There are a variety of viewpoints on how people should live their lives. Explain how one particular religion contributes to the formation of a person's identity as a religious person.

[15 marks]

Nature of answer	Mark	Criteria
Identity: <ul style="list-style-type: none"> • definitions • awareness of alternative perspectives. 	5	<ul style="list-style-type: none"> • places own answer within a broader context of ideas and perspectives • may identify that in different times and places there may not have been consistency or agreement about what freedom is and how it relates to the experiences of people • identifies how people's views are shaped by their underlying worldview/perspective.
	3 – 4	<ul style="list-style-type: none"> • recognises that there are different ways of viewing issues • illustrates by briefly referring to some of points of view and significance such views have upon how people live.
	1 – 2	<ul style="list-style-type: none"> • provides a stereotypical or overly generalised response • focus of answer is more about their own feelings • discussion focuses on concrete examples, attitudes people may have or their opinions rather than on principles and ideas.
Treatment of one religion: <ul style="list-style-type: none"> • teachings • practices • traditions • contribution to personal identity. 	5	<ul style="list-style-type: none"> • understands that the religious understanding is derived from a religious world view • identifies suitable core teachings, significant/relevant practices • how the religion contributes to a persons identity is presented accurately, using relevant to different time periods and contexts • demonstrates an awareness of relevance for the religion in different societies and different time periods.
	3 – 4	<ul style="list-style-type: none"> • understanding of beliefs and practices relate to how religion contributes to the formation of a persons identity • teachings and practices illustrated using a variety of examples • connection between examples and religion explained.
	1 – 2	<ul style="list-style-type: none"> • some teachings/practices listed but explanations of the how they relate to an understanding the formation of a persons identity may be limited or ignored • may focus on one example/issue related the formation of a persons identity • it will be more descriptive.
Explanation: <ul style="list-style-type: none"> • clarity • structure • expression • use of examples. 	5	<ul style="list-style-type: none"> • relate to both meaningful human experiences and particulars of a religions response(s) • articulates in depth ideas, beliefs, structures etc. • dynamic interplay between all ideas is explored and explained • accurate, to the point, economical in choice of words etc. • explanation shows structure and clarity of thinking focused on task.
	3 – 4	<ul style="list-style-type: none"> • descriptions of examples are detailed and appropriate • e.g. refer to experience and particulars of religions response(s) • relates clearly to the issue of freedom • relevant beliefs, processes etc. expressed accurately • shows structure and clarity of thinking that is focused on the task.
	1 – 2	<ul style="list-style-type: none"> • treatment tends to be dealt with in parts or discretely • a few examples provided • relies on generalisations and sweeping statements • assumes understanding or does not distinguish adequately between ideas • details rather than ideas are expressed • may dwell too much on one aspect • examples may be overly stereotypical and/or one dimensional.
Total	15	

SECTION C: The influence of religion

Question 6

Imagine that you are a religious leader for a particular religion. Construct speech notes for a public address that would be suitable for a religious gathering in which you would explain how and why people from your religion might respond to the types of business activities commented on in this article. Your speech may be for an occasion such as:

- A sermon at a religious service
- At a public rally
- A classroom of students
- A breakfast meeting organised by local business leaders from your religion

[15 marks]

Nature of answer	Mark	Criteria
Content: <ul style="list-style-type: none"> • issue • religion • authenticity. 	7 – 9	<ul style="list-style-type: none"> • accurately uses relevant facts, ideas and details from the article and shows how these relate to the religion • significance of issues explained • speech reflects the religions perspective and explains succinctly this perspective, accurately and authentically • explores the complexity of issue and response by providing a balanced treatment of both the religion and issue • places ideas within a broader context of historical, theological and cultural perspectives • sensitive and responsive to the intended audience.
	4 – 6	<ul style="list-style-type: none"> • accurate use of relevant facts and ideas • develops a point of view • relevant issues in article identified and explained • responds from perspective of religion and provides reasons • accurate and realistic response • responds to needs/perspective of identified audience.
	1 – 3	<ul style="list-style-type: none"> • relies on article for information • limits focus to content rather than ethics in business • some features of the religion are identified • response relies on one or two ideas • ideas not explained in sufficient depth.
Notes: <ul style="list-style-type: none"> • structure • expression • clarity • identifies audience • identifies occasion • notates speech. 	5 – 6	<ul style="list-style-type: none"> • contextualises the role: Identifies leader and why involved • shows creativity and flair in expression of argument • summary succinct/accurate, captures detail/essence of article • awareness of audience (realistically identified) and content is appropriate for audience – not over the top • uses rich and relevant examples appropriately.
	3 – 4	<ul style="list-style-type: none"> • realistically addresses and identifies the setting, nature of audience, role of the speaker and speakers perspective • has a theme and structure designed to communicate a message to audience.
	1 – 2	<ul style="list-style-type: none"> • one or more of elements in the context of speech ignored or treated superficially • content of speech reflects the student's point of view rather than an accurate, in-role response • structure of speech limited, lacks audience appeal • driven by the content of article and/or attends to one component of the question at a time in a lock-step fashion • does not have a “big picture” of the issues.
Total	15	

Question 7

Examine the similarities and differences among and/or within religions and their attitudes to ONE issue in society.

[40 marks]

Nature of answer	Mark	Criteria
Content: • issue • similarities and differences • religion(s).	11 – 15	<ul style="list-style-type: none"> the tentative and contextual dimensions of particular religious attitudes towards an issue conveyed relevant evidence used to show a clear and concise understanding of similarities and differences among and/or within religions and their attitudes accurately uses relevant ideas and details and shows how these relate to the question in depth understanding of an issue conveyed attitudes may be located in historical, theological and cultural setting issue may be placed within a broader context of ideas and perspectives.
	6 – 10	<ul style="list-style-type: none"> accurately uses relevant facts and ideas develops a point of view around the task conveys a sense of both the issue and attitudes among and/or within religions chooses suitable/relevant examples key concepts/facts/ experiences are identified, defined and explored.
	1 – 5	<ul style="list-style-type: none"> may lack a depth of knowledge or knowledge is used indiscriminately; response relies on one or two examples attitudes or issue is treated superficially, not examined in sufficient depth or are too sweeping.
Use of examples	5 – 6	<ul style="list-style-type: none"> examples are rich, detailed and appropriate relate in a balanced fashion to all parts of the question example are used to illustrate ideas.
	3 – 4	<ul style="list-style-type: none"> examples relate to all parts of the question illustrate the argument and used to support a point.
	1 – 2	<ul style="list-style-type: none"> relate to parts of the question may be overly stereotypical and/or one dimensional.
Essay structure: • quality of introduction • use of paragraphs • sentence structure • develop of ideas • conclusion • complex discussion.	7 – 9	<ul style="list-style-type: none"> structure used to develop a complex and sophisticated discourse that demonstrates a strong understanding of the highly interconnected nature of various issues and ideas the tentative nature of conclusion is tackled throughout the essay.
	4 – 6	<ul style="list-style-type: none"> uses the format of an essay correctly to develop a clearly structured argument.
	1 – 3	<ul style="list-style-type: none"> a simple application of essay writing conventions presents a singular, linear understanding idea/arguments are treated discretely essay focuses mostly on details or ideas which are not supported or sustained in an argument limited interconnectedness in construction of argument.
Explanation: • clarity • structure • expression.	5 – 6	<ul style="list-style-type: none"> expression of ideas articulates a sophisticated understanding of beliefs, practices, history, processes and structures the dynamic interplay between all these ideas is examined shows structure and clarity of thinking focused on the task economical in choice of words, sentences and paragraphs.
	3 – 4	<ul style="list-style-type: none"> descriptions are detailed and appropriate one example or a range of examples are used relevant beliefs/practices/history/processes/structures expressed accurately.

	1 – 2	<ul style="list-style-type: none"> • treatment of the question tends to be dealt with in parts or discretely • deals with issue loosely or in a generalised, sweeping fashion • an understanding is assumed or only stated in passing • details rather than ideas are expressed or ideas are identified but only superficially or briefly • may dwell too much on one aspect of the question • does not distinguish adequately between lesser or more important ideas; • structure of argument can be followed.
Literacy	4	<ul style="list-style-type: none"> • displays a sophisticated style of expression with personal stylistic elements • conforms to grammatical and spelling conventions except where expression is enhanced by defying conventions.
	3	<ul style="list-style-type: none"> • displays a good grasp of grammatical and spelling conventions and applies them quite consistently, with only occasional errors.
	2	<ul style="list-style-type: none"> • level of literacy, especially grammar and spelling, is mostly adequate to express ideas but interferes with clarity of meaning in parts.
	1	<ul style="list-style-type: none"> • limited literacy especially spelling, grammar and handwriting, which interferes with readability of answer; makes many ideas inaccessible.
Total score for item	40	

Question 8

Religions respond to many issues in contemporary society. Examine the interplay between one such issue AND the perspective of one religion on this issue.

[40 marks]

Nature of answer	Mark	Criteria
Content: <ul style="list-style-type: none"> • social issue • religion. 	11 – 15	<ul style="list-style-type: none"> • accurately uses relevant ideas and details and shows how these relate to the question • significance of contemporary issue examined • provides an in-depth understanding of one religion and one contemporary issue • interplay located in historical, theological and cultural settings • placed within a broader context of ideas and perspectives • a rich sense of the dynamic nature of this interplay is evident.
	6 – 10	<ul style="list-style-type: none"> • accurately uses relevant facts and ideas • develops a point of view • important elements of one religion and a contemporary issue evident • focuses on the interaction between the religion and the issue • key concepts and facts are identified and defined.
	1 – 5	<ul style="list-style-type: none"> • defines question broadly • may lack a depth of knowledge or points are made indiscriminately • descriptive focus and/or focus treats the religion and issue separately, one at a time – may assume the reader will make the connections • a limited range of features of the religion and issue are identified • response relies only on one or two ideas • ideas not explained in sufficient depth.
Use of examples	5 – 6	<ul style="list-style-type: none"> • examples are rich, detailed and appropriate • relate in a balanced fashion to all parts of the question • are used to illustrate ideas.
	3 – 4	<ul style="list-style-type: none"> • examples relate to all parts of the question • illustrate the argument and used to support a point.
	1 – 2	<ul style="list-style-type: none"> • relate to parts of the question • may be overly stereotypical and/or one dimensional.
Essay structure: <ul style="list-style-type: none"> • quality of introduction • use of paragraphs • sentence structure • develop of ideas • conclusion • complex discussion. 	7 – 9	<ul style="list-style-type: none"> • structure used to develop a complex and sophisticated discourse that demonstrates a strong understanding of the highly interconnected nature of various issues and ideas • the tentative nature of conclusion is tackled throughout the essay.
	4 – 6	<ul style="list-style-type: none"> • uses the format of an essay correctly to develop a clearly structured argument.
	1 – 3	<ul style="list-style-type: none"> • a simple application of essay writing conventions • presents a singular, linear understanding • idea/arguments are treated discretely • essay focuses mostly on details or ideas which are not supported or sustained in an argument • limited interconnectedness in construction of argument.
Explanation: <ul style="list-style-type: none"> • clarity • structure • expression. 	5 – 6	<ul style="list-style-type: none"> • expression of ideas articulates a sophisticated understanding of beliefs, practices, processes and structures • the dynamic interplay between all these ideas is examined • shows structure and clarity of thinking focused on the task • economical in choice of words, sentences and paragraphs.
	3 – 4	<ul style="list-style-type: none"> • descriptions are detailed and appropriate • relevant beliefs/practices/processes/structures are used accurately • structure and clarity of thinking focus on the task.

	1 – 2	<ul style="list-style-type: none"> • treatment of the question tends to be dealt with in parts or discretely • deals with issue loosely or in a generalised, sweeping fashion • an understanding is assumed or only stated in passing • details rather than ideas are expressed or ideas are identified but only superficially or briefly • may dwell too much on one aspect of the question • does not distinguish adequately between lesser or more important ideas • argument structure can be followed.
Literacy	4	<ul style="list-style-type: none"> • displays a sophisticated style of expression with personal stylistic elements • conforms to grammatical and spelling conventions except where expression is enhanced by defying conventions.
	3	<ul style="list-style-type: none"> • displays a good grasp of grammatical and spelling conventions and applies them quite consistently, with only occasional errors.
	2	<ul style="list-style-type: none"> • level of literacy, especially grammar and spelling, is mostly adequate to express ideas but interferes with clarity of meaning in parts.
	1	<ul style="list-style-type: none"> • limited literacy especially spelling, grammar and handwriting, which interferes with readability of answer; makes many ideas inaccessible.
Total score for item	40	

Question 9

Examine the response of one religious tradition to an issue and/or an event from the past and/or present, and how this response impacts on people and their experience of freedom.

[40 marks]

Nature of answer	Mark	Criteria
Content: <ul style="list-style-type: none"> • issue and/or event • response of a religious tradition • impact on people • focus on 'freedom'. 	11 – 15	<ul style="list-style-type: none"> • accurately uses relevant ideas and details and shows how these relate to the question • relevance of issue examined • provides an in-depth understanding of one religion and one issue/event • interplay located in historical, theological and cultural settings • placed within a broader context of ideas and perspectives, especially 'freedom' • the impact and significance for people is examined.
	6 – 10	<ul style="list-style-type: none"> • accurately uses relevant facts and ideas • develops a point of view • important elements of one religion and an issue/event is evident • focuses on the interaction between the religion and the topic • key concepts and facts are identified and defined.
	1 – 5	<ul style="list-style-type: none"> • defines question broadly • may lack a depth of knowledge or points are made indiscriminately • descriptive focus and/or focus treats the religion and issue/event separately, one at a time – may assume the reader will make the connections • a limited range of features of the religion and issue are identified • the response and/or impact of the issue/event is not presented • response relies only on one or two ideas • ideas not explained in sufficient depth.
Use of examples	5 – 6	<ul style="list-style-type: none"> • examples are rich, detailed and appropriate • relate in a balanced fashion to all parts of the question • are used to illustrate ideas.
	3 – 4	<ul style="list-style-type: none"> • examples relate to all parts of the question • illustrate the argument and used to support a point.
	1 – 2	<ul style="list-style-type: none"> • relate to parts of the question • may be overly stereotypical and/or one dimensional.
Essay structure: <ul style="list-style-type: none"> • quality of introduction • use of paragraphs • sentence structure • develop of ideas • conclusion • complex discussion. 	7 – 9	<ul style="list-style-type: none"> • structure used to develop a complex and sophisticated discourse that demonstrates a strong understanding of the highly interconnected nature of various issues and ideas • the tentative nature of conclusion is tackled throughout the essay.
	4 – 6	<ul style="list-style-type: none"> • uses the format of an essay correctly to develop a clearly structured argument.
	1 – 3	<ul style="list-style-type: none"> • a simple application of essay writing conventions • presents a singular, linear understanding • idea/arguments are treated discretely • essay focuses mostly on details or ideas which are not supported or sustained in an argument • limited interconnectedness in construction of argument.
Explanation: <ul style="list-style-type: none"> • clarity • structure • expression. 	5 – 6	<ul style="list-style-type: none"> • expression of ideas articulates a sophisticated understanding of beliefs, practices, processes and structures • the dynamic interplay between all these ideas is examined • shows structure and clarity of thinking focused on the task • economical in choice of words, sentences and paragraphs.
	3 – 4	<ul style="list-style-type: none"> • descriptions are detailed and appropriate • relevant beliefs/practices/processes/structures are used accurately • structure and clarity of thinking focus on the task.

	1 – 2	<ul style="list-style-type: none"> • treatment of the question tends to be dealt with in parts or discretely • deals with issue loosely or in a generalised, sweeping fashion • an understanding is assumed or only stated in passing • details rather than ideas are expressed or ideas are identified but only superficially or briefly • may dwell too much on one aspect of the question • does not distinguish adequately between lesser or more important ideas • argument structure can be followed.
Literacy	4	<ul style="list-style-type: none"> • displays a sophisticated style of expression with personal stylistic elements • conforms to grammatical and spelling conventions except where expression is enhanced by defying conventions.
	3	<ul style="list-style-type: none"> • displays a good grasp of grammatical and spelling conventions and applies them quite consistently, with only occasional errors.
	2	<ul style="list-style-type: none"> • level of literacy, especially grammar and spelling, is mostly adequate to express ideas but interferes with clarity of meaning in parts.
	1	<ul style="list-style-type: none"> • limited literacy especially spelling, grammar and handwriting, which interferes with readability of answer; makes many ideas inaccessible.
Total score for item	40	

RELIGION AND LIFE EXAM/COURSE CONTENT MAP – SAMPLE STAGE 3, 2007

Religious inquiry and processes

IPRS – Investigative processes and research skills

IAS – Interpreting, analysing and synthesising information

FC – Forms of communication that present findings and conclusions

The nature of religion

SM – The search for meaning

BS – Religious belief systems

PS – Religious practices and structures

The influence of religion

RS – The place of religion in society

HCC – Religion in historical and cultural contexts

CI – Contemporary issues for religion

Section/ question	Religious inquiry and processes			The nature of religion			The influence of religion		
	IPRS	IAS	FC	SM	BS	PS	RS	HCC	CI
S1Q1a	A	A/B							
S1Q1b		A/B							
S1Q1c		B	A						
S1Q2a	A/B								
S1Q2b	A/B								
S2Q3a				B					
S2Q3b				A					
S2Q3c				A					
S2Q4a		A/B		A	A				
S2Q4b					B	B			
S2Q5					B	B			
S3Q6			A/B				A/B		A/B
S3Q7					A			A	
S3Q8							A		A

S3Q9								B	B
------	--	--	--	--	--	--	--	---	---