

Pilot Assessment Schedule – 2023

Religious Studies RAS: Demonstrate understanding of a religious or spiritual community's perspective on an issue (91919)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of a religious or spiritual community's perspective on an issue involves:</i></p> <ul style="list-style-type: none"> identifying and describing a religious or spiritual community's perspective on an issue describing the principles behind a religious or spiritual community's perspective on an issue. 	<p><i>Explain a religious or spiritual community's perspective on an issue involves:</i></p> <ul style="list-style-type: none"> giving reasons for how the principles inform the religious or spiritual community's perspective on an issue. 	<p><i>Examine a religious or spiritual community's perspective on an issue involves:</i></p> <ul style="list-style-type: none"> drawing conclusions about the religious or spiritual community's perspective on an issue, with reference to the principles within a wider social context.

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Evidence included here reflects the skills demonstrated in relation to the criteria in the standard.

Question	Achievement	Achievement with Merit	Achievement with Excellence
<p>1 Maia has a part-time job and has been asked to work on a holy day observed by her religious or spiritual community.</p> <p>Considering the principles of a religious or spiritual community you have studied, what would Maia do in this situation?</p> <p>Explain your answer.</p>	<p>In my religion, it is wrong to work on Friday, as this is a day set aside for going to the Mosque, so I would not work on this day. This is because one of the five pillars of Islam is prayer.</p>	<p>Maia's Catholic faith does not allow her to work on a Sunday, as Sunday is considered the Lord's day – "you should keep the sabbath day holy". Sunday is special, as it is set aside for community prayer and for going to mass.</p> <p>However, the Catholic measurement for the day starts at sundown of the day before, so Maia may go to mass on Saturday night so that she can work on Sunday.</p>	<p>Maia chooses not to work, as this would be considered as Maia missing out on the celebration of Holi, which marks the beginning of spring. This is drawing on the idea that being present to others is more important than work. On this day, all are equal in celebration. The celebration is mentioned in Dharmasindhu as:</p> <p>(Dharmasindhu 198. 3)</p> <p>Krushnadvitayayam deshagramadhipatih vitate vitanadi shobhite deshe ramyasane upavishya pourajanapadan lokan sinduradi kshodaih chandanadibhih pattavaśaishcha vikīrya ... mahotsavam kuryat.</p> <p>This call to be present with family and friends takes a higher priority than work, as it shows what is most important in life – family, friends, and faith. While there are a range of different beliefs which provide the basis for Holi, such as turning away from evil or the celebration of spring, all of these beliefs provide a foundation for the desire to put the most important things first.</p>

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<p>2 Josh mows the lawns for his elderly grandmother every week.</p> <p>Why would Josh's studied religious or spiritual background encourage him to do this?</p> <p>Explain your answer.</p>	<p>Josh's Jewish faith would encourage him to take care of his elders by mowing their lawns. This is an important part of the faith, as the Talmud encourages us to look out for our elders.</p>	<p>Josh's Jewish faith would encourage him to care for his grandmother. This would be an extension of the commandment, "to honour his father and mother", in the Talmud. This sort of care for others helps one to express one's love for God in the way that a person acts.</p>	<p>Helping others is an important teaching in the Koran: "Serve God and join not any partners with Him; and do good – to parents, kinsfolk, orphans, those in need, neighbours who are near, neighbours who are strangers, the companion by your side, the wayfarer (ye meet), and what your right hands possess." [The Holy Qur'an, al-Nisaa 4:36]</p> <p>In helping his grandmother, Josh is meeting the prophet's teaching that we should care for those in need, but also the clear command to respect one's parents and elders, "And dutiful to his parents, and he was not a disobedient tyrant." [Surah Maryam 19:14]. This quote here speaks about the duty to obey one's parents. This is closely connected to the idea that we should care for our neighbour.</p>
<p>3 Can religious and spiritual people care for the environment and drink bottled water?</p> <p>Explain your answer.</p>	<p>Buddhists believe that using pure water can lead you to having a pure body, pure speech, and a pure mind – just as Buddha did.</p> <p>This principle was taught by Buddha. Therefore, caring for the environment and maintaining water purity is important. Bottled water often comes from pure sources, which is good for our bodies.</p>	<p>Protestant Christians would be okay with using bottled water, as long as care was taken to protect the environment. Jesus taught his followers on many occasions that they should give water to the thirsty, e.g., John 4, Matthew 25. Jesus taught that he is the water of life, showing that human thirst is important, and Christians have a role in meeting that in others.</p>	<p>Catholics would be okay with using bottled water, so long as this was not a form of excess on the part of the person using it, but rather to meet real needs about the use of water for thirsty people. The principle of stewardship would get Catholics to consider the whole process of bottled water – how the water was acquired, as well as dealing with the reuse or recycling of the bottles once they had finished their use. This would enable them to respond to the call by Pope Francis for Catholics to reject "a throw away culture" that shows disregard for the environment and impacts on human life.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Provides very little relevant evidence about a religious or spiritual community's perspective on an issue.	Provides insufficient relevant evidence about a religious or spiritual community's perspective on an issue.	Provides a relevant description of a religious or spiritual community's perspective, including a description of the principles behind their perspective on an issue.	Provides a detailed relevant description of a religious or spiritual community's perspective, including a description of the principles behind their perspective on an issue.	Provides an explanation , giving reasons for how the principles inform the religious or spiritual community's perspective on an issue.	Provides a detailed explanation, giving reasons for how the principles inform the religious or spiritual community's perspective on an issue.	Provides an examination , by drawing conclusions about the religious or spiritual community's perspective on an issue. This will include references to the principles within a wider social context.	Provides a detailed examination, by drawing conclusions about the religious or spiritual community's perspective on an issue. This will include references to the principles within a wider social context.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8