Religion and Life

General course

Marking key for the Externally set task

Sample 2016

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# Religion and Life

## Externally set task – marking key

1. List **three (3)** examples of how the author expresses a religious way of life.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Lists three (3) examples of how the author expresses a religious way of life | 3  (1 mark each) |
| **Total** | **3** |
| **Answer could include, but is not limited to:** | |
| * attendance at scripture class * engaging in a religious conversation * reading and discussing the bible * recorded songs about faith * written books about religion * given talks about religion * completed degrees in religion * ordained as a Christian minister | |

1. Identify **four (4)** steps of the process that led the author to discover and express a religious way of life.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Identifies four (4) steps of the process that led the author to discover and express a religious way of life | 4  (1 mark each) |
| **Total** | **4** |
| **Answer could include, but is not limited to:** | |
| * introduced to religion – home and food * began to find interest in conversation * went onto pursue a religious way of life * prides self as a modern Australian religious person * continues to express a religious way of life in a variety of ways | |

1. Explain how an important life event can contribute to a person’s search for meaning and purpose.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Explains, using relevant details, how an important life event can contribute to a person’s search for meaning and purpose | 4 |
| Describes in some detail a life event or how people search for meaning | 3 |
| Makes general comments about a life event and/or a person’s search for meaning and purpose | 2 |
| Makes superficial comment/s about life events and/or searching for meaning | 1 |
| **Total** | **4** |

1. Choose **one (1)** important event or issue in the history of a religion and outline this event or issue. Include in the response details about:

* the historical setting of the event or issue
* the main features of this particular event or issue.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Details about the historical setting of the event or issue** | |
| Identifies both important and correct details about the historical setting for this event or issue | 3 |
| Identifies some correct details about the historical setting for this event or issue | 2 |
| Provides limited detail about the setting of this event or issue | 1 |
| **Total** | **3** |
| **Details about the features of a historical event or issue** | |
| Outlines the main features of an important event or issue in the history of a religion | 5 |
| Outlines some of the features of an important event or issue in the history of a religion | 4 |
| Provides some relevant details about an event or issue in the history of a religion | 3 |
| Provides general comments about an event or issue in the history of a religion | 2 |
| Identifies an appropriate event or issue | 1 |
| **Total** | **5** |
| **Overall total** | **8** |

5(a) Choose **one (1)** religious belief or teaching and outline its main features.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Outlines the main features of a religious belief or teaching | 5 |
| Outlines some features of a religious belief or teaching | 4 |
| Provides some features of a religious belief or teaching | 3 |
| Identifies a feature of a religious belief or teaching | 2 |
| Names a suitable religious belief or teaching | 1 |
| **Total** | **5** |

(b) Describe the role that the belief or teaching you selected in 5(a) plays in the lives of people and/or society.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Describes the role this belief/teaching plays in the lives of people and/or society | 4 |
| Provides a general description about how this belief/teaching plays a role in the lives of people and/or society | 3 |
| Makes a relevant link between this belief/teaching and a role it plays in the lives of people and/or society | 2 |
| Identifies a role this belief or teaching plays | 1 |
| **Total** | **4** |