2022 Spiritualities, Religion and Meaning Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 assessment cycle, gives an overview of how students performed in their school and external assessments concerning the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and the subject operational information for operational matters and key dates.

Across the assessment types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students **should not speed-up the recording** of their videos excessively **in an attempt to condense more content** into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, **schools will be requested to provide a transcript** and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g., up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Assessment Type 1: Reflective Analysis

For a 10‑credit subject, students complete two reflective analysis tasks.

For a 20‑credit subject, students complete three reflective analysis tasks.

Students engage in reflective analysis to respond to a source or stimulus related to a big idea.

The more successful responses commonly:

* were derived from well-developed relevant stimuli/sources (such as religious art, cartoons, school liturgies/masses, contemporary films, television, radio podcasts, documentaries, excerpts from articles, journals, books, and virtual tours) allowing students to reflect on the possible impact of personal and shared actions to a high standard
* focussed on a few specific features in each task, rather than the complete range available, which allowed students to explore concepts in some depth
* used a guiding question which was beneficial for focused action and reflective practice
* used a variety of primary and secondary sources as appropriate to support exploration and analysis
* understood and applied the influences of religion and spirituality in a local and/or global context with specific references to the sources
* engaged with stimulus materials beyond that which was provided by the teacher, which demonstrated greater exploration and reflection of the understanding of religious, spiritual, and meaning of concepts and ideas
* discerned the information to include and succinctly analyse and reflect upon
* demonstrated the students’ awareness of the complexity of religious and spiritual ideas and concepts and avoided superficial generalisations.

The less successful responses commonly:

* used dictionary definitions of religious and spiritual terms instead of showing evidence of more thorough research such as those from scholarly sources
* were descriptive or summary based rather than demonstrating analysis of the various sources and understanding of the concepts studied
* featured generalised comments about the reflection without explanation of the personal/shared meaning and influence of religious/spiritual perspectives.

Assessment Type 2: Connections

For a 10‑credit subject, students complete one connections task (for 10 credit course note maximum of 1000 words if written, or maximum of 6 minutes if oral, or the equivalent in multimodal form).

For a 20‑credit subject, students complete one connections task (for 20 credit course note maximum of 2000 words if written, a maximum of 12 minutes if oral, or the equivalent in multimodal form).

Students explore a concept or issue from a spiritual or religious perspective related to a big idea. They may develop a new or enriched understanding by connecting with others, e.g., peers, community members, elders, or online communities. They may also engage in other forms of research. Applying these insights, students undertake a task or activity in collaboration with others. They engage in reflective practice to evaluate the impact of their shared action and their learning about spiritual and/or religious concepts, ideas, and beliefs. Evidence for each student’s connections task must be assessed individually, and it must demonstrate the student’s individual role in, and contribution to, the task.

The more successful responses commonly:

* stated the purpose of and outlined the goal of the task
* clearly defined research to enhance the practical elements of the task, which allowed for greater understanding, reflection and evaluation of the transformative action that came from the collaborative aspects
* showed explicit and clear evidence of collaboration, with specific examples of the individual contribution to the task or activity
* presented collaboration that displayed clear evidence of the role of the individual within the team
* were based on tasks that were engaging and provided students with the opportunity for sustained, productive, and authentic collaboration
* used an appropriate modality to present their information, thereby catering to individual strengths
* where appropriate, used a variety of sources for feedback from others including peers, teachers, mentors, other school staff, and/or community members
* analysed feedback from others in conjunction with assessing their development of skills and learning
* provided authentic evidence of individual learning including photos, graphs, forms, surveys, and data
* connected their understanding and evaluation of how personal and shared meaning is influenced by religious or spiritual concepts, experiences, and beliefs
* analysed and acknowledged a variety of relevant and appropriate sources of spiritual or religious perspectives
* used a range of highly appropriate inquiry and communication skills
* had a clear process that clarified the project undertaken overall
* presented information in a clear and succinct manner to ensure all key information addressing the specific features for assessment was contained within the word count, only using appendices to provide further supporting evidence if appropriate.

The less successful responses commonly:

* provided description-based responses rather than analysis and reflection of the actions taken
* only provided opportunities for incidental collaboration or for students to work in parallel towards a common goal rather than working with a group of people with equal responsibility over a period to design and deliver an outcome
* presented the same evidence for each student within a group, without clearly identifying the contribution of individual students or including personal reflections
* were scaffolded to the extent of limiting students’ opportunities for in-depth and insightful analysis and reflection
* provided simplistic and/or inaccurate explanations of religious/spiritual concepts or beliefs
* showed student evidence that was not distinguishable from teacher-directed activities
* showed limited evidence of what the task was to achieve

External Assessment

Assessment Type 3: Transformative Action

10‑credit subject

For a **10-credit** subject, students identify and research a local, national, or global issue related to a big idea of their choice, using primary and secondary sources.

Students:

* explore one or more spiritual and/or religious perspectives on their chosen issue
* investigate one or more existing initiatives, and reflect on spiritual and/or religious beliefs and values as a motivation for social action and transformation
* evaluate the efficacy of the initiative/s and suggest possible further actions

Students must provide evidence of Exploration and Analysis (EA1 and EA2), and *Action and* Reflective Practice (ARP3).

The more successful responses commonly:

* developed a focus question that allowed scope for exploration based on an issue of a religious or spiritual nature
* used a range of reliable, authentic, and valid sources of information
* explored one or more spiritual and/or religious perspectives on their chosen initiative or issue
* sourced pertinent community members whose status and roles in society as experts in their fields were key to answering their focus question
* appeared to have selected topics of strong personal interest
* had a designed purpose or question which provided clarity and direction for the inquiry
* used and acknowledged a variety of relevant sources to support understanding and development of knowledge, concepts, and skills
* considered a range of perspectives when analysing concepts, ideas, and skill development
* showed a thorough, contextual understanding of the chosen idea and explicitly discussed examples of how the student had developed their understanding of social action and transformation
* included annotated/captioned photos, data, tables and/or images to demonstrate exploration, investigation and evaluation of the initiative/s and suggest possible future actions
* used a mode of presentation appropriate to the task and the students’ strengths
* structured the task with an introduction that placed the issue into context and used sub-headings to address relevant aspects of the issue in a succinct manner (especially given the shorter word length for a 10-credit course). This appeared to help students make efficient use of words and present findings that clearly addressed the specific features for assessment
* included a succinct and clear conclusion that drew together the key points, lines of investigations and discussion to arrive at well-informed and perceptive evaluation summarising the efficacy of the initiative and suggesting possible future actions.

The less successful responses commonly:

* contained generalisations, stereotypical or biased statements without substantiation
* described issues rather than analysing them
* investigated issues that appeared teacher-selected rather than being an issue of appeal for the student, or presented highly scaffolded reflections
* did not use reliable religious or spiritual sources, referring to sources without authority or qualifications as experts
* referred to interviews with primary sources with no explanation of their relevance, expertise or qualifications
* drew on a limited number of relevant primary and/or secondary sources
* were written only as critiques of the work of organisations or charities that implemented initiatives

20‑credit subject

For a **20-credit** subject, students identify and research a local, national, or global issue related to a big idea of their choice, using a range of primary and secondary sources.

Students:

* explore one or more spiritual and/or religious perspectives on their chosen issue
* develop and apply an initiative designed to generate transformative social change, or call others to action (advocacy), based on spiritual and/or religious values
* evaluate the impact and/or possible future implications of their initiative on stakeholders, and reflect on spiritual and/or religious belief as a motivation for social action and transformation

Students must provide evidence of Exploration and Analysis (EA1 and EA2), and *Action and* Reflective Practice (ARP1 and ARP3).

The more successful responses commonly:

* developed a focus question that allowed scope for exploration based on an issue of a religious or spiritual nature
* used a range of reliable, authentic, and valid sources of information
* explored one or more spiritual and/or religious perspectives on their chosen issue
* clearly developed and applied an initiative designed to generate transformative social change, or call others to action (advocacy), based on spiritual and/or religious values
* evaluated the impact and/or possible future implications of their initiative on stakeholders, and reflected on spiritual and/or religious beliefs as a motivation for social action and transformation
* sourced pertinent and inspiring community members whose status and roles in society as experts in their fields were key to answering their inquiry question
* appeared to respond to topics individually chosen by students based on personal interest
* had a designed purpose or issue which provided clarity and direction for the inquiry
* used and acknowledged a variety of relevant sources to support understanding and development of knowledge, concepts, and skills
* considered a range of perspectives when analysing concepts, ideas, and skill development
* showed a thorough, contextual understanding of the chosen idea and explicitly discussed examples of how the student had developed their motivation for social action and transformation
* included annotated or captioned photos, data, tables and/or images to evidence exploration, investigation and evaluation of their initiative/s and suggest possible future actions
* used a mode of presentation appropriate to the task and the students’ strengths
* structured the task with an introduction that placed the issue or question into context and used sub-headings to address relevant aspects of the issue in a succinct manner. This appeared to help students make efficient use of words and present findings that clearly addressed the specific features for assessment.
* developed a clear conclusion that drew together the key points, lines of investigation and discussion to arrive at well-informed and perceptive evaluation of the impact and implications of their initiative and reflected on the underpinning spiritual and/or religious belief as the motivation for social action and transformation.

The less successful responses commonly:

* contained generalisations and stereotypical or biased statements without substantiation
* described issues rather than analysing them
* investigated issues that appeared teacher selected rather than an issue of appeal for the student, or presented very scaffolded reflections
* did not use reliable religious or spiritual sources, referring to sources without authority or qualifications as experts
* referred to interviews with primary sources with no explanation of their relevance, expertise or qualifications
* drew on a limited number of primary and/or secondary sources
* were written only as critiques of the work of organisations/charities that implemented initiatives.