

WORK SAMPLE PORTFOLIO – Above Standard

Context and Background to support Annotations for Consistency of Teacher Judgement (CTJ)

Annotated work sample portfolios are provided as supporting resources for the implementation of the *Archdiocesan Religious Education Curriculum*, Brisbane (2013). Each portfolio is an example of evidence of student learning in relation to the achievement standard. The set of portfolios assists teachers to make on-balance judgements about the quality of student achievement.

Each portfolio comprises of work drawn from a range of assessment tasks for a particular year level and a range of units. Each work sample in the portfolio may vary as they have been collected from various schools. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios in terms of task design, question design and responses are **not to be viewed as exemplars but as works in progress**. Teachers who have contributed tasks and student work are beginning a process of interrogating task and question design in working with curriculum. Part of this project work was in trialling the unit and assessment design to make explicit links with the Year 10 Achievement Standard and embedded cognitions. The teachers involved in this project also investigated pedagogy aligned with the implementation of curriculum for this year level and best practice for the transition to Senior Secondary Religious Education. In the evaluation phase, teachers and students provided feedback. It was agreed that assessment tasks and units have scope for further development.

The portfolio is designed to support teachers and to generate dialogue and thinking around what is required for quality and intentional assessment design reflecting good teaching practice and student learning.

THIS PORTFOLIO – YEAR 10

Assessment 1: Short Response to Stimulus

Assessment 2: Assignment Inquiry – Essay Response

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Year 10 Content Descriptions

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God). Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the [Eucharist](#) as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Cantic of Creation; and **meditative prayer practices, including praying with the help of nature.**

Strands

Sacred Texts	Beliefs	Church	Christian Life
STOT 15	BETR 13	CHLS 15	CLMF 14
STOT 16	BEHE 10	CHPG 11	CLMJ 11
STNT 20	BEWR 11	CHCH 9	CLPS 24
STCW 11			CLPS25

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By the end of Year 10, students describe how the mystery of God can be named, encountered and better understood. They describe how humans express an understanding of God or the 'Other' as revealed in creation. They differentiate between the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and describe and identify how these reflect the human understanding of God or the 'Other'. Students identify different representations of God from a range of sacred texts for a modern Australian context. They use evidence from Old Testament and New Testament texts to differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context. They analyse perspectives in a range of Christian spiritual writings searching for the mystery of God in the midst of world events and the course of human history.

Students evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to human and environmental ecology. They consider the significance of various sources that guide the Church's action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience.

They create responses to a contemporary moral question using evidence from various sources to support their responses. Students consider the significance of various sources that nourish the spiritual life of believers including; the Eucharist, the Peace Prayer of St Francis, The Magnificat, the Canticle of Creation, contemplative prayer, centering prayer and meditative prayer including Lectio of Nature and individual and communal prayer for justice, peace and the environment. They participate respectfully in a variety of personal and communal prayer experiences including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices including praying with the help of nature.

Students evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to human and environmental ecology. They consider the significance of various sources that guide the Church's action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience. They create responses to a contemporary moral question using evidence from these various sources to support their responses

Assessment 1**Assessment 2**

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Summary of the Tasks

Short Response: Annotated Sample – At Standard

Short Response Test

This unit was named: *The Sign of the Times*. Students investigated issues surrounding the Holocaust, Christian writings of the time and now in response to emerging threats to human ecology, resistance, the principles of Catholic Social Teachings. Students examined sources that guide the Church's action in the world including the teaching of Jesus.

It covered Cognitions: define, describe, identify, explain, analyse.

Students were asked to provide answers of various lengths that addressed knowledge in relation to a cognitive verb in the question.

Students were given 30 mins to complete Part A and 30 mins to complete Part B. Seen and unseen sources. Students may have assistance with comprehension of sources.

Assessment 1: Short Response to Stimulus – Above Standard

From the Achievement Standard – Year 10 Learning Progressions

1. **(Surface)** Creating a response to a contemporary moral question using evidence from these various sources to support their responses including:
 - **The teaching of Jesus and the early Church**
 - **The principles of Catholic Social Teaching**
 - **The reasoned judgement of conscience**
2. **(Surface)** Analyse perspectives in a range of Christian spiritual writings searching for the mystery of God, in the midst of world events and the course of human history.
3. **(Deep)** Evaluate and draw conclusions about ways in which the Church has responded to a range of emerging threats to human and environmental ecology

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PART A

Question 1 *

Define the term genocide.

Genocide is violent crimes against a group with the intent to destroy their existence.

Question 2 **

Describe the term Holocaust.

The Holocaust was a systematic murder/genocide of millions (in particular Jews) to create the "pure" race (Aryon, blonde hair blue eyes). This was carried out by Nazi Germany.

Question 3 ***

Provide one Catholic Social Teaching (CST) that is connected to the holocaust and **describe** in detail how it is related to the holocaust.

Catholic Social Teachings are guidelines about common good and dignity. During the events of the Holocaust Jews basic human rights and dignity were taken away from them. They were starved, taken away from family, shaved and given new clothes that did not provide much warmth. They were not respected and were stripped of their possessions.

Question 4 ***

Explain the difference between a perpetrator and a bystander and **provide** an example from the Holocaust to show your understanding.

A bystander is the one that watches the act being done and does nothing to stop it where as perpetrator is the one acting out evil to the victim. The Holocaust is an example of this the state government and Hitler were the perpetrators in it as they commanded people and others to harm Jews, they also did violent acts against the Jews. A bystander in this would be some of their neighbours and non Jewish people who just let it happen.

Annotations

Identify key terms which describe/explain the definition

Identify key terms which describe/explain the definition

Identifies Catholic Social Teachings (CST). Create a response using evidence from CST and Holocaust.

Describes characteristic of perpetrator or bystander applying the information of the Holocaust.

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Niemöller was a Lutheran pastor and early Nazi supporter. However, he was later imprisoned for opposing Hitler's regime.

Niemöller is perhaps best remembered for the quotation below:

*First, they came for the Socialists,
and I did not speak out—
Because I was not a Socialist.
Then they came for the Trade Unionists,
and I did not speak out—
Because I was not a Trade Unionist.
Then they came for the Jews,
and I did not speak out—
Because I was not a Jew.
Then they came for me—
and there was no one left to speak for me.*



Martin Niemöller, Lutheran pastor and German theologian

Examine the quote and image above.

Then, **analyse** these, in relation to the unit you have been working on this term and especially in terms of a threat to human ecology. How are these words still relevant for us today? **Provide** examples to **justify** your viewpoint.

These words are still relevant today as we still continue to not speak out. Wars/bombing/shooting are happening around us killing innocent people who deserve to live, keeping quiet and no acting on it allows it continue. People should voice their opinion just like Martin Niemoller is trying to say before its too late. "Their they came for me and there was no one left to speak for me". Speaking out at anything could provide the littlest help like at school with the environment community. They help keep the school clean and promote ways to have a healthy environment which could help protect human ecology.

Chooses evidence from the source to support the response to emerging threats in human ecology.

Draws conclusions on the relevance to modern context using evidence from the stimulus.

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PART B

Question 1 *

Define the term Conscience.

A person's intuition or judgement that distinguishes what is right and wrong.

Defines in a clear and succinct manner.

Question 2 ***

Explain why the Nazi regime used the strategy of containment or Ghettos?

The Nazi Regime used the Ghettos to segregate them from the non-Jewish population and to isolate them as group and to dehumanise them and break their spirit. A vast majority of Jews died there from starvation, disease, were shot or deported to concentration and finally death camps

Explains the significance of the strategy of containment by providing reasons why this strategy was implemented. Supported by examples of consequences/effects of this strategy.

Question 3 ***

Dietrich Bonhoeffer was a Christian who was a part of a resistance movement against the Nazi rule.

Explain why Bonhoeffer was compelled to participate in the resistance as a Christian person.

"We are not to simply bandage the wounds of victims beneath the wheel of injustice, we are to drive a spoke into the wheel itself". Bonhoeffer believed that we are not to fix what occurs because of the Holocaust but to stop the problem itself from happening. Clearly he was compelled by the treatment of fellow human beings was at the core of his response – the Golden Rule and dignity of the human person.

Explains with clarity demonstrating a deep understanding why Bonhoeffer was compelled by linking to Christian beliefs and values. Provides a quote from Bonhoeffer that links to these Christian beliefs and values – justice and human dignity.

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Explain how life was different for Jewish people all over Europe before the War. Provide three examples that support your explanation.

Life was different before the war because they had freedom from oppression. Although they may have faced facets of racism or separatism, this was not overt and were allowed to live their lives in peace. Eastern European Jews spoke Yiddish, adopted modern ways and dress, lived in a town/village and live as a separate minority. Western European Jews were adopting ways from non-Jewish neighbours and were educated. Jews could be found in all walks of life, living alongside non-Jews and many children left school to work and some continued or looked to university. Some Jews identified as firstly native to the country of their birth eg. Austrian rather than identifying as Jewish and did not strictly adhere to the rituals of the Jewish faith, including marrying Gentiles.

Question 5 ****

True, the Jewish authorities and those who followed their lead pressed for the death of Christ; still, what happened in His passion cannot be charged against all the Jews, without distinction, then alive, nor against the Jews of today. Although the Church is the new people of God, the Jews should not be presented as rejected or accursed by God, as if this followed from the Holy Scriptures. All should see to it, then, that in catechetical work or in the preaching of the word of God they do not teach anything that does not conform to the truth of the Gospel and the spirit of Christ. Furthermore, in her rejection of every persecution against any man, the Church, mindful of the patrimony she shares with the Jews and moved not by political reasons but by the Gospel's spiritual love, decries hatred, persecutions, displays of anti-Semitism, directed against Jews at any time and by anyone (Nostra Aetate #13. 1965).

Identify the Catholic Church's key message suggested in the above quote from Pope Paul VI encyclical document, Nostra Aetate.

Hatred and persecution against the Jews were not approved by the Church and is not part of the Gospel's values on love. Jews were not to be blamed for the death of Jesus, even though historically the Jewish authorities in Jesus' time wanted Jesus dead and were the cause of his death.

Explains how the treatment of Jewish peoples in Europe was different and therefore noting the significance of change over time (retrospectively). The explanation is discerning enough that it acknowledges that elements of racism/discrimination were present within European society – demonstrating inference to the fact that over time this racism/discrimination became overt.

Three clear examples have been provided that suggest religious and social freedoms that were non-existent as the Nazi regime grew in power and influence.

Identifies the key message clearly and further demonstrates why hatred and persecution could not be directed towards any people and not tolerated by the Catholic Church or its followers

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<p>Describe one of Jesus' teachings or CST that emphasise this papal message.</p> <p><u>Dignity of the Human Person – No one should have their rights or freedom take from them.</u></p> <p>Explain why the church responded to this emerging human threat, in this way, after the war.</p> <p><u>The Church responded this way so that this atrocity of such loss on a such a grand scale does not happen again. A Christian response should not be influenced by “political reasons” to treat people in an inhumane way.</u></p>	<p>Identifies and Describes the key CST of Dignity of the Human Person</p> <p>Explains the perspective of the Church about genocide and suggests reasoning as to why this perspective should be held - Christians should not be driven by politics over the teachings of Gospel.</p>
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Extended Response: Annotated Sample - Above Standard

Assignment Inquiry Essay

This unit was named: Making Amends and Moving Forward. Students investigated the events surrounding the stolen generation and the steps that have been taken towards reconciliation. In response the task was for students to select a current social, political, economic, and environmental or human rights issue where reconciliation is necessary to move forward and create a productive and peaceful environment. This is examined in relation to Catholic Social Teachings, Christian writings and the Church response. Students were to research, present a hypothesis to discuss, analyse and evaluate by preparing an essay that responds to the question: Why is reconciliation a necessary response to this issue and how will it assist in fostering a peaceful and productive society?

It covered the Cognitions: analyse, evaluate, explain, judge, justify/prove, determine, consider, critique, hypothesise, investigate/examine, synthesise.

Students were given 4 weeks and was an Individual task - 800-1000 words, that required: Bibliography, research notes and a copy of essay. Some class time provided for research and drafting but majority to be done in students' own time. Students were provided with an essay scaffold as a guide. Choose your topic from - Conflicts: Ethnic violence in South Sudan; Israeli-Palestinian Conflict; Russia-Ukrainian Conflict; Immigration in Australia (specifically the treatment and detention of illegal immigrants); Islamic State/ISIS. Environment: Coal seam gas industry in New South Wales; War on Waste; Preserving a world heritage site.

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Assessment 2: Assignment Inquiry– Essay Response – Above Standard

From the Achievement Standard

1. *(Surface) Consider the significance of various sources that guide the Church's action in the world including:*
 - *The teaching of Jesus and the early Church*
 - *The principles of Catholic Social Teaching*
 - *The reasoned judgement of conscience*
2. *(Surface) Creating a response to a contemporary moral question using evidence from these various sources to support their responses including:*
 - *The teaching of Jesus and the early Church*
 - *The principles of Catholic Social Teaching*
 - *The reasoned judgement of conscience*
3. *(Deep) Evaluate and draw conclusions about ways in which the Church has responded to a range of emerging threats to human and environmental ecology*

Making Amends and Moving Forward Russia and Ukraine

The Russia and Ukraine conflict which is shrouded and silenced to most of the world. The conflict has been ongoing since November 2013 when the capital city of Ukraine, Kiev, was showered with protests and riots. This was because President Viktor Yanukovich, president of Ukraine, rejected economic integration with the European Union. Ukraine used to be part of Soviet Union (USSR) which was controlled by Russia. Russia has voiced a deep connection with Ukraine and believes it is still rightfully theirs as it used to be a large part of Soviet Russia. This conflict not only violates many of the United Nations Declaration of Human Rights but also the high rate of death and displacement in the Ukraine has gone widely unnoticed. Russian separatists are frequently attacking and gaining control in Eastern Ukraine. If a solution is not implemented soon, it will result in many more casualties in both Russia and Ukraine. Reconciliation is clearly a required response to this issue and the Catholic Church has responded and highlighted this very issue by calling on leaders of both nations to meet and dialogue. Pope Francis has suggested that both undergo the process of reconciliation, as peace and the common good for all in

Establishes a clear position to frame the created response to evaluate how the Church has responded to the moral question of conflict and common good.

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the Ukraine and Russia is a human response to healing rather than resorting to conflict as a solution.

Reconciliation is a process of restoration for all stakeholders. John Paul Lederach - stated that there are four critical stages to reconciliation Truth, Justice, Mercy and Peace (Haus, 2003). For reconciliation to be successful the two parties involved must first come together and acknowledge the others' viewpoints (International Institute for Democracy and Electoral Assistance, 2003). They then must look towards justice and mercy for the two parties. Once this is achieved it may be possible to achieve peace between the two nations. Pope Francis at a recent meeting in Rome with Putin and then the Bishops of the Ukrainian Greek Catholic Church, hoped that the political leaders would seek "peace and common good" rather than the detriment of another (Harris, 2019).

The processes of reconciliation are beneficial as it gives a very human face to a conflict. As humans we all make decisions that are self centered and reconciliation is the ownership and acknowledgement of another's viewpoint and needs. It is the ability to move forward and create lasting peace.

The Russia-Ukraine conflict is having an enormous effect on Ukraine, with the majority of fighting occurring in Eastern Ukraine in a region called Crimea. Crimea is very well known for its natural resources. There is between 4-13 trillion cm of natural gas in the Crimean region (Umbach, 2015). This would greatly benefit both nations economically. Vladimir Putin, the President of Russia is viewed as the political hero of Russia as he 'rescued' the country from a decade of political turmoil (BBC NEWS SERVICES, 2018). When the USSR broke up, it left Russia highly vulnerable economically. Putin's government sold natural resources to help rebuild the Russian economy (BBC NEWS SERVICES, 2018). Russia is one of the world's leading nations and annexed Crimea in 2014. This was followed by a suspect referendum held in Crimea, that favoured to build a relationship with Russia and not the European Union (BBC News Services, 2014). In response to this illegal referendum the United States implemented multiple economic sanctions on Russia which is preventing them from selling the Ukrainian natural gas (Zverev & Stolyarov, 2017). This has proved to be a great disadvantage to Russia and their economy but has provided an advantage to Ukraine. Russia has reacted in a retaliatory manner, to make the Ukraine come into line with Russian separatist insurgents affecting small towns and villages who have no interest in the conflict. As previously stated truth is the first stage of reconciliation and Russia has acted dishonestly. An

Evidence demonstrates an understanding that considers the significance of a source that suggests the guidance of the Church's action

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example of this is when the UN implemented a cease fire in the Crimean Region, however Russian separatists continued to target Ukrainian government buildings, days after the agreement (Radio Free Europe/Radio Liberty, 2018). It is evident that this issue is ongoing and that the fundamental foundation of truth has not been established. Pope Francis affirms this when he states, “the smallest ones pay the highest price, [in] a conflict aggravated by propagandistic falsifications and manipulations of every type, even by the attempt to involve the religious aspect” (Harris, 2019). It is an environment of great distrust which makes it difficult to build any peaceful relationship.

This conflict between Russia and Ukraine needs to be reconciled but firstly, they need to stop their fighting and warfare, as no further progress can be made until both sides put down their weapons. The next major issue would be to analyse Russia’s need to interfere with land rights and alignments in Ukraine and look for a solution that could benefit both Ukraine and Russia. The nations need to come to an agreement if they want to unite or if Ukraine wants to move towards the European Union. One of the Catholic Social Teachings relevant to this conflict is Subsidiarity and Participation. Subsidiarity and Participation demonstrates citizens rights to make decisions which could affect their lives (Caritas Australia, 2018). Nation’s leaders and governments should take this into consideration before making a major decision. Evidently, Ukraine and Russia’s leaders are not making decisions based on the civilians as they have caused harm to many residents in Eastern Ukraine. Approximately 9,758 deaths and over 22,779 injuries have occurred over the duration of the conflict (United Nations, 2016). The Catholic Church is against the conflict as it goes against the Catholic Social Teaching of Subsidiarity and Participation. The Papal Encyclical *Pacem in Terris* (On Establishing Universal Peace in Truth, Justice, Charity and Liberty, 1963) reflected the notion of ensuring peace around the globe. *Pacem in Terris* (1963) demonstrates to the world that all nations should have peaceful affairs and that war is a waste of resources. The nations of the world should work towards peaceful negotiations and avoid war. They should govern for the people and ensure everyone has their basic human rights. As Pope John XXIII stated “Nothing is lost by peace; everything may be lost by war” (Engelbreton, 2018). The encyclical is linked with the Catholic Social Teaching of Subsidiarity and Participation as the governments of the nations must decide on going to war and how it will affect the civilians. Another document which states war should be avoided is the Just War Doctrine. The Just War Doctrine outlines the Catholic Church’s policy on the prospect of undertaking a war. The Church’s

In using evidence has evaluated and drawn a conclusion in which the Church has responded to an emerging threat to human and environmental ecology

Considers the significance of a source that reflects the Church’s action-based on Catholic Social Teachings

Evaluates about the ways the Church has responded to emerging threat of human and environmental ecology by referencing and explaining a papal encyclical

Evaluates and drawing a conclusion regarding Church’s response to conflict, with reference to Church doctrine

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stance is that a Just War can only be started if all other means of peaceful negotiations are exhausted (Bill, 2014). There will be many casualties during a war and this must be avoided at all costs and truth as they say is often the first casualty of war (Thomas , 2019). Russia and Ukraine must continue to peacefully resolve their disagreement in order until all other options are exhausted to abide by the Catholic Social Teaching Subsidiarity and Participation, the Pacem in Terris encyclical and the Just War Doctrine.

There are a few possible solutions to this conflict. Mediation is the first proposed solution, although mediation has been attempted before I believe that it could be done more successfully. Both parties need to first express the truth and what they are looking for in the relationship (Hauss, 2003). Once setting these expectations the two nations can work towards a compromise. A possible compromise is that Russia is permitted to mine and export from Crimea however, Ukraine receives a cut of the profit. Another possible compromise is that Eastern Ukraine agrees to unite with Russia and due to this Russia will provide economic support to Ukraine from the profit made in Crimean exports. The similarities between both these compromises is that both parties benefit economically. As well as this they provide opportunities for Eastern Ukrainians opportunities in Russia whilst allowing Western Ukrainians independence to build a Ukrainian identity. The second possible solution is to negotiate an official new border for Ukraine so they can share the land with Russia. This process can be supported by “ a further opportunity to deepen the analysis of the life and needs of Ukraine, with the aim of identifying the ways in which the Catholic Church, and in particular the Greek-Catholic Church, can dedicate itself ever more effectively to preaching the Gospel, contributing to the support of those who suffer and promoting peace,” the Vatican stated earlier this year (Harris, 2019). This would allow both nations to move forward in harmony as they would both be making profits. This would improve the economy for both Russia and Ukraine.

Through mediation the two parties may be able to come to an agreement to resolve their issues. This will allow for both Russia and Ukraine to express their wishes to a United Nations mediator, by making it clear from the start what each nation wants, it allows for compromise. A compromise is the only way that this conflict will end peacefully. However, without a compromise if the nations do not agree it will only escalate the conflict. An example of this was when Poroshenko (past Ukrainian President) refused to give Putin any part of Crimea, which may have then escalated Russia to

The response evaluates and draws conclusion – siting reasoned judgements of conscience and corroborated by a Church response.

This evaluation suggests a response to a contemporary moral question using evidence including reasoned judgements of conscience and the teaching of Jesus.

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retaliate. Although it is risky, mediation is a successful way of reconciliation as it is based on truth and fairness. Ukraine's new president, Volodymyr Zelensky, (sworn into office in 2019), said "resolving the conflict with Russian-backed rebels in the country's eastern region would be his top priority" (Harris, 2019). The teachings of Jesus affirms the choice of pacificism over war in the Sermon on the Mount (Matthew 5:38-42) when he preaches to resist and turn the other cheek. Negotiating a new border for Ukraine would be a highly successful way of reconciliation as Russia would get part of Crimea. This would satisfy Russia's needs and perhaps entice them to form a new relationship with Ukraine. Both methods of reconciliation could prove effective however, it needs to be a solution which both nations will be able to sell to their people.

Overall, the Russia and Ukraine conflict needs to be reconciled through mediation and negotiation. Through reconciliation it will allow Ukraine to develop its national identity and improve its economy whilst allowing for Russia to further improve its economy. As former US President Ronald Reagan stated, "Peace is not absence of conflict, it is the ability to handle conflict by peaceful means." We can only hope that Russia and Ukraine are able to move forward with a peaceful solution to their conflict.

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