



## VCE Religion and Society

### Unit 1 – Area of Study 3 – Persuasive Essay

STUDENT NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

**Writing time: 40 minutes**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of Marks</i>
<b>A – Essay</b>	<b>1</b>	<b>1</b>	<b>25</b>
		<b>Total</b>	<b>25</b>

#### Key Skills

An ability to:

- describe data on the distribution of and adherence to major religious traditions
- explain influences on religious composition
- outline how collective identity is expressed by religious traditions
- outline the personal meaning and identity that is found and further developed through engagement with relevant aspects of religion
- describe tensions that can occur between members of a religious tradition
- explain interactions between different religious traditions and within the wider Australian society and reasons for these interpret, synthesise and apply primary and secondary source material.

#### Assessment Conditions

- Students are permitted to bring into the assessment room: pens, pencils, highlighters, erasers, sharpeners and rulers
- **Student may bring in an essay plan of no more than 50 words**
- Students are not permitted to bring into the assessment room: text books, blank sheets of paper and/or white out liquid/tape
- No calculator is allowed for this task
- **STUDENTS ARE NOT PERMITTED TO BRING MOBILE PHONES AND/OR ANY OTHER ELECTRONIC COMMUNICATION DEVICES INTO THE ASSESSMENT ROOM**
- All written responses must be in English

**VCE**  
**RELIGION AND SOCIETY UNIT 1: THE ROLE OF RELIGION IN SOCIETY**  
**ASSESSMENT TASK**

**Outcome 3**

On completion of this unit the student should be able to discuss the presence of religion in Australia, past and present.

Students are to write an argumentative essay, where they respond to the prompt below. Students are encouraged to use TEEAL and aim for 400 - 500 words.

<u>Topic sentence</u>	Introduces an aspect of your argument relating to the essay question and reflects what the paragraph is about.
<u>Explanation</u>	Explains in more detail and elaborates on relevant aspects of the topic sentence.
<u>Evidence</u>	Relevant, specific, important evidence and examples to support your argument.
<u>Analysis</u>	Your interpretation of the evidence and its significance for your argument/considers any relevant counter argument as required.
<u>Link to the question</u>	A concluding sentence that links your paragraph to the essay topic and adjacent paragraphs.

## **Is Australia a religious country?**

1. **Introduction** (50/100 words)
  - Opening Statement
  - Clearly state your contention (agree or disagree) to the prompt: “Is Australia a religious country”?
  - Briefly state the two reasons that you will discuss to support your point of view; and one opposing argument.
2. **Body paragraphs 1 – 2** (100 words each paragraph)
  - Topic – Argument that supports your contention
  - Use evidence to support your view
3. **Body paragraph 3** (100 words)
  - Topic – Opposing Argument
  - Use evidence to support your view
  - Present a rebuttal for the opposing argument
  - Use evidence to support your view
4. **Conclusion** (50/100 words)
  - Briefly outline the two reasons that you will discuss to support your point of view; and one opposing argument.
  - Statement regarding your contention
  - Concluding Statement

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**ASSESSMENT TASK**

Name: \_\_\_\_\_

Criteria	Not shown	Very Low 1	Low 2	Medium 3	High 4	Very High 5
<b>Contains an Introduction with clear contention</b>		Recalls some elements of the question.	Describes keys elements of the question and identifies the contention of this response.	Describes the question fully; and indicates the sides of the question that will be considered	Describes question fully; and contrasts the sides of question using definitions of contentious elements	Appraises the task fully; and contrasts the sides of question using definitions and making judgements about contentious elements
<b>Reason 1 – supporting topic sentence, evidence presented</b>		Topic sentence is absent or unclear and/or the supporting evidence is unrelated	Contains a relevant topic sentence and recalls of some supporting evidence	Contains a well-constructed topic sentence and interprets supporting evidence accurately	Contains a well-constructed topic sentence and supporting evidence is accurately analysed in a detailed way with reference to the argument.	Contains a well-constructed topic sentence and supporting evidence is accurately analysed in a detailed way with original and creative reference to the argument.
<b>Reason 2 – supporting topic sentence, evidence presented</b>		Topic sentence is absent or unclear and/or the supporting evidence is unrelated	Contains a relevant topic sentence and recalls of some supporting evidence	Contains a well-constructed topic sentence and interprets supporting evidence accurately	Contains a well-constructed topic sentence and supporting evidence is accurately analysed in a detailed way with reference to the argument.	Contains a well-constructed topic sentence and supporting evidence is accurately analysed in a detailed way with original and creative reference to the argument.
<b>Reason 3 – opposing topic sentence, evidence presented, rebuttal with supporting evidence</b>		Topic sentence is absent or unclear and/or the supporting evidence is unrelated	Contains a relevant topic sentence and recalls of some supporting evidence	Contains a well-constructed topic sentence and interprets supporting evidence accurately	Contains a well-constructed topic sentence and supporting evidence is accurately analysed in a detailed way with reference to the argument.	Contains a well-constructed topic sentence and supporting evidence is accurately analysed in a detailed way with original and creative reference to the argument.
<b>Conclusion</b>		Contention is restated only	Contention is restated and arguments from the response are referred to	Contention is restated and arguments are summarised	Arguments from the response are synthesized to demonstrate the conclusion	Arguments from the response are synthesized to justify the conclusion in an expanded and creative way
Marks / 25	Total:					
<b>SEL: Be Confident</b>		Students can demonstrate a basic trust in their own ability to perform tasks and to achieve learning goals. Student recognises the need to ask for support. Student works within their comfort zone.	Students can assess their abilities and achievements to perform tasks to achieve goals and can identify areas for learning improvement. Student will seek out support to complete tasks.	Students can accurately assess their abilities and achievements, monitor their progress and respond to teacher feedback by exploring new learning opportunities to assist them in consolidating strengths.	Students can assess their strengths and challenges, seek and respond to feedback from teachers to devise personally appropriate strategies to achieve future learning success. Student challenges themselves with tasks and is open to supporting the learning of others.	Students can make an accurate assessment of their abilities and use feedback from many sources to consolidate strengths and to prioritise future options and opportunities. Student regularly seeks opportunities to expand knowledge and skills and supports others with their learning