Area of assessment, course components and weightings:

<table>
<thead>
<tr>
<th>Area of assessment</th>
<th>Written Task – Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>Contributions to Religion</td>
</tr>
<tr>
<td>Weighting</td>
<td>30%</td>
</tr>
<tr>
<td>Due date</td>
<td>Friday 15\textsuperscript{th} March</td>
</tr>
<tr>
<td>Time and venue</td>
<td>To be submitted via Turnitin in the ‘Assignments’ section of the Virtual Classroom by 8:15am</td>
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</tbody>
</table>

The assessment task:

Religion’s great distinction is that while it has a collective power comparable to that of modern corporations pushing the sale of soap and mashed potatoes, it addresses precisely those inner needs which the secular world leaves to disorganised and vulnerable individuals.

- Alain de Botton, *Religion for Atheists* (p. 280)

Assess this view.

Word limit 1200 (bibliography and footnotes NOT included)

Format Your response should include all references and a full, correctly formatted bibliography. *Chicago* style referencing is required. Please refer to the Macquarie University website for guidance [http://libguides.mq.edu.au/referencing/Chicago](http://libguides.mq.edu.au/referencing/Chicago)

Assessment Criteria:

You will be assessed on how well you:

- demonstrate your knowledge and understanding of the subject
- support your argument with accurate and relevant information
- present a sustained, logical and well-structured response to the question.
**Specific syllabus outcomes to be assessed:**

P1 Describes the characteristics of religion and belief systems.

P2 Identifies the influence of religion and belief systems on individuals and society.

P6 Selects and uses relevant information about religion from a variety of sources.

P7 Undertakes effective research about religion, making appropriate use of time and resources.

P8 Uses appropriate terminology related to religion and belief systems.

**Readings relevant to the task:**

**Pre-requisite reading**


**Please note** - You are not required to read all books in their entirety. You are expected to refer to the author's work with relevant examples.

**Non-compulsory reading**


*R"oot of all Evil?*, Directed by Russell Barnes. 2007; London: Channel 4, DVD.


**Extension reading**


### Year 11 Studies of Religion

**Assessment Task 1: Contributions of Religion**

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Marks</th>
</tr>
</thead>
</table>
| • Presents a **clear, sustained and comprehensive** judgement in relation to the stimulus (de Botton’s view of religion).  
• A variety of views are clearly explained with supporting evidence and argument, drawing on various religious traditions. There is clear critical analysis of this evidence. An appropriate evaluation is supported by reasoned argument.  
• Provides clear evidence of accurate research to support the response.  
• Confident employment of appropriate terminology and concepts related to religion and belief. | 17-20 |
| • Presents a **structured and reasoned** judgement in relation to the stimulus (de Botton’s view of religion).  
• Different views are explained with some supporting evidence and argument, drawing on some religious traditions. There is some analysis of this evidence. An evaluation is made which is consistent with some of the reasoning.  
• Provides evidence of research to support the response.  
• Accurately applies appropriate terminology and concepts related to religion and belief. | 13-16 |
| • Provides a **structured** and partially successful attempt to sustain an argument.  
• Some attempt at analysis or comment and recognition of more than one point of view, drawing on religious traditions. Ideas adequately explained.  
• Provides evidence of research associated with the contributions of religion.  
• Applies appropriate terminology and concepts related to religion and belief systems. | 9-12 |
| • A **partially-structured**, but limited, attempt to sustain an argument, which may be one-sided or show little ability to see more than one point of view. Some reference to religious traditions.  
• Most ideas are explained.  
• Uses appropriate terminology. | 5-8 |
| • A **superficial** response to the question with some attempt at reasoning and/or no supporting argument or justification  
• Little, or no, relevant material and slight signs of partial understanding OR an informed answer that misses the point of the question. | 0-4 |
# Personal Reflection on Assessment Task 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>1. Did you seek advice from your teacher for feedback prior to the deadline (please tick)</td>
<td>Yes</td>
</tr>
<tr>
<td>2. If yes, did you find the feedback helpful, please explain how? If you did not submit a draft, explain why.</td>
<td></td>
</tr>
<tr>
<td>3. Before being issued with your final mark, what band would you have placed your essay response in?</td>
<td></td>
</tr>
<tr>
<td>4. Did your final assessment grade match with what you were expecting? Why or why not?</td>
<td></td>
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<tr>
<td>5. What was the most surprising feedback from your essay?</td>
<td></td>
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<tr>
<td>6. If you were to write this essay over again what would you do differently in each stage of writing? (brainstorming, pre-writing, rough draft, self-editing, peer editing and final draft)?</td>
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<tr>
<td>7. What are you proud of from this essay?</td>
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<tr>
<td>8. What should you do to excel for your next assignment?</td>
<td></td>
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</tbody>
</table>