Assessment Task Notification

Course: Preliminary - Year 11 SOR2

| Assessment Task Number: | 1 | Due Date | Term 1 Week 9 Wednesday 25th March 2015 | Total Marks | 20 | Weighting | 20 |

This task meets College and Board of Studies’ criteria and weightings and dates are accurate.

Leader of Learning: .......................................................... AP Learning and Teaching or delegate: ...........................................

**TASK DETAILS**

**Question** (20 marks)

With reference to ONE religion of Ancient Origin, create an interactive resource which explains how the religion provides a distinctive response to the search for meaning.

In your response, you should consider the following points:
- Origins of the Universe
- Principal Beliefs
- Supernatural Powers and Deities
- Rituals
- Human Search for Meaning
- Influence in Society

Your answer should have the following headings: General Introduction, Origins of the Universe (cosmology), Principal Beliefs, Supernatural Powers and Deities, Rituals, Human Search for Meaning, Influence in Society.

**Additional instructions:**
- Your response should be **1500 words**

- Your response should be referenced using the Harvard System. The Harvard style consists of two elements:
  i. in-text citations in the body of your extended response that include the author, the date and often a page number; and
  ii. a reference list at the end of the paper giving full bibliographic details of all in-text citations

**Submitting your task**

- This task must be submitted via Canvas by 3.30 pm on Wednesday 25th March, 2015.
- Interactive indicates that your response should be in the form of an electronic resource containing graphics, multimedia and hyperlinks. Please discuss the medium you choose with your class teacher.

Students should select **ONE** religion of ancient origin from the following:
- Aztec, Inca or Mayan
- Celtic
- Taoism
- Nordic
- an Indigenous religion from outside Australia

*(You are NOT to choose Shinto as your religion of ancient origin, as this will be scaffolded in class)*
Context for the Task

Students are engaged in studying religions of Ancient Origins, where the particular focus is on the ways in which a religious tradition – other than one of the five major world religions – functions as an integrated belief system and provides a distinctive answer to the enduring questions of human existence. The study of a particular ancient religious tradition enables students to demonstrate an appreciation of the diversity of expression within, and the underlying unity of the whole religious tradition.

Task Rubric

In your answer you will be assessed on how you:

• demonstrate knowledge and understanding relevant to the question
• incorporate significant aspects of religion to illustrate your answer
• communicate using language and terminology appropriate to the study of religion
• present ideas clearly in a cohesive response

Preparation

• Work through the marking guidelines and engage with the content and skills of the topic
• Seek assistance from your teacher and from each other, as well as work independently
• Gather resources and make summaries into an electronic storage space
• Evaluate your progress and make judgements about your achievement
• Think about effective ways of creating and linking information to build a resource

You may submit one draft CONTENT PLAN for feedback. Please note that, in order to ensure that your teacher is able to provide any student in their class with feedback on any drafts submitted, no drafts will be accepted after 3.30pm Wednesday 18th March, 2015.

Outcomes being 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
P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.
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| **Highly developed understanding of the characteristics of religion and belief systems**  
**Sophisticated understanding of the influence of religion and belief systems on individuals and society**  
**Highly effective use of relevant information about religion from a variety of sources**  
**Extensive use of appropriate terminology related to religion and belief systems**  
**Highly-developed ability to communicate information, ideas and issues using appropriate written and graphic forms.** | 17–20 |
| **Well developed understanding of the characteristics of religion and belief systems**  
**Highly developed understanding of the influence of religion and belief systems on individuals and society**  
**Effective use of relevant information about religion from a variety of sources**  
**Wide use of appropriate terminology related to religion and belief systems**  
**Well-developed ability to communicate information, ideas and issues using appropriate written and graphic forms.** | 13–16 |
| **Sound understanding of the characteristics of religion and belief systems**  
**Sound understanding of the influence of religion and belief systems on individuals and society**  
**Some use of relevant information about religion from a variety of sources**  
**Basic use of appropriate terminology related to religion and belief systems**  
**Satisfactory ability to communicate information, ideas and issues using appropriate written and graphic forms.** | 9–12 |
| **Basic understanding of the characteristics of religion and belief systems**  
**Basic understanding of the influence of religion and belief systems on individuals and society**  
**Elementary use of relevant information about religion from a variety of sources**  
**Limited use of appropriate terminology related to religion and belief systems**  
**Describes information, ideas and issues using some written and graphic forms.** | 5–8 |
| **Limited understanding of the characteristics of religion and belief systems**  
**Some reference to the influence of religion and belief systems on individuals and society**  
**Little use of relevant information about religion from a variety of sources**  
**Little use of appropriate terminology related to religion and belief systems**  
**Attempts to communicate information, ideas and issues** | 1–4 |