



# **RELIGION AND LIFE**

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Foundation course

**Year 11 sample sequence of learning and explanation  
task**



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

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## Learning sequence

This sample learning sequence provides an example of how a teacher can step out the learning of the following syllabus content:

- the meaning of the term religion
- recognise and use subject-specific terminology
- select and use a suitable method of recording information and/or data
- key features commonly found in religions
- use suitable formats to communicate ideas or understandings for a set purpose and audience
- why people follow a religion
- develop a range of questions to support an inquiry
- reflect on learning and identify new understandings.

In addition to the above, this package illustrates opportunities for incorporating a range of skills essential for learning and developing literacy. These include:

### **Literacy skills:**

- L1 – acquiring words leading to an appropriately expanding vocabulary
- L3 – using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L5 – using a range of language features, including the use of tone, symbols, simple description, and factual, as opposed to emotive language
- L6 – organising ideas and information in different forms and for different purposes and audiences
- L8 – editing work for accuracy, coherence, clarity, and appropriateness
- L11 – developing visual literacy skills, including creating images, designing graphs, reading tables, and interpreting diagrams and symbols.

### **Interpersonal skills:**

- completing tasks within a given time
- develop organisational skills, and identifying the resources needed to complete tasks
- being able to work independently and within group settings
- persist with tasks when faced with challenges and adapting their approach where first attempts are not successful.

This sample learning sequence offers suggestions and is not prescriptive. Teachers should carefully consider how to adapt and/or modify what has been provided based on the learning needs of their students.

This package includes several elements.

1. A series of learning intention(s) with associated success criteria. It is suggested these are displayed and explained to students prior to the commencement of the lesson. Teachers are free to modify these, but need to also keep in mind that learning intentions provide pedagogical guidance and are not a substitute for syllabus content.
2. Each learning intention is followed by a suggested sequence of learning designed to address those intentions.
3. Where appropriate, links to additional resources are also included.
4. Examples of where both formative and summative assessment may be incorporated in a sequence of learning, along with details about these tasks.



Learning intention	Success criteria
Identify keywords and ideas used in definitions of religion.	Create a list of words commonly used when defining the term religion.

### Preparation

#### *Teacher*

- Locate examples of images that will prompt discussion about what the term religion might mean.
- Locate different examples of how religion can be defined.
- Create a presentation that:
  - highlights the keywords and phrases in the syllabus point ‘the meaning of the term religion’ (Appendix A)
  - include a range of suitable images and definitions for prompting class discussion
  - include correct citations with each image and definition.

### Definitions for the term religion

#### *Teacher with students*

- Thought pause: ask students to think about what the word ‘definition’ means – what is the purpose of a definition? Provide students with time to think about this individually, then, as a class, discuss. Prompt students where required, e.g. a definition is a statement of the meaning of a word or an idea.
- Ask students why words or an idea may have multiple definitions; prompt where required.
- Consider where to find a definition for a word, and where to look, e.g. a dictionary (hard copy or online such as <https://www.dictionary.com>).
- Address the importance of where information is found, for example, online resources versus hard copy (book) resources; if appropriate discuss what might be considered reliable and unreliable sources of information.
- As a class and using the prepared PowerPoint:
  - review the images provided
  - present various definitions for the word, religion (suggested 3–4)
  - identify any keywords used in these definitions
  - clarify any words that need further explanation
  - point out the citations used and if appropriate, conduct an informal conversation about the ethics of scholarship
  - using think-pair-share, students discuss what these definitions say about religion.

**Recording information**

*Students*

- Using the definitions provided, as well as the ideas generated from class discussion, students create their own list of words from those words that were similar or appeared more than once in definitions discussed by the class.

**Formative assessment**

- Individual students verbally share with the teacher their list of words, and with prompting, provide reasons for some of their choices.

Learning intention	Success criteria
Define religion.	Write a suitable definition for the term religion.

*Teacher with students*

- Students, with teacher support, use their lists of words to create a class word cloud about the meaning of the word religion (Appendix B).
- Teacher, using the class word cloud and Standard Australian English (SAE) grammar and punctuation, models for students how to draft and edit a suitable written definition for the term religion.

*Students*

- In pairs, practise drafting and editing their own version of a definition.

**Formative assessment**

- Teacher provides feedback to students about their definitions and their use of SAE grammar and punctuation in their written definitions (refer to Appendix G for guidance).

Learning intention	Success criteria
Identify keywords used in the syllabus dot point: key features commonly found in religions.	Appreciate the meaning of the phrase 'key features'.

### Preparation

- Create a presentation that:
  - highlights the keywords and phrases in the syllabus point 'key features commonly found in religions' (Appendix C)
  - a definition of the term 'features'
  - name and define a suitable list of 'key features', e.g. teachings, practices, people, story
  - for each key feature provide one or more examples
  - include a range of suitable images for illustrating these ideas and for prompting class discussion
  - include correct citations where required.

### Key features

#### *Teacher with students*

- Review with students some of the keywords and ideas from the discussion about the meaning of the word religion.
- Ask students if they know what a garden feature is (elements that make up a garden design) and, after hearing student responses, review with the class the ideas presented in the following website – 5 Top Garden Feature Ideas, [https://hipages.com.au/article/5\\_top\\_garden\\_feature\\_ideas](https://hipages.com.au/article/5_top_garden_feature_ideas); invite students to share examples of garden features they are familiar with and if they prefer any particular type of garden feature.
- Ask students what they think the word 'feature' means; explore and discuss responses where appropriate.
- Provide students with a definition e.g. a distinctive attribute or aspect of something.
- Highlight and break down any keywords in the definition provided.

#### *Students*

- Individually, or in a small group, students think of a particular group of people, e.g. an AFL team, a dance academy, a school etc; they then list what they think are some of the key features of the chosen group; teacher samples student responses.

Learning intention	Success criteria
Identify examples of common features found in religions.	Locate examples of key features commonly found in religions.

### Key features commonly found in religions

#### *Teacher with students*

- Pair students and organise these pairs for an ‘inside outside circle’ discussion – with one person from each pair on the inside of a circle facing outwards towards their partner in an outer circle.
- Using a timer, students have one minute to provide their opposite partner with an answer to what they think are some features of religion.
- Rotate the outer circle in a clockwise direction so that the outer circle moves to the right past two students in the inner circle, thus creating a new pairing.
- Each student discusses their responses with a new partner; then repeat movement of the circle as appropriate.
- Conduct a whole class discussion where students share what they heard.

#### *Teacher*

- Introduce and define key features commonly found in religions, e.g.:
  - belief – what is taught and believed
  - practice – how a religion is practised and celebrated by followers
  - people – who the people are and how they are led
  - story – what are the important religious stories and where are they told.

#### *Students*

- Students add each term with the provided definition to their word bank.
- Using a web browser, students locate, copy, and paste an example of each key feature into a suitable template (Appendix D), e.g. a picture of Muslims praying.

Learning intention	Success criteria
Explain some of the key features commonly found in religions.	A written explanation of some of the key features commonly found in religions.

### Communicate understandings

#### *Teacher with students*

- Teacher models what a good paragraph looks like (Appendix E) using the following question:
  - frame a task – outline why sport is important to Australian culture
  - identify key instruction words – define and illustrate the meaning of the verb ‘outline’
  - model a written answer – ask students to generate ideas around this question, place these ideas on the whiteboard, from these ideas, model a paragraph, explaining each of the steps following the ‘PEEL’ or ‘TEEL’ model.

#### *Teacher with students*

- Review the definitions for each key feature, with students asked to suggest examples for each.
- Recall and review techniques for writing paragraphs:
  - brainstorm with the student what they think belongs in a paragraph
  - watch: <https://www.youtube.com/watch?v=KM51ZhxQ9Uw>.
- Recall techniques for writing paragraphs e.g., using a TEEL paragraph structure.

#### *Students*

- Using Microsoft Word, students draft a paragraph that explains some of the key features commonly found in religions.
- Students save their work with a suitable title and include the word ‘draft’.
- Using the Editor tab in Microsoft Word, students review and edit what they have written.
- Students save their edited work with the same title but replace the word draft with ‘final’.

#### *Teacher with students*

- With students, teacher reviews what students have written and discusses the process of writing and editing their draft and final version of the document.

Learning intention	Success criteria
Practice completing a written explanation task.	Complete a practice explanation task. Reflect on the experience of completing an assessment.

### Formative assessment

- Students practise, under test conditions, completing a written explanation task (Appendix F).
- Using the supplied marking key, each student marks their own work before having another student also mark their work.

### Teacher with students

- Discuss with students what they observed about themselves, for example:
  - how did they feel about doing the task under test condition?
  - which questions did they feel confident with?
  - how did they feel about marking their own work?
  - did they have a similar or different reaction when someone else marked their work?
- Teacher reviews with the class each item and discusses suitable responses, consider one or more of the following:
  - what might a model answer look like for some questions?
  - identify key instruction words – define and illustrate the meaning of the verb ‘outline’
  - model a written answer by asking students to generate ideas around the question, placing their ideas on a whiteboard. From these ideas, construct a written paragraph followed by an explanation of how the response has been constructed using, for example, a ‘PEEL’ or ‘TEEL’ scaffold.

### Students

- Each student chooses one item and develops a revised response.

Learning intention	Success criteria
Recognise features of a chosen scenario (Task 1).	Write a summary of their chosen scenario.

### Teacher

- Introduce Task 1 and outline how class time will be used to prepare for the task.

### Teacher with students

- Discuss as a class what the word 'scenario' means.
- Explore with students what they might need to consider when addressing either scenario from the task, e.g. identify what might be challenging about responding to such a question from workmates or a supervisor.

### Audience

- Using the following scenario, teacher models for students how to think about audience:

#### Scenario

You are having dinner with friends who are in your sporting club. They want to know more about school life for you, because they know you go to a religious school. One of them then asks you, 'Why do people follow a religion?'  
How would you answer this?

#### Audience

Mind map how to think about this task:

- audience (who exactly are the people you need to explain this to)
- setting (what might the situation typically look like, sound like, feel like)
- language (what language would you use with this audience)
- tone (what attitude would you typically present when speaking to this audience)
- behaviour (eye contact, posture etc.)

### Recording information and/or data

#### Students

- Students select which scenario in the task they would like to focus on:
  - scenario A
  - scenario B
- Individually or in a small group, students begin creating a mind map (Appendix A) for their chosen workplace scenario.

#### Teacher with students

- In small groups and then as a class, review the mind maps created, further refine where required and then, led by the teacher, begin constructing a class mind map for both scenarios.
- Discuss and/or further break down what has been included in the class mind map; clarifying any terms where needed, and adding any detail if obvious gaps exist.
- Recall with students how to write paragraphs using a TEEL structure.



**Formative assessment**

- Using information from the class mind map, students use a TEEL paragraph structure to write a summary of their chosen scenario.
- Students edit their work for spelling and grammar.

*Teacher with students*

- Teacher reviews student summaries and provides appropriate feedback about the content included and the way each paragraph has been written (refer to Appendix G for guidance).

Learning intention	Success criteria
Recognise why people may follow a religion.	Construct a list of why people follow a religion.

### Preparation

#### *Teacher*

- Invite 2–3 people (e.g. staff members, parents, or community members) to talk and converse with students about why they follow a religion; presentations include, for example, key detail about:
  - brief biographical detail
  - examples of what following a religion looks like for them in their daily life
  - examples of what they find easy and/or difficult about following their religion
  - why they follow a religion.

### Why people follow a religion

#### *Teacher with students*

- Using an online brainstorming platform, such as Padlet, generate a class list of why people may follow a religion.
- Using a questioning technique (e.g., clarifying questions) have students explore in more detail each idea and prompt them to expand on their ideas.

#### *Teacher*

- Outline to students:
  - there are many reasons why people follow a religion
  - often when they are younger, a person might follow a religion because of the influence of their family; this may also translate into adulthood
  - for others, factors outside of their family may be an influence
  - for instance, important life events can have an influence.

#### *Teacher with students*

- Create a class list of important life events (e.g., birth, marriage, death).
- Next to each, identify an example and explain how this might lead a person to seek answers within a religion.
- Students then construct a table to record these details.

Learning intention	Success criteria
Identify ways to actively listen to a presentation from an invited guest.	Create suitable questions to ask a presenter.

### Personal and social capability

#### *Teacher with students*

- Teacher outlines for students the details for the planned classroom talks.
- With students, teacher details and explores ways to demonstrate, for example, the following:
  - how to welcome a visitor into a classroom space or what would be socially acceptable behaviour when visiting places outside the classroom
  - how to be attentive and present to someone talking/presenting
  - how and when to ask questions or make comments
  - how to express different opinions or views to others.

### Inquiry questions

#### *Teacher with students*

- Teacher outlines that presentations from the invited guests are an opportunity to have a conversation with each presenter about why they follow a religion, and that an important part of any good conversation is the ability to listen to, ask questions, and reflect upon responses.
- Refer students to the following website (or similar): *10 Questioning Techniques to Consider in the Workplace* - <https://au.indeed.com/career-advice/career-development/questioning-techniques>
- As a class, discuss what type of questions could be asked with the teacher suggesting examples of questions to ask where required.
- Students brainstorm possible questions they would like to ask each presenter.
- The class then collates, groups and classifies these questions.

Learning intention	Success criteria
Record and discuss important ideas presented by a classroom guest about why people follow a religion.	Write a TEEL paragraph that explains why people follow a religion.

### Note making

#### Teacher

- Provide students with note making template to fill in during or after each person's presentation (Appendix H).

### Reflect on learning

#### Teacher with students

- Review with students what they heard, observed, and learnt during and after the presentation(s) by the selected guest speaker(s) and/or from the people they spoke to outside of class; include in the discussion, where appropriate, how they interacted with each presenter and what they had to say to the class.
- To step the class through the above review, begin with a think–pair–share exercise, and if required, have students write down their thoughts prior to conducting a whole class discussion.
- Following the classroom review, students then prepare a written summary of the discussion.

### Extension

- Students are provided with the option of finding someone else they know who they would like to talk to about why they follow a religion (Appendix I).

### Formative assessment

- Students draft and edit a written explanation of why they think people follow a religion; remind students to use a TEEL paragraph structure.

Learning intention	Success criteria
Prepare a written script that addresses the requirements of Task 1.	Produce a draft written script for a chosen scenario.

### Communicate understandings and ideas

#### *Teacher with students*

- Teacher introduces the skill of script writing, and with the class, considers what a script looks like and its purpose.
- Teacher reminds students to consider who their audience is (Scenario A or Scenario B), what examples to include, how they will address any challenges that may arise when addressing the scenario.
- Discuss with students, and where appropriate, model how to prepare a recorded response, for example:
  - how to write a script with just one person talking (monologue) or with two or more people in a conversation (dialogue) – consider advantages and disadvantages of either style
  - show students an example(s) of a dialogue and a monologue script
  - how to rehearse a presentation and its timings
  - ways to record a presentation:
    - podcast
    - video
    - PowerPoint presentation with recorded voice over.

#### *Students*

- Each student drafts a script using the information gathered.
- With a partner each student reviews and edits their script, and attends to any issues with spelling, grammar or sentence structure.

### Formative assessment

- Each student presents their script to their teacher for review and feedback, and based on feedback, further edits before finalising their script.

#### *Students*

- With support, students practise, record and edit their presentation.

### Summative assessment: Task 1 (Explanation)

- Students complete Task 1.

## Appendix A

PowerPoint Resource – *The meaning of the term religion*

# Appendix B

Example of a word cloud



## Appendix C

**Table – Examples of characteristics of religion**

Religion	Buddhism	Christianity	Hinduism	Islam	Judaism
<b>Belief</b>	Life involves suffering, and enlightenment (nirvana), can be achieved through spiritual and physical labour.	God sent his son, Jesus, to save people from sin.	Our actions and intentions from our previous existence shape what happens in our current life.	There is no other god but Allah, and Muhammad is God's Messenger.	There is only one God who established a covenant (agreement) with God's people.
<b>Practice</b>	Through samadhi (meditation) a person can attain a clear vision of the truth.	Baptism is a special ceremony that uses water to initiate a person into the community.	Special rituals involving making sacrifices or offerings are used in temples to honour the gods.	Are asked to pray five times each day facing Mecca, the holy city.	Both girls and boys celebrate their coming of age in a bat mitzvah (girls) and a bar mitzvah (boys).
<b>Celebrations</b>	Magha Puja Day which occurs on the day of the full moon in March, recalls an important event in the life of Buddha.	Easter and Christmas are important times in the year that recall and celebrate the life of Jesus.	Diwali, a festival of light begins just before the arrival of the new moon between the Hindu months of Ashvin and Kartika.	Eid ul-Fitr celebrates the completion of the holy period of Ramadan.	Rosh Hashanah celebrates the beginning of the Jewish new year.
<b>People</b>	Monks wear orange robes which represent fire and purity.	Might wear or a keep a cross to represent their faith in Jesus.	Maintain a shrine to a favourite God in their home or make special pilgrimages to important holy sites.	Are encouraged to make a pilgrimage to Mecca, the holy city, at least once in their lifetime.	Males traditionally wear a kippah (skullcap) during prayer.



# Appendix D

Table – Student table – Examples of characteristics

## Common features found in religion

	Buddhism	Christianity	Hinduism	Islam	Judaism
Belief					
Practice					
People					
Story					

## Appendix E

**Question:** *Outline why sport is important to Australian culture.*

Watching and playing sport is an important part of Australian culture. Sport helps not only people's physical and mental health, but also injects money into Australia's economy. In fact, the combined economic, health and education benefits of sport return \$7 for every \$1 invested. In terms of physical and mental health, 97% of Australians believe sport and physical activity are good for health and wellbeing. Likewise, 88% of Australians believe sport is good for bringing their communities together. The benefits of sport, both for physical and mental health, as well as for economic reasons is why sport is an important part of Australian culture.

Australian Sports Commission. (n.d.). *Expanding the Evidence Base for Australian Sport*. Retrieved June, 2024 from <https://www.clearinghouseforsport.gov.au/>

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TEEL Paragraph	Description	Example
<b>Topic Sentence</b>	The first sentence in the paragraph. This is where you state your topic, or the main idea of the paragraph.	<b>Watching and playing sport is an important part of Australian culture.</b>
<b>Explanation</b>	Expand on your topic sentence and explain your point in more detail.	<u>Sport helps not only people's physical and mental health, but also injects money into Australia's economy.</u>
<b>Example</b>	Provide examples or evidence to support your point. You may include quotes, statistics, or other forms of evidence.	<i>In fact, the combined economic, health and education benefits of sport return \$7 for every \$1 invested. In terms of physical and mental health, 97% of Australians believe sport and physical activity are good for health and wellbeing. Likewise, 88% of Australians believe sport is good for bringing their communities together.</i>
<b>Linking Sentence</b>	Summarise the main idea or point and make a clear link back to your topic sentence. The linking sentence is like a mini conclusion in your paragraph.	<b><i>The benefits of sport, both for physical and mental health, as well as for economic reasons is why sport is an important part of Australian culture.</i></b>

**Watching and playing sport is an important part of Australian culture.** Sport helps not only people's physical and mental health, but also injects money into Australia's economy. *In fact, the combined economic, health and education benefits of sport return \$7 for every \$1 invested. In terms of physical and mental health, 97% of Australians believe sport and physical activity are good for health and wellbeing. Likewise, 88% of Australians believe sport is good for bringing their communities together.* ***The benefits of sport, both for physical and mental health, as well as for economic reasons is why sport is an important part of Australian culture.***

## Appendix F

**Explanation task (formative)**

**Religion and Life – Foundation Year 11**

**Task 1 – Unit 1**

**(31 marks)**

**Assessment type:** Explanation

**Content**

- the meaning of the term religion
- recognise and use subject-specific terminology
- select and use a suitable method of recording information and/or data
- identify key features commonly found in religions
- use suitable formats to communicate ideas or understandings for a set purpose and audience

**Conditions**

Under test conditions

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**Question 1**

**(2 marks)**

Review the word cloud created in class and then write a suitable definition for the term religion.

*Insert Class Generated Word Cloud Here*

(See Appendix B)

My definition:

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**Question 2****(1 mark)**

Where would the best place be to look if you are trying to find the definition of a word?

Place a cross next to the best answer.

Newspaper

Dictionary

Magazine

**Question 3****(4 marks)**

Select from the list below and write each term next to its best definition in the table provided.

List of key features commonly found in religions:

1. People
2. Belief
3. Practices
4. Story

Key Feature	Definition
	The important ideas and teachings of a religion
	The way that members celebrate certain occasions and events
	The members of the religion
	The way important lessons and messages about the religion are shared

**Question 4**

**(8 marks)**

In the table below, outline **ONE** (1) example for each key feature included in the table below.

**Circle** which religion your chosen example belongs to.

Key Feature	Example				
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**1. People**

Buddhist	Christian	Hindu	Muslim	Jewish
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**2. Belief**

Buddhist	Christian	Hindu	Muslim	Jewish
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**3. Practices**

Buddhist	Christian	Hindu	Muslim	Jewish
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**4. Story**

Buddhist	Christian	Hindu	Muslim	Jewish
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**Question 5**

**(16 marks)**

Explain how key features commonly found in religions can help people understand religion.

- make sure you use a TEEL structure for your answer
- give examples
- focus on spelling and punctuation

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### Marking key for explanation task

1. Definition of the term 'religion'.

Description	Marks
Provides a suitable definition for the term religion; uses words from the class word cloud.	2
Provides a definition of the term religion that includes some inaccuracies.	1
<b>Subtotal</b>	<b>/2</b>

2. Where would the best place be to look if you are trying to find the definition of a word?

Description	Marks
Places a cross next to the correct answer: Dictionary	1
<b>Subtotal</b>	<b>/1</b>

3. Select from the list below and write each term next to its best definition in the table provided.

Description	Marks										
Correctly matches each term with its definition	1 mark each										
<table border="1"> <thead> <tr> <th>Key Feature</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Belief</td> <td>The important ideas and teachings of a religion</td> </tr> <tr> <td>Practices</td> <td>The way that members celebrate certain occasions and events</td> </tr> <tr> <td>People</td> <td>The members of the religion</td> </tr> <tr> <td>Story</td> <td>The way important lessons and messages about the religion are shared</td> </tr> </tbody> </table>	Key Feature	Definition	Belief	The important ideas and teachings of a religion	Practices	The way that members celebrate certain occasions and events	People	The members of the religion	Story	The way important lessons and messages about the religion are shared	
Key Feature	Definition										
Belief	The important ideas and teachings of a religion										
Practices	The way that members celebrate certain occasions and events										
People	The members of the religion										
Story	The way important lessons and messages about the religion are shared										
<b>Subtotal</b>	<b>/4</b>										

4. In the table below, outline **ONE** (1) example for each key feature included in the table below.

Description	Marks
<b>People</b>	
Outlines a suitable example of a key feature.	2
Identifies an example of a feature.	1
<b>Subtotal</b>	<b>/2</b>
<b>Belief</b>	
Outlines a suitable example of a key feature.	2
Identifies an example of a feature.	1
<b>Subtotal</b>	<b>/2</b>
<b>Practices</b>	
Outlines a suitable example of a key feature.	2



Description	Marks
Identifies an example of a feature.	1
<b>Subtotal</b>	<b>/2</b>
<b>Story</b>	
Outlines a suitable example of a key feature.	2
Identifies an example of a feature.	1
<b>Subtotal</b>	<b>/2</b>
<b>Total</b>	<b>/8</b>

5. Explain how key features commonly found in religions can help people understand religion.

Description	Marks
<b>Content</b>	
Explains how key features commonly found in religions can help people understand religion.	4
Describes key features commonly found in religions and comments on how religion helps people.	3
Outlines some features found in religions OR comments on how religion helps people.	2
Provides general comments about religious features or religion or religion helping people.	1
<b>Subtotal</b>	<b>/4</b>
<b>Examples</b>	
Uses suitable examples to support response.	2
Provides some detail about one or more examples.	1
<b>Subtotal</b>	<b>/2</b>
<b>Punctuation</b>	
Controlled use of sentence punctuation and mostly correct use of other punctuation.	4
Most sentences are punctuated correctly and some correct use of other punctuation.	3
Some sentences are punctuated correctly.	2
Few or no sentences are punctuated correctly.	1
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Spelling</b>	
Correctly spells many words with common letter patterns and correctly spells many words with difficult letter patterns.	4
Correctly spells many words with common letter patterns and correctly spells some words with difficult letter patterns.	3
Correctly spells many words with common letter patterns.	2
Correctly spells some words with common letter patterns.	1
<b>Subtotal</b>	<b>/4</b>
<b>Structure</b>	
Uses correct TEEL paragraph structure within their answer <ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Explanation</li> <li>• Example(s)</li> <li>• Linking Sentence</li> </ul>	2
Some elements of TEEL structure can be seen within their answer.	1
<b>Subtotal</b>	<b>/2</b>
<b>Total</b>	<b>/31</b>

## Appendix G

### Formative assessment instruction

When using one or more of the criteria listed below to review student work:

- select the most appropriate score point
- highlight examples within the work of the student where this is demonstrated
- where appropriate, provide an example of what the next highest score point would look like.

### Audience

Skill focus: the writer's capacity to orient and engage the reader.

Score	Descriptor
0	<ul style="list-style-type: none"> <li>• insufficient evidence (less than 25 words)</li> </ul>
1	<ul style="list-style-type: none"> <li>• text shows some awareness of audience expectations</li> <li>• some information to support reader understanding is provided</li> </ul>
2	<ul style="list-style-type: none"> <li>• text shows an understanding of audience expectations</li> <li>• adequate information to orient the reader is provided</li> </ul>
3	<ul style="list-style-type: none"> <li>• text supports reader understanding</li> <li>• writer begins to engage the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>• writing shows a strong sense of audience</li> <li>• writer engages the reader</li> </ul>

### Structure and organisation

Skill focus: organisation of the appropriate components of the text into an effective structure.

Score	Descriptor
1	minimal evidence of text structure and organisation
2	writer shows a basic awareness of appropriate text structure and organisation
3	text is structured and organised appropriately

### Vocabulary

Skill focus: the range and precision of contextually appropriate language choices.

Score	Descriptor
1	text consists of mainly simple words
2	text has some precise words and phrases
3	consistent use of precise words and phrases
4	a range of precise and effective words and word groups that are used in a fluent and articulate manner

### Cohesion

Skill focus: the control of multiple threads and relationships across the text.

Score	Descriptor
1	some correct links
2	most links are correct
3	links are correct and cohesive devices are varied

### Sentence structure

Skill focus: the production of grammatically correct, structurally sound and meaningful sentences.

Score	Descriptor
1	few or no correct sentences
2	some correct sentences
3	most sentences are correct
4	sentences are correct and controlled <b>and</b> structures are varied

### Punctuation

Skill focus: the use of correct and appropriate punctuation to aid the reading of the text.

Score	Descriptor
1	few or no sentences are punctuated correctly
2	some sentences are punctuated correctly
3	most sentences are punctuated correctly <b>and</b> some correct use of other punctuation
4	controlled use of sentence punctuation <b>and</b> mostly correct use of other punctuation

### Spelling

Skill focus: the accuracy of spelling and the difficulty of the words used.

Score	Descriptor
1	correctly spells some words with common letter patterns
2	correctly spells many words with common letter patterns
3	correctly spells many words with common letter patterns <b>and</b> correctly spells some words with difficult letter patterns
4	correctly spells many words with common letter patterns <b>and</b> correctly spells many words with difficult letter patterns

**Oral presentation**

Score	Descriptor
1	very limited in expressing ideas, frequent hesitation, and no justification
2	can express basic ideas, with hesitation and may not be able to justify
3	can express their ideas, with some hesitation and prompting for justification
4	can fluently express their ideas, without hesitation and with justification

## Appendix H

### Following a Religion Notes Sheet

Question	Notes
Name of case study	
Which religion do they follow?	
Why do they follow a religion?	
How do they feel about following a religion?	
What does following a religion look like to them?	

# Appendix I

## Case Study Notes

Name of the person

Picture

Background information

How does this person follow religion?

References

