

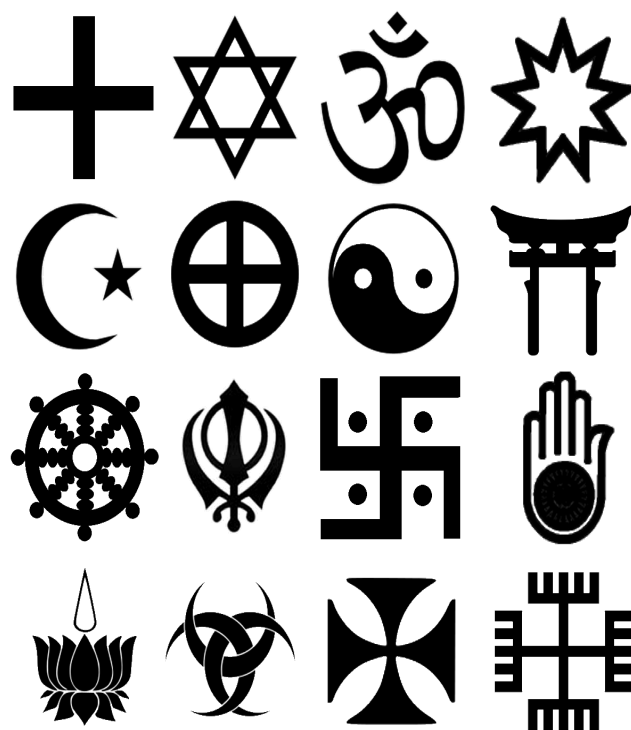
# I&S Grade 8: World Religions

## Persuasive Essay Summative Task Sheet

**Concepts:** Systems, Belief, Culture, Conflict

**Statement of Inquiry:** Religions are personal belief systems that bring cultural diversity and can be used to create unity or conflict.

**Summative Assessment Task:** You are writing a persuasive essay about a debatable topic related to religion. Your essay must clearly describe both sides of the topic by explaining the supporting arguments, the opposing arguments, the implications (results or effects) of these arguments, and your personal opinion. Your essay will be structured in 5 paragraphs and must be 700 - 1,000 words.



[https://www.shutterstock.com/image-vector/religious-symbols-top-organized-faiths-world-583465642?irgwc=1&utm\\_medium=Affiliate&utm\\_campaign=TinEye&utm\\_source=77643](https://www.shutterstock.com/image-vector/religious-symbols-top-organized-faiths-world-583465642?irgwc=1&utm_medium=Affiliate&utm_campaign=TinEye&utm_source=77643)

### Guidelines:

#### Step 1: Choose a topic.

- Newspapers should / shouldn't be allowed to publish offensive religious articles, cartoons or jokes.
- Students should / shouldn't be encouraged to understand other religions.
- Countries should / shouldn't be allowed to use religious symbols in public places such as government offices, schools, etc.
- Governments should / shouldn't be allowed to make decisions about religion.
- People should / shouldn't be allowed to practice more than one religion.
- Any other suitable topic that has two clear sides, is connected to the concepts, and is approved by your teacher.

#### Step 2: Thinking of the supporting arguments, opposing arguments and their implications (effects, results)

- What are the two sides to this topic?
- What would people say to support this argument? What would be the results or effects of these arguments?
- What would people say to oppose (go against) this argument? What would be the results or effects of these arguments?
- Connect your ideas to *diversity*, *unity* and *conflict* whenever you can.

**Step 3: Think of your personal opinion on the topic.** Be sure to include important information (such as facts and/or examples) to support your ideas.

#### Step 4: Organize all ideas into a 5-paragraph essay:

1. Introduction - explaining importance / relevance of the topic
2. Supporting arguments
3. Opposing arguments
4. Personal opinion
5. Conclusion - linking topic back to concepts of religious diversity and unity

## Date of Submission

First Draft -

Final Draft -

Peer-Review -

## Assessment Criteria

### Criterion C: Communicating

1 - 2	<ul style="list-style-type: none"><li>communicates information and ideas in a style that is <b>not always</b> clear</li></ul>	<ul style="list-style-type: none"><li>The information is not written clearly and is difficult to understand.</li><li>There are many mistakes that make your essay quite confusing to read.</li></ul>
3 - 4	<ul style="list-style-type: none"><li>communicates information and ideas in a style that is <b>somewhat</b> clear</li></ul>	<ul style="list-style-type: none"><li>Some information is written clearly and is somewhat easy to understand.</li><li>There are a few mistakes that make your essay a bit confusing.</li></ul>
5 - 6	<ul style="list-style-type: none"><li>communicates information and ideas in a style that is <b>mostly</b> clear</li></ul>	<ul style="list-style-type: none"><li>Most information is written clearly and is usually easy to understand.</li><li>There are a few mistakes but your essay is still easy to read.</li></ul>
7 - 8	<ul style="list-style-type: none"><li>communicates information and ideas in a style that is <b>completely</b> clear</li></ul>	<ul style="list-style-type: none"><li>All information is written clearly and is always easy to understand.</li><li>There are very few mistakes and your essay is very easy to read.</li></ul>

### Criterion D: Thinking Critically

1 - 2	<ul style="list-style-type: none"><li>uses information to give <b>limited</b> opinions</li><li>identifies <b>some</b> different views</li></ul>	<ul style="list-style-type: none"><li>The essay contains very few supporting points. The points or examples given are not very convincing.</li><li>You begin to explain both sides of the argument but aren't very clear.</li></ul>
3 - 4	<ul style="list-style-type: none"><li>uses information to give <b>adequate</b> opinions</li><li>identifies <b>some</b> different views and suggests <b>some</b> of their implications</li></ul>	<ul style="list-style-type: none"><li>The essay contains some supporting points. The points or examples given are somewhat convincing.</li><li>You explain both sides of the arguments and briefly talk about a few of the results or effects of those arguments.</li></ul>
5 - 6	<ul style="list-style-type: none"><li>uses information to give <b>substantial</b> opinions</li><li>identifies different views and <b>most</b> of their implications</li></ul>	<ul style="list-style-type: none"><li>The essay contains many supporting points. The points or examples given are convincing.</li><li>You explain both sides of the arguments and talk about some of the results or effects of those arguments.</li></ul>
7 - 8	<ul style="list-style-type: none"><li>uses information to give <b>detailed</b> opinions</li><li><b>consistently</b> identifies different views and their implications</li></ul>	<ul style="list-style-type: none"><li>The essay contains many effective and well-argued supporting points. The points or examples given are very convincing.</li><li>You explain both sides of the arguments in detail and talk about many of the results or effects of those arguments.</li></ul>

**Citation:** Anderson, Darryl, Adrian Baker, and Mark Williams. *World Religions Unit*. 2012. MYP Unit Planner. KIS International School, Bangkok, Thailand.