

Year 8 Religion, Catholic Studies

Assessment Task One: 'Early Christian Communities'

Support Material

Table of Contents:

Exposition and PEEL Structure

Scaffolds: Plan your task before you start writing.

Language of Explanation: Be sure to use the correct language.

Sentence Starters

Bibliography Scaffold

YEAR 8 RELIGION – EXPOSITION TASK ON MARTYRDOM – SCAFFOLD

<p style="text-align: center;">INTRODUCTION</p> <ul style="list-style-type: none">• Briefly introduce your chosen Martyr.• Give a brief reason for why they have made a great impact on the Christian World.
<p style="text-align: center;">PARAGRAPH ONE – PERSONAL DETAILS</p> <ul style="list-style-type: none">• When and where were they born?• Did they have any family?• What was their job before God called them?• Is there anything else significant about their early life?• How did these factors influence their future life serving God?
<p style="text-align: center;">PARAGRAPH TWO – MISSION WORK</p> <ul style="list-style-type: none">• When and where did their mission start?• How did God call them?• Who did they try to help in their mission?• Were they successful in their mission work before being martyred?• How did their mission work influence and contribute to the Christian world?
<p style="text-align: center;">PARAGRAPH THREE – MARTYRDOM</p> <ul style="list-style-type: none">• When and where and how did their martyrdom take place?• Did a specific event cause their martyrdom?• Who was responsible for their death?• How did their death influence the Christian world?
<p style="text-align: center;">PARAGRAPH FIVE – THEIR LEGACY AND CONTRIBUTION</p> <ul style="list-style-type: none">• What is their legacy?• How will they be remembered?• What is the message/lesson they have left behind for Christians?• How did they influence and change the Christian world with this message?
<p style="text-align: center;">CONCLUSION</p> <ul style="list-style-type: none">• Briefly summarize the value of your Martyr's life to the Christian World and why they should be in the New Book.

Exposition

Social purpose

Expositions are persuasive text types that argue a case for or against a particular point of view. Some expositions persuade the reader to think in a certain way by accepting a theory or position (eg. that smoking is bad for your health). Others persuade the reader to act in a certain way (eg. to build a playground in the local park).

Structure

- i. Background—provides a context for your argument by introducing the issue; particularly important in more developed expositions
 - ii. Statement of position—what it is you are trying to convince the reader of (sometimes called a *thesis*); usually followed by a preview of the arguments being used to support this position
- Series of arguments—arguments are ordered logically (according to the text preview if there is one); well developed texts use paragraphs (with a paragraph preview and supporting evidence) for each new argument
- Reinforcement of position—re-affirms the writer's point of view in the light of the arguments presented.

Key grammatical features

- Use of nominalisation to name issues, arguments, reasons, etc.
- Some use of technical nouns in the evidence
- Thinking (sensing) verbs to express opinion in a straightforward, explicit way; interpersonal metaphor used to express opinion in a less straightforward, implicit way
- Varying degrees of modality to temper arguments and express opinion
- Use of textual themes (text connectives) to introduce and link arguments
- Use of evaluative vocabulary, especially Judgement and Appreciation; expressions of feeling using Affect are not valued in more developed expositions.

Text A.9: Exposition

Dogs

Statement of Position	I think dogs make good pets.
Argument 1	One reason dogs can make good pets is because they are very active and playful. They are cute and you can teach them tricks.
Argument 2	Another reason dogs make good pets is because you can take them for walks and they could protect you.
Reinforcement of Position	These are the main reasons why dogs make good pets but you have to look after them.

PEEL Exposition Structure

This is a pretty simple exposition structure to use for most subjects. It is for the main body of the exposition, *not* the introductory or concluding paragraph.

Point

Explanation

Evidence

Link

Point

Usually the introductory/topic sentence of the paragraph explaining to the reader what the paragraph will discuss. Avoid making it too lengthy and detailed.

Explanation

Discuss your ideas/reasons/argument regarding the topic sentence (whatever you had mentioned in your 'title').

Evidence

Give support and proof for your ideas/reasons/argument. You can use quotes, statistics and other supporting evidence.

Link

A sentence or two, which refer back to your point.

How to say it- PEEL

P	E	E	L
<p>One aspect</p> <p>The first convention</p> <p>A key factor</p> <p>One device</p> <p>The main theme</p> <p>The primary technique</p> <p>A secondary device</p> <p>Secondly</p> <p>Further to the first technique</p> <p>In conjunction with the first theme</p> <p>A subsequent technique</p>	<p>This is conveyed</p> <p>A depiction of this</p> <p>A representation of this</p> <p>This is exemplified</p> <p>Best captured by</p> <p>Displayed in the following</p> <p>Communicated by the composer</p> <p>An extract that shows this</p>	<p>Thus highlighting</p> <p>clearly complementing</p> <p>an obvious contradiction to complements</p> <p>consistent with</p> <p>enables the audience to see</p>	<p>Therefore</p> <p>As a result</p> <p>All in all</p> <p>In summary</p> <p>In other words</p>

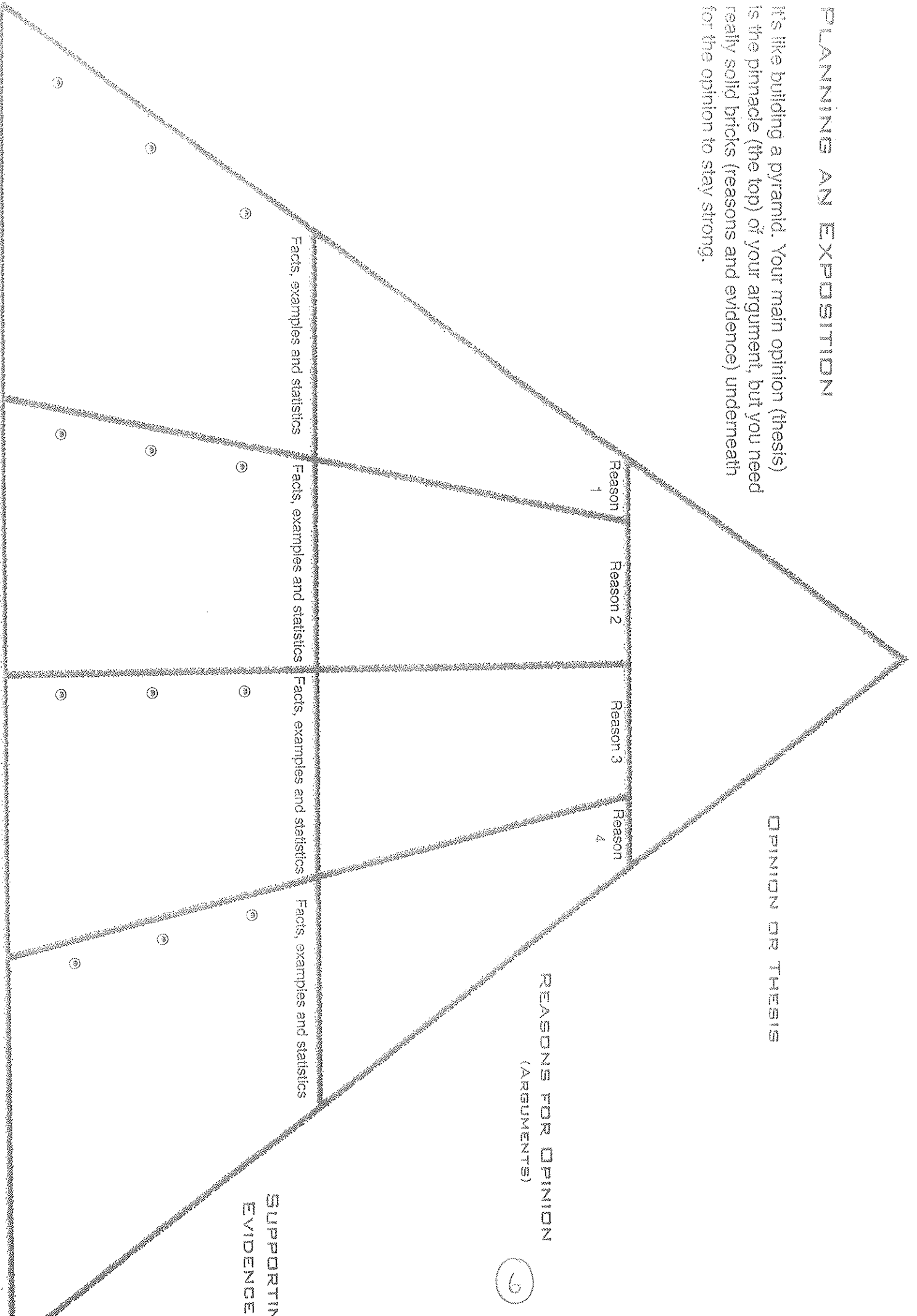
PLANNING AN EXPOSITION

It's like building a pyramid. Your main opinion (thesis) is the pinnacle (the top) of your argument, but you need really solid bricks (reasons and evidence) underneath for the opinion to stay strong.

OPINION OR THESIS

REASONS FOR OPINION
(ARGUMENTS)

10



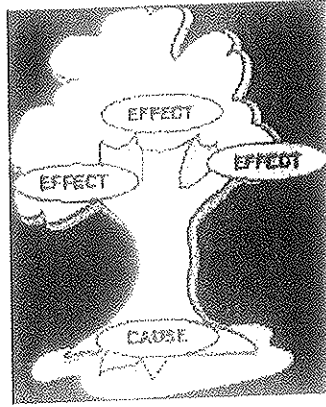
Ways to link paragraphs:

The first or last sentence in the paragraph should contain the essential reason for the inclusion of that paragraph. This is called a topic sentence or orientation. The first and last sentence in a paragraph can serve as a link between paragraphs, using words like:

- above all
- only then
- following this
- afterwards
- consequently
- however
- meanwhile
- obviously*
- therefore
- it might be though
- provided
- earlier
- if this be granted
- many a case like this
- of course*
- though
- on the other hand
- besides
- even if
- then
- in fact
- not only... but also
- firstly, secondly
- accordingly
- otherwise
- as a result
- even though
- nevertheless
- in conclusion
- to sum up
- in summation
- at the same time
- finally
- indeed
- nonetheless
- similarly
- whether
- later
- curiously enough
- for instance
- since this is so
- hence
- in short
- not until then
- instead
- likewise
- certainly*
- for this reason
- in particular
- more specifically
- still
- on the contrary
- clearly*
- further(more)
- in order that
- not surprisingly
- surprisingly
- admittedly
- although
- while this is so
- although
- even if
- in addition
- moreover

* Beware of the absolute nature of these words. There are not many definite ideas in the world! Words like these are dangerous to the validity (correctness) of your argument because one exception in the entire universe renders your argument incorrect.

Language of Explain (Cause and Effect)



Causative Words	Effect words
Cause by	Consequently
Provoked	As a result of
Will culminate in	Due to
Grew out of	Owing to
Reveals	Is an outcome of
Stems from	Which results in
Is influenced by	Creates
Initiates	Is and effect of
Conveys	Thus
Is produced by	On an account of
Shaped by	Brought about
Generates	Arose out of
Due to	Leads to
Because	Results in
Since	Then
As a result of	Therefore
As a consequence of	So that
Since	Accordingly
An outcome of	

Questions that require judgement

When students are asked to assess, evaluate, judge, critically analyse or critically evaluate they will need to express some level of judgement.

This is NOT easy

These are the highest order verbs that can be given. Most students that attempt to evaluate, assess etc often do so in their introductions and conclusions. **THIS IS NOT ENOUGH.** Judgement **MUST** be integrated throughout the response and facts need to be concluded pointing out how the facts support the judgement.

Ways to show Judgement:

- To a great extent
- A great degree
- Most significant
- Significant impact/influence/role
- To a lesser degree
- More importantly/to a far lesser extent
- ...can not be underestimated
- A crucial factor
- Underpins the whole.....
- Is overestimated
- The most significant/greatest impact
- As is evident from.....considerable impact can be seen
- Fundamental to
- Essential to

Helpful Hints on how to improve your communication of ideas in an assignment:

Ways to avoid writing "I think that" or "One could suggest that":

Replace the "suggest" words from the list on the right

It could be suggested that...

The facts suggest that...

Most experts suggest that...

Analysis of data suggests...

Smith (1993:53) suggests...

Although Smith (1993:54) disagrees, most writers suggest...

Popular opinion suggests...

Primary sources suggest...

With some exceptions, popular opinion indicates...

With some exceptions, primary sources generally indicate...

This evidence suggests...

Smith's policy statement suggests...

Indicates	Supports the belief that
Dictates	Contradicts
Outlines	Undermines
Agrees	Differs from
Disagrees	Matches
Claims	Coincides with
Proposes	
Does not support	
Opposes	
Is similar to	
Implies	
Supports the idea that	
Supports the opinion that	