The next written assessment requirement is in the form of an essay (approximately 700-1000 words) which will be completed in class in the 10th week of term 3 (at a date nominated by your class teacher.) Remember that satisfactory completion of all work requirements is required.

Purpose
The purpose of the analysis is to assist students to understand the nature of authority in ethical argument, that is, to identify the grounds for believing what is claimed to be right or wrong.

Description
To address the purpose of this work requirement, students should analyse two substantial and distinctly different arguments on the issue of euthanasia. Use articles which take opposing points of view on the chosen ethical issue of Euthanasia. A helpful starting point is the library guide located at http://xavier.vic.libguides.com/religion/euthanasia

Essay topic: “Are laws allowing euthanasia and assisted dying leading society down a dangerous path?” Include in your response an analysis of opposing viewpoints.

You are to write an analysis essay that develops the arguments for and against euthanasia. It should demonstrate underlying values, the application of underlying ethical approaches, identifying both the authorities and the assumptions.

A minimum of three documents should be used in the development of your essay. Ensure that these articles are noted in the bibliography on your notes sheet.

You are welcome to include reference to other materials as well in summarizing the viewpoints.

- **Summarize the articles in detail, with particular emphasis on the following aspects:**
  - the person or body presenting the argument
  - a detailed summary of the arguments and expressed viewpoints
  - identify the underlying ethical approaches
  - identification of the values that underpin the stance taken.
  - identification and description of the kinds of authority on which the argument is based,
  - scriptural support for the view of the Catholic Church
  - Assumptions made on which the arguments are based.
  - Identify the assumptions used in the two arguments.
2019
ETHICS YEAR 11
Criteria Assessment Sheet
Work Requirement:
Ethical Analysis Essay

ADVICE TO TEACHERS
This assessment sheet will assist teachers to allocate a grade. There are two stages to this process. The first stage is to make judgements on the student’s performance on each criterion for the set task. You should tick High, Medium, Low or not shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to arrive at a numerical summary using High = 3, Medium = 2, Low =1, Not Shown = 0. You should then refer to the 'Key to Grade Allocation' at the bottom of the page to determine the appropriate grade and record the grade.

Student's Name:

CRITERIA FOR THE AWARD OF GRADES

5 4 3 2 1 0

The extent to which the student is able to:

1. Summarise the arguments presented in the approach of the Catholic Church to the ethical issue & that of the opposing viewpoint.
   A student awarded a High for this criterion should show evidence of accurate identification of the key arguments associated with the stance taken on the issue as presented in current Catholic writings and/or Church document(s) and in the document(s) which takes a different view to that expressed by the Church. These documents are critical to the understanding of the issue.

2. Explain the ethical approach being applied and identify the key values.
   A student awarded a High for this criterion should show evidence of an ability to analyse the key arguments by determining and explaining the ethical approach being applied and identifying the key values underlying the opposing stances taken on the issue.

3. Identify the assumptions underlying the arguments produced.
   A student awarded a High for this criterion should show evidence of accurate identification of the key assumptions associated with the arguments presented in support of the stance taken on the issue as presented in the document(s),
4. Identify the Authorities used to support the views expressed. (Includes Scriptural references, and quotes).
A student awarded a High for this criterion should show detailed identification and description of the different kinds of authorities used to support the arguments presented by the two opposing views. An article which uses few (if any) authorities will limit the grading of the work substantially.

5. Research and Preparation.
A student awarded a High for this criterion should have shown a use and development of a variety of materials and submitted (with the writing task) a well thought out A5 page of key ideas.

A student awarded a High for this criterion should show evidence of an ability to resolve the subject matter into simple elements, and to build these into a connected piece of writing. A clear description of the stance taken by the Catholic Tradition is required. He should show logical and coherent discussion of relevant ideas, substantiation of arguments with supporting evidence, and concise expression.

7. Exhibit Understanding.
A student awarded a High for this criterion should show evidence of a grasp of key themes & concepts, key words, phrases, symbols, or figures central to the issue.

PERFORMANCE ON CRITERIA: TEACHER’S COMMENTS
In this space you may wish to comment on aspects of the student’s work that led to your assessment for any specific criteria.

KEY TO GRADE ALLOCATION

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>32-35</td>
</tr>
<tr>
<td>A</td>
<td>28-31</td>
</tr>
<tr>
<td>B+</td>
<td>26-27</td>
</tr>
<tr>
<td>B</td>
<td>25</td>
</tr>
<tr>
<td>C+</td>
<td>23-24</td>
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<td>21-22</td>
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<tr>
<td>D+</td>
<td>19-20</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
</tr>
<tr>
<td>E+</td>
<td>16-17</td>
</tr>
<tr>
<td>E</td>
<td>11-15</td>
</tr>
</tbody>
</table>

It would be considered that if a student has not shown any evidence of TWO or MORE criteria then the work would be unsatisfactory.
If a student presents work of an UNSATISFACTORY standard or is awarded an UG (i.e. UNGRADED) for an assessment task, the student should be given an opportunity to repeat the task.
The lowest grade for a SATISFACTORY piece of work is E. Scores below the minimum mark necessary for an E necessitate the awarding of an UNSATISFACTORY grade.

Reference: Religious Education\
## Criteria Assessment Sheet: Ethical Analysis Essay

**Student Name:**

<table>
<thead>
<tr>
<th>Criteria/ Marks</th>
<th>Marks</th>
<th>5</th>
<th>4/3</th>
<th>2/1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarise arguments presented by Catholic Church and opposing viewpoint</td>
<td>Student comprehensively summarises (4/5) of the key arguments of BOTH Catholic Church and opposing viewpoints</td>
<td>• Satisfactory summary of 3 key arguments</td>
<td>• Limited summary</td>
<td>No evidence of arguments</td>
<td></td>
</tr>
<tr>
<td>Explain the ethical approach being applied and identify key values</td>
<td>Student comprehensively identifies and explains the ethical approach and key values being applied by Catholic church and opposing side</td>
<td>Satisfactory explanation of ethical approach and key values of either Catholic Church AND/OR opposing side</td>
<td>May only refer to the values OR ethical approach</td>
<td>No evidence of ethical approach or values</td>
<td></td>
</tr>
<tr>
<td>Analyse the assumptions underlying the arguments</td>
<td>Student comprehensively identifies and analyses assumptions underlying arguments</td>
<td>Satisfactorily identifies the assumptions but is limited in analysis</td>
<td>Only identifies the assumptions but provides little or no analysis</td>
<td>No evidence of underlying assumptions</td>
<td></td>
</tr>
</tbody>
</table>
| Identify the Authorities used to support the views expressed | • Student clearly identifies and describes 3/4 authorities used to support the views of Catholic Church and opposing side  
• Must refer to 2 scriptural passages  
• Must refer to 2 other Church documents | Student identifies authorities used but is limited in description for BOTH Catholic Church and opposing side | • Identifies authorities used for only ONE side (either Catholic Church OR opposing side  
• May not refer to Scripture  
• May not refer to Church documents | No evidence of authorities used |
| Research and Preparation | Utilises secondary sources | • Student clearly displays development of materials  
• Student uses both primary and secondary sources  
• Student consistently uses class time well  
• Student’s A5 page clearly displays ideas logically  
• Student displays use of 4/5 varied sources  
• Student uses accurate bibliographical techniques | • Limited display of development materials  
• Only uses secondary sources  
• Student uses class time satisfactorily  
• Student’s A5 page displays some ideas  
• Some (3) sources are used  
• Some errors in bibliographical details  

| | | A5 page not provided |
| Synthesis and Communication / Exhibits Understanding | • Student exhibits thorough and clear understanding of subject matter  
• Student provides logical and coherent discussion of relevant ideas, arguments using accurate supporting evidence  
• Student’s expression is clear and concise  
• Meets word limit requirements | • Limited understanding of subject matter  
• Provides some discussion of key ideas with limited supporting evidence  
• May be a generalised response  
• May not meet word limit requirements | Little or no understanding of subject matter |