

Year 11 Stage 1 Spiritualities, Religion and Meaning

Assessment Conditions: A written or oral multimodal presentation with a combined total of a **maximum of 1000 words** if written or **6 minutes if oral** or the equivalent in multimodal form.

Student's Name:

Subject Teacher: [REDACTED]

Name of Assessment: Assessment Type 1: Representations: Response to *H.O.P.E was here* and Servant Leadership

Due Date:

Purpose:

- To identify, discuss, and analyse the role of Volunteerism on the community
- To identify and evaluate the religious perspectives of Servant Leadership as portrayed in the documentary
- To discuss the role and impact of motivation in Servant Leadership
- To discuss and explore the Christian origins and teaching about Servant Leadership and the impact this has on the community
- To document your thinking ideas in a clear, easy to follow format

Description of the Assessment Task:

After viewing the documentary *H.O.P.E Was Here* and our exploration of the Christian idea of Servant leadership, you are to respond to the following statement:

Servant Leadership is a mutual blessing for all people involved. How does volunteerism change the balance of this mutual blessing?

Your response *could* be in the form of:

- *An audio or visual review of the documentary highlighting the representation of Servant Leadership and discuss how this might influence the audience. Also highlighting the Christian perspectives
- *A round table discussion (written or recorded) about the Christian origin of Servant Leadership and how volunteerism impacts the communities perspectives of this.
- *An analysis of key scenes (PowerPoint with a voice over) from the documentary and answering the above question, making reference to key Christian perspectives of Servant Leadership.
- *A written response to the above question highlighting key Bible verses and examples from the documentary to support your response.
- *A recorded persuasive speech answering the above question highlighting key Bible verses and examples from the documentary to support your response.
- *Another way in negotiation with your teacher.

Either a written or oral multimodal presentation to discuss the techniques used. There should be a combined total of a **maximum of 1000 words** if written or **6 minutes if oral** or the equivalent in multimodal form.

Requirements for your response

After viewing the documentary, you are to respond to the above provocation question and decide how you to respond. In whichever way you respond, you should include:

- Identification, analysis, and explanation of numerous (at least 3) key Bible Verses about Servant Leadership.
- Analysis of **how** the Christian Teaching of Servant Leadership and volunteerism impacts the community.
- Clear and consistent conclusion as to how Servant Leadership and volunteerism impacts the community.
- Checked for both spelling and grammar

Teacher Feedback:

Exploration and Analysis		Action and Reflective Practice
A	<p>Development and sharing of a perceptive understanding of spiritual and/or religious perspectives, using a range of highly appropriate inquiry and communication skills.</p> <p>Insightful analysis of ways in which spiritual and/or religious perspectives influence communities.</p> <p>Perceptive evaluation of how personal and shared meaning is influenced by spiritual and/or religious concepts, experiences, and beliefs.</p>	<p>Well-considered design of social-justice actions, drawing on the principles of one or more spiritual or religious traditions.</p> <p>Sustained and productive collaboration with others.</p> <p>Perceptive evaluation of the impact of personal and shared actions, using reflective practice.</p>
B	<p>Development and sharing of a considered understanding of spiritual and/or religious perspectives, using a range of appropriate inquiry and communication skills.</p> <p>Considered analysis of ways in which spiritual and/or religious perspectives influence communities.</p> <p>Thoughtful evaluation of how personal and shared meaning is influenced by spiritual and/or religious concepts, experiences, and beliefs.</p>	<p>Considered design of social-justice actions, drawing on the principles of one or more spiritual or religious traditions.</p> <p>Focused collaboration with others.</p> <p>Thoughtful evaluation of the impact of personal and shared actions, using reflective practice.</p>
C	<p>Development and sharing of a competent understanding of spiritual and/or religious perspectives, using inquiry and communication skills.</p> <p>Competent analysis of ways in which spiritual and/or religious perspectives influence communities.</p> <p>Reflection, with some evaluation, of how personal and shared meaning is influenced by spiritual and/or religious concepts, experiences, and beliefs.</p>	<p>Competent design of social-justice actions, drawing on the principles of one or more spiritual or religious traditions.</p> <p>Some collaboration with others.</p> <p>Some evaluation of the impact of personal and shared actions, using reflective practice.</p>
D	<p>Demonstration of some understanding of a spiritual and/or religious perspective.</p> <p>Description of one or more ways in which spiritual and/or religious perspectives influence communities.</p> <p>Some reflection of how personal and/or shared meaning is influenced by spiritual/religious concepts, experiences, and beliefs.</p>	<p>Partial design of social-justice actions, drawing on the principles of a spiritual or religious tradition.</p> <p>Occasional collaboration with others.</p> <p>Description of the impact of personal and/or shared actions.</p>
E	<p>Demonstration of a limited understanding of a spiritual and/or religious perspective.</p> <p>Limited description of a way in which a spiritual and/or religious perspective influences communities.</p> <p>Limited description of how personal and/or shared meaning is influenced by a spiritual or religious concept, experience, or belief.</p>	<p>Attempted design of a social-justice action.</p> <p>Attempted collaboration with others.</p> <p>Limited description of personal actions.</p>