

GRACE LUTHERAN COLLEGE

YEAR 12 STUDY OF RELIGION

TERM 2, SEMESTER 3, 2008

Unit: Ultimate Questions

Name:

Teacher: Juliet Beattie

TASK 8: Non-Written – Multi-Modal Presentation

CONDITIONS:

Assessment: Summative

Due Date: Presentations commence 26/05/08

Duration: 10 minutes

***Notes to be attached and submitted upon presentation**

TASK: Multi-Modal Presentation on the Ultimate Question of life

Over the next few weeks you will research, draft and present a multi modal presentation about the life of a person's journey towards self discovery and their pursuit of finding answers to the "Ultimate Question" and meaning in their life. The aim of this task is to assess the degree to which you have mastered the concept associated with the "Ultimate Question" being studied this semester.

"The search for meaning in life is common to all human beings, but some go further than others in constructing a coherent philosophy of life"

Using James Fowler's theory of faith development, you are to test this hypothesis through researching and analysing the life and teachings of a person of your choice.

When responding:

- Give a biographical overview of the person's "life journey" towards self-discovery
- Analyse how she/he sought and defined some purpose(s) in life
- Discuss the challenges encountered by the person and how she/he coped with conflict
- Evaluate the degree to which purpose was defined, discovered or distilled into a coherent philosophy/approach to life

Demonstrate your argument with selections from her/his works or writings as well as analyses by critics, biographers etc. Your response should have a spiritual flavour. You may draw from any religious tradition – Christian or non-Christian, and from any era. An obvious choice of study would be an individual who has undergone a "conversion" experience.

What is a multi modal presentation?

Multi-Modal presentation allows you to demonstrate your ability across the exit criteria. Your presentation may use a variety of forms such as tutorial, oral, seminar, web page, dramatic presentation, debate, computer simulation, audiovisual presentation, and a presentation that may combine visual and performing arts. Presentations should conform to accepted conventions in terms of referencing sources and illustrations.

MULTI-MODAL ASSESSMENT CRITERIA

	A	B	C	D	E
Knowledge Processes	<ul style="list-style-type: none"> • Comprehensively understands task • Deals with unfamiliar information thoroughly, with perception • Interprets significant elements of person's search for meaning • Presents material in very meaningful way 	<ul style="list-style-type: none"> • Solidly understands task presented • Deals with unfamiliar information showing considerable knowledge • Interprets significant elements of person's search for meaning • Presents material in meaningful way 	<ul style="list-style-type: none"> • Understands the task presented • Deals with familiar information, showing adequate knowledge • Understands significant elements of person's search for meaning • Presents material in an effective way 	<ul style="list-style-type: none"> • Recognises task presented • Deals with some familiar information, showing a basic knowledge • Shows some understanding of person's search for meaning 	<ul style="list-style-type: none"> • Does not understand the task presented • Demonstrates numerous misconceptions about the person's search for meaning
Evaluative Processes	<ul style="list-style-type: none"> • Analyses person's life journey • Interprets/makes insightful, logical deductions • Perceptively evaluates degree to which person defined, discovered, distilled into a coherent philosophy/approach to life 	<ul style="list-style-type: none"> • Analyses person's life journey/makes logical deductions • Evaluates degree to which person defined, discovered, distilled into a coherent philosophy/approach to life 	<ul style="list-style-type: none"> • Analyses some aspects of person's life journey and makes elementary deductions • Evaluates and identifies some aspects of person's philosophy/approach to life 	<ul style="list-style-type: none"> • Attempts to analyse some aspects of person's life journey • Attempts to evaluate some aspects of person's philosophy/approach to life 	<ul style="list-style-type: none"> • Makes few deductions
Research and Communication	<ul style="list-style-type: none"> • Selects, gathers, organises appropriate resources to construct a well presented Multi-Modal • Effectively usage of structures learnt to present a very effective Multi-Modal • Illustrates accurate language conventions necessary for presentation • Very good use of material • Very effective use of spoken English – audibility, clarity, diction, pace, tone, gesture, stance, eye-contact • Enthusiasm • Very accurate use of referencing 	<ul style="list-style-type: none"> • Selects, gathers, organises resources to construct a solid Multi-Modal • Solidly uses structures learnt to present a very effective Multi-Modal • Illustrates solid language conventions necessary for the oral presentation • Good use of material • Effective use of convention of spoken English – Audibility, Clarity of diction, pace, tone, gesture, stance, eye-contact • Enthusiasm • Consistent accurate use of referencing 	<ul style="list-style-type: none"> • Selects, gathers, organises resources to construct an adequate Multi-Modal • Adequately uses the structures learnt to present a Multi-Modal • Illustrates a fair use of language conventions necessary for the oral presentation • Fair use of material • Adequate use of conventions of spoken English – Audibility, Clarity of diction, pace, tone, gesture, stance, eye-contact • Enthusiasm • Accurate use of referencing 	<ul style="list-style-type: none"> • Selects, gathers information from a restricted rang of sources to partially construct a Multi-Modal • Attempts to use the structures learnt to present a Multi-Modal • Uses some language conventions necessary for the presentation with inaccuracies • Poor use of material • Poor use of conventions of spoken English – audibility, Clarity of diction, pace, tone, gesture, stance, eye-contact • Enthusiasm • Attempts to reference 	<ul style="list-style-type: none"> • Selects few resources • Makes little attempt to use the structures learnt to develop a Multi-Modal • Uses some language conventions necessary for the presentation with numerous inaccuracies • Very poor use of material • Very poor use of conventions of spoken English – Audibility, Clarity of tone, gesture, stance, eye-contact • Enthusiasm • Makes no attempt to reference