Teachers: Before You Start!

The assessment item for this unit is designed to provide students with an opportunity to answer the fertile question: How can religious diversity advance Australia fair? It will allow students to demonstrate the three equally weighted exit criteria found in section 8.4 of the SAS Religion and Ethics document, Knowledge and Understanding, Processing Skills and Communication Skills. One assessment idea for students to demonstrate these criteria and answer the fertile question is given here. Remember, you must submit your own study plan for approval to the Queensland Studies Authority.

Students:

The idea or genre for this assessment is based on the Pecha Kucha 20x20 concept. Drawing its name from the Japanese term for the sound of "chit chat", it rests on a presentation format that is based on a simple idea: 20 images x 20 seconds. This format makes presentations concise, and keeps things moving at a rapid pace. For more information see http://www.pecha-kucha.org/what or click here to see an example of a presentation.

Click here to hear the pronunciation of Pecha Kucha.

**TASK:** Either individually, or in pairs, create 20 slides with 20 seconds of dialogue per slide that represent a considered response to the fertile question: How can religious diversity advance Australia fair? To be presented to the class on the due date.

**Suggested process:**

- Review completed activities and new understandings that may be reframed or refined.
- Use a brainstorming tool such as Bubbl.us to plan your thinking. First you must consider your response to the question: How can religious diversity advance Australia fair? If you answer “it can’t!” then your story must explain why it can’t. If you decide that it can, your presentation must demonstrate this position.
- Develop a hypothesis that will guide your presentation. For example: Religious diversity can only advance Australia if… or Religious diversity can’t advance Australia because…
- To set the slide transition time to 20 seconds, open Power Point or similar program, click on the Animations tab and set the Advance Slide automatically to 20 seconds. If you have a Mac, click on Slideshow and Transitions and set the time to 20 seconds.
Select or create your images. Twenty seconds looking at one image is enough time to get the viewer to think about what they are seeing. Choose images that are evocative or thought provoking.

Choose dialogue that is simple, interesting and demonstrates your new understandings. For free images: Go to [http://www.flickr.com/creativecommons/](http://www.flickr.com/creativecommons/)

An effective Pecha Kucha presentation

- Tells a story that demonstrates your understanding of complex key ideas.
- Uses images or note prompts infrequently, is not read from the screen and shows that information has been collected from a wide variety of sources.
- Has very little text on the screen and uses carefully chosen, thought provoking images.
- Does not use a template, bullet points or transition animations.
- Is well rehearsed.


Don’t forget some of the other resources used in this unit that might help to make interesting slides. For example [Toondo](http://www.toondo.com/) and [Wordle](http://www.wordle.net/).
### Table 2: Standards associated with exit criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding</strong></td>
<td>The student: • recalls and describes in detail a wide range of significant and relevant information and key ideas • comprehensively understands a variety of complex key ideas and perspectives.</td>
<td>The student: • recalls and describes a range of relevant information and ideas • clearly understands complex key ideas and perspectives.</td>
<td>The student: • recalls and describes mostly relevant information and ideas • understands ideas and perspectives.</td>
<td>The student: • recalls basic information and ideas • superficially understands ideas.</td>
<td>The student: • recalls basic information • superficially understands a few ideas.</td>
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<tr>
<td><strong>Processing skills</strong></td>
<td>The student: • perceptively applies a wide range of relevant information and ideas and independently makes valid and logical decisions • evaluates ideas and decisions with convincing justification and evidence • organises time and a variety of suitable resources to successfully and efficiently complete a range of tasks in individual and group situations within given timelines.</td>
<td>The student: • applies a range of relevant information and ideas and independently makes logical decisions • evaluates ideas and decisions with justification and evidence • organises time and suitable resources to successfully complete a range of tasks in individual and group situations within given timelines.</td>
<td>The student: • applies relevant information and ideas and makes decisions with assistance • analyses and compares ideas and decisions using evidence • uses time and resources to satisfactorily complete a range of tasks in individual and group situations within given timelines.</td>
<td>The student: • applies information and ideas and makes decisions with direction • describes ideas and decisions using anecdotal evidence • uses resources to complete parts of tasks.</td>
<td>The student: • applies information with direction • expresses ideas • uses resources to begin tasks.</td>
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<tr>
<td><strong>Communication skills</strong></td>
<td>The student: • consistently gathers relevant information from a wide variety of sources • effectively communicates information relevant to the context in a wide variety of creative presentations.</td>
<td>The student: • gathers relevant information from a variety of sources • effectively communicates information relevant to the context in a variety of presentations.</td>
<td>The student: • gathers relevant information from conventional sources • communicates information that is generally relevant to the context using suitable presentations.</td>
<td>The student: • gathers information from conventional sources, with assistance • presents information mostly relevant to the context.</td>
<td>The student: • uses information from given sources • presents information.</td>
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