Fertile Question: *How do I know what’s good and evil?*

**ASSESSMENT GUIDE**

The assessment items for this unit are designed to provide students with an opportunity to answer the fertile question: *How do I know what’s good and evil?* Each item 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*. Two assessment ideas for students to demonstrate these criteria and answer the fertile question are given here. Remember, you must submit your own study plan for approval to the Queensland Studies Authority.

**TASK:** Create a Facebook style page for each of two people or characters from real life, games, books or films. One who is considered to have perpetrated grave evil or is not a good role model and one for a honourable person (character) who was truly human, true to themselves and true to truth.

Suggested process:

1. Review completed activities and new understandings from the three core content areas in this unit.
2. Select the two people (characters). Use a brainstorming tool such as Bubbl.us to plan your thinking and consider your response to the question: *How do I know what’s good and evil?*
3. Develop your research questions and use a graphic organiser like the example on the following page to record your research and evaluate the sources.
4. Access Fakebook and begin to create your pages. Please note that this is an educational tool and is not affiliated with Facebook or any other social networking site. Each page must contain:
   a. A photograph or suitable image to represent the person.
   b. A detailed profile that includes: birth, death, family details, religion or philosophy, political views, interests. These should be as factual as possible or plausible considering the character.
   c. A friends list that includes actual or likely contemporary people of influence.
   d. 10-20 posts that reflects research findings including Comments and Likes that represent: significant events/achievements in their life, times of decision making and how the wisdom of the past (religious, philosophical and/or past experience) might have informed their decisions in times of temptation and resistance. Use the Comments and Like functions to express consequences, controversy, dilemma or opposition/support.
5. Finalise and submit your pages by the due date: Consider adding You tube clips that support your answer to the fertile question: *How do I know what’s good and evil?*

**Useful Resource:** For one list of historical figures considered good or evil and a discussion about the list read this article.
Fertile Question: *How do I know what’s good and evil?*

Student Name: _____________________________        Teacher: _____________________________
Person One:_______________________________        Person Two: _________________________
Connection: _______________________________________________________________________________________________________________

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<tr>
<th>Research Questions</th>
<th>Answer</th>
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Useful websites for how to [evaluate a source](#) and [general research tips](#) from Monash University and the Victorian State Library.
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1. Determine availability of equipment for film making and whether or not this task could be done individually or in groups. For example, each student could individually create a story and story board and this would be the basis for their assessment task. If there is time and equipment available, the students could work in groups of four or five using one of the stories to create a short film. Time required is approximately four weeks.

**TASK:** Create a short story that demonstrates a response to the fertile question: How do I know what’s good and evil? Present the story as a 2-3min short film.

Suggested process:

1. Review completed activities and new understandings from the three core content areas in this unit.
2. Decide on the central question that will be dealt with in the story. For example: Will Rory stand by and let his sister be bullied on the bus?
3. Determine:
   - the purpose of the film which must be aligned with the fertile question and appropriate for the target audience
   - what film style will best suit the purpose. For example: drama, comedy, documentary.
   - The context, setting, time period, characters, costumes and props
   - The plotline including introduction, presentation of the problem/s climax, solution/s and an approximate calculation of the number of scenes that will be required.
4. Create a story board of your story on paper, or using [http://kidsvid.4teachers.org/index.shtml](http://kidsvid.4teachers.org/index.shtml)
5. Your story board must include: Script, setting, actors, lighting, sound. The answer to the fertile question must be evident in the story line. This will be evident in your choice of characters, their motivations, decisions they make when confronted with a problem, or temptation, how they are influenced by their faith, previous experience and the people they know.
7. If filming is possible, in groups of four or five select which story to use, allocate tasks and shoot the film.
8. Edit using Windows Movie Maker (PC) or iMovie (Mac)
9. Show your films.

Suggested Time line

- **Week One** Exploration of ideas, developing the story, scripting and story boarding the shots.
- **Week Two** Filming
- **Week Three and Four** Editing