

Christian Life Deep Learning Task Year 8

Deep Learning to be assessed: Synthesise how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.

Achievement Standard Elaboration / Criteria Sheet (common to all schools)

A	B	C	D	E
Purposeful synthesis of how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.	Effective synthesis of how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.	Synthesis of how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.	Partial synthesis of how believers, past and/ or present continue the mission of Jesus in the world.	Statements made about how believers continue the mission of Jesus in the world.

Context:

At the very beginning of his public life, Jesus expressed his understanding of the mission he had to carry out. In the synagogue of Nazareth, he applied to himself Isaiah's description of the messianic mission:

'The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord's favour.' Luke 4:6 - 21 (NRSVCE)

In the months that followed, he preached ceaselessly the coming of God's kingdom or reign into our midst. This mission was to proclaim a new vision for humankind about the kingdom of God. Jesus' vision expressed messages of hope, faith and love and his teachings and actions have provoked and challenged his followers within and beyond his time. Followers of Jesus aspire to live Gospel values, but are constantly challenged to interpret these Gospel values in light of their ever-changing world.

Task:

As an employee of an advertising company you have been approached by the Catholic Agency for overseas aid and development, Caritas Australia, to promote awareness of an action for the common good.

1. Choose from one of five social justice issues: **poverty, fair trade, education, women, environment**.
2. Use the See, Judge and Act model to **Synthesise** how Catholics or other Christian denominations continue the mission of Jesus in the world, in times of challenge and change to address the selected social justice issue.
3. Create a pitch or Infographic that will be used to educate and encourage students in your college to become aware of the issue, how believers respond to the issue and what students could do in response.

See, Judge, Act Model

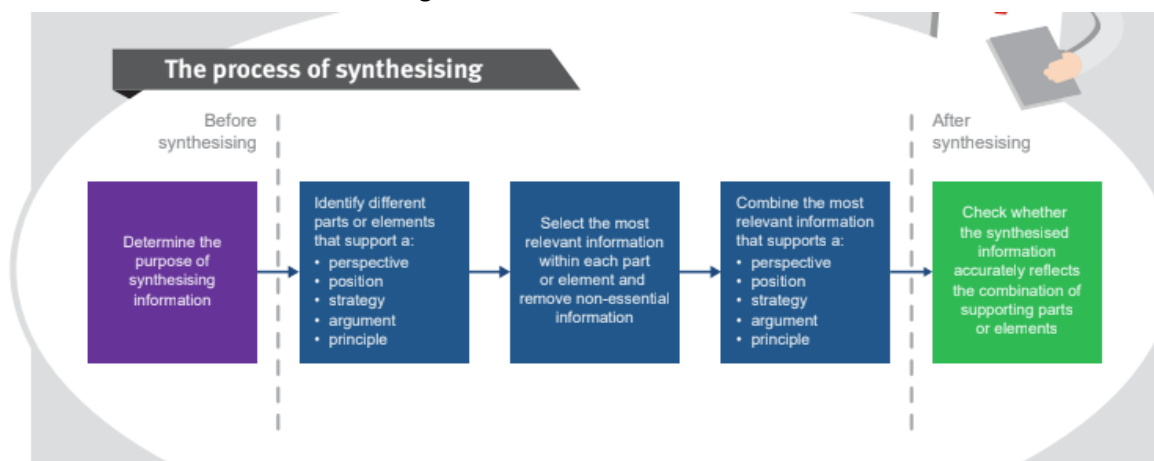
The See, Judge, Act approach was developed by the Belgian Cardinal Joseph Cardijn (1882–1967) who founded the Young Christian Workers and the Young Christian Students movements. Cardijn used to say 'We are always at the beginning', and his method is about continually experiencing a situation; reflecting on and analysing it in the light of the scriptures and the teachings of the Catholic Church; and then having evaluated it, taking non- violent action to restore, alleviate or change the situation. In order to act well, he said, it is necessary to see and judge well. *Understanding Religion 7 p 195*



▲ Figure 11.8 The See, Judge, Act approach

Scaffolded teaching of Synthesis

Syllabus definition: Synthesise - combine different parts or elements (eg information, ideas, components) into a whole, in order to create new understanding.



The process of synthesising	Assessment task structure
Before synthesising: Determine the purpose of synthesising information	You have been approached by the Catholic Agency for overseas aid and development, Caritas Australia, to promote awareness of an action for the common good.
Identify different parts or elements that support a: - Perspective - Position - Strategy - Argument - principle	1 See – explore facts of events/situations – Where did it take place? – Who was involved? – What actually happened? – Who is affected and in what way(s)? – How often does this occur? – How does this issue affect us locally? – How did the situation affect those involved? – What was said? Why did this happen? – Why did people act as they did? – What are the causes and consequences of what happened? – What experience or knowledge of this issue do I have? – What are my concerns or questions about this issue/situation?
Select the most relevant information within each part or element and remove non-essential information	2 Judge/Reflect – examine the rights and wrongs relevant to the situation, taking note of what has been examined in ‘See’ – Should this situation be happening? – What are the implications of the issue or situation? – How do they affect me? Others? Wider society? – Do you think this is right? What makes it right or wrong? – What can I/we do to address the situation? 3 Act – ways of responding and acting individually and as a group – Is there anything you/we can do, no matter how small, to improve the situation? – Is there anything more we need to find out? – How can we do this? – Is there anyone we can influence to improve things? – What action are we going to take?
Combine the most relevant information that supports a: - Perspective - Position - Strategy - Argument - principle	In reviewing the actions, you might consider: • Did we carry out the action? • Did we achieve the original purpose? Did it change the situation of the person(s) who originally brought the situation to our attention? • What difficulties did we come up against? • What effect did our action have on us and on others? • What did we learn from the action? • How did we feel before? During? After?

	• Is there anything we would do differently? • Is there any further action we can take?
After synthesising: Check whether the synthesised information accurately reflects the combination of supporting parts or elements.	I can combine the most relevant information that supports a perspective, position, strategy, argument or principle.