St Andrews
LUTHERAN COLLEGE

STUDENT'S NAME: _____

ASSESSMENT ITEM:	Service-Learning: Local, National and International Service
Year:	11
Subject/Topic:	Christian Studies – Service-Learning

SEMESTER ONE: TERM 2

TASK DETAILS: Students are to write a response to
                    the stimulus material and questions.

CONDITIONS: Unseen exam

LENGTH: 90 mins + 5 mins perusal time

DUE DATE: _____

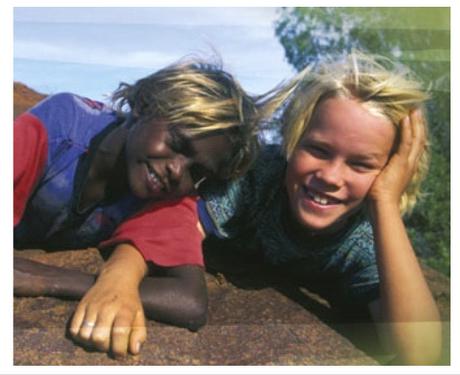| Criterion	Grade	Comment/Feedback
Knowledge and Understanding		
Processing Skills (Investigating and Interpreting)		
Communication (Reflecting and Presenting)		

Signed: _____   Date:_____

The task:

Peruse the stimulus material below and write a 600 word response to the following questions around the concept of serving (use at least 2 pieces of stimulus material in your response). You should plan a draft, then do a final good copy. Submit both.

SERVING: What is it? What does it mean for you? Why serve?

Millenium Development Goals

1 ERADICATE EXTREME POVERTY AND HUNGER
2 ACHIEVE UNIVERSAL PRIMARY EDUCATION
3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN
4 REDUCE CHILD MORTALITY
5 IMPROVE MATERNAL HEALTH
6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES
7 ENSURE ENVIRONMENTAL SUSTAINABILITY
8 GLOBAL PARTNERSHIP FOR DEVELOPMENT

Service-Learning is more than throwing money at issues – it's about "getting your hands dirty" and forming lasting connections with people.

You can do a lot just by knowing more; education IS a key.

What we believe makes us who we are. We exist to offer people full life in Christ and to help those in need. (Salvation Army)

From the Bible - Mark 10:45
For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many."

Australian Lutheran World Service Vision

Inspired by the good news of God's love revealed in Jesus Christ, and empowered by the Holy Spirit, ALWS envisions a world where people live with dignity in just and peaceful societies.

ALWS Mission

ALWS' mission is to invite and encourage people to care for God's creation by responding to human suffering and poverty through life changing programs.

Aboriginal people can expect to live up to twenty years less than non-Indigenous Australians. Indigenous life expectancy is so low because Aboriginal health standards in Australia are now so bad that 45% of Aboriginal men and 34% of women die before the age of 45.
71% die before they reach the age of 65.

BEFORE YOU TURN AWAY PUT YOURSELF IN MY PLACE

"We make a living by what we do, but we make a life by what we give."
Winston Churchill

"Service to others is the payment you make for your space here on earth."
Mohammed Ali

"If you have come here to help me, you are wasting your time….. But if you have come because your liberation is bound up with mine, then let us work together."
[Lilla Watson, A Brisbane based Aboriginal educator and activist.]

Name: _____   Year: _____   Task:_____

Criteria for marking:

Criteria	A	B	C	D	E
Knowledge and understanding	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.	The student: • recalls and describes a range of relevant information and key ideas • clearly understands complex key ideas and perspectives.	The student: • recalls and describes mostly relevant information and ideas • understands ideas and perspectives.	The student: • recalls basic information and ideas • superficially understands ideas.	The student: • recalls basic information • superficially understands a few ideas.
Processing skills	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.	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.	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.	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.	The student: • applies information with direction • expresses ideas • uses resources to begin tasks.
Communication skills	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.	The student: • gathers relevant information from a variety of sources. • effectively communicates information relevant to the context in a variety of presentations.	The student: • gathers relevant information from conventional sources • communicates information that is generally relevant to the context using suitable presentations.	The student: • gathers information from conventional sources, with assistance • presents information mostly relevant to the context.	The student: • uses information from given sources • presents information.

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