

Transdisciplinary Projects

HASS

Studies of Religion 2
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION



Catholic
Education
Tasmania



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Studies of Religion, 150 hours – Level 2

This course is the Level 2 component of the proposed Studies of Religion suite.

Focus Area – Transdisciplinary Projects

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

Studies of Religion Level 2 is a Transdisciplinary Projects course.

Transdisciplinary Projects courses require students to integrate, transfer and reflect on their prior knowledge, skills, attitudes and values in transdisciplinary ways. Students will engage critically and creatively to integrate the learning and ways of working from multiple disciplines. Students will produce outcomes that are only possible through the intersection between disciplines. Students will share the outcomes of Transdisciplinary Projects as appropriate to their methodology, and their exhibition of work will form a major element of their assessment. Students will reflect upon their learning by evaluating their project outputs, the effectiveness of their methodology and the implications of their work on the pre-existing body of knowledge.

Transdisciplinary projects courses have three key features that guide teaching and learning:

- engage and ideate
- connect and apply
- exhibit and reflect.



Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this course learners will consider approaches and perspectives from a variety of disciplines such as theology, sociology, history, philosophy and comparative religions. They will connect these disciplinary approaches and prior learning to engage critically with ethical investigations of religion in the modern world and in Australia in particular. Projects in Module 1 and Module 2 will develop their thinking and skills towards the standard that will be exhibited through the culminating reflective Depth Study project in Module 3.

Rationale

Studies of Religion Level 2 is designed to foster the intellectual, civic, ethical and cultural development of learners. The program of learning includes the application of multi-disciplinary knowledge, understanding, skills, values and attitudes to the study of both the underpinnings of religious faith and the dynamic and changing nature of religion in Australia in the twenty-first century. It will develop the capacity of learners to understand the interplay between religion, society and people whilst at the same time providing them with knowledge and skills to manage their own lives and to become flexible, independent thinkers, problem solvers and decision makers.

The course intends to provide Level 2 access to the HASS *Studies of Religion* suite and supports the principles of the Years 9-10 Education Framework, those being Access, Agency, Excellence, Balance, Support and Achievement. Learners have increasing opportunities to customise and personalise their learning as they progress through the modules of the course, culminating in the opportunity to design a major depth study in Module 3.

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.






Learning Outcomes

On successful completion of this course, learners will be able to:

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills individually and collaboratively
3. identify, form and test points of view
4. identify ultimate questions and answers provided to those questions
5. analyse how meaning is made and reinforced
6. describe key beliefs and core practices of religious traditions
7. analyse how religious values and beliefs are expressed
8. explain different ways of seeing the world.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Ethical understanding 
- Intercultural understanding 
- Literacy 
- Personal and social capability 

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 🖐

Course Description

Studies of Religion Level 2 will expand learners' knowledge and understanding of religious diversity and the role that religion plays in society and in many people's lives in Australia in the twenty-first century.

Studies of Religion Level 2 has a strong focus on transdisciplinary and inquiry approaches to learning about the interrelation between beliefs, values and practices and the contribution that faith, communities and religious thinking make.

Learners will also be encouraged to pursue areas of individual or group interest in the selection and design of projects in Modules 1 and 2 and a major depth study in Module 3.

Pathways

- This course builds upon Humanities and Social Sciences (HASS) 7-10 Civics and Citizenship, 7-10 Geography, 7-10 History Australian Curriculum and Religious Education undertaken in many schools in Years 7-10.
- The proposed *Civics and Citizenship* Level 1 provides a pathway into the proposed *Studies of Religion* Level 2.
- *Studies of Religion* Level 2 intends to provide level 2 access to the proposed TASC accredited HASS *Studies of Religion* suite as well as the *Modern History* and *Ancient History* suites, the planned suite in *Community and Society* and other HASS suites in Civics and Citizenship or History and Geography.

Course Requirements

There are no prerequisites for *Studies of Religion* Level 2.

Access

Learners undertaking the course will need to work with other learners as appropriate.

Resource Requirements

Internet and device access is essential for some parts of the course.

Course Structure and Delivery

Structure

This course consists of three 50-hour modules.

Core Module 1: The search for meaning

Core Module 2: Religious traditions – how to live life

Core Module 3: Depth studies – religion in society

Delivery

It is recommended that the modules be delivered in order (1, 2, 3).

Course Content

Module 1 - The search for meaning

Module 1 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills individually and collaboratively
3. identify, form and test points of view
4. identify ultimate questions and answers provided to those questions
5. analyse how meaning is made and reinforced.

Module 1 Content

Module 1 of *Studies of Religion* Level 2 begins with an initial focus on the universal search for meaning, which is then given relevance through selected examples from Aboriginal spirituality or one or more other ancient religions. When selecting the knowledge or skills content for specific learning experiences teachers and learners should ensure that:

- connections between questions or answers and fundamental assumptions or specific context can be seen and examined
- contrasts in approaches to the search for meaning can be demonstrated, such as contrasts with a scientific or atheist search for meaning
- evidence is considered, as appropriate for HASS courses
- learners consider a variety of perspectives, from different disciplines and diverse points of view.

Examples and illustrations should be selected from Traditions that will be studied in Module 2. Learners will also study examples from either Aboriginal spirituality or one of the nominated ancient religion and mythologies, which are Egyptian, Greek, Roman, Germanic, Taoist and Meso-American.

Key knowledge

The search for meaning

- ultimate questions, including those about meaning and purpose
- making meaning via different approaches, disciplines and diverse world views
- definitions of religion and its core components.

Aboriginal spirituality

- ultimate questions, values, beliefs and world views
- diversity in Aboriginal spirituality
- connection with time, people and place.

Nominated ancient religions

- deities and spiritual beings from a selected ancient religion
- selected stories from an ancient religion and how they reflect beliefs, values and world views
- everyday people, and the influence and impact of religion in their lives.

Key skills

Communication:

- purposeful and effective research and presentation of information

- conventions aligned to disciplines and the research and communication tools used, including the conventions associated with academic integrity
- terminology associated with religions, faith and world views.

Metacognition:

- planning for success
- reflecting on progress
- responding to reflection and adjusting planning accordingly.

Reflection and evaluation:

- formulating questions
- using evidence and assessing its suitability, reliability and usefulness
- considering assumptions, implications and connections.

Module 1 Work Requirements Summary

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes two (2) inquiry work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 1 Assessment

This module has a focus on criteria 1, 2, 3, 4 and 5.

Module 2 - Religious Traditions – how to live life

Module 2 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills individually and collaboratively
3. identify, form and test points of view
6. describe key beliefs and core practices of religious traditions
7. analyse how religious values and beliefs are expressed.

Module 2 Content

Module 2 of *Studies of Religion* Level 2 consists of the study of two religious traditions.

At least two traditions will be selected from the list in column A of the table below. Learners will engage with content from components 1 and 2 from column B of the table along with content from at least one of components 3, 4 or 5.

Column A: Religious traditions	Column B: Aspects of religion
Buddhism	Beliefs and individual and communal values
Christianity	Rituals and practices
Hinduism	People, places and times
Islam	Texts and stories
Judaism	Belonging

Key knowledge

- building a knowledge bank of two traditions
- connections, interrelationships and applications of the different components of each Tradition
- similarities and differences between traditions, including those studied in Module 1.

Key skills

Communication:

- purposeful and effective research and presentation of information
- conventions aligned to disciplines and the research and communication tools used, including the conventions associated with academic integrity
- terminology associated with religions, faith and world views.

Metacognition:

- planning for success
- reflecting on progress
- responding to reflection and adjusting planning accordingly.

Reflection and evaluation:

- formulating questions
- using evidence and assessing its suitability, reliability and usefulness
- considering assumptions, implications and connections.

Module 2 Work Requirements Summary

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes two (2) extended response work requirements.

See Appendix 3 for the full specifications of the Work Requirements for this course.

Module 2 Assessment

This module has a focus on criteria 1, 2, 3, 6 and 7.

Module 3 - Depth Studies – religion in society

Module 3 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills individually and collaboratively
3. identify, form and test points of view
7. analyse how religious values and beliefs are expressed
8. explain different ways of seeing the world.

Module 3 Content

Module 3 of *Studies of Religion* Level 2 focuses on using diverse lenses to view key ways that religions live in society. Learners should select two topics from the list in column A of the table below and consider the associated questions in column B from the perspective of two different Traditions. Learners may negotiate with their teacher to replace one of the Tradition perspectives with a specified non-religious perspective.

Key knowledge

An important focus of this module is understanding and appreciating diverse perspectives. Teachers should ensure that learners have the requisite knowledge and skills to meet this requirement. Learners should further develop their understanding of what appreciating diverse perspectives means before proceeding to consider the depth study topics below.

Topics	Focus questions
Historical context: the foundation and development of a religious tradition	Research the foundation of the tradition, including: <ul style="list-style-type: none">• textual and/or mythical accounts• key individuals• early development and formalisation of the tradition• evolution or schism leading to major variants of the tradition.
Ethical issues	<ul style="list-style-type: none">• Select one or two ethical issues of current concern.• Analyse the issue to identify points of contention and arguments.• Present a view (and position where relevant) from the perspective of two traditions.
Religious expression	Select two traditions and discuss the details and significance of two or three examples of religious expression from each. Examples of religious expression may include: <ul style="list-style-type: none">• prayer• communal worship• fasting• proselytising/missionary commitment• taking religious orders• religion and food• creative expression through music, literature or art.
Spiritual experiences	Select two examples of spiritual experience, each associated with a different tradition. Examples may be generic or specific. Outline the experience and respond to three of the following for each example: <ul style="list-style-type: none">• How did the experience reflect the beliefs of the tradition?• How did the experience reflect the beliefs of the person(s) involved?• How did the experience reflect the views of the local community?• How were one or more central persons altered by the experience?• How was the tradition altered by the experience?• focus question negotiated with teacher.

Topics	Focus questions
Religion in society and the local community	Select two of the following focus areas where a religious group participates in the community. At least two traditions must be included in the scope of the study. <ul style="list-style-type: none"> • care of the aged • medical care • alleviating poverty • celebrating community • acting for justice • caring for the environment.
The incorporeal world	Select two traditions and consider, compare and contrast the beliefs of the tradition about spiritual beings and the afterlife.
Topic negotiated with teacher	Additional topics may be selected by learners through negotiation with their teacher. There must be scope in the topic to address the work requirement for this module.

Key skills

Skills developed through earlier modules will require further development in this module in order to meet the independent and collaborative learning targets of the work requirement.

Communication:

- purposeful and effective research and presentation of information
- conventions aligned to disciplines and the research and communication tools used, including the conventions associated with academic integrity
- terminology associated with religions, faith and world views.

Metacognition:

- planning for success
- reflecting on progress
- responding to reflection and adjusting planning accordingly.

Reflection and evaluation:

- formulating questions
- using evidence and assessing its suitability, reliability and usefulness
- considering assumptions, implications and connections.

Module 3 Work Requirements Summary

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes two (2) depth study work requirements.

See Appendix 3 for the full specifications of the work requirements for this course.

Module 3 Assessment

This module has a focus on criteria 1, 2, 3, 7, 8.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Criteria

	Module 1	Module 2	Module 3
Criteria Focus	1,2,3,4,5	1,2,3,6,7	1,2,3,7,8

The assessment for *Studies of Religion* Level 2 will be based on the degree to which the learner can:

1. select and apply communication tools and strategies
2. apply metacognition skills and reasoning
3. examine points of view
4. describe responses to ultimate questions
5. discuss beliefs and values of world views
6. describe key beliefs and core practices of a religious tradition
7. describe the implications and expression of beliefs and values
8. describe and discuss diverse perspectives.

Standards

Criterion 1: select and apply communication tools and strategies[†]

Standard Element	Rating C	Rating B	Rating A
E1 - Use of communication formats [‡]	uses a range of communication formats [‡] as directed	selects and uses a range of communication formats [‡] to communicate meaning	selects and uses appropriate communication formats [‡] to clearly communicate meaning
E2 - Terminology	uses a range of terminology to clarify meaning	uses a wide range of appropriate terminology to clarify meaning	correctly selects and accurately uses a wide range of appropriate terminology to clearly communicate meaning

Standard Element	Rating C	Rating B	Rating A
E3 - Communication protocols such as use and control of language, word limits, referencing and citation	uses a range of communication protocols such as spelling, grammar, punctuation, referencing and citation to communicate meaning.	selects and uses a wide range of communication protocols such as spelling, grammar, punctuation, referencing and citation to communicate meaning.	selects and correctly uses a wide range of communication protocols, including spelling, grammar, punctuation, word limits and ranges, referencing and citation to accurately and clearly communicate meaning.

† In this course communication tools include communication formats and terminology, protocols include spelling, punctuation, grammar, referencing, citation and email protocols, and strategies include survey, research and the use of internet, email and computing technologies.

‡ Formats are considered to be the style and presentation guidelines and parameters for learner output including essays, reports, posters, oral reports, infographics, online slideshows, multi-modal presentations and other formats prescribed by work requirements or set by teachers.

Criterion 2: apply metacognition skills and reasoning

Standard Element	Rating C	Rating B	Rating A
E1 - Sets goals and improvement strategies to progress learning	identifies a personal learning goal, and one or more strategies to enable the achievement of that goal	identifies short-term and long-term personal learning goals and selects strategies to enable the achievement of those goals	develops short-term and long-term personal learning goals and selects and adapts strategies to achieve those goals
E2 - Creates plans to complete tasks	individually or cooperatively identifies resources and develops a schedule to complete simple tasks	individually or cooperatively creates multi-dimensional learning plans to complete tasks	creates individual and cooperative multi-dimensional learning plans to complete ongoing tasks
E3 - Monitors progress and adjusts plans accordingly	collects evidence of learning progress [†] in written or multimodal forms.	records and maps evidence of individual and collective learning progress in written or multimodal forms in order to monitor progress and adjust plans and goals accordingly.	accurately records, maps and annotates evidence of individual and collective learning progress in written or multimodal forms in order to monitor progress, effectively refine plans and meet learning goals.

† Learning progress includes progress through a plan, progress towards a goal or target, or progress to a higher standard.

Criterion 3: examine[§] points of view

Standard Element	Rating C	Rating B	Rating A
E1 - Distinguishes fact from opinion	distinguishes fact from opinion and presents a point of view when directed to do so	distinguishes fact from opinion and supports points of view with some evidence or argument when directed to do so	distinguishes fact from opinion and supports points of view with relevant evidence and argument
E2 - Coherence [†] of points of view	identifies internal elements of a point of view such as emotion, bias, reliability and quality of reasoning	describes internal elements of a point of view such as emotion, bias, reliability and quality of reasoning	discusses the internal coherence of elements of a point of view such as emotion, bias, reliability and quality of reasoning
E3 - Consistency [‡] of points of view	identifies one or two beliefs, values, actions or other points of view that are consistent with a given point of view	describes the consistency of a point of view with beliefs, values or other points of view	discusses a point of view as part of a set of points of view or beliefs and values
E4 - Uses evidence to examine points of view	identifies evidence or lack of evidence in support of a point of view.	describes evidence in support of a point of view.	explains the evidence supporting or refuting a point of view.

† the coherence of a point of view is measured with reference to the point of view on its own. For instance, does it make sense on its own? Does it make sense as a point of view, and is it a logical and rational conclusion?

‡ the consistency of a point of view is measured by comparing the point of view with other points of view, beliefs or values with which it should be consistent. Does it make sense within a world view, or might it contradict other points of view, values or beliefs held by the individual(s)?

§ the standard descriptors deconstruct what 'examine' means in the context of this criterion

Criterion 4: describe responses to ultimate questions

Standard Element	Rating C	Rating B	Rating A
E1 - Identifies ultimate questions [†]	identifies ultimate questions in written and multimodal forms	describes ultimate questions in written and multimodal forms	explains the significance of ultimate questions in written and multimodal forms
E2 - Describes responses to ultimate questions	identifies responses to ultimate questions	describes responses to ultimate questions	explains responses to ultimate questions

Standard Element	Rating C	Rating B	Rating A
E3 - Locates information on ultimate questions and responses to them in order to create texts	uses provided information sources on ultimate questions and responses to them to create texts.	collects information sources on ultimate questions and responses to them to create informative written or multimodal texts.	effectively collects and sorts sources of information on ultimate questions and responses to them in order to create written or multimodal texts.

† ultimate questions are those questions about meaning, purpose and value in life and the universe. Examples include, but are not limited to, those about – why we are here, the meaning of life, life after death, right and wrong, the origin of the universe and gods or spiritual creatures.

Criterion 5: discuss beliefs and values of world views

Standard Element	Rating C	Rating B	Rating A
E1 - Questions beliefs, values and assumption	uses provided questions to inquire into beliefs and values of world views	selects suitable questions to guide inquiry into beliefs, values and assumptions of world views	develops questions to guide inquiry into beliefs, values and assumptions of world views
E2 - Discusses beliefs and values and their assumptions	describes beliefs and values of a world view	discusses beliefs and values of a world view, and identifies some assumptions underpinning them	explains beliefs and values of a world view and some assumptions underpinning them
E3 - Describes connections between beliefs, values, assumptions and world views	identifies some connections between core beliefs, values and world views.	describes some connections between core beliefs, values, assumptions and world views.	explains some connections between core beliefs, values, assumptions and world views.

Criterion 6: describe key beliefs and core practices of a religious tradition

Standard Element	Rating C	Rating B	Rating A
E1 - Describes beliefs and values	identifies key beliefs and values of a religious tradition in written and multimodal forms	describes key beliefs and values of a religious tradition in written and multimodal forms	explains key beliefs and values of a religious tradition in written and multimodal forms
E2 - Describes practices	identifies core practices of a religious tradition	describes core practices of a religious tradition	explains core practices of a religious tradition

Standard Element	Rating C	Rating B	Rating A
E3 - Describes similarities, differences and connections between and within traditions	identifies similarities, differences and connections between beliefs, values and practices.	describes similarities, differences and connections between beliefs, values and practices.	explains aspects of similarities, differences and connections between beliefs, values and practices.

Criterion 7: describe the implications and expression of beliefs and values

Standard Element	Rating C	Rating B	Rating A
E1 - Inquires into the implications of beliefs and values	uses provided questions to inquire into the implications of beliefs and values	selects suitable questions to guide inquiry into the implications of beliefs and values	develops questions to guide inquiry into the implications of beliefs and values
E2 - Outlines how religious traditions advise adherents to live their life	identifies ways a religious tradition advises adherents to live their life	outlines how a religious tradition advises adherents to live their life	discusses how a religious tradition advises adherents to live their life
E3 - Describes why Religious Traditions include certain practices	identifies religious practices as a consequence of beliefs and values.	describes why a religious tradition encourages certain practices.	discusses why a religious tradition encourages certain practices.

Criterion 8: describe and discuss diverse perspectives

Standard Element	Rating C	Rating B	Rating A
E1 - Describes diverse perspectives	identifies diverse perspectives using written and multimodal communication	describes and compares diverse perspectives using written and multimodal communication	explains similarities and differences between perspectives using written and multimodal communication
E2 - Describes reasons for diverse perspectives	identifies reasons for diverse perspectives	describes reasons for diverse perspectives	discusses origins, reasons for and impacts of, diverse perspectives
E3 - Describes the opportunities that diverse perspectives provide	identifies advantages or opportunities that diverse perspectives provide.	describes advantages and opportunities that diverse perspectives provide.	discusses advantages and opportunities that diverse perspectives provide.

Quality Assurance

- This will be determined by TASC at the time of accreditation.

Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award in *Studies of Religion* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

- This will be confirmed by the time of accreditation.

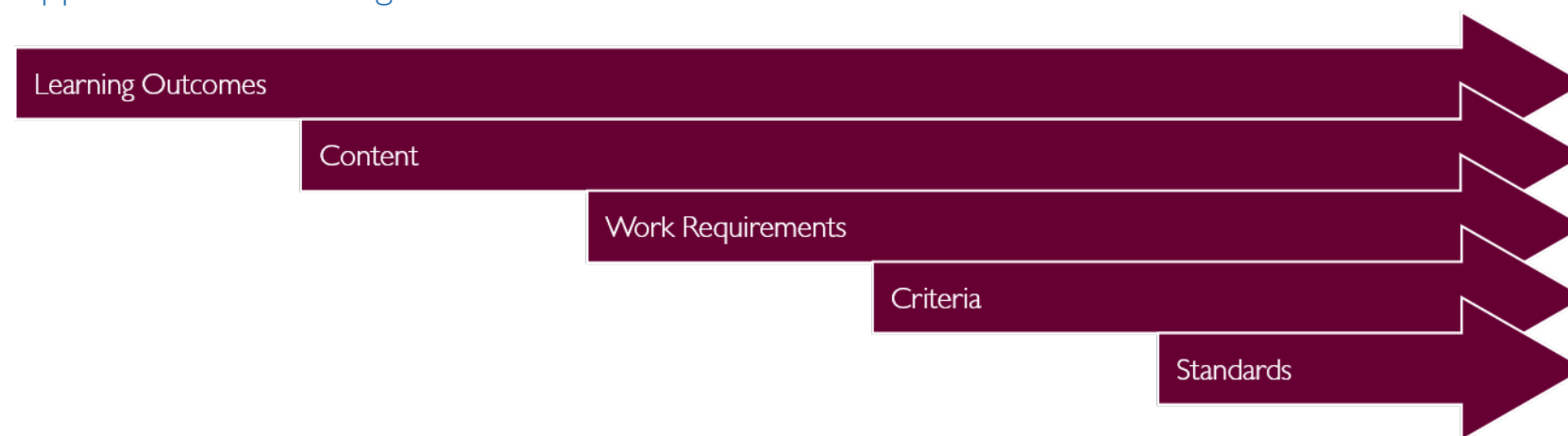
Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.




Accreditation and Version History

- Details to be determined by TASC at the time of accreditation.

Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Communicate purposefully and appropriately about religion.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. Apply metacognitive reasoning and skills individually and collaboratively.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. Identify, form and test points of view.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC:
4. Identify ultimate questions and answers provided to those questions.	Module 1	Module 1	C 4	E 1, 2, 3	GC:
5. Analyse how meaning is made and reinforced.	Module 1	Module 1	C 5	E 1, 2, 3	GC:

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
6. Describe key beliefs and core practices of religious traditions.	Module 2	Module 2	C 6	E 1, 2, 3	GC: 
7. Analyse how religious values and beliefs are expressed.	Module 2	Module 2	C 7	E 1, 2, 3	GC: 
8. Explain different ways of seeing the world.	Module 3	Module 3	C 8	E 1, 2, 3	GC: 

Appendix 2 - Alignment to Curriculum Frameworks

There are no statements of national standards or frameworks relevant to this course.

All criteria and standards have been aligned where relevant with Australian Curriculum Ancient and Modern History Unit 1 and 2 Level Descriptions.

Criterion 1 – select and apply communication strategies, has been aligned where possible to Australian Curriculum Senior Secondary English learning outcomes for Units 1 and 2.

Australian Curriculum General Capabilities continua were used to inform the standards for Criterion 2 of this course <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Transdisciplinary Projects

Title of Work Requirement: The Search for Meaning

Mode /Format: Inquiry

Description: The work requirement for Module 1 consists of two (2) inquiries. Learners may select any two questions from column A in the table one question per inquiry. Learners may select any two modes of presentation from column B in the table, a different mode for each inquiry.

Column A: Inquiry questions	Column B: presentation options
Referring to examples drawn from Module 1 learning: 1. Compare one or two religious approaches to a specific ultimate question with a more literal or scientific approach to the same question 2. How are the nature and character of a spiritual being presented in stories about them? 3. How does religion impact the daily lives of ordinary people? 4. How do fundamental questions of the twenty-first century differ from those of the past?	<ul style="list-style-type: none">• blog• podcast• storyboard• oral report• written report• multi-modal presentation

Size: 300 – 600 words, 2 – 5 minutes, or equivalent per inquiry

Timing: There are no timing specifications for the inquiries.

External agencies: Learners may engage with external agencies in completing this work requirement.

Relevant criteria:

Criterion 1: all standard elements

Criterion 2: all standard elements

Criterion 3: all standard elements

Criterion 4: all standard elements

Criterion 5: all standard elements.

Module 2 Work Requirements Specifications

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Faith in Practice

Mode /Format: Extended response

Description: The work requirement for Module 2 consists of two (2) extended responses.

- Each extended response will focus on a different tradition.
- Each response will discuss how the tradition applies their beliefs and values through rituals, worship and daily life.
- Each extended response may be a written response or a multi-modal presentation.

Size: 300 – 600 words, 2 – 5 minutes or equivalent per extended response

Timing: The extended responses may be undertaken at different times during the module.

External agencies: Learners may engage with external agencies in completing this work requirement.

Relevant criteria:

- Criterion 1: all standard elements
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 6: all standard elements
- Criterion 7: all standard elements.

Module 3 Work Requirements Specifications

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Depth Studies

Mode /Format: Depth Study

Description: Learners will undertake two (2) depth studies with the topic and focus questions chosen from the key knowledge for Module 3. One depth study will be an individual depth study and one will be a small-group depth study. In special circumstances teachers or supervisors may give an individual learner permission to complete two individual or two group depth studies. The depth studies may be presented in written, oral presentation or multi-modal forms.

The depth studies will have a significant focus on presenting, understanding and appreciating diverse perspectives and will include three components:

- a descriptive element
- an explanatory element
- an analysis element.

Size: Individual depth study 600 – 1000 words or 4 – 8 minutes

Small-group depth study 1200 – 1500 words or 8 – 12 minutes

Timing: The depth studies may be undertaken at different times during the module.

External agencies: Learners may engage with external agencies in completing this work requirement.

Relevant criteria:

- Criterion 1: all standard elements
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 7: all standard elements
- Criterion 8: all standard elements

Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

Appendix 5 – Glossary

Term	Definition	Source Acknowledgement	Course Context
challenge to faith	Challenge: something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability: or, to question if something is true or legal	Cambridge Dictionary	For the purposes of this course it is the religious tradition that is challenged or tested rather than, but not precluding, individuals. A challenge to faith is something that must be overcome for the tradition to continue, though it may change the religious tradition in profound ways. In <i>Studies of Religion</i> Level 2 teachers are best placed to determine whether a learner's chosen challenge suitably fits the definition and will provide sufficient opportunity for the learner's investigation.
coherence	The quality of forming a unified whole	Oxford Languages	In this course the coherence of a point of view is measured with reference to the point of view on its own. For instance, does it make sense on its own? Does it make sense as a point of view, and is it a logical and rational conclusion?
consistency	In agreement with other facts or with typical or previous behaviour	Cambridge English Dictionary	In this course the consistency of a point of view is measured by comparing the point of view with other points of view, beliefs or values with which it should be consistent. Does it make sense within a world view, or might it contradict other points of view, values or beliefs?

Term	Definition	Source Acknowledgement	Course Context
core practices	<p>The practices that are considered a central part of a Religious Tradition.</p> <p>Religious practices may include rituals, sermons, commemoration or veneration, sacrifices, festivals, feasts, trances, initiations, funerary services, matrimonial services, meditation, prayer, music, art, dance, public service or other aspects of human culture</p>	Wikipedia	These will consist of practices that are considered typically religious such as prayer, worship and ritual, as well as practices that might be unique to a tradition and also a core component of that tradition, such as Islamic zakat or Buddhist taking of refuge. There will be different interpretations, lists, specifications and understanding of core practices within traditions and even within sub-traditions (variants). Scholars will also differ in their understanding of core practices and so there is no intention that the term be any more precise than this; differences in student understanding of some core practices and designation of particular practices as 'core' would be expected.
describe	Give an account of characteristics or features	Existing TASC accredited courses	
discuss	Talk or write about a topic, taking into account different issues and ideas	Existing TASC accredited courses	
examine	Inquire into, inspect thoroughly, closely, carefully and in detail	Existing TASC accredited courses	The meaning of examine in the context of criterion 3 of this course is deconstructed in the descriptors of the criterion.

Term	Definition	Source Acknowledgement	Course Context
incorporeal	Not composed of matter, having no material existence	Oxford languages	In this course learners should expect to encounter reference to incorporeal beings (such as angels, demons, deities), realms (such as heaven), states of existence or being (such as a soul, nirvana), influences or powers (such as Karma, destiny, free will or love).
key beliefs	Belief: something that is held to be true	Merriam-Webster.com	Key beliefs are the beliefs that are the foundation of how we see and understand the world. In this course the term refers to the beliefs that are considered to be an essential part of a religious tradition. A person who did not share those beliefs would be unlikely to consider themselves an adherent of the religious tradition. Key beliefs could also be called core beliefs, fundamental beliefs, articles of faith or any number of other terms that signify a set, often defined, of key beliefs. There is no intention that the term be any more precise than that; differences in the understanding of key beliefs and designation of particular beliefs as 'key' would be expected.

Term	Definition	Source Acknowledgement	Course Context
learning plans	A learning plan is a document that captures plans to acquire knowledge and improve abilities or complete a learning task.	Adapted from simplicable.com	In this course a learning plan is understood to refer to the plans made by a learner to achieve learning goals or intentions. It is intended that all learners of this course develop plans for their learning and task completion in this course. The term in the course document does not refer to any formal learning plans required or suggested outside of this course. The format of the plan is up to the learner or teacher but is likely to include some or all of the dimensions of time, resource, mechanisms for monitoring and review, outcomes or intentions, break-down of tasks and more.
perspective	'From where one looks'. (Perspective: a particular way of considering something	Cambridge dictionary	In this course perspective means the way a person or group sees something. Perspective is influenced by beliefs, values, tradition, life experience and more. Perspective differs from 'point of view'

Term	Definition	Source Acknowledgement	Course Context
point of view	You can refer to the opinions or attitudes that you have about something as your point of view	Collins English Dictionary	Specifically, in this course, a point of view is an opinion or position. It differs from a perspective in that it contains content. For instance, "I believe that euthanasia is wrong" is a point of view whereas Natural Law and a pro-life stance are both perspectives that may hold that point of view. The distinction is not a clean one, e.g. pro-life can also be a point of view as we can look at an issue from a pro-life perspective, but we can also have a pro-life point of view on an issue like euthanasia. Learners are not expected to adhere to these glossary definitions and can expect to find a variety of terms used for similar purposes in their research.
proselytise	Convert or attempt to convert (someone) from one religion, belief, or opinion to another	Oxford Languages	
religious structures	The organisation of a religion	quizlet.com	This term is variously applied to mean religious buildings, the organisation of religious creed, the characteristics shared by most religions, etc. In this course the term refers to the organisational elements of a religious tradition roughly categorised under the headings of people (such as a clergy, priesthood, monastics, etc.), places (such as places of worship, ritual sites or sites of pilgrimage) and times (such as times of worship, holy days, festivals, etc.).

Term	Definition	Source Acknowledgement	Course Context
religious tradition	A set of beliefs, customs and usages viewed as a coherent body of precedents influencing the present; mode of thoughts, beliefs or behaviour followed by a people continuously from generation to generation.	REL315116	In this course the proper noun refers to the major world religions listed in the course document, each of which include various sub-traditions (the generic term for sub-traditions in this course is 'variants'). A religious tradition can also refer to a religious custom that acts as a precedent for modern religious practice.
schism	A split or division between strongly opposed sections or parties, caused by differences in opinion or belief	Oxford Languages	
spiritual experience	A state of mind/being regarded by the subject as beyond ordinary explanation, caused by the presence of God or some other religious or ultimate factor	Thiselton 2002:224	In this course a spiritual experience is taken to refer to any interaction with the divine or transcendental.
ultimate questions	Ultimate – final or fundamental fact or principle.	Oxford Languages	In this course ultimate questions are those questions about meaning, purpose and value in life and the universe. Examples include, but are not limited to, those about – why we are here, the meaning of life, life after death, right and wrong, the origin of the universe and gods or spiritual creatures.

Term	Definition	Source Acknowledgement	Course Context
variant	A form or version of something that differs in some respect from other forms of the same thing or from a standard	Oxford Languages	In this course the term 'variant' is used to refer to sub-traditions. In their research teachers and learners will find many other terms used to refer to sub-traditions and may find other meanings attributed to 'variants' of a religious tradition. As such, it is expected that learners understand the use of the term within the course document, but they should not be held to account for their own use or not of the term.