Transdisciplinary Projects

HaSS

Studies of Religion 3
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION

Catholic
Education
Tasmania

INDEPENDENT
SCHOOLS
TASMANIA

Years 9 to 12 Learning

Tasmanian
Government

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Studies of Religion, 150 hours – Level 3

This course is the proposed Level 3 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 3 is a Transdisciplinary Project 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 and apply 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, reflection and ideation skills towards the standard that will be exhibited through the culminating Depth Study project in Module 3.

Rationale

Studies of Religion Level 3 is designed to foster the intellectual, civic, ethical and cultural development of learners. It directly addresses Goal 2 of the *Alice Springs (Mparntwe) Education Declaration* (December 2019) Goals for Young Australians: that "all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community". The course also provides opportunities for developing Personal Empowerment, Cultural Transmission and Preparation for Citizenship, and supports the principles of the Years 9-12 Education Framework, those being Access, Agency, Excellence, Balance, Support and Achievement.

Providing Level 3 access to the HASS *Studies of Religion* program, the course will deliver skills, knowledge and understandings in preparation for university study in a variety of fields such as Philosophy, Law, Politics, Theology and the Social Sciences.

The learning within the course will develop the capacity of learners to manage their own lives and to become flexible, independent thinkers, problem solvers and decision makers. It 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. The course thereby provides learners with an avenue to broaden their understanding of belief and faith in general as well as the capacity to examine and develop their own world view.

Learners have increasing opportunities to customise and personalise their learning as they progress through 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 skills and reasoning to manage learning
3. justify different ways of seeing the world
4. explain key beliefs and practices of religious traditions
5. analyse how meaning is made and reinforced
6. explain how religious traditions guide adherents to live their life
7. analyse the implications of beliefs, values and practices
8. form and test points of view.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Ethical understanding

- Information and communication technology capability ⋇
- Intercultural understanding ☖
- Literacy ▤
- Personal and social capability ⚘

Course Description

Studies of Religion Level 3 intends to 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. Learners will study the search for meaning, at least two religious traditions and ethics or the problem of evil.

In preparation for a depth study in Module 3, learners will engage with key facets of religion such as: the interrelationship between beliefs, values and practices, the ethical teachings of religious traditions and the twenty-first century role of religion in society. There is a strong focus in the course on transdisciplinary and inquiry approaches to learning, and each learner will also be encouraged to pursue areas of interest in the selection and design of minor projects in Modules 1 and 2 and a major depth study in Module 3.

Pathways

- This course builds upon Australian Curriculum: HASS 7-10 Civics and Citizenship and 7-10 History. Students who achieved a B at Year 10 should consider enrolling directly in the Level 3 component of the suite.
- *Studies of Religion* Level 2 and the proposed *Global Futures* Level 2 provide a pathway to *Studies of Religion* Level 3.
- Successful completion of *Studies of Religion* Level 3 provides a pathway to tertiary study in the Humanities, Law or Social Sciences.

Course Requirements

Access
Learners should have developed or demonstrated skills in research, extended writing and analysis suitable for beginning a Level 3 course.

Resource requirements
Learners will require access to computers, relevant software and the internet.

Course Structure and Delivery

Structure
This course consists of three 50-hour modules.

Modules available:

- 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
The three modules should 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 skills and reasoning to manage learning
3. justify different ways of seeing the world
4. explain key beliefs and practices of religious traditions
5. analyse how meaning is made and reinforced.

Module 1 Content
The focus in this unit is on gaining an understanding of key beliefs and values and how they are connected and reinforced. There is insufficient time for a comprehensive study of these factors, so teachers should focus on the details that will maximise meaning for learners. The aim in this module is to introduce learners to key beliefs and values and core practices, noting that beliefs, values and practices will be studied in greater depth in Modules 2 and 3. Note also that the work requirement for this module will explore the differing perspectives of two major variants within one religious tradition.

It is recommended that as a general guide for designing learning experiences, teachers might expect to spend approximately 15 hours each on the key knowledge sections below, with key skills blended throughout the module.

Key knowledge
Abrahamic world views:

- introduction to key beliefs and values of an Abrahamic tradition
- core practices of the tradition and how these follow from, support and reinforce beliefs and values
- examples from texts and structures of the tradition that reinforce and support beliefs, values and practices.

Karmic world views:

- key beliefs and values of a Karmic tradition
- examples of rituals and practices of the tradition and how these connect with and apply beliefs and values
- examples from texts and structures of the tradition that connect with and apply beliefs, values and practices.

Introduction to variance in <u>one</u> religious tradition studied in this module, either the Abrahamic or Karmic tradition

- schism, or the foundation of a variant
- differences between two variants in belief
- differences between the same two variants in practice.

Communication:

- purposeful and effective multi-disciplinary research and presentation of information
- skills in the effective use of information and communications technology including email, a range of software and online research tools
- conventions aligned with disciplines and the research and communication tools used, including the conventions associated with academic integrity and responsible use of computers and the internet
- 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.

Acknowledgement of different perspectives:

- considering different perspectives, including how traditions respond to different perspectives within or outside of the tradition
- analysing the origin and impact of different perspectives
- explaining the benefits of different perspectives.

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 one (1) inquiry work requirement.

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

Module 1 Assessment

This module has a focus on criteria 1, 2, 3, 4, 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 skills and reasoning to manage learning
3. justify different ways of seeing the world
6. explain how religious traditions guide adherents to live their life
7. analyse the implications of beliefs, values and practices.

Module 2 Content

In Module 2 learners will investigate and analyse how a tradition encourages adherents to live a life of faith. In their investigations learners will be exposed to differences and/or evolutions in practice and understanding within a tradition. The Module will begin with investigation of the application of faith to daily life and follow up with deeper investigations of ethics or the problem of suffering.

Note - These are extensive, complex topics and the field of knowledge is too comprehensive for a thorough analysis in this course. Teachers and learners should therefore focus learning experiences upon significant features and useful examples to develop a solid ground of knowledge and understanding that learners will take further in Module 3, and may also pursue later through tertiary or independent study should they choose to do so. Skills in analysis, self-management, communication and use of evidence developed through the study of ethics or the problem of suffering will be applied and further enhanced through the depth studies in Module 3.

Key knowledge

All learners should study 'daily life' and may choose either 'religious ethics' or 'the problem of suffering'. While it is intended that learning will focus on one tradition or major variant of a tradition, it is expected that depth of understanding will be enhanced by contrasting some detail from this learning with examples from an alternative tradition, variant or non-religious world view.

Daily life:

- ritual and worship, individual and communal
- lived expression of key beliefs and values, and how they connect with and apply to daily life.

Religious ethics:

- the basis of ethics within the tradition
- ethical teachings and how they connect with and apply to twenty-first century ethical issues.

The problem of suffering:

- suffering as a challenge to faith
- responding to suffering.

Work requirement - examining one tradition's approach to either one ethical issue or the problem of suffering.

Key skills

Communication:

- purposeful and effective multi-disciplinary research and presentation of information
- skills in the effective use of information and communications technology including email, a range of software and online research tools
- conventions aligned with disciplines and the research and communication tools used, including the conventions associated with academic integrity and responsible use of computers and the internet
- terminology associated with religions, faith and world views.

Metacognition:

- planning for success
- reflecting on progress

- responding to reflection and adjusting planning accordingly.

Reflection, evaluation and exhibition:

- formulating questions and considering assumptions, implications and connections
- using evidence and assessing its suitability, reliability and usefulness
- seeking feedback on ideation and exhibiting or sharing conclusions.

Acknowledgement of different perspectives:

- considering different perspectives, including how traditions respond to different perspectives within or outside of the tradition
- analysing the origin and impact of different perspectives
- explaining the benefits of different perspectives.

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 one (1) extended response work requirement.

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

Module 2 Assessment

This module has a focus on criteria 1, 2, 3, 6 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 skills and reasoning to manage learning
3. justify different ways of seeing the world
8. form and test points of view.

Module 3 Content

In Module 3 learners will carry out two depth studies. The first depth study undertaken should be a teacher-led 'group' depth study in order to collaboratively develop and test skills. The second depth study undertaken will be an 'individual' depth study. Either Depth Study A or Depth Study B may be designated as the first 'group' study, as determined by the teacher. It is recommended that approximately 15 hours of designated learning time be dedicated to the first 'group' depth study and approximately 25 hours of designated learning time be dedicated to the second 'individual' depth study.

Depth Study A

Leaners will investigate a role that one or more religious traditions play in twenty-first Century society. A major focus in this depth study is on understanding, forming and testing points of view, so it is essential that learners analyse:

- why and how the tradition adopts a particular stance or approach
- how the tradition responds to public criticism or concern
- different points of view within the tradition and their rationale.

Learners will investigate one of the following topics:

- multi-faith dialogue
- changing patterns of belief
- religion and public debate
- religious asceticism in the twenty-first century
- contributions of religion to health, welfare or education
- the role of women in leadership within traditions
- the response of religion to ecology and the environment.

Key knowledge
where applicable to the topic chosen:

- an evidence or data-based outline of the topic
- how the tradition gets involved with wider society, and in this case - why the tradition has chosen to engage in this way
- how and to what extent the religious tradition is impacted by wider societal debates on the topic
- how the tradition enters into dialogue or debate with wider society
- what some different perspectives within the tradition on this engagement are and what their rationales are
- learners may present a personal point of view or recommendation.

Key skills
where applicable to the topic chosen

Research:

- literature review and research design, including using online tools and software as applicable
- quantitative and/or qualitative research methods where applicable
- analysis of research data where applicable.

Communication:

- purposeful and effective multi-disciplinary research and presentation of information
- skills in the effective use of information and communications technology including email, a range of software and online research tools
- conventions aligned with disciplines and the research and communication tools used, including the conventions associated with academic integrity and responsible use of computers and the internet
- terminology associated with religions, faith and world views.

Metacognition:

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

Reflection, evaluation and exhibition:

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

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- seeking feedback on ideation and exhibiting or sharing conclusions.

Acknowledgement of different perspectives:

- considering different perspectives, including how traditions respond to different perspectives within or outside of the tradition
- analysing the origin and impact of different perspectives
- explaining the benefits of different perspectives.

Depth Study B

Leaners will investigate a significant contemporary challenge to a religious tradition. A major focus of this depth study is understanding, forming and testing points of view, so it is essential that learners analyse:

- why the issue or challenge is challenging to the tradition
- how the tradition decided to respond
- why the tradition responded as it did.

Key knowledge:

- one challenge or issue that has had a significant impact on a religious tradition
- internal and external challenges to the religious tradition during the period of the era or event investigated
- the historical, social and religious context of the particular challenge
- different perspectives on the challenge or issue from within or outside of the tradition
- the impact of the challenge on the religious tradition
- how a religious tradition is responding to a significant internal or external challenge and an evaluation of the outcome for the tradition
- the effects of the response both within the religious tradition(s), and in its relationship to the wider society and/or other religious communities
- the context, purpose and bias of sources as well as relevance, reliability and authority.

Key skills

where applicable to the topic chosen

Research:

- literature review and research design, as applicable
- quantitative and/or qualitative research method where applicable
- analysis of research data where applicable.

Communication:

- purposeful and effective multi-disciplinary research and presentation of information
- conventions aligned with 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, evaluation and exhibition:

- formulating questions and considering assumptions, implications and connections
- using evidence and assessing its suitability, reliability and usefulness
- seeking feedback on ideation and exhibiting or sharing conclusions.

Acknowledgement of different perspectives

- considering different perspectives
- analysing the origin and impact of different perspectives
- explaining the benefits of different perspectives.

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 one (1) project work requirement consisting of two depth studies.

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

Module 3 Assessment

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

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Criteria

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

The assessment for *Studies of Religion* Level 3 will be based on the degree to which the learner can:

1. select and apply appropriate communication skills and strategies*
2. apply metacognitive skills and reasoning
3. explain and justify different perspectives and points of view*
4. explain key beliefs and practices of religious traditions
5. analyse rationale for key religious beliefs, values and practices
6. explain how religious traditions guide adherents to live their life*
7. analyse implications of beliefs, values and practices*
8. critique own and others points of view*

*denotes criteria that are both internally and externally assessed.

Standards

Criterion 1: select and apply appropriate communication skills† and strategies*

This criterion is both internally and externally assessed

Standard Elements	Rating C	Rating B	Rating A
E1 – Use of communication formats††	selects from and uses a range of appropriate communication formats including email, software and online tools to communicate meaning clearly	selects from and effectively uses a range of appropriate formal and informal communication formats including email, software and online tools to communicate meaning clearly	selects from and effectively uses a range of appropriate formal and informal communication formats including email, software and online tools to communicate meaning clearly for different purposes, contexts and audiences
E2 - Uses terminology	selects and uses a wide range of appropriate terminology to clearly communicate meaning	selects and correctly uses a wide range of non-specialist and some specialist terminology to clearly communicate meaning	selects and correctly uses a wide range of specialist and non-specialist terminology to clearly communicate meaning
E3 - Uses communication protocols such as spelling, grammar, punctuation and word ranges	correctly uses a wide range of communication protocols such as spelling, grammar. punctuation and word ranges to communicate clearly	correctly uses a wide range of communication protocols such as spelling, grammar, punctuation and word ranges to communicate clearly in a variety of contexts	correctly uses communication protocols such as spelling, grammar, punctuation and word ranges in nuanced and clear communication for a variety of purposes contexts and audiences

Standard Elements	Rating C	Rating B	Rating A
E4 - Ethical scholarship	identifies and practises ethical scholarship when conducting research and presenting work, including when working or engaging online.	identifies and practises ethical scholarship when conducting research and presenting work, including when working or engaging online.	identifies and practises ethical scholarship when conducting research and presenting work, including when working or engaging online.

†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 metacognitive skills and reasoning

This criterion is only internally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Sets goals and improvement strategies to progress learning	sets learning goals and creates texts to communicate learning goals that suit a range of purposes, and the selection of strategies to achieve those goals	sets learning goals and creates texts to communicate learning goals that suit a range of purposes or contexts, and the selection and adaptation of strategies to achieve those goals	sets learning goals and creates texts to communicate the evolution of learning goals that suit a wide range of purposes or contexts, and the design of nuanced strategies to achieve those goals
E2 - Creates plans to complete tasks	creates effective and detailed learning plans to schedule and complete tasks, using appropriate interactive software	creates effective and detailed learning plans to schedule and complete tasks, that address strengths, weaknesses and goals, using appropriate interactive software	creates sophisticated and nuanced learning plans to schedule, complete and monitor tasks, addressing strengths and weaknesses and developed using appropriate interactive software

Standard Elements	Rating C	Rating B	Rating A
E3 - Monitors progress and adjusts plans accordingly	records, maps or annotates learning progress[†], in written or multimodal forms, and adjusts learning plans accordingly.	records, maps or annotates learning progress[†], in written or multimodal forms, and adjusts learning plans, goals and strategies accordingly.	records, maps or annotates learning progress[†] and the use of strategies, in written or multimodal forms, and adjusts learning plans, goals and strategies effectively.

[†]learning progress includes progress through a plan, progress towards a goal or target, or progress to a higher standard.

Criterion 3: explain and justify different perspectives and points of view*

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Poses questions to compare perspectives and points of view	poses simple questions to identify differing assumptions and core beliefs of perspectives or points of view	poses questions to compare differing assumptions and core beliefs of perspectives and points of view	poses nuanced questions to analyse differing assumptions and core beliefs of perspectives and points of view
E2 - Analyses differing perspectives and points of view	analyses perspectives and points of view, including similarities and differences and the use of evidence	critically analyses differing perspectives and points of view including similarities and differences and the use of evidence	critically analyses, evaluates and draws supported conclusions about opposing perspectives and points of view including similarities and differences, and the use of evidence
E3 - Justifies[†] perspectives and points of view.	provides some justification for perspectives and points of view by describing connections between perspectives and points of view and their underpinning assumptions, and beliefs.	provides justification for perspectives and points of view by analysing connections between perspectives and points of view and their underpinning assumptions, and beliefs.	provides strong justification for perspectives and points of view by critically analysing connections between perspectives and points of view and their underpinning assumptions, and beliefs.

[†] Justify – to show or prove to be reasonable. In this case, proving perspectives and points of view to be reasonable by analysing their connection with underpinning assumptions and beliefs.

Criterion 4: explain key beliefs and practices of religious traditions

This criterion is only internally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Knowledge of beliefs and values	locates information, including online, and explains key beliefs and values of religious traditions	locates information, including online, and explains and discusses key beliefs and values of religious traditions	locates information, including online, and discusses, and critically examines the significance of, key beliefs and values of religious traditions
E2 - Knowledge of practices	locates information, including online, and explains core practices of religious traditions	locates information, including online, and explains and discusses core practices of religious traditions	locates information, including online, and discusses and critically examines the significance of, core practices of religious traditions
E3 - Explains variance in beliefs and practices	explains variations in beliefs and practices within and between religious traditions	explains and discusses variations in beliefs and practices within and between religious traditions	discusses, and critically examines the significance of, variations in beliefs and practices within and between religious traditions
E4 – Uses evidence to support explanations	analyses evidence of beliefs and practices of religious traditions.	critically analyses evidence of beliefs and practices of religious traditions.	critically analyses, evaluates and draws conclusions from evidence of beliefs and practices of religious traditions.

Criterion 5: analyse rationale for key religious beliefs, values and practices

This criterion is only internally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Poses questions to guide research	poses simple inquiry questions to guide research into the rationale for religious beliefs, values and practices	poses inquiry questions to guide research and develop a plan for research into the rationale for religious beliefs, values and practices	poses nuanced questions to guide research and develop a clear and coherent plan for research into the rationale for religious beliefs, values and practices

Standard Elements	Rating C	Rating B	Rating A
E2 - Explains complexity of rationale for beliefs, values and practices	explains complex information about the rationale for religious beliefs, values and practices	explains and clarifies complex information about the rationale for religious beliefs, values and practices	explains and clarifies the complex and dynamic nature of religious beliefs, values and practices in order to analyse and evaluate their rationale
E3 - Analyses rationale for beliefs, values and practices	analyses the rationale for religious beliefs, values and practices.	critically analyses the rationale for beliefs, values and practices.	critically analyses, evaluates and draws supported conclusions about the rationale for beliefs, values and practices.

Criterion 6: explain how religious traditions guide adherents to live their life*

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Explains rules, principles and approaches to living life	locates information, including online, to explain rules, principles or approaches[†] to living that religious traditions provide to guide adherents	locates information, including online, to discuss rules, principles or approaches[†] to living that religious traditions provide to guide adherents	locates information, including online to discuss rules, principles or approaches[†] to living that religious traditions provide to adherents, and critically examines their significance
E2 - Explains ritual and practice as manifestation of rules principles and approaches to living life	explains connections that the rules, principles and approaches[†] to living of a religious tradition have with the religious ritual and practice of the tradition	explains and discusses connections that the rules, principles and approaches[†] to living of a religious tradition have with the religious ritual and practice of the tradition	discusses and critically examines connections that the rules, principles and approaches[†] to living of a religious tradition have with the religious ritual and practice of the tradition
E3 - Explains variation within and between Religious Traditions	explains differences within or between religious traditions, and how they guide adherents to live their life	explains and discusses differences within and between religious traditions, and how they guide adherents to live their life	discusses and critically examines significance of differences within and between religious traditions, and how they guide adherents to live their life

Standard Elements	Rating C	Rating B	Rating A
E4 – Uses evidence to support explanations	analyses evidence of rules, principles and approaches to living of religious traditions.	critically analyses evidence of rules, principles and approaches to living of religious traditions.	critically analyses, evaluates and draws conclusions from evidence of rules, principles and approaches to living of religious traditions.

† *Rules, principles and approaches to living include, but are not limited to, commandments, precepts, articles of faith, divine law, principles, proverbs, noble or sacred paths, hadith and more. See the support material for this course for a more comprehensive list for each tradition.*

Criterion 7: analyse implications of beliefs, values and practices*

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Poses questions to improve understanding of the implications of beliefs, values and practices	poses simple inquiry questions to guide digital and non-digital research into the implications of beliefs, values and practices	poses inquiry questions to develop a digital and non-digital research plan for inquiry into the implications of beliefs, values and practices	poses nuanced inquiry questions to develop a clear, detailed and coherent digital and non-digital research plan for inquiry into the implications of beliefs, values and practices
E2 - Explains implications of beliefs, values and practices	explains the implications of beliefs, values and practices	explains and clarifies complex information about the implications of beliefs, values and practices	explains and clarifies the complex and dynamic nature of beliefs, values and practices in order to analyse and evaluate their implications
E3 - Analyses implications of beliefs, values and practices	analyses the implications of beliefs, values and practice.	critically analyses the implications of beliefs, values and practice.	critically analyses, evaluates and supports conclusions about the implications of beliefs, values and practices.

Criterion 8: critique own and others points of view*

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Distinguishes fact and opinion	distinguishes fact from opinion and forms and tests rational opinions in written, oral and multimodal forms, including using online or software applications	distinguishes fact from opinion, to form and test rational opinions and their evidence in written, oral and multimodal forms, including using online or software applications	distinguishes fact from opinion, to form, defend or test rational opinions and their evidence, in written, oral and multimodal forms, including using online or software applications
E2 - Examines the coherence† of points of view	analyses internal coherence of points of view	critically analyses the internal coherence of points of view	critically analyses, evaluates, and draws supported conclusions about the internal coherence of points of view
E3 - Examines the consistency‡ of points of view	analyses consistency of points of view with beliefs, values, actions, opinions or other points of view	critically analyses the consistency of points of view with beliefs, values, actions, opinions or other points of view	critically analyses, evaluates and draws supported conclusions about the consistency of points of view with beliefs, values, actions, opinions or other points of view
E4 - Uses evidence to examine points of view	collects and uses evidence to support examination of points of view.	collects and analyses evidence to support examination of points of view.	collects or develops, and critically analyses evidence to support the examination of points 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? Analysis of coherence might consider elements of the point of view such as emotion, bias, reliability and quality of reasoning._

‡ _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 world view?_

Quality Assurance

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

Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
10 'A' ratings, 3 'B' ratings (3 'A' ratings, 2 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
5 'A' ratings, 5 'B' ratings, 3 'C' ratings (1 'A' ratings, 3 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
6 'B' ratings, 6 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
11 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 'C' ratings

A learner who otherwise achieves the ratings 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 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 time of accreditation.

Appendix 1 - Line of Sight
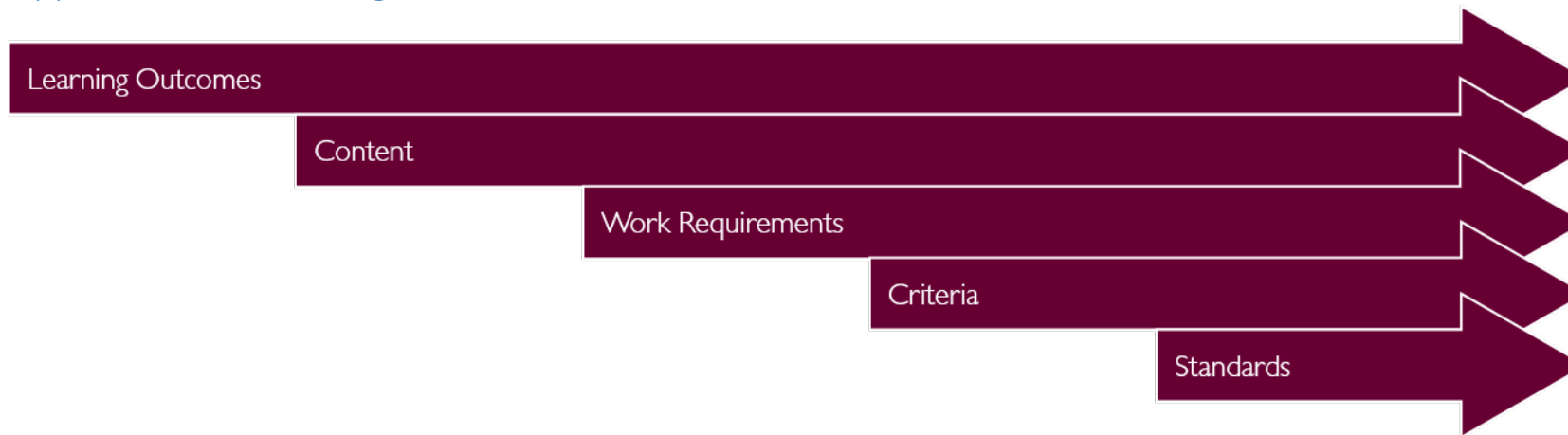
Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Communicate purposefully and appropriately about religion.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. Apply metacognitive skills and reasoning to manage learning.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. Justify different ways of seeing the world	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. Explain key beliefs and practices of religious traditions.	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. Explain how religious traditions guide adherents to live their life.	Module 2	Module 2	C 6	E 1, 2, 3	GC:
7. Analyse the implications of religious beliefs, values and practices.	Module 2	Module 2	C 7	E 1, 2, 3	GC:
8. Form and test points of view.	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 3 and 4 Level Descriptions.

Criterion 1 – select and apply communication strategies has been aligned where possible with Australian Curriculum Senior Secondary English Learning Outcomes for units 3 and 4.

Australian Curriculum General Capabilities continua, though finishing at a lower level, 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: Different perspectives on core beliefs
Mode /Format: Inquiry
Description: The Module 1 work requirement consists of one inquiry into different perspectives on key beliefs. Learners will investigate key beliefs from the perspective of two variants of a Tradition. The work requirement is not meant to be a comprehensive thesis, rather it is intended to be a sampling of the topic. In undertaking this investigation learners will consider:

- how the beliefs under discussion are situated within the world view of the tradition
- at least two differences in belief or interpretation of belief between the variants
- implications of the differences in belief as they manifest in practices, structures, stories and/or other beliefs
- explanations or accounts of each of the differing beliefs from at least two of the following approaches– historical, sociological, theological, philosophical, scientific
- how the difference in belief or interpretation has impacted relationships between adherents of different variants.

Size: 1000 – 1500 words total or equivalent in multi-modal, visual or oral presentation.
Timing: This is a culminative work requirement for Module 1.
External agencies: Learners may wish to engage with religious bodies and scholars in their community.
Relevant Criterion/criteria:

- Criterion 1: all elements
- Criterion 2: all elements
- Criterion 3: all elements
- Criterion 4: all elements
- Criterion 5: all elements

Module 2 Work Requirements Specifications

Focus Area: Transdisciplinary Projects
Title of Work Requirement: Living with faith
Mode /Format: Extended response
Description: The Module 2 work requirement consists of one extended response. Learners may choose between options A and B. Extended Response A will present and contrast one tradition's

response to an ethical issue in contemporary Australia. Extended Response B will critically analyse a tradition's approach to the problem of suffering.

The extended response must be digitally stored and emailed to the teacher.

Extended Response A will include:
- a brief outline of the ethical issue chosen by the learner including key questions and significant perspectives on the issue
- a presentation of the position the tradition does or would take on the issue, including variation or evolution within the tradition's position(s)
- an analysis of the assumptions and reasoning underlying at least one position taken along with the real or potential implications of the position
- a discussion of variance of opinion within the tradition or contrast with an alternative religious or non-religious position on the issue
- a reference list
- the learner may take and justify a position on the issue.

Extended Response B will include:
- an outline of the problem of suffering
- a presentation of the problem of suffering from the point of view of the tradition
- an analysis of the assumptions and reasoning underpinning this point of view on the 'problem of suffering'
- a discussion of variance within the tradition regarding the problem of suffering (if relevant)
- an analysis of the implications of this view of the problem of suffering including variance or evolution within the tradition or contrast with an alternative religious or non-religious view
- a reference list
- the learner may include a supported personal response to the problem of suffering.

Size: The extended response will be between 1800 and 2100 words.

Timing: There are no specifications for the timing of the work requirement.

External agencies: Learners may wish to liaise with religious bodies and organisations in their community.

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

Relationship to External Assessment: It is intended that the extended response will be submitted digitally to TASC for external assessment against Criteria 6 and 7.

Module 3 Work Requirements Specifications
Focus Area: Transdisciplinary Projects
Title of Work Requirement: Depth Studies
Mode /Format: Project consisting of two Depth Studies
Description: The Module 3 work requirement consists of two depth studies as outlined in Module 3 Content above. One depth study will be a 'group' depth study and one depth study will be an individual depth study. Each depth study should include the following:
- a study design, including:

- a narrative outline of the choice of topic and plan for the study (250 – 400 words or equivalent)
    - a list of resources
    - an annotated schedule
    - a narrative account of how and why the schedule and/or plans were amended or adjusted (150 – 450 words or equivalent)
- the study - an extended written response to each dot-point in the key knowledge for the depth study outlined in the Module 3 content (1500 – 2250 words)
- a discussion of the evidence and use of evidence (200-400 words or equivalent)
- a reference list
- reflection and evaluation (400 – 600 words or equivalent).

Size: Each depth study will total between 2400 – 4000 words or equivalent in multi-modal, visual or oral presentation. The 'study' component of the individual depth study will be an extended written response.

Timing: The 'group' depth study should be undertaken first and be allocated approximately 30% of dedicated learning time or 15 hours of the 50-hour module. The 'individual' depth study should be allocated approximately 50% of dedicated learning time or 25 hours of the 50-hour module.

External agencies: It is expected but not required that learners will engage with external agencies.

Relevant Criteria:
- Criterion 1: all standard elements
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 8: all standard elements

Relationship to External Assessment: It is intended that the individual depth study will be submitted digitally to TASC and assessed externally against Criteria 1, 3 and 8.

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 ᴀᴀ
- Sustainability ✣

Appendix 5 – Glossary

Term	Definition	Source Acknowledgement	Course Context
analyse	to examine, scrutinise, explore, review and consider in detail for the purpose of finding meaning or relationships and identifying patterns, similarities and differences	TASC glossaries e.g. for REL315118, PHL315118 and BHP315116	in this course analysis usually uncovers the component parts of an idea, action, claim etc. and their relationships. Critical analysis looks deeper and in more detail, often analysing the component parts of the idea, action, claim etc. themselves, and uncovering deeper or implicit meaning and connections. Evaluation adds the element of substantiated judgement about merit or worth to the analysis or critical analysis.
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 Studies of Religion 3 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.

Term	Definition	Source Acknowledgement	Course Context
core practices	the practices that are considered a central part of a Religious Tradition. 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.	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 but 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 (and should be referenced).
critically analyse	to closely examine, analyse in detail, focus on essence, examine and analyse component parts of an issue or information for strengths and weaknesses	TASC glossaries e.g. for REL315118, PHL315118 and BHP315116	in this course analysis usually uncovers the component parts of an idea, action, claim etc and their relationships. Critical analysis looks deeper and in more detail, often analysing the component parts of the idea, action, claim etc themselves and uncovering deeper or implicit meaning and connections.

Evaluation adds the element of substantiated judgement about merit or worth to the analysis or critical analysis. |

Term	Definition	Source Acknowledgement	Course Context
evaluate	to appraise, measure, judge provide a detailed examination and substantiated judgement concerning the merit, significance or value of something	TASC glossaries e.g. for REL315118, PHL315118 and BHP315116	
ideate	form an idea of; imagine or conceive	Oxford Languages	
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).
justify	prove to be right or reasonable	Oxford Languages	in this course justification requires a learner to prove something to be reasonable. Proving something to be right is not a requirement in this course, though learners may choose to do so unless instructed otherwise.

Term	Definition	Source Acknowledgement	Course Context
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 and 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 (and should be referenced).
metacognition	metacognition is, put simply, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.	Vanderbilt University Center for Teaching	in this course three elements of metacognition are taught and assessed: setting plans, monitoring progress and using goals and strategies.
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 the world. 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. One way it differs from a perspective is 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.
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).
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.

Term	Definition	Source Acknowledgement	Course Context
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.
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.