

# Tranche 1 – Phase 3 – Initial Draft Course

## Studies of Religion Level 2

Total Responses = 3

Organisations represented	Group	Individual
3	1 (representing 3 individuals)	2

## Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The Focus Area is a little bit vague. The three features are not clearly understood. It is recommended that the features be made more explicit.	Focus Area will be made more explicit in the Phase 4 draft.
Some clarification of Focus Areas needed.	Focus Area will be made clearer in the Phase 4 draft and examples supported in the baseline resources.
Some concerns about the requirement of student 'exhibition of work' being too time consuming.	Noted. Teacher/provider agency is built into the course and should be exercised to suit local circumstances and benefit learning.
The inclusion of 'theology' as a recognised discipline within Studies of Religion Level 2 is approved.	Noted.

## Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Comments and suggestions for consideration were received.	Noted for consideration in the Phase 4 draft. There is a word limit for the rationale aligned to the project's intent to provide more concise course documents.

## Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
It is recommended that a more detailed statement outlining how each of the General Capabilities and Cross-Curriculum Priorities are integrated and embedded within the course. Currently, they are simply listed.	Each General Capability listed should be clearly visible in the course. Current policy intent is to provide more concise course documents, and this prohibits provision of lengthy examples.

## Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Multi-modal approaches could also be mentioned in the course description.	Noted for Phase 4 draft.
It is recommended that the 'pathways' also recognised that some learners will have undertaken studies in theology and Religious Education in Years 7-10.	Noted for Phase 4 draft.

## Course Requirements

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Some students may not have access to the internet and devices outside of the classroom. How will they manage this section of the course?	Providers may have a response to this question.
We believe there needs to be greater emphasis on the level of literacy and independence required for students to achieve success in this Level 2 course.	The level of literacy and independence should be similar for all Level 2 courses.
Whilst there are no prerequisites – students with additional learning needs may not be able to reach to the depth studies required in this Level 2 course.	Noted.

## Course Structure, Delivery and Progression

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The course itself is logical, however the course document is unwieldy as the Work Requirements are in the appendix section of the document.	Noted for workshopping with Years 9 to 12 Learning.
We would prefer less build-up to 'culminating' assessments and a more balanced demonstration of learning across each module.	Will be considered with Critical Friends, noting that learning should develop throughout the year as learners do.
The demands of three 50-hour modules are higher than those offered in other states; Victoria Studies of Religion Level 1 and 2 = 100 hours.	Noted. Course size is a policy decision.

## Module Content

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Unclear about the specific content to be taught. I would like to see more explicit examples of content.	Baseline support materials are to be developed for the course.
Content suggestion to use tables more in the presentation of content	This suggestion will be considered for the baseline resources.
We have some concerns about the level of choice afforded to students here.	Provider/teacher agency is implied and should be exercised to suit local circumstances.
We are unclear on the following: 'illustrative or contrasting examples should be selected from traditions that will be studied in Module 2'. As teachers will not have covered those religious traditions at this point in the course it may be difficult to bring them in as examples.	The intention is that teachers/providers in their planning use their knowledge of what will be studied in Module 2 to select examples of content for Module 1 that connect with and prepare for later work.
Module 2- Consider bolding/ emphasizing the compulsory components 1 and 2 from Column B table.	Noted.
Module 2 - Column B (Aspects of Religion) could potentially overlap with the third section of Module 3 Column B.	Noted.
More tables and more student friendly descriptions suggested.	This suggestion will form part of the consideration for the development of baseline resources.
Suggestions for revising the content of all modules were presented.	Suggestions will be considered with Critical Friends as part of the Phase 4 draft.

## Criteria and Standards

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
They are a little bit vague. What does “assist with meaning” mean?	Noted for Phase 4 draft. ‘Assist with meaning’ is asking if the student deliberately uses “ <i>the element</i> ” to assist in conveying or clarifying their intended meaning.
Significant scaffolding and templates will be required to build up students’ skills in this area.	Agreed.
Concerns expressed with the connotation of the word 'test' in this context.	Noted for Phase 4 draft.
It is recommended that Criterion 4, 5, and 6 be more closely aligned with the content of the course.	Criteria are to be redeveloped to fit a different model.
General comment - it is recommended that the criteria are trialled and tested to validate their efficacy in describing and differentiating student achievement for the course.	Noted.

## Appendix I - Line of Sight

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
It is recommended that some additional work be undertaken to improve the Line of Sight.	Noted. This will be done.

## Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No suggestions were offered.	No action required.

## Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
As mentioned, the location of the work requirements in the course document is problematic.	Noted.
Would be prepared to incorporate more substantial assessment into this module if the demands of Module 3 were less.	Noted for consideration with Critical Friends.
Some detail needs further unpacking.	Noted for baseline resources.
Concerns with learner agency.	Teacher/provider agency is implied and should be exercised to support learning and suit local circumstances.
Module 2 Work Requirements – concerns with accessibility of the course for learners with additional needs.	Noted, bearing in mind that the course must be appropriately demanding for Level 2 learners.
Specific suggestions offered.	Noted for consideration in the Phase 4 draft and illustration in baseline resources.
We would prefer more balance across the three modules, rather than placing heavy emphasis on assessment in Module 3.	Noted – see above.

Key themes	Years 9 to 12 Learning Response
Our student surveys suggest that individual oral presentations are the students' least favoured form of assessment. A shorter presentation time might make this less onerous for students and take up less class time, given that we often have large class sizes.	Work requirements include significant learner/teacher/provider agency. Oral and multi-modal presentations feature as options, never mandatory, requirements. A significant range in size is incorporated in the work requirement specifications.
Concern that learners may be overwhelmed with lengthy work requirements across several subjects.	Work requirements will be revised where suitable for the level. There is, and will be, no individual work requirement set in this course that could be considered onerous at this level.
General comment - It is recommended that the 'Work Requirements' for Modules 1, 2 and 3 are refined and make use of language and terminology more appropriate for the study of religion and religious experience.	Noted for workshopping with Critical Friends for Phase 4 draft.

## Further Appendices

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Not applicable.	

## Further Feedback and General Comments

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
We just need more specific information. Examples were given.	Professional Learning is planned to address these questions directly with providers/ teachers.

Key themes	Years 9 to 12 Learning Response
<p>Assessments: It's unclear whether students must complete written assignments, like essays, or whether the assessments allow for multimodal responses for major and minor tasks.</p>	<p>Work requirements specify the mode(s) of communication and assessment expected, noting that learner and provider agency may be included. Additional assessment is designed by the provider/teacher/learner.</p>
<p>Resources requested.</p>	<p>Baseline resources will be developed including recommended resources.</p>
<p>Inclusion of templates and scaffolding documents will be most helpful for students and teachers.</p>	<p>Noted for baseline resources.</p>
<p>We appreciate the flexibility this course offers to schools of varied faith denominations.</p>	<p>Noted.</p>
<p>We ask for greater consideration in the wording of Work Requirements to accommodate students with additional learning needs to access Level 2 courses.</p>	<p>The course should be both accessible and suitably rigorous for Level 2. This advice will be incorporated into the Phase 4 draft.</p>
<p>Please keep in mind that religion is a compulsory subject at Catholic Schools, and we do not currently have a Level 1 option available to these students.</p>	<p>Noted. The proposed Civics and Citizenship Level 1 may provide a worthwhile Level 1 course.</p>