

# Tranche 1 – Phase 3 – Initial Draft Course

## Studies of Religion Level 3

Total Responses = 4

Organisations represented	Group	Individual
MacKillop College	4 (representing 16 individuals)	

## Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
It was surprising that this course did not fall into the Discipline-based study focus area. The key features are problematic and unclear.	Focus Area will be more clearly articulated in the Phase 4 draft.
Focus Area section is very vague.	Focus area will be more clearly articulated in the Phase 4 draft.
Phrases used in the key features such as 'engage critically with ethical investigations' don't help convey the connection between the Focus Area and subject. They have been overused and emptied of meaning.	Noted.
No 'hour' requirements stated – length of time spent on each unit is open to interpretation.	Each module is nominally 50 hours.

Key themes	Years 9 to 12 Learning Response
Units are too similar.	Noted for the development of Phase 4 draft.
The explanation of the term "transdisciplinary" is unclear.	Noted for workshopping with Critical Friends and Years 9-12 Learning for the Phase 4 draft
The term 'exhibit' might also appear onerous to students - this needs to be defined in its broader meaning.	Noted.
Please define "ideate" or provide examples.	Noted
The term 'exhibit' seems to suggest a rather onerous level of final product.	Noted

## Course Rationale and Description

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

Key themes	Years 9 to 12 Learning Response
The phrase, 'dynamic and changing nature of religion' is vague.	The phrase comes from the current course rationale, it suggests that religion has an adaptive, responsive and evolving element to it.
It sounds more like a wish than a rationale.	Noted.

## Integration of General Capabilities

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

Key themes	Years 9 to 12 Learning Response
Does not appear to align with some of the key Cross Curriculum Priorities.	Cross Curriculum Priorities in this course will be articulated through baseline resources, support materials or in individual providers' teaching and learning programs.

## Pathways

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

Key themes	Years 9 to 12 Learning Response
What about students taking this course for interest?	The pathways information in the course document is intended to provide specific information.

## Course Requirements

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

Key themes	Years 9 to 12 Learning Response
Students may be intimidated by the scope given to them in terms of the range of topics they could choose for their in-depth studies.	There is teacher agency as well as learner agency in the selection of topics.
Is this referring to 'pathways' or 'course requirements'?	Course requirements.
Module 3 - Depth Study A topics are limited and boring.	Noted.
We believe you need to emphasize that students attempting this course need to have satisfactory or above satisfactory literacy skills. Students need to be independent learners.	Noted for discussion with Years 9 to 12 Learning for Phase 4 draft.

## Course Structure, Delivery and Progression

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

Key themes	Years 9 to 12 Learning Response
The structure of the course for students who have not completed the Level 2 course is complicated and demanding.	The two pathways in Module 1 will be refined and streamlined for the Phase 4 draft.
Rigidity of 3 modules provide no scope for context setting and introductory unit to ground students in the context behind studying religion as a discipline. The order of delivery is also somewhat illogical. 4 units and an introductory unit would prove to offer the depth required for humanities topics.	Three modules per course is currently a requirement for all new courses.
The phrase in the course document looks very generic. As per the rationale, looks more like a vague wish than a specific addressing of the developmental progression for this course.	The phrase is 'generic'.
We find Module 1 confusing and demanding.	Module 1 will be simplified for the Phase 4 draft.
Organisation of the course document is awkward.	Noted.

## Module Content

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

Key themes	Years 9 to 12 Learning Response
The links between Module 1 and Module 2 are confusing, as are the alternative entry points.	These two issues will be workshopped with Critical Friends for the Phase 4 draft.
Request for more clarity around intent for the content along with some suggestions.	These two issues will be addressed in supporting baseline resources.

Key themes	Years 9 to 12 Learning Response
Not always clear where Module 1 discussion ends and where Module 2/3 begins.	This will be primarily addressed in the baseline resources support material, though some clarity will be added for the Phase 4 draft.
Comments about specific content.	Comments and suggestions will be workshopped with Critical Friends for the Phase 4 draft.
Many of the bullet points are too generalised to give meaningful guidance on the level of depth required. This should be included in the TASC document, not left for a teaching and learning guide which may not be authorised or approved by TASC.	At this point in time, elaborations of key content and skills are planned for support materials rather than the course document.
Correction suggested.	Noted.
No opportunity to compare religious views on an ethical issue in Module 2 and this limits the depth of learning/analysis.	A discussion of variance of opinion within the tradition or contrast with an alternative religious or non-religious position on the issue is required for the Module 2 work requirement.
Module 3 - Depth Study A topics are limited and boring.	Noted.
Clarity of intent sought and some limit to learner agency.	<p>Will be addressed in the Phase 4 draft, noting that teacher and learner agency are desirable where possible and practical.</p> <p>Will be addressed in support material.</p>
Concern with complexity of Module 3.	The language in the course document will be simplified where possible and appropriate.

## Criteria and Standards

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

Key themes	Years 9 to 12 Learning Response
Content and criteria of the course at times is misleading and arbitrary.	This feedback will be workshopped with Critical Friends and Years 9 to 12 Learning for the Phase 4 draft.
Criterion 1 - Doesn't adequately cover the spectrum of communication skills.	The criterion is not intended to cover the full spectrum of communication, only 3 elements of it.
Criterion 3 - Please rewrite so a student, parent (and teacher) can understand.	Noted, the descriptor mentioned will be rewritten. Feedback will be incorporated in the Phase 4 draft.
The reduction to three standards and clear criteria is most welcome.	Noted.
Metacognition is a word that needs explaining more clearly to students in the overarching criterion statement.	Will do so in the support material.
Criterion – 6 Once again the word "test" will have different connotations to students and parents and teachers.	Noted to be addressed in the Phase 4 draft.

## Appendix I - Line of Sight

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

Key themes	Years 9 to 12 Learning Response
Sorry, out of time to answer adequately, but saying 'yes' sounds like a ringing endorsement which would be misleading.	Noted.
Course document is unwieldy.	Noted for discussion with Years 9 to 12 Learning.

## Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The whole curriculum framework is flawed.	Noted.

## Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Questions regarding assessment and clarity regarding links to the course rationale (Module I).	Line of Sight is to be checked and refined for Phase 4 drafts.
Questions regarding how manageable the work requirements are over a one-year period.	Work Requirements are to be checked for suitability at level and amended for Phase 4 draft as necessary.
Why are Work Requirements an appendix?	Noted.
Work Requirements are unclear and too broad.	Work Requirements are aligned in complexity with those in the current course. Feedback will be workshopped with Critical Friends and outcomes contribute to the Phase 4 draft.
Four assessment tasks throughout the entire course is unreasonable and insufficient.	The Work Requirements do not prescribe the total assessment allowed for the course.
Students appear to be limited to Depth Study and essay style writing in this course - is this deliberate?	Work Requirements to be revised for the Phase 4 draft.
Students appear to need to be very independent learners.	Noted for the support materials.

Key themes	Years 9 to 12 Learning Response
Concern that demands of Work Requirements across several courses will be too much.	This aspect will be discussed with Years 9 to 12 Learning.
External assessment suggestions were made.	Noted for the support materials and for clarification in the Phase 4 draft.  See above.  Work Requirements do not constitute the total of assessment in the course and providers should implement the formative assessment that they see fits.

## Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response

## Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The course outline did not explicitly state what form of assessment would be used.	Only recommendations can be made for external assessment. TASC determines this.
Work samples will be vital, especially as many schools will be offering this subject for the first time, given expansion of Year 7-10 schools to 11 and 12.	Noted for the provision of baseline resources.



Key themes	Years 9 to 12 Learning Response
<p>The Learning Area is united in opposing the whole module structure and cannot provide tacit endorsement by saying that any particular module is appropriate. A sample comment on modularisation and the constraints which this creates is: 'Rigidity of 3 modules provide no scope for context setting and introductory unit to ground students in the context behind studying religion as a discipline. The order of delivery is also somewhat illogical. 4 units and an introductory unit would offer the depth required for humanities topics.'</p>	<p>Noted.</p>
<p>The glossary will be essential.</p>	<p>Noted.</p>
<p>The inclusion of templates and scaffolding documents will be most helpful to teachers and students.</p>	<p>Noted.</p>
<p>Samples of essays will be helpful too.</p>	<p>Noted.</p>
<p>There is great potential for this course to be very engaging and interesting - let's keep the word limits reasonable and multi-modal style assessment on the table to keep our students engaged.</p>	<p>Noted.</p>