

Tranche 1 – Phase 4 – Draft Course

Studies of Religion Level 3

Total Responses = 3

Organisations represented	Group	Individual
2	1 (representing 6 individuals)	2

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
The content has been reduced from initial drafts and is now manageable within the time constraints of a 150-hour course (3x 50 modules). The content is balanced between the three units of work and a progressive study of one or more religions is possible at a deep level.	Noted.
A large number of detailed suggestions for minor content changes were received in this submission.	Changes have been incorporated where suitable and possible, noting that changes with any significant impact cannot be made at this point unless they are in response to a major concern that has been uncovered.

Work Requirements

Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
<p>One respondent's main concern was the length of the Depth Studies in Module 3. They said 2400 - 4000 words was larger than some Humanities course requirements in third year of Arts. This was too overwhelming for students in Year 11 and 12.</p>	<p>The depth study will be reduced along the lines suggested by the respondent below.</p>
<p>One respondent suggested a Glossary of Key Terms.</p>	<p>A Glossary has been incorporated.</p>
<p>The work requirements for Module 1 are achievable and allow for a variety of presentation modules other than an essay or written report.</p> <p>The work requirements for Module Two include an externally assessed extended response of 1800-2100 words. The topics (A or B) and inclusions required within the response are clearly indicated in the document.</p>	<p>Noted.</p>
<p>The work requirements for Module Three are problematic for two reasons:</p> <ul style="list-style-type: none">• One: The length of the external component (2400-4000 words).• Two: The complexity and variety of the different pieces of work making up the external work requirement. Keep in mind that the student must submit two depth studies for this module, one being a group work task internally assessed. <p>A proposal that could reduce the total word limit and the variety of the types of writing</p>	<p>The depth study will be reduced along the lines suggested by this respondent.</p>

externally assessed would be to assess some parts internally only.

This respondent has experience with marking plans and reflections on progress as part of IPs. Plans and reflective statements were included as part of Sociology folios in the past, but both of these have been from external assessment. This was due to the difficulty in standardising the assessment of these types of documents, verifying the authenticity of parts such as the use of time or reflection on difficulties and inequities between student experience.

The plan, including study design prospective resources and outline of the topic plus a journal (electronic, video, written) of the schedule and reflection and evaluation of the work could be a required element but only internally assessed.

The extended written response could then be reduced to between 2000 - 3000 words and of the type that can be objectively assessed externally against standards.

This proposal makes the externally assessed depth study manageable and also reduces the word count thus overcoming the two issues currently seen with this externally assessed depth study. The three criteria should still be able to be assessed, even if not all elements are included in all three criteria.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
<p>This continues to be a sophisticated and content heavy course. It will be important that teachers are aware that, given the time frame of the course, not every topic can be dealt with in depth in relation to core beliefs and practices of world religions.</p> <p>The respondent suggested references and resources for each unit – online resources in particular linked to textbooks.</p> <p>There will be a number of extension schools teaching this course for the first time and teachers of long experience have retired or are retiring. There will need to be good resource lists and text books and professional learning opportunities for teachers new to the course.</p> <p>One respondent noted that folios required quite detailed guidelines that outlined matters such as referencing, topic selection and advice for students and teachers.</p> <p>Therefore, they would like a set of specific guidelines for the two pieces of work required for the folio.</p> <p>They would also like explanations of the standard of work required for A- E and preferably samples (exemplars) as well.</p> <p>Recommended resources to assist in the delivery of the course would be helpful.</p> <p>Ongoing professional learning for teachers was suggested, along with provision of teacher background materials for Modules 1, 2 and 3.</p>	<p>All suggestions are noted and will be addressed in the development of baseline resources.</p>

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
One respondent said there have been regular opportunities for providing feedback.	Noted.