

# Transdisciplinary Projects

HaSS

Studies of Religion 3  
COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Educator  
Tasmania



INDEPENDENT  
SCHOOLS  
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## Studies of Religion, 150 hours – Level 3

This course is the Level 1, 2, 3, 4 component of the Studies of Religion program.

### Aims

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.

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.

### Focus Area – Transdisciplinary Projects

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 those that will be expressed 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. The program of learning will include 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 21<sup>st</sup> Century. It will develop the capacity of learners to manage their own lives and to become flexible, independent thinkers, problem solvers and decision makers. The course provides level 3 access to the HASS Studies of Religion program and 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. 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.

## 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 

The cross-curriculum priorities enabled through this course are:

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

## 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 21<sup>st</sup> century. Through the study of the search for meaning, at least two religious traditions and a depth study, learners will engage with key facets of religion such as the influence of world views, the ethical teachings of religious traditions, deep questions of how meaning is given to life, and the 21<sup>st</sup> Century role of religion in society. There is a strong focus in the course on transdisciplinary and inquiry approaches to learning, and learners 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 *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

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

## Course Structure, Delivery and Progression

### Structure

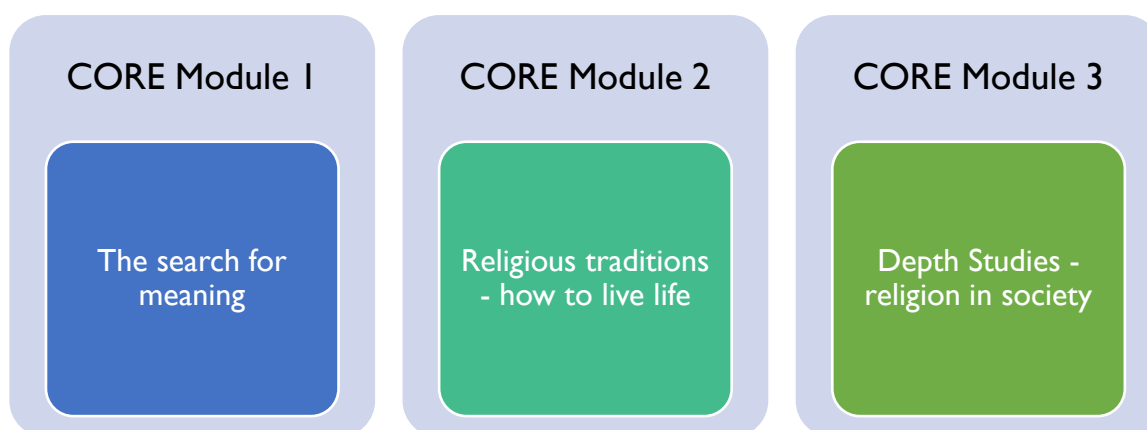
This course consists of three 50-hour modules.

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.

### Developmental Progression

At both the module and course level the learner is introduced to and builds upon key ideas, concepts, skills, knowledge and understanding leading to performance of understanding reflected in the work requirements.

Individual modules have a developmental progression that introduces, builds upon and culminates in a performance of understanding in the work requirements. Between modules there is also a developmental progression that leads to a culminating performance of understanding in the final work requirements.

## Module 1 - The search for meaning

### Module 1 Learning Outcomes

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

1. communicate purposefully and appropriately about religion
2. apply metacognitive skills and reasoning to manage learning
3. acknowledge and appreciate different ways of seeing the world
4. understand how meaning is made and reinforced.

### Module 1 Content

Module 1 provides two alternative entry points to *Studies of Religion* Level 3. Learners should complete 1 (one) unit only. Learners who have previously completed *Studies of Religion* Level 2 should undertake Unit 1. Learners who have not completed *Studies of Religion* Level 2 or an equivalent study of religious traditions should undertake Unit 2.

#### Unit 1

The focus in this unit is on gaining an understanding of key beliefs and values and how they are connected, and reinforced. Teachers should focus on the details that will broaden learners understanding of widely held beliefs and values through an investigation of the connections between particular world views. Noting that significant implications of the beliefs and values will be studied in Module 2 and Module 3. Note also that the work requirement for this module will explore the differing perspectives of two major variants within a religious tradition.

Key knowledge

#### Abrahamic world views:

- key beliefs and values plus core structures (including hierarchies, place and space) and practices of an Abrahamic tradition NOT a major focus of the learner's study in *Studies of Religion* Level 2
- similarities and differences in the way Abrahamic beliefs and values are understood and practised in two Abrahamic faiths
- interfaith dialogue between Abrahamic faiths.

#### Karmic world views:

- key beliefs and values plus core structures (including hierarchies, place and space) and practices of a Karmic tradition NOT a major focus of the learner's study in *Studies of Religion* Level 2
- similarities and differences in the way Karmic beliefs and values are understood and practised in two faiths
- interfaith dialogue between Karmic faiths.

#### Unit 2

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. Noting that significant implications of the beliefs and values will be studied in Module 2 and Module 3. Note also that the work requirement for this module will explore the differing perspectives of two major variants within a religious tradition.

Key knowledge

### **Abrahamic world views:**

key beliefs and values of one Abrahamic tradition

example rituals and practices of the same Abrahamic tradition and how these follow from, support and reinforce beliefs and values

example core texts and structures of the tradition and how they reinforce and support beliefs, values and practices.

### **Karmic world views:**

key beliefs and values of one Karmic tradition

example rituals and practices of the same Karmic tradition and how these follow from, support and reinforce beliefs and values

example core texts and structures of the tradition and how they reinforce and support beliefs, values and practices.

### **Key skills for both Unit 1 and Unit 2**

#### **Communication:**

- purposeful and effective multi-disciplinary 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.

#### **Acknowledgement of different perspectives:**

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

### **Module 1 Work Requirements**

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 summary of Work Requirement specifications for this course.

### Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

## Module 2 - Religious traditions – how to live life

### Module 2 Learning Outcomes

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

1. communicate purposefully and appropriately about religion
2. apply metacognitive skills and reasoning to manage learning
3. acknowledge and appreciate different ways of seeing the world.
5. analyse and explain the implications of religious values and beliefs.

### 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 through investigation of the application of faith to daily life and follow up with deeper investigations of an ethical issue 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 and the problem of suffering will be applied and further enhanced through the depth studies in Module3.

Key knowledge

#### Daily life:

- ritual and worship, individual and communal
- lived expression of key beliefs and values

#### Religious ethics:

- the basis of ethics within the tradition
- ethical teachings

#### The problem of suffering:

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

Work requirement considering 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
- 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.

### Acknowledgement of different perspectives:

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

### Module 2 Work Requirements

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 summary of Work Requirement specifications for this course.

### Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

## Module 3 - Depth Studies – religion in society

### Module 3 Learning Outcomes

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

1. communicate purposefully and appropriately about religion
2. apply metacognitive skills and reasoning to manage learning
3. acknowledge and appreciate different ways of seeing the world
6. 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 group depth study in order to collaboratively develop and test skills. The second depth study undertaken will be an individual depth study. Depth Study A and Depth Study B may be undertaken in any order determined by the teacher.

Key knowledge

#### Depth Study A

Learners should investigate a role that one or more religious traditions plays in 21<sup>st</sup> 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 should investigate one of the following topics:**

- multi faith dialogue
- changing patterns of belief
- religion and public debate
- religious Asceticism in the 21<sup>st</sup> 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:**

- how does the tradition get involved with wider society in this case
- why has the tradition chosen to engage in this way
- how and to what extent is the religious tradition impacted by wider societal debates
- how does the tradition enter into dialogue or debate with wider society
- what are some different perspectives within the tradition on this engagement and what is their rationale
- general public expectations and or opposition to this involvement.

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 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.

#### Acknowledgement of different perspectives:

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

#### Depth Study B

Learners should investigate a significant contemporary challenge to a religious tradition. A major focus of this depth study is on 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 followed the particular response that 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 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.

#### 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

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 (2) depth studies.

See Appendix 3 for summary of Work Requirement specifications for this course.

#### Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

#### 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

Criteria	Module 1	Module 2	Module 3	Notes
Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common criteria in all modules and one focus criterion per module.

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. select and apply metacognitive skills and reasoning
3. acknowledge and appreciate different ways of seeing the world
4. analyse rationale for key religious beliefs and values
5. identify and analyse implications of beliefs and values\*
6. form and test 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.

Rating C	Rating B	Rating A
appropriately selects from and effectively uses a range of formal and informal communication formats to suit purpose	meets communication requirements of tasks including effective use of appropriate formats	sets, meets and sometimes exceeds communication requirements and expectations of tasks
correctly uses a wide range of topic-based terminology	uses a wide range of non-specialist and some specialist terminology	uses a wide range of specialist and non-specialist terminology to clarify meaning
correctly uses a wide range of communication conventions.	purposefully uses a wide range of communication conventions.	uses a wide range of communication conventions to clarify meaning.

Criterion 2: select and apply metacognitive skills and reasoning

This criterion is only internally assessed.

Rating C	Rating B	Rating A
creates effective and detailed learning plans	creates effective learning plans that address individual and collective strengths, weaknesses and goals	demonstrates proficiency in selecting and using learning strategies as part of differentiated learning plans
monitors and evaluates learning and adjusts learning plans	monitors learning and adjusts plans and strategies accordingly	monitors learning and effectively adjusts learning plans strategies and intentions accordingly
sets aspirational and achievable learning goals and intentions.	self-assesses progress towards high expectations and achievable learning goals.	consistently demonstrates high expectations and achieves learning goals.

Criterion 3: acknowledge and appreciate different ways of seeing the world

This criterion is only internally assessed.

Rating C	Rating B	Rating A
explains the similarities, differences and tensions between knowledge, beliefs, values and points of view	critically analyses the similarities and differences between knowledge, beliefs, practices and perspectives	applies critical understanding of similarities and differences to imagine purposeful dialogue between different perspectives
analyses the origin and evolution of knowledge, beliefs, practices and points of view.	critically analyses the complex and dynamic nature of knowledge, beliefs, practices and perspectives.	purposefully critically analyses the complex and dynamic nature of knowledge, beliefs, practices and perspectives to draw meaningful conclusions
explains the importance of respecting and empathising with different perspectives.	applies understanding of the importance of respecting and empathising with different beliefs.	purposefully applies understanding of the importance of respecting and empathising with different beliefs.

Criterion 4: analyse rationale for key religious beliefs and values

This criterion is only internally assessed.

Rating C	Rating B	Rating A
develops questions that identify key assumptions and core beliefs underpinning points of view	develops questions that improve understanding and analysis of differing points of view	develops questions that lead to ways, sometimes new, of understanding and responding to differing points of view
analyses and compares points of view and the assumptions that underpin them	critically analyses differing points of view and the assumptions that underpin them	critically analyses differing points of view and the assumptions that underpin them in order to create meaningful dialogue
analyses and compares the connections between different points of view and their underpinning assumptions.	critically analyses differing points of view and their connections with beliefs and values.	critically analyses and evaluates the connections between points of view, their underpinning assumptions and associated world views.

Criterion 5\*: identify and analyse implications of beliefs and values

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
develops questions that identify the implications of key beliefs and values	develops questions that improve understanding and analysis of the implications of beliefs and values	develops questions that lead to ways, sometimes new, of understanding and responding to beliefs, values and practices
explains complex information about the implications of beliefs and practices	clarifies complex information about the implications of beliefs and practices	clarifies the complexities and dynamic nature of beliefs and values in order to explain their implications for ritual and daily life
analyses the connections between religious beliefs, values and practice.	critically analyses the connections between religious beliefs, values and practice.	critically analyses the connections between different religious beliefs, values and their practices to understand or imagine dialogue between traditions.



## Criterion 6: \*form and test points of view

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
distinguishes fact from opinion and develops and tests rational opinions at will	distinguishes fact from opinion and develops supported, coherent and consistent opinions at will	distinguishes fact from opinion and develops and defends supported, coherent and consistent opinions at will
analyses internal coherence of points of view	critically analyses the internal coherence of points of view	critically analyses and evaluates the internal coherence and logic of own and others' point of view
analyses consistency of points of view	critically analyses the consistency of points of view with beliefs, values, actions, opinions and other points of view	critically analyses and evaluates the consistency of points of view with beliefs, values, actions, opinions and other points of view
purposefully collects and analyses evidence for evaluation of points of view.	collects and critically analyses evidence for evaluation of points of view.	collects, develops and critically analyses evidence.

## 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 the 9 ratings (6 ratings from the internal assessment and 3 ratings from the external assessment).

The minimum requirements for an award in *Studies of Religion* Level 3 are as follows:

### EXCEPTIONAL ACHIEVEMENT (EA)

8 'A' ratings, 1 'B' rating (2 'A' ratings, 1 'B' rating from external assessment)

### HIGH ACHIEVEMENT (HA)

4 'A' ratings, 4 'B' ratings, 1 'C' ratings (1 'A' rating, 1 'B' rating and 1 'C' rating from external assessment)

### COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 4 'C' ratings (1 'B' ratings, 2 'C' ratings from external assessment)

### SATISFACTORY ACHIEVEMENT (SA)

7 'C' ratings (2 'C' ratings from external assessment)

### PRELIMINARY ACHIEVEMENT (PA)

5 '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.

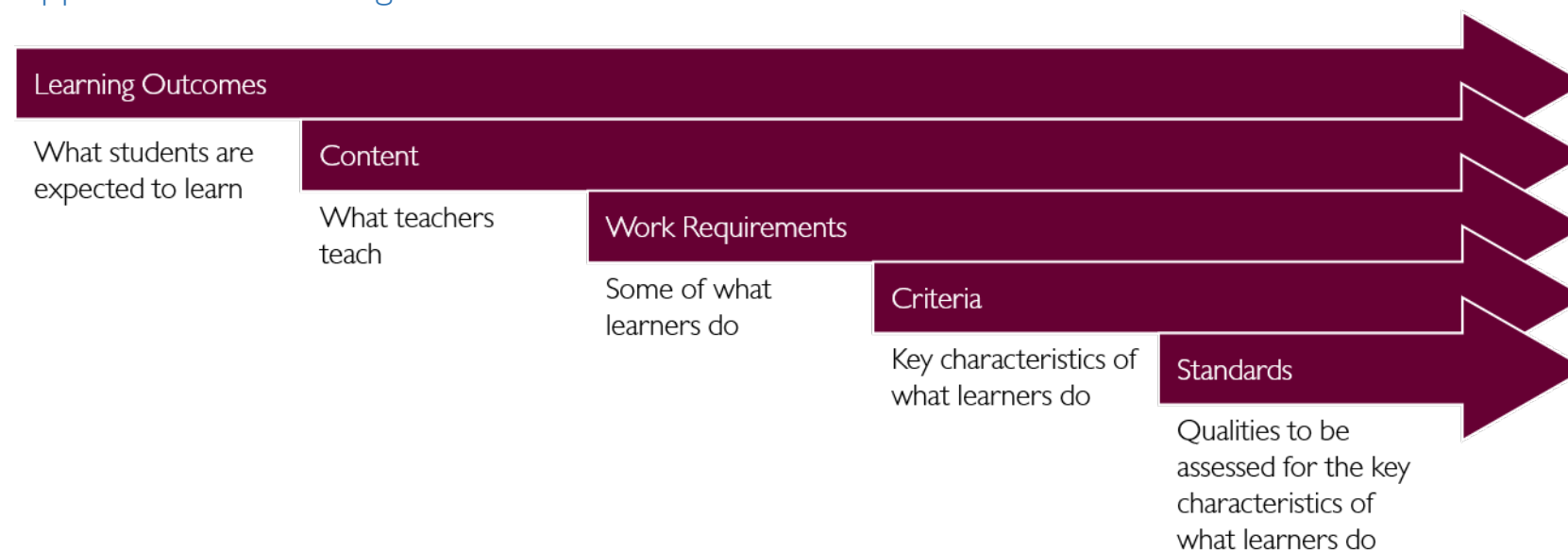
## Course Developer




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 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 skills and reasoning to manage learning.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC: 
3. Acknowledge and appreciate different ways of seeing the world.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC: 

4. Understand how meaning is made and reinforced.	Module 1	Module 1	C 4	E 1, 2, 3	GC: 
5. Analyse and explain the implication of religious values and beliefs.	Module 2	Module 2	C 5	E 1, 2, 3	GC: 
6. Form and test points of view.	Module 3	Module 3	C 6	E 1, 2, 3	GC: 

## Appendix 2 - Alignment to Curriculum Frameworks

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

## 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

**Learning Outcomes:** 1, 2, 3, 4

**Description:** The Module 1 work requirement consists of 1 one inquiry into different perspectives on key beliefs. Learners will investigate key beliefs from the perspective of two major 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 both variants.

**Size:** 1000 – 1500 words total

**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

### Module 2 Work Requirements Specifications

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Living with faith

**Mode /Format:** Extended response

**Learning Outcomes:** 1, 2, 3, 5

**Description:** The Module 2 work requirement consists of an 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. Extended Response B will critically analyse a tradition's approach to the problem of suffering.

**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
- 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
- the learner may include a supported personal response to the problem of suffering.

**Size:** The extended response will be between 1200 and 1800 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 5: all standard elements

**Relationship to External Assessment:** The external response will be submitted for external assessment against criteria 1 and 5.

### Module 3 Work Requirements Specifications

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Depth Studies

**Mode /Format:** Project consisting of two Depth Studies

**Learning Outcomes:** 1, 2, 3, 6

**Description:** The Module 3 work requirement consists of two Depth Studies as outlined in Module 3 content above. Each depth study should include the following:

- a study design
- a response to each dot-point in the key knowledge for the depth study outlined in the Module 3 content (1500 – 2000 words or equivalent)
- a discussion of the evidence and use of evidence
- reflection and evaluation
- an annotated plan for the depth study.

**Size:** Each depth study will be 1800 – 2,000 words or equivalent, not including the annotated plan.

**Timing:** Each depth study should take approximately 20 hours of the 50-hour module.

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

### Relevant Criterion/criteria:

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

**Relationship to External Assessment:** The individual depth study will be assessed externally against Criteria 1 and 6.

## 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

- o A central glossary will be added to the final draft of the course for consultation.