



# Studies of Religion Levels 2-3

## Overview and Key Features

Years 9 to 12 Learning 2020



## The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Studies of Religion Level 2-3*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing, likely content and number of work requirements. This feedback will be taken on board in writing the draft course.

## Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (Nov/Dec 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This paper represents the second of four course consultation points for teachers to engage in the course development process for *Studies of Religion Level 2-3*.

## Course Rationale

*Studies of Religion Level 2-3* will be a re-imagined and innovative course pair designed for students who seek responsible, active and meaningful engagement with their families and society as adult members. In this sense it is a new development aimed at meeting the innovative curriculum brief to address the needs of significant numbers of disengaged students.

Features, such as incorporating the perspective of multiple disciplines, a significant project-based component, and a significant inquiry-based component, will be applied to the new *Studies of Religion* course.

The proposed *Studies of Religion* course will:

- provide a course structure which encourages students to complete secondary education at their highest possible level
- foster the intellectual, civic, ethical and social development of students, in particular relating to the application of knowledge, understanding, skills, values and attitudes in the study of religion and ethics
- develop the capacity of students to manage their own lives and to become flexible, independent thinkers, problem solvers and decision-makers
- develop the capacity to work collaboratively with others
- foster respect for the cultural diversity of Australian society
- encourage the desire to continue learning in formal or informal settings after school.

## Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of this course and it fits within the Transdisciplinary focus area of the [Years 9 to 12 Curriculum Framework](#).



TASMANIAN  
**CATHOLIC**  
education office





## Pathways in

*Studies of Religion Level 2-3* enables learning continuity from the Australian Curriculum HASS 7 -10 to Years 11-12.

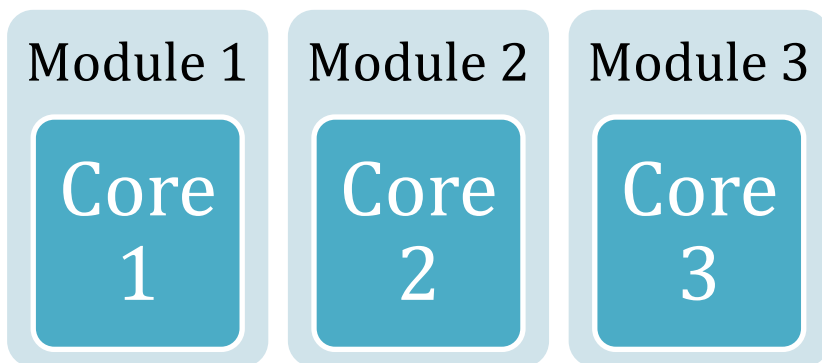
## Level 2

### Learning Outcomes

On successful completion of this course learners will be able to:

- communicate purposefully and appropriately about religion
- work with others and manage own learning (engage in learning)
- understand how meaning is made and reinforced (identify assumptions)
- understand how values and beliefs are expressed (implications)
- acknowledge and appreciate different ways of seeing the world (appreciate diversity)
- identify, form and test opinion (investigate integrity)

### Course Structure



### Modules Available

Core 1: The search for meaning

Core 2: Religious Traditions – how to live life

Core 3: Depth Studies – Religion in Society

### Course Delivery

The modules will be delivered sequentially.



## Module content

Module 1 (the search for meaning)	Module 2 (Religious Traditions- how to live life)		Module 3 (Depth Studies – Religion in Society)
<ul style="list-style-type: none"> <li>• The search for meaning</li> <li>• Aboriginal Spirituality</li> <li>• Ancient Religions</li> </ul>	Buddhism Christianity Hinduism Islam Judaism	Beliefs Rituals and Practices Sacred spaces Texts Personnel	<ul style="list-style-type: none"> <li>• Ethical issues</li> <li>• Religious expression</li> <li>• Spiritual experiences</li> <li>• Religion in the local community</li> <li>• Is this all there is?</li> </ul>

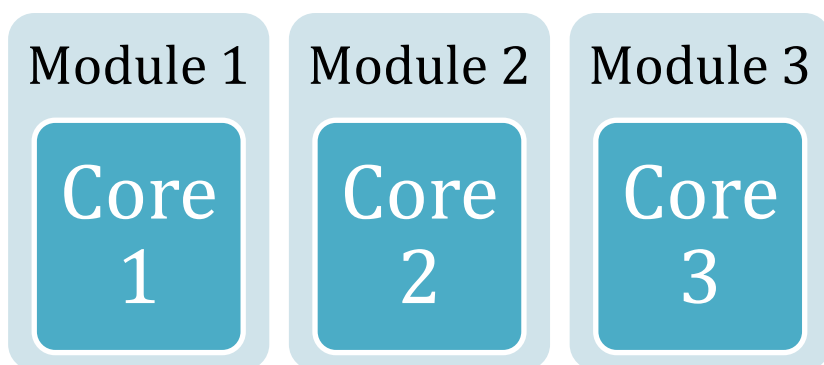
## Level 3

### Learning Outcomes

On successful completion of this course learners will be able to:

- Communicate purposefully and appropriately about religion
- Work with others and manage own learning (engage in learning)
- Understand how meaning is made and reinforced (identify assumptions)
- Understand how values and beliefs are expressed (implications)
- Acknowledge and appreciate different ways of seeing the world (appreciate diversity)
- Identify, form and test opinion (investigate integrity)

### Course Structure



### Modules Available

Core 1: The search for meaning

Core 2: Religious Traditions – how to live life

Core 3: Depth Studies – Religion in Society

## Course Delivery

The modules will be delivered sequentially.

## Module content

Module 1 (the search for meaning)	Module 2 (Religious Traditions-how to live life)		Module 3 (Depth Studies – Religion in Society)
<ul style="list-style-type: none"> <li>World views</li> <li>Abrahamic world views</li> <li>Karmic world views</li> <li>Humanism</li> </ul>	<i>Introduction to traditions or Religion Today</i>		<ul style="list-style-type: none"> <li>Multi-faith dialogue</li> <li>Changing patterns of belief</li> <li>Faith v non-faith</li> <li>Religion in public life</li> <li>Contributions of religion</li> </ul>
	Aboriginal Spirituality Buddhism Christianity Hinduism Islam Judaism	Ethical teachings Variants Problem of suffering The meaning of life Challenge & response	

## Relationship to possible Future Provision

Focus Area	P	I	2	3	4
DISCIPLINE-BASED		Humans and History  Civics and Citizenship	Ancient History Modern History Geography Philosophy Psychology Sociology Legal Studies Economics		
TRANSDISCIPLINARY			Australia and Asia Studies Museum Studies First Nations Studies Studies of Religion		
PROFESSIONAL STUDIES			Business Studies Accounting Child Studies		
PERSONAL FUTURES	Humanities	Personal Responsibility Financial Literacy	Community and Society		

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework