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Introduction

The VCE Religion and Society *Advice for teachers* handbook provides curriculum and assessment advice for Units 1 to 4. It contains advice for developing a course with examples of teaching and learning activities and resources for each unit.

Assessment information is provided for school-based assessment in Units 3 and 4 and advice for teachers on how to construct assessment tasks with suggested performance descriptors and rubrics.

The course developed and delivered to students must be in accordance with the [VCE Religion and Society Study Design 2017–2022](https://www.vcaa.vic.edu.au/Documents/vce/religion/2017ReligionSocietySD.pdf).

Administration

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [*VCE and VCAL Administrative Handbook.*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin.*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)

Teachers must refer to these publications for current advice.

VCE Religion and Society Study Design examination specifications, past examination papers and corresponding examination reports can be accessed at: [www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/religion-and-society.aspx](http://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/religion-and-society.aspx)

Graded Distributions for Graded Assessment can be accessed at: [www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx](http://www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx)

Developing a teaching and learning program

The program outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study describe the learning context and the knowledge and skills required for the demonstration of each outcome.

Teachers should use the study design to develop a teaching and learning program that includes appropriate learning activities to enable students to develop the knowledge and skills identified in the outcomes in each unit. The development of the program can be supported by this advice.

Each unit of VCE Religion and Society has been designed so that the first area of study lays a conceptual foundation for later areas of study. Similarly, many of the areas of study in VCE Religion and Society begin with an understanding of general concepts that are subsequently applied to specific examples.

In developing a course and considering the order of teaching across and within areas of study, it is important to ensure that students have this conceptual foundation before they study specific examples. For example, Area of Study 3 in Unit 2, ‘Ethical issues in society’ can be used to illustrate Areas of Study 1 and 2 in Unit 2.

It should be noted that the aspects of religion (page 9 of the Study Design) are a feature of all units and areas of study, even though they may not be explicitly referred to in the key knowledge and skills of every area of study. The aspects of religion provide a useful framework to assist students in their study of religion.

Teachers should take note of the introductions at the beginning of each area of study. These comprise an integral part of each area of study and aid in the understanding of the key knowledge and key skills.

In Unit 3, Area of Study 1, teachers should select types of religious beliefs that can be readily interrelated to other beliefs from the same tradition. If studying more than one religious tradition or denomination, only beliefs within the same religious tradition need to be inter-relatable. In Unit 3, Area of Study 2, at least two religious beliefs are selected to find expression through each of the other aspects of religion.

In Unit 3, Area of Study 3, the significant life experience of the member of the religious tradition or denomination chosen should demonstrate the key knowledge and skills of the outcome. The selected member needs to be someone who remained within the same religious tradition or denomination before, during and after the significant life experience. Therefore, the member should not be someone who converts from one religious tradition or denomination to another as a result of the significant life experience. Finally, the significant life experience of the member may have been a single event at a particular time or may have occurred over an extended period of time. Selection of a member could be informed by the beliefs chosen for detailed study in Areas of Study 1 and 2, that is, selected so that students can apply their objective understanding of the beliefs and their expression to the analysis of the subjective understanding of a member.

A sample week-by-week planner for Units 3 and 4 can be found in [Appendix 2](#Appendix2).

Employability skills

The VCE Religion and Society study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

The [table](#EmploySkills) links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

Resources

A list of [resources](http://www.vcaa.vic.edu.au/Pages/vce/studies/religion/religionindex.aspx) is published online on the VCAA website and is updated annually.

Assessment

Assessment is an integral part of teaching and learning. At the senior secondary level it:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

As part of VCE studies, assessment tasks enable:

* the demonstration of the achievement of an outcome or set of outcomes for satisfactory completion of a unit
* judgment and reporting of a level of achievement for school-based assessments at Units 3 and 4.

The following are the principles that underpin all VCE assessment practices. These are extracted from the [VCAA *Principles and procedures for the development and review of VCE Studies*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) published on the [VCAA website](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

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| **VCE assessment will be valid** | This means that it will enable judgments to be made about demonstration of the outcomes and levels of achievement on assessment tasks fairly, in a balanced way and without adverse effects on the curriculum or for the education system. The overarching concept of validity is elaborated as follows. |
| **VCE assessment should be fair and reasonable** | Assessment should be acceptable to stakeholders including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.Each assessment instrument (for example, examination, assignment, test, project, practical, oral, performance, portfolio, presentation or observational schedule) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study. |
| **VCE assessment should be equitable** | Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status and geographical location.Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student’s absence. |

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| **VCE assessment will be balanced** | The set of assessment instruments used in a VCE study will be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment will also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies. |
| **VCE assessment will be efficient** | The minimum number of assessments for teachers and assessors to make a robust judgment about each student’s progress and learning will be set out in the study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminish the performance of students under fair and reasonable circumstances. |

Scope of tasks

For Units 1–4 in all VCE studies assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Points to consider in developing an assessment task:

1. List the key knowledge and key skills.
2. Choose the assessment task where there is a range of options listed in the study design. It is possible for students in the same class to undertake different options; however, teachers must ensure that the tasks are comparable in scope and demand.
3. Identify the qualities and characteristics that you are looking for in a student response and design the criteria and a marking scheme.
4. Identify the nature and sequence of teaching and learning activities to cover the key knowledge and key skills outlined in the study design and provide for different learning styles.
5. Decide the most appropriate time to set the task. This decision is the result of several considerations including:
* the estimated time it will take to cover the key knowledge and key skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other studies and the workload implications for students.

Units 1 and 2

The student’s level of achievement in Units 1 and 2 is a matter for school decision. Assessments of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

In each VCE study at Units 1 and 2, teachers determine the assessment tasks to be used for each outcome in accordance with the study design.

Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

A number of options are provided in each study design to encourage use of a broad range of assessment activities. Teachers can exercise great flexibility when devising assessment tasks at this level, within the parameters of the study design.

Note that more than one assessment task can be used to assess satisfactory completion of each outcome in the units.

There is no requirement to teach the areas of study in the order in which they appear in the units in the study design.

Units 3 and 4

The VCAA supervises the assessment for levels of achievement of all students undertaking Units 3 and 4.

The school-based assessment for Religion and Society is in the form of School-assessed Coursework (SAC).

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| School–assessed Coursework | A SAC is selected from the prescribed list of assessment tasks designated for that outcome in the study design. A mark allocation is prescribed for each SAC. Teachers may develop their own marking schemes and rubrics or may use the [performance descriptors](#PerformDescript). The [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) provides more detailed information about School-assessed Coursework. |

In VCE Religion and Society the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The VCAA will report the student’s level of performance as a grade from A+ to E or UG (ungraded) for each of three Graded Assessment components: Unit 3 School-assessed Coursework, Unit 4 School-assessed Coursework and the end-of-year examination.

In Units 3 and 4 school-based assessment provides the VCAA with two judgments:

S (satisfactory) or N (not satisfactory) for each outcome and for the unit; and levels of achievement determined through specified assessment tasks prescribed for each outcome.

School-assessed Coursework provides teachers with the opportunity to:

* select from the designated assessment task/s in the study design
* develop and administer their own assessment program for their students
* monitor the progress and work of their students
* provide important feedback to the student
* gather information about the teaching program.

Teachers should design an assessment task that is representative of the content (key knowledge and key skills underpinning the outcome) and allows students the opportunity to demonstrate the highest level of performance. It is important that students know what is expected of them in an assessment task. This means providing students with advice about the outcome’s key knowledge and key skills to be assessed. Students should know in advance how and when they are going to be assessed and the conditions under which they will be assessed.

Assessment tasks should be part of the teaching and learning program. For each assessment task students should be provided with the:

* type of assessment task as listed in the study design and approximate date for completion
* time allowed for the task
* allocation of marks
* nature of any materials they can utilise when completing the task
* information about the relationship between the task and learning activities, as appropriate.

Following an assessment task:

* teachers can use the performance of their students to evaluate the teaching and learning program
* a topic may need to be carefully revised prior to the end of the unit to ensure students fully understand the key knowledge and key skills required in preparation for the examination
* feedback provides students with important advice about which aspect or aspects of the key knowledge they need to learn and in which key skills they need more practice.

Authentication

Teachers should have in place strategies for ensuring that work submitted for assessment is the student’s own. Where aspects of tasks for school-based assessment are completed outside class time, teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. The teacher may consider it appropriate to ask the student to demonstrate their understanding of the task at the time of submission of the work.

If any part of the work cannot be authenticated, then the matter should be dealt with as a breach of rules. To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

* Ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
* Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work and can regularly monitor and discuss aspects of the work with the student.
* Ensure that students document the specific development stages of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
* Filing of copies of each student’s work at given stages in its development.
* Regular rotation of topics from year to year to ensure that students are unable to use student work from the previous year.
* Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessment between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
* Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

Learning activities

Unit 1: The role of religion in society

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| **Area of Study 1: The nature and purpose of religion** |
| **Outcome 1**: | **Examples of learning activities** |
| Discuss the nature and purpose of religion and explain the aspects of religion. | * discuss questions such as: What is religion? What is/are its purpose/s? Is religion good for the world or is it responsible for the world’s problems? Does religion have a place in the contemporary world?; compare the responses
* read and write reflectively in response to passages on the big and deep questions of life as can be found in writings such as *Religious Worlds* (Charlesworth, M & Ingpen, R 1989, Puffin Books, Australia); visual imagery could be used to enhance the written reflections
* watch selected sections of a documentary such as ‘The Story of God’ Part 1 (2005) or ‘Caves of Forgotten Dreams’ (2010), dealing with spiritual and religious ideas from pre-history through to the ancient period; note the questions and responses of these people to matters such as god/s, the supernatural, life and death, and other spiritual and religious ideas
* search the internet for examples of religious activities from a wide range of past and present cultures and religious traditions; examples should not be restricted to formalised religious traditions; classify the examples according to the nine aspects of religion
* use the aspects of religion to investigate the practice of pilgrimage in a range of religious traditions and present the findings; include the origins and purpose of each pilgrimage and the way in which it takes place; examples of pilgrimages include Glastonbury to Stonehenge, the Camino, the Kotel (Western Wall), the Holy Land, Lourdes, Fatima, Mecca, Bodh Gaya, Ivolginsky, Datsan, Atotonilco and the Lotus Temple in Delhi
* develop a set of fundamental requirements for an organisation to be considered a religion or recognisable religious tradition; discuss the presence and function of different aspects in making the organisation a religious organisation
* research the nature and purpose of an organisation, such as Scientology or Pastafarianism, and form a reasoned judgment as to whether it should be considered a religious tradition or not; outline the reasoning behind the decision
* evaluate the arguments of individuals or groups who support, are critical of, or who reject religion, with reference to the nature and purpose of religion; note the questions being addressed and the points being made; these can be presented as a matrix where the different positions held can be clearly seen
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **IMMERSION TASK**Use prompt questions to generate a discussion on the nature and purpose of religion.Prepare: * A list of four or more questions to draw out student views on the nature and purpose of religion. For example: What is religion? What is/are its purposes? Is religion good for the world or is it responsible for the world’s problems? Does religion have a place in the contemporary world?
* Small cards for recording responses to each question.
* Materials for affixing the cards to the wall and for student feedback, such as pink and green sticky notes – four of each colour for each student.
1. Give the list of questions to each student. Students are to provide written answers to the prompt questions using one card for each question.
2. Assign students to small groups of between four and six students. If considered necessary, appoint one student as group facilitator or leader. Each student reads out their answer to the first question. There is no discussion at this stage but clarifying questions can be asked if the answer is unclear. Repeat for Questions 2, 3 and 4.
3. Once the listening and clarification stage has been completed in the small groups, answers can then be discussed. Students can then refine what they have written prior to all the answers being displayed.
4. Display all the answers around their questions. Using coloured sticky notes (e.g. pink for disagree and green for agree), students indicate their thoughts about some of the responses. Students are given four of each colour for this task.
5. Review the results. Inform students that over the course of the area of study they will continue to discuss the nature and purpose of religion and to reflect on their initial responses.
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| **Area of Study 2: Religion through the ages** |
| **Outcome 2**: | **Examples of learning activities** |
| Discuss the changing roles and influence of religion in society. | * in small groups research, using given resources, the origins of two religions or religious traditions chosen from a list of pre-history, ancient civilisations, Asian religions and Abrahamic religions; as a whole, the class should cover a wide range of religions; present in table form the time and place of origin, the founder (person or group), why or how the religion was founded; each group presents their table to the rest of the class
* map the origin and spread for a range of religious traditions; include significant historical dates, events and reasons for the spread of the traditions
* compare different theories on the development of agriculture and the role of ancient religious practices in agriculture
* analyse the ideas of Aristotle, Galileo and/or Copernicus and the responses of the Church in terms of the role of religion at the time
* visit a centre such as the Islamic Museum of Australia and investigate significant inventions and discoveries from the Islamic world
* prepare a multimedia presentation about the Ancient Greek and/or Ancient Egyptian religions, focusing on the extent to which certain aspects of religion have ceased to exist
* examine periods in history when particular places and people experienced a transition from believing in many Gods to believing in one God; explore the reasons for this transition
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **SIGNIFICANT INVENTIONS AND DISCOVERIES OF THE ISLAMIC WORLD**Students visit the Islamic Museum of Australia in Thornbury, Melbourne, and undertake subsequent research on significant inventions and discoveries from the Islamic world. 1. Preparation: prepare a short quiz for students to gauge their prior understanding of significant Islamic inventions and discoveries.
2. Students complete the quiz prior to their visit to the Museum and correct their answers during the course of the visit as well as take further notes.
3. Each student selects one significant invention or discovery featured in the exhibition to research further back in the classroom, as a case study.

Following the excursion, students explore the role of Islam in invention and discovery over time, and the aspects of Islam that facilitate invention and discovery. They create a multimedia presentation incorporating their selected invention as a case study. |

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| **Area of Study 3: Religion in Australia** |
| **Outcome 3**: | **Examples of learning activities** |
| Discuss the presence of religion in Australia, past and present. | * watch a documentary about Aboriginal spirituality; discuss the differences between spirituality and religion as perceived in life and as embedded in institutionalised religion; list similarities and differences between Indigenous approaches to spirituality in Australia and European approaches to spirituality
* assign small groups a religious tradition; research the origins and geographical spread of the religion in Australia; use coloured markers or similar on a world map to mark the times and places from where the people with the different religious traditions came; each group presents their research to the class so that a picture of a range of religions is developed
* search the internet for articles about the early days of religion being practiced in Australia; record and discuss the key points in the articles; explore how these beginnings have influenced the ongoing place of religion in Australia; topics could include: the religious traditions of the early colonialists, convict or free; religious practice in early European Australia; religious leaders and their roles
* arrange a visit to a museum (e.g. Immigration Museum, Jewish Museum of Australia or Islamic Museum of Australia) to study a topic that relates to the particular religious tradition selected for study, e.g. the history of the migration of members of the religious tradition to Australia or stories of members of the religious tradition about settlement in Australia
* analyse Australian Census data over time to develop a picture of how the religious profile of Australia has changed over time; present findings; use these findings to predict what the religious profile may be in 2030; give reasons for the prediction
* research and debate statements such as ‘Australia is no longer Christian’ or ‘Australia is a secular country’
* prepare pie charts or annotated maps showing the locations of members of a range of religious traditions in Australia by state and by capital city, regional areas and rural areas; draw conclusions about the distribution of members of religious traditions
* investigate factors affecting the distribution of members of religious traditions across Australia, and any social consequences that have arisen from this distribution
* investigate government policies that have affected the religious composition of Australia; explore the reasons for the policy changes, the consequences of the changes and how the government assisted or failed to assist the religious traditions and their members
* invite guests from a range of religious traditions to speak about how they live out their membership of their tradition in Australia; note aspects of daily life, religious life and points of ease and tension; a list of questions for the speakers could be prepared beforehand
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **GOVERNMENT POLICIES AND THE RELIGIOUS COMPOSITION OF AUSTRALIA**Students investigate government policies that have affected the religious composition of Australia.1. Make a list of relevant and significant government policies in the life of colonial and post-colonial Australia. Examples include 19th Century Education Acts; the 1901 White Australia Policy; post-WW II immigration policies; post-1975 immigration policies; the *Racial and Religious Tolerance Act 2001*, the *Equal Opportunity Act 2010*; ‘All of Us’ – Victorian Multiculturalism Policy; Operation Sovereign Borders.2. Provide small groups of three or four students with one significant government policy. Each group investigates the policy and presents to the class:* Basic information about the policy.
* The context for the policy. Why did the government do this? What was happening in wider society?
* Basic information about what changes the policy brought or is intended to bring to Australian society and how it may have affected/will affect religious composition in Australia or the practice of religion.
* Any information about how the change was accepted or not accepted by members of religious traditions and the wider Australian society.

3. Groups present their information to the class. The information is displayed. A bibliography should be included so that all information can be tracked. 4. Students then write a general analysis of government policy affecting the religious composition of Australia and the practice of religion in Australia over time. They can argue a position on the extent to which government has been tolerant towards or supportive of religion in Australia or, alternatively, gauge the level of government acceptance and support from the point of view of a religious tradition. This could be presented as an annotated timeline, perhaps in three columns, with dates and events in the middle column, the left column recording the lack of support and the right column recording support. |

Unit 2: Religion and ethics

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| **Area of Study 1: Ethical decision-making and moral judgment** |
| **Outcome 1**: | **Examples of learning activities** |
| Explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist. | * develop a glossary of key concepts and their meanings, which will be referred to throughout Unit 2; display some of these in enlarged form around the classroom as reference points
* find examples of characters in literature, film and theatre, and from historical or current events, who employed conscience in facing an ethical issue; briefly summarise the scenario, including the issue they faced and how they employed their conscience
* each week display an example of an ethical issue, outlining the debate and various perspectives on the issue; use the first few examples to model a pro forma for future examples
* construct a comparative chart displaying various methods of ethical decision-making; under each method include the theories that support it and its strengths and weaknesses
* write reflectively on personal beliefs and values that shape ethical decision-making; revisit this activity at the conclusion of the outcome
* identify the values espoused in the United Nations’ Declaration of Human Rights
* search the internet for Codes of Ethics; choose one and highlight the values it contains; display and write a Code of Ethics for the school or the class, or for other communities; write a speech for the chosen community, explaining how this code can support practical moral judgments
* select an ethical issue; consider approaches to this issue arising from different ethical theories, e.g. utilitarianism or virtue ethics
* select an ethical issue; in thinking about the issue, create a concept map that displays the various influences involved in the process of practical moral judgment; include factors such as reasoning, values and codes of conduct such as laws
* invite a guest speaker from a religious tradition to discuss how the aspects of religion relate to ethical decision-making; draft questions beforehand for the speaker to address
* in small groups role-play an ethical issue, including various factors involved in the process of making a decision on the issue
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **RESOLVING AN ETHICAL ISSUE**Students role-play an ethical issue to study the nature of ethical decision-making and the factors that influence this process.1. Prepare a list of ethical issues that have clear points of view on either side. Examples could include whether:
* euthanasia should be legalised
* refugees and asylum seekers should be processed offshore to stop deaths at sea
* all drugs should be legalised
* smoking should be banned
* self-driving cars should be allowed
* prostitution should be outlawed
* experimentation on human embryos should be allowed
* there should be restrictions on gambling
* gay marriage should be allowed.

Identify sources for each of these that students can use as the basis for their research.1. Divide the class into small groups. Assign each group an ethical issue from the prepared list.
2. Each group identifies how a particular ethical decision-making method could be used to approach the issue.
3. The group should investigate background sources to the issue, including various viewpoints involved and the people and parties affected. They identify the various influences at work in the decision-making process and the viewpoints involved.
4. The group draws on their findings to script a scenario that explores the influences in the process of practical moral decision-making about the ethical issue, and which also clearly uses an ethical decision-making method.
5. Each group role-plays their ethical issue.

As a class, identify the influences at work in the decision-making process and the ethical decision-making method employed for each issue. Discuss why there might be similarities and differences in the influences and methods employed across the range of issues. |

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| **Area of Study 2: Religion and ethics** |
| **Outcome 2**: | **Examples of learning activities** |
| Explain how ethical perspectives and moral judgments are formed within at least two religious traditions, in societies in which multiple worldviews coexist. | * identify how the social structures of two or more religious traditions influence the forming of their respective ethical perspectives; identify which beliefs of the religious traditions influence their ethical perspectives; find passages from their scriptures that help form their ethical perspectives
* construct a comparative table displaying the ethical perspectives of two or more religious traditions; under each religious tradition include the subheadings: authorities, principles, and values; identify which beliefs of the religious traditions influence their ethical perspectives; find passages from their scriptures that help form their ethical perspectives
* research the internet sites of social justice groups belonging to religious traditions; identify the ethical perspectives upon which their work is based
* construct a Venn diagram to identify similarities and differences between a religious tradition and the state (as expressed in laws) concerning ethical perspectives on an issue such as discrimination; discuss what has informed these perspectives, including where relevant, scripture
* invite a specialist in moral theology or teaching from a religious tradition to speak about a particular ethical perspective and the moral judgments made from that ethical perspective; schools might be able to combine for such an event
* select a contemporary or historical event that involves ethical issues, such as a war, a rebellion, a medical crisis, an industrial change, or slavery, and research the involvement of two religious traditions; identify their ethical perspectives and explain how these perspectives were formed, considering the influences of particular religious beliefs and the authority structure within each religious tradition
* invite guest speakers from a number of religious traditions to speak about the ethical perspectives of their religion and how they are formed, expressed and communicated to their religious communities; select a specific issue as a way of illustrating the respective ethical teaching and practice
* examine sacred texts from different religious traditions and how they inform ethical perspectives within each tradition
* explore examples of how religious traditions act in pluralist societies to illustrate the moral judgments of religious communities, and consider the ethical perspectives that inform them
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **ETHICAL VALUES IN A PLURALIST SOCIETY**Students examine examples of how religious traditions act in pluralist societies as a way of understanding moral judgments of religious communities and the ethical perspectives that inform them.1. List the ways religious traditions interact with pluralist society; for example, charity work, education, healthcare, popular culture, political influence, ecumenical and multi-faith movements.
2. Discuss the list with students, using specific examples, and continue to add to the list.
3. In groups, students take one example from the list and research the practical moral judgments that have been made in this area and how these have been informed by the ethical perspectives of the particular religious tradition. This involves students identifying how other aspects of religion are involved in forming the ethical perspectives of the religious tradition and how the ethical perspectives of the wider pluralist society are formed.
4. Students present their research in a large display table or in a chart. This can be retained for class reference in further study.
5. The research should also include a bibliography to assist the class in future study.
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| **Area of Study 3: Ethical issues in society** |
| **Outcome 3**: | **Examples of learning activities** |
| Explain two or more debates on ethical issues in societies in which multiple worldviews coexist. | * provide a number of issues-based statements; select one and clarify the ethical issue and provide reasons for the answers; write out the ethical issues in terms of propositions which can then be debated in terms of right and wrong
* design an ethical issue analysis sheet; devise a step-by-step process to guide detailed research of the ethical issues; include a category for sources of information and bibliography
* design a mind-map of a debate over an ethical issue including: contributors to the debate; the authorities, values and ideas underpinning their contribution; ethical decision-making methods involved; the influence of the various participants’ contributions to the debate
* invite a guest panel of representatives from different religious traditions to discuss their respective position in belief and action on a particular contemporary ethical issue; this could involve more than one school
* prepare a report on an ethical issue, explaining the ethical perspectives in the debate
* allocate particular ethical issues to small groups who survey the media over time; the groups collate short oral or multimedia reports on how the media treated the issue
* assign an ethical issue to the class to be researched in groups; prepare a brief written report on the ethical perspective of their representative group and present the report in an open forum debate
* research a religious journal of a particular religious tradition or a multi-faith journal; analyse articles dealing with a contemporary ethical issue
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **ETHICAL PERSPECTIVES IN ETHICAL ISSUES**Preparation: Identify a current debate concerning an ethical issue and collect source material such as media articles, statements from different participants, video clips and podcasts. In developing their response, students can use the following guide:1. Define the issue, explaining why it is an ethical issue.
2. Describe the different ethical perspectives involved in the debate and which contributors to the debate hold them.
3. Identify the values, principles and particular teachings that form the basis of these ethical perspectives.
4. Identify the authorities upon which these ethical perspectives are based.
5. Describe their ethical perspective on this debate.
6. Explain the values, beliefs, assumptions and authorities that form the basis of this ethical perspective and why it is similar or different to ethical perspectives held by other contributors to the debate.
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Unit 3: The search for meaning

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| **Area of Study 1: Responding to the search for meaning** |
| **Outcome 1**: | **Examples of learning activities** |
| Discuss and analyse the nature and purpose of religion and religious beliefs. | * discuss the role of religion in human society; small groups research a different religious tradition or denomination and report back to the class on how it addresses questions about its role and purpose
* design an online survey exploring reasons why people hold religious beliefs; questions are prepared and the survey sent to members of various religious traditions; findings are presented to the class
* write reflectively about what gives meaning to life; identify beliefs about origins and the meaning and purpose of existence; return to this reflection task during the unit to consider if the views in it have changed
* brainstorm what each category of belief might involve; refine to a list of ideas and relate these ideas to specific religious beliefs of religious traditions or denominations
* develop a glossary of theological terms and their definitions to assist in describing religious beliefs and for reference throughout the study
* develop a mind map or flowchart which describes the range of religious beliefs of a religious tradition; this should be constructed using the various categories of belief and describe the internal logic of the religious tradition
* investigate and prepare a multimedia presentation on the beliefs of a religious tradition/s or denomination/s under the category of ultimate reality; How do the tradition’s beliefs about creation sit with the contemporary scientific understanding of the universe?; explain any similarities or differences, referring to the purpose of religion in the search for meaning
* consider the category of beliefs about the relationship of human life with the rest of the natural world in relation to contemporary environmental issues; draw out and describe the beliefs of a religious tradition/s or denomination/s concerning humankind’s responsibility towards the environment
* design a chart which explains the connections between the beliefs of a selected religious tradition or denomination
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **CONNECTIONS BETWEEN BELIEFS**Preparation:Construct a chart that students can use to explain the connections between the beliefs of a selected religious tradition or denomination. This could be arranged on two axes with the beliefs grouped under their different categories. Where two points on the chart intersect, an explanation of the connection of the beliefs is to be written. (Note: if studying more than one religious tradition or denomination, use one chart per tradition.)Collect sources on connections between beliefs that students can use.Implementation:1. Distribute the chart and sources to the students.
2. As a class develop some points of connection between two beliefs in the chart.
3. In small groups, students work on other connections, filling in the chart using sources provided and report back. Notes are refined as a class.
4. Students complete the rest of the table independently.

The following example chart demonstrates this activity with some beliefs taken from the Christian tradition. |

**Example chart showing connections between beliefs**

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| Categories of Belief |  | Ultimate reality  | The nature and purpose of human life  | The meaning of suffering | Death and the afterlife | The relationship between ultimate reality and humanity | The relationship between humans | The relationship between human life and the rest of the natural world |
|  | Relevant beliefs | God the Creator | The Holy Trinity | Created in the image and likeness of God | To know, love and serve God | The redemptive nature of suffering |  |  |  |  |
| Ultimate reality  | God the Creator  | Connections between beliefs | The human person is made by the creator in the image and likeness of God, to know, love and serve God. | Christians are able to participate in their own redemption by uniting their suffering with those of Christ. |  |  |  |  |
| The Holy Trinity  |
| The nature and purpose of human life | Created in the image and likeness of God |  |  | Christians are able to participate in their own redemption by uniting their sufferings to the one in whose image they have been created.  |  |  |  |  |
| To know love and serve God |
| The meaning of suffering | The redemptive nature of suffering |  |  |  |  |  |  |  |
| Death and the afterlife |  |  |  |  |  |  |  |  |
| The relationship between ultimate reality and humanity |  |  |  |  |  |  |  |  |
| The relationship between humans |  |  |  |  |  |  |  |  |
| The relationship between human life and the rest of the natural world |  |  |  |  |  |  |  |  |

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| **Area of Study 2: Expressing meaning** |
| **Outcome 2**: | **Examples of learning activities** |
| Examine how beliefs and their expression in other aspects of religion are intended to respond to the search for meaning. | * visit a sacred space of a religious tradition; examine its features and the objects and symbols within it and how they relate to specific beliefs of the religious tradition or denomination
* investigate contemporary texts on how the expression of a religious belief in the other aspects of religion is intended to engender and nurture meaning; prepare a short pamphlet or podcast explaining the main points, assuming a new adult member of the religious tradition as the audience
* create a visual mind map or flowchart for the two religious beliefs studied to depict how they are expressed in other aspects of religion and the meaning engendered by this
* watch a video clip of a ritual of a religious tradition; discuss how and why the ritual contributes to the meaning of a religious belief
* research the rites of passage in a religious tradition or denomination; identify which beliefs they express and any other aspects expressed through these rites
* research the connections between the secular and religious understanding of the nine aspects; explore how each is understood and utilised both within religious traditions and within wider society
* investigate the role and limitations of archaeology in understanding relevant aspects of religion and in discovering and influencing the intended meaning of religious beliefs
* design a chart or concept map which analyses the connections between the expression of the two beliefs studied
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **ASPECTS OF RELIGION**Students explore how the aspects of religion are understood both within a secular (non-religious) context and a religious environment. They note similarities and differences and the connections between the understandings of the nine aspects. 1. Divide the class into nine groups and assign an aspect of religion to each group.2. Using online or printed material, each group arrives at both a secular and religious definition of the aspect.3. The groups investigate how the aspect is used both in the secular and religious environments. 4. Each group notes down the similarities and differences between the secular and religious uses of their aspect. They develop a conclusion about the religious understanding of the aspect.Each group reports back to class.After the second group has presented, a connection between the religious understanding of the first and second aspects is made. This is repeated as subsequent aspects are presented. At the conclusion of the activity, all students should have written statements on the connection between each of the aspects, and a statement on the overall connection between the aspects generally. |

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| **Area of Study 3: Significant life experience, religious beliefs and faith** |
| **Outcome 3:** | **Examples of learning activities** |
| Discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience. | * brainstorm a list of significant life experiences; identify what makes the experience significant and explain the understanding of the experience from the perspective of a religious tradition or denomination
* reflect upon a personal experience that changed beliefs and/or self-perception, and/or the perception of others, and/or the perception of the person’s world
* explore extracts from historical and contemporary biographies that show a personal connection with a religious tradition or denomination or system of belief; explain any influence this personal connection has or had on life situations, values or attitudes and any differences between these and the interpretation intended by the religious tradition
* find examples of significant life experience as expressed in the lyrics of contemporary music; based on the lyrics, describe the experience and any changes that seem to take place as a result
* examine interviews with artists, such as those from the Blake Prize, and identify any interconnections between life experience and religious belief and expression through other aspects
* compile a broad list of significant life experiences; correlate these with religious beliefs, symbols and rituals from one or more religious traditions or denominations
* compile a list of the kinds of religious beliefs and their related expressions that are able to influence the interpretation of a significant life experience; identify the characteristics of the beliefs that enable them to provide this interpretation
* screen segments of a film, television series or documentary that explore the significant life experience of a character; summarise the interplay between the character’s experience and beliefs
* undertake a detailed study of a significant life experience of a particular member of a religious tradition or denomination; investigate the interplay between religious beliefs and the significant life experience and present as a report or case study
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **CASE STUDY**Students select from a list provided by the teacher a member of a religious tradition or denomination and undertake a case study of this person. Preparation: compile a list of non-fiction members of a religious tradition or denomination for student use. Ensure that appropriate high-quality autobiographical or biographical material is publicly accessible.Provide students with a set of written instructions. For example: Select one person from the list provided to you. Using reliable internet and printed sources, include relevant quotes from the person and from the teachings of the respective religious tradition or denomination. Present this as a report to the class covering the following areas:1. A description of the significant life experience of the person researched.
2. An explanation of relevant beliefs held by the person prior to their experience.
3. An explanation of how the person engaged with relevant expressions of this belief prior to their experience.
4. A comparison of their understanding of those beliefs during the experience with their prior understanding.
5. An analysis of the influence of the member’s beliefs and their related expressions in other aspects of religion on their interpretation of the significant life experience.
6. An explanation and comparison of the member’s adherence to, understanding of and faith in their beliefs after the significant life experience with those held prior to and during the experience.
7. A conclusion on the relationship between life experience and religious belief.

Students need to include a bibliography. |

Sample approach to developing an assessment task

Unit 3

**Outcome 1:** Discuss and analyse the nature and purpose of religion and religious beliefs.

**Assessment task:** Structured questions and extended responses are used in this sample approach to assess the key knowledge and key skills of Area of Study 1. These tasks provide a way to gather a range of evidence for completion of the outcome. The performance descriptors for each outcome identify the qualities or characteristics that need to be identified in a student response.

The following suggestions could be drawn on to develop one or more structured questions and extended responses assessment task/s.

1. Explain what ‘religious belief’ is and why people hold religious beliefs.

a. What is meant by aspects of religion?

b. Name and define the aspects of religion.

2. What role can religious beliefs play in the human search for meaning?

3. Explain the purpose of a religious belief in a society where there are different ways to search for meaning and in which multiple worldviews coexists.

4. How do religious traditions contribute to the societies in which they exist?

5. a. State one significant belief about ultimate reality from a religious tradition or denomination that you have studied.

b. Analyse how the belief stated above in 5a. relates to other beliefs about:

i. the nature and purpose of human life

ii. the relationship between ultimate reality and humanity

iii. death and the afterlife

iv. the relationship between humanity and the rest of the natural world.

6. a. Describe the religious beliefs related to the nature and purpose of human life in a religious tradition or denomination that you have studied.

b. Analyse how the beliefs about the nature and purpose of human life in the religious tradition or denomination that you referred to in 5a. are connected to beliefs about death and the afterlife.

**Outcome 3:** Discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience.

**Assessment task:** In this sample approach, an essay is used to assess the key knowledge and key skills of Area of Study 3. This task provides a way to gather a range of evidence on the religion in general and for at least one specific example for completion of the outcome. The performance descriptors for each outcome identify the qualities or characteristics that need to be identified in a student response.

Provide a prompt for the essay such as a quote from a philosopher, author or figure from history, or from well-known proverbs or idioms.

The following is a list of example essay questions that could follow such a prompt, with an example proverb:

1. ‘Life is what you make it.’ Discuss this statement with reference to religion and life experience in general and the significant life experience of an individual in a religious tradition or denomination that you have studied.
2. ‘Experience is the best teacher.’ Discuss the extent to which this statement applies to the members of religious traditions, referring in detail to beliefs held by an individual in a religious tradition or denomination that you have studied. Refer to the individual’s significant life experience in your response.
3. ‘We learn through our mistakes.’ Discuss this statement in relation to the interplay between beliefs and significant life experience. Refer to one or more than one individual in their respective religious traditions or denominations that you have studied.
4. ‘Knowledge can be taught, but only wisdom is gained through experience.’ Discuss the extent to which this statement applies to the interplay of religious belief and life experience, with detailed reference to the religious beliefs of a person in a religious tradition or denomination that you have studied, held before, during and after experiencing their significant life experience.
5. ‘The more things change, the more they stay the same.’ Discuss this statement as it applies to the interplay of religious belief and life experience, with detailed reference to a member of a religious tradition or denomination that you have studied. In your response, refer to their beliefs and engagement with related aspects.
6. ‘Not all my beliefs can be changed.’ In what way might this point of view relate to the reactions of an individual in a religious tradition or denomination you have studied to significant life experiences? Connect this case study to a discussion about religious belief and life experience in general.
7. What conclusions can be drawn about the relationship between religion and life experience? Refer to relevant parts from your study of a person’s encounter with a significant life experience.

Unit 4: Religion, challenge and change

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| **Area of Study 1: Challenge and response** |
| **Outcome 1**: | **Examples of learning activities** |
| Discuss, analyse and compare stances and supporting responses taken by religions as they are challenged. | * discuss the nature of challenge and the meanings of key terms such as change, growth, development and decline; develop a list of synonyms to build vocabulary; acknowledge that challenges can be positive for or threatening to a religious tradition or denomination
* brainstorm the means by which a religious tradition or denomination could be challenged from within by its own members, e.g. alternative interpretations, the rejection of essential aspects, or corrupt practices; search for specific examples of the different types of challenges and classify them as involving one or more of theology, ethics or continued existence; examples can come from one or more than one religious tradition or denomination
* brainstorm the types of events, authorities and ideas that could challenge religious traditions and denominations, e.g. changes in cultural values, loss of government support, or political changes; search for specific examples of the different types of challenges and classify them as involving one or more of theology, ethics or continued existence; examples can come from one or more than one religious tradition or denomination.
* find a chronology for a religious tradition; identify four times when the tradition or denomination seems to have been significantly challenged; create a table to record further information
* develop a set of criteria for determining the level of significance posed by a challenge to a religious tradition; use this to rate the level from very significant to of little significance
* individually or in small groups, investigate one challenge and present findings to the class; findings should include the stances and the responses supporting them taken by the religious tradition/s or denomination/s; compare the challenges across the whole class
* draw conclusions about the responsiveness of the religious tradition or denomination studied to challenges that it has faced over time
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **CHALLENGES TO A RELIGIOUS TRADITION**Students compile an overview of challenges to a selected religious tradition.Students use books, digital sources and documentaries to collect chronologies for a religious tradition. Compile the list of challenges featured and identify the principal challenges featured across the different resources. From this list, name four significant challenges to the tradition or denomination. Create a table or summary chart to record the following information:* Name of the challenge and whether it involved theology, ethics and/or continued existence
* Date and location of the challenge
* Source of the challenge
* Nature of the challenge
* Stances taken by the tradition
* Responses supporting the stances

Each student selects one challenge and makes the argument for that challenge being the most significant for the religious tradition. |

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| **Area of Study 2: Interaction of religion and society** |
| **Outcome 2**: | **Examples of learning activities** |
| Discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions. | * discuss the key terms used in the area of study, in particular terms like interaction, engagement, negotiation, context, stances and supporting responses; find synonyms for the terms
* select a significant challenge and develop a timeline that outlines the various interactions that took place between the religious tradition or denomination and the wider society; identify the parties involved, the roles of any key persons and the authority with which they acted
* select a challenge that is reported in detail in two or more sources and demonstrate the features of a high-quality debate and discuss with the class
* examine a range of political maps to identify characteristics of where the challenge has occurred
* analyse key primary and secondary sources to identify and explain political, social, historical, environmental and economic factors relevant to the context of the selected challenge
* create a table outlining how particular aspects of religion were involved in the selected challenge; small groups research two aspects in more detail and share results
* in small groups develop a question and answer panel for stances and supporting responses of the religious tradition over time to a selected challenge
* hold a class debate on whether the stance and supporting responses of the religious tradition influenced wider society; prepare for and against arguments
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **QUESTION AND ANSWER PANEL**In small groups, students develop a question and answer panel for stances and supporting responses of the religious tradition over time to a selected challenge.1. The class refers to earlier work on a challenge that has occurred over a period of time. They refer to a timeline identifying key developments in the interaction of the religious tradition and society.
2. The class is divided into small groups that develop questions about the stances and supporting responses that can be given to representatives of wider society and the religious tradition. The questions are based on research and should focus on analysis and explanation rather than recollection of facts.
3. Each small group appoints someone to play a representative of the religious tradition at a key point in the timeline, with at least one student representing wider society.
4. Two small groups are paired. One becomes the panel and the other the questioning audience. The audience generates and asks their own questions as well as taking questions written by the panel group and asking them back. They then swap roles. One student from the questioning audience group acts as moderator.
5. The class as a whole collates and refines questions and answers.
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Sample approach to developing an assessment task

Unit 4

**Outcome 2:** Discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.

Assessment task: In this sample approach, extended responses are used to assess the key knowledge and key skills of Area of Study 2, and provide a way to gather a range of evidence for completion of the outcome. The performance descriptors for each outcome identify the qualities or characteristics that need to be identified in a student response. This helps in the development of the task and can be used to develop an assessment rubric for this task.

The following extended response prompts could be drawn on to develop one or more assessment tasks:

1. In parts a., b., c., and d., below refer to one religious tradition or denomination that you have studied and one significant challenge.

Religious tradition or denomination \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Significant challenge \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Explain the broader context of the particular challenge.
2. How were/are specific aspects of religion involved with the challenge?
3. Outline the ways in which the religious tradition or denomination has responded to the challenge.
4. Analyse whether the stances of the religious tradition have made any difference to the challenge itself.
5. Analyse whether the stances of the religious tradition have made any difference to the religious tradition or denomination and to the wider society.
6. Answer the following questions relating to a significant challenge faced by a religious tradition or denomination that you have studied.
7. Outline the particular challenge including the sources of the challenge.
8. Explain the stances and responses of the religious tradition or denomination.
9. Why did/has the religious tradition responded in this way?
10. Analyse the impact of the response on the religious tradition or denomination itself and/or the wider society.
11. Answer the following questions in relation to a significant challenge experienced by a religious tradition or denomination that you have studied.
12. Religious tradition or denomination \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Significant challenge \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. When and where the challenge occurred or is occurring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. Outline the sources of the challenge.
16. Explain the reasons for and intended outcomes of the responses of the religious tradition or denomination.
17. Comment on the impact of that response on the challenge itself or on the religious tradition or denomination.

Performance Descriptors

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| **VCE RELIGION AND SOCIETY****SCHOOL-ASSESSED COURSEWORK** |
| **Performance Descriptors** |
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| ***Unit 3******Outcome 1*** ***Discuss and analyse the nature and purpose of religion and religious beliefs.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| A very limited explanation of some features of the nature and purpose of religion and religious beliefs. | A limited explanation of the general nature and purpose of religion and religious beliefs. | A satisfactory explanation of the general nature and purpose of religion and religious beliefs.  | A detailed explanation of the general nature and purpose of religion and religious beliefs. | A comprehensive explanation of the nature and purpose of religion and religious beliefs.  |
| Very limited explanation of religious beliefs of the religious tradition/s or denomination/s. | Some explanation of religious beliefs of the religious tradition/s or denomination/s. | A sound explanation of religious beliefs of the religious tradition/s or denomination/s. | A detailed explanation of religious beliefs of the religious tradition/s or denomination/s. | A comprehensive explanation of religious beliefs of the religious tradition/s or denomination/s. |
| Limited reference to the connections between the religious beliefs within the religious tradition/s or denomination/s. | Some description and general explanation of the connections between the religious beliefs within the religious tradition/s or denomination/s. | A competent explanation with some analysis of the connections between the religious beliefs within the religious tradition/s or denomination/s. | A detailed analysis of the connections between the religious beliefs within the religious tradition/s or denomination/s.  | A comprehensive analysis of the connections between the religious beliefs within the religious tradition/s or denomination/s. |
| Little reference to source material. | Some reference to and use of source material. | A generally appropriate selection and application of source material. | A careful selection, coherent synthesis and consistent application of source material. | A comprehensive selection, highly developed synthesis and consistent application of source material. |

KEY to marking scale based on the outcome contributing 30 marks

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| Very low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very high 25–30 |

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| **VCE RELIGION AND SOCIETY****SCHOOL-ASSESSED COURSEWORK** |
| **Performance Descriptors** |
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| ***Unit 3******Outcome 2******Examine how beliefs and their expression in other aspects of religion are intended to respond to the search for meaning.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| A very limited explanation of the role of relevant aspects of religion in responding to the search for meaning.  | An abbreviated explanation of the role of relevant aspects of religion in responding to the search for meaning. | A sound explanation of the role of relevant aspects of religion in responding to the search for meaning.  | A detailed explanation of the role of relevant aspects of religion in responding to the search for meaning. | A comprehensive explanation of each of the aspects of religion in responding to the search for meaning. |
| A very limited explanation of the relationship of the aspects of religion to each other for religion in general.  | Some explanation of the relationship of the aspects of religion to each other for religion in general.  | A satisfactory explanation of the relationship of the aspects of religion to each other for religion in general. | A detailed explanation of the relationship of the aspects of religion to each other for religion in general.  | A comprehensive explanation of the relationship of the aspects of religion to each other for religion in general.  |
| Very limited detail of how the religious beliefs of the selected religious tradition/s or denomination/s are expressed through each of the other aspects of religion, and the connections between these expressions. | Some detail of how the religious beliefs of the selected religious tradition/s or denomination/s are expressed through each of the other aspects of religion, and the connections between these expressions. | Some analysis of how the religious beliefs of the selected religious tradition/s or denomination/s are expressed through each of the other aspects of religion, and the connections between these expressions. | A well-developed analysis of how the religious beliefs of the selected religious tradition/s or denomination/s are expressed through each of the other aspects of religion, and the connections between these expressions. | An insightful and well-developed analysis of how the religious beliefs of the selected religious tradition/s or denomination/s are expressed through each of the other aspects of religion, and the connections between these expressions.  |
| A limited description of how religious beliefs and their expression is intended by a religious tradition/s or denomination/s to engender and nurture meaning. | Basic examination of how religious beliefs and their expression is intended by a religious tradition/s or denomination/s to engender and nurture meaning. | A sound examination of how religious beliefs and their expression is intended by a religious tradition/s or denomination/s to engender and nurture meaning. | A detailed examination of how religious beliefs and their expression is intended by a religious tradition/s or denomination/s to engender and nurture meaning. | A comprehensive examination of how religious beliefs and their expression is intended by the religious tradition/s or denomination/s to engender and nurture meaning. |
| Little reference to source material. | Some reference to and use of source material. | A generally appropriate selection and application of source material. | A careful selection, coherent synthesis and consistent application of source material. | A comprehensive selection, highly developed synthesis and consistent application of source material. |

KEY to marking scale based on the outcome contributing 40 marks

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| Very low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very high 33–40 |

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| **VCE RELIGION AND SOCIETY****SCHOOL-ASSESSED COURSEWORK** |
| **Performance Descriptors** |
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| ***Unit 3******Outcome 3******Discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Brief explanation about some parts of the relationship between some significant life experiences and religious beliefs generally. | Some explanatory detail of part of the relationship between a range of significant life experiences and religious beliefs generally.  | Clear explanatory detail of the relationship between a range of significant life experiences and religious beliefs generally. | Detailed and reasoned conclusions about the relationship between a range of significant life experiences and religious beliefs generally.  | Insightful and reasoned conclusions about the relationship between a range of significant life experiences and religious beliefs generally.  |
| A very brief description of the particular significant life experience of the member of the religious tradition or denomination. | Some descriptive detail of the particular significant life experience of the member of the religious tradition or denomination. | An appropriate description of the particular significant life experience of the member of the religious tradition or denomination. | A detailed description of the particular significant life experience of the member of the religious tradition or denomination. | A comprehensive description of the particular significant life experience of the member ofthe religious tradition or denomination. |
| A very limited description and comparison of the member’s adherence to relevant religious beliefs and engagement with related expressions prior to, during, and after the significant life experience.  | Brief explanation and some comparison of the member’s adherence to relevant religious beliefs and engagement with related expressions prior to, during, and after the significant life experience.  | A satisfactory explanation and competent comparison of the member’s adherence to relevant religious beliefs and engagement with related expressions prior to, during, and after the significant life experience.  | A detailed explanation and substantial comparison of the member’s adherence to relevant religious beliefs and engagement with related expressions prior to, during, and after the significant life experience.  | A comprehensive explanation and insightful comparison of the member’s adherence to relevant religious beliefs and engagement with related expressions prior to, during, and after the significant life experience.  |
| Very limited explanation of how the religious beliefs and related expressions of the religious tradition or denomination influenced the interpretation of the significant life experience of the member. | Some analysis of how the religious beliefs and related expressions of the religious tradition or denomination influenced the interpretation of the significant life experience of the member. | Demonstrates adequate analysis of how the religious beliefs and related expressions of the religious tradition or denomination influenced the interpretation of the significant life experience of the member. | A well-developed and detailed analysis of how the religious beliefs and related expressions of the religious tradition or denomination influenced the interpretation of the significant life experience of the member. | An insightful and well-developed analysis of how the religious beliefs and related expressions of the religious tradition or denomination influenced the interpretation of the significant life experience of the member. |
| Little reference to source material. | Limited reference to and use of source material. | A generally appropriate selection and application of source material. | A careful selection, coherent synthesis and consistent application of source material. | A comprehensive selection, highly developed synthesis and consistent application of source material. |

KEY to marking scale based on the outcome contributing 30 marks

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| Very low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very high 25–30 |

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| **VCE RELIGION AND SOCIETY****SCHOOL-ASSESSED COURSEWORK** |
| **Performance Descriptors** |
|  |
| ***Unit 4******Outcome 1******Discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| A limited description of challenges to religion generally over time, including the sources and significance of the challenges, and the aspects being challenged. | Some analysis of challenges to religion generally over time, including the sources and significance of the challenges,and the aspects being challenged. | A sound analysis of challenges to religion generally over time, including the sources and significance of the challenges,and the aspects being challenged. | A detailed analysis of challenges to religion generally over time, including the sources and significance of the challenges, and the aspects being challenged. | A comprehensive analysis of challenges to religion generally over time, including the sources and significance of the challenges, and the aspects being challenged. |
| A limited explanation of stances taken generally by religions and why. | Some explanation of stances taken generally by religions and why. | A sound explanation of stances taken generally by religions and why. | A detailed explanation of stances taken generally by religions and why.  | A comprehensive explanation of stances taken generally by religions and why. |
| A limited analysis of a range of significant challenges to one or more religious traditions.  | Some basic analysis and comparison of a range of significant challenges to one or more religious traditions or denominations.  | A sound analysis and comparison of a range of significant challenges to one or more religious traditions or denominations.  | A detailed analysis and comparison of a range of significant challenges to one or more religious traditions or denominations.  | A comprehensive analysis and comparison of a range of significant challenges to one or more religious traditions or denominations.  |
| Little explanation of the stances, and responses supporting them, taken by the religious tradition/s or denomination/s. | Some explanation and comparison of the stances and responses taken by the religious tradition/s or denomination/s. | A competent analysis and comparison of the stances and responses to the challenges taken by the religious tradition/s or denomination/s. | A detailed analysis and comparison of the stances and responses to the challenges taken by the religious tradition/s or denomination/s. | A highly developed analysis and comparison of the stances and responses to the challenges taken by the religious tradition/s or denomination/s. |
| Little reference to source material. | Limited reference to and use of source material. | A generally appropriate selection and application of source material. | A careful selection, coherent synthesis and consistent application of source material. | A comprehensive selection, highly developed synthesis and consistent application of source material. |

KEY to marking scale based on the outcome contributing 50 marks

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| Very low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very high 41–50 |

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| **VCE RELIGION AND SOCIETY****SCHOOL-ASSESSED COURSEWORK** |
| **Performance Descriptors** |
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| ***Unit 4******Outcome 2*** ***Discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| A limited explanation of the nature of a significant challenge faced by a religious tradition/s or denomination/s. | Some analysis of the nature of a significant challenge faced by a religious tradition/s or denomination/s. | A sound analysis of the nature of a significant challenge faced by a religious tradition/s or denomination/s.  | A detailed analysis of the nature of a significant challenge faced by a religious tradition/s or denomination/s. | A comprehensive analysis of the nature of a significant challenge faced by a religious tradition/s or denomination/s.  |
| Little explanation of the stances and supporting responses adopted in relation to a challenge. | Some explanation of the stances and supporting responses adopted in relation to a challenge. | A sound explanation of the stances and supporting responses adopted in relation to a challenge. | A detailed explanation of the stances and supporting responses adopted in relation to a challenge. | A comprehensive explanation of the stances and supporting responses adopted in relation to a challenge. |
| Minimal explanation of the influence of stances and supporting responses on the challenge itself. | Some analysis of the influence of stances and supporting responses on the challenge itself. | A sound analysis of the influence of stances and supporting responses on the challenge itself. | A detailed analysis of the influence of stances and supporting responses on the challenge itself. | A comprehensive analysis of the influence of stances and supporting responses on the challenge itself. |
| Minimal explanation of the influence of stances and supporting responses on the tradition or denomination and on the wider society. | Some analysis of the influence of stances and supporting responses on the tradition or denomination and on the wider society. | A sound analysis of the influence of stances and supporting responses on the tradition or denomination and on the wider society. | A detailed analysis of the influence of stances and supporting responses on the tradition or denomination and on the wider society. | A comprehensive analysis of the influence of stances and supporting responses on the tradition or denomination and on the wider society. |
| Little reference to source material. | Limited reference to and use of source material. | A generally appropriate selection and application of source material. | A careful selection, coherent synthesis and consistent application of source material. | A comprehensive selection, highly developed synthesis and consistent application of source material. |

KEY to marking scale based on the outcome contributing 50 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very high 41–50 |

Appendix 1: Employability skills

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| **Assessment task** | **Employability skills selected facets** |
| **Reports (written/multimedia)** | **Communication** (sharing information; writing to the needs of the audience)**Planning and organising** (collecting, analysing and organising information)**Technology** (using IT or organise data; having a range of basic IT skills) |
| **Essay** | **Communication** (reading independently; writing to the needs of the audience; persuading effectively) **Planning and organising** (collecting, analysing and organising information) |
| **Case study** | **Communication** (reading independently; sharing information)**Planning and organising** (collecting, analysing and organising information)**Self management** (evaluating and monitoring own performance; taking responsibility) |
| **Analytical exercises** | **Communication** (reading independently; sharing information)**Planning and organising** (collecting, analysing and organising information)**Self management** (evaluating and monitoring own performance) |
| **Structured questions** | **Communication** (writing to the needs of the audience)**Planning and organising** (collecting, analysing and organising information)**Learning** (managing own learning) |
| **Extended responses** | **Communication** (writing to the needs of the audience)**Planning and organising** (collecting, analysing and organising information)**Learning** (managing own learning) |

The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published
by the (former) Commonwealth Department of Education, Science and Training.

Appendix 2: Sample week-by-week planner

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| SEMESTER ONE – Term 1: Unit 3 |
| Unit 3: Area of Study 1 | Unit 3: Area of Study 2 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Aspects of religion | Nature and purpose of religion in the search for meaning | Range of religious beliefs for one or more than one religious tradition/s or denomination/s | Connections between beliefs studied | Role of aspects in responding to search for meaning | Relationship of the aspects to each other | Expression of two beliefs through the other aspects | Connections between these expressions for each belief |
| SEMESTER ONE – Term 2: Unit 3 |
|  | Unit 3: Area of Study 3 | Unit 4 commences |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Connections between these expressions for each belief (continued)  | How the selected beliefs and their expression in the other aspects engender and nurture meaning | Relationship between significant life experiences and religious beliefs generally  | A significant life experience of a member of a religious tradition | The member’s adherence to relevant religious beliefs and expressions before, during and after the significant life experience  | Influence of the religious beliefs on the member’s interpretation of their significant life experience  | Challenges to religion generally  |

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| SEMESTER TWO – Term 3: Unit 4 |
| Unit 4: Area of Study 1 | Unit 4: Area of Study 2 | REVISION |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Sources of challengesStances adopted by religious traditions | Overview of at least four significant challenges faced by one or more than one religious tradition/s or denomination/s | A significant challenge faced by a religious tradition or denomination Aspects of religion involved | Stances and supporting responses adopted by the religious tradition  | Reasons and intended outcomes for the stances and supporting responses | Influence of stances and supporting responses on the challenge itself and on wider society | Revision |

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| SEMESTER TWO – Term 4: Unit 4 |
| REVISION PROGRAM |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Revision |  |  |  |  |  |  |  |