

The accreditation period has been extended and expires 31 December 2022.

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 1, 2 Lonsdale Street  
Melbourne VIC 3000

ISBN: 978-1-925264-50-0

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Introduction

The VCE Texts and Traditions *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 Texts and Traditions Study Design 2017–2022](http://www.vcaa.vic.edu.au/Pages/vce/studies/txtraditn/textsindex.aspx).

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*](http://www.vcaa.vic.edu.au/Pages/schooladmin/index.aspx)*.* Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin*](http://www.vcaa.vic.edu.au/Pages/correspondence/index.aspx#bulletin)*.*

Teachers must refer to these publications for current advice.

VCE Texts and Traditions Study Design examination specifications, past examination papers and corresponding examination reports can be accessed at: [www.vcaa.vic.edu.au/Pages/vce/studies/txtraditn/exams.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/txtraditn/exams.aspx)

Graded Distributions for Graded Assessment can be accessed at [www.vcaa.vic.edu.au/Pages/vce/statistics/subjectstats.aspx](http://www.vcaa.vic.edu.au/Pages/vce/statistics/subjectstats.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 and this advice 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.

Each unit of VCE Texts and Traditions has been designed so that the first area of study lays a conceptual foundation required for the proper understanding and treatment of later areas of study. Similarly, many of the areas of study in VCE Texts and Traditions 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 make sure students study specific examples only when they have this conceptual foundation.

Units 1 and 2

In these units students have the opportunity to study texts from a number of different religious traditions. These traditions can be chosen from current major world religions, from ancient religions no longer practised, and from Aboriginal or First People traditions. The selection of texts depends on the availability and accessibility of textual material at an appropriate level of reading and comprehension for the students. This applies to both the tradition’s sacred texts and commentaries upon the texts. If students are choosing traditions, and texts within those traditions, for independent study, teachers need to guide their choice. The introduction to each unit in the study design contains further guidance on the selection of texts and religious traditions.

As schools may not deliver both Unit 1 and Unit 2 there is some repetition of key knowledge and key skills. If only one unit is being undertaken, selection could be made from both Units 1 and 2 learning activities included in this Advice. If both units are being studied, an increasing development of knowledge and skills should be built into learning activities across the units and the suggested learning activities modified accordingly.

Units 3 and 4

In these units the traditions are specified as stated on page 17 of the study design. The set text for each tradition and certain themes and passages for special study are published in the [*VCAA Bulletin*](http://www.vcaa.vic.edu.au/Pages/correspondence/index.aspx#bulletin) the year prior to study.

In developing the course for each unit, it is possible to teach areas of study concurrently, as some key knowledge and key skills are complementary.

Students need to be aware of the overall structure and content of the set text. Therefore students should read the whole set text at least twice during the year, before starting the course and again before starting Unit 4. This will help them understand the importance of the passages for special study. Students should be able to identify where in the set text major events or developments of ideas and teachings take place. For example, they should be able to locate other passages that relate to those in the passages for special study.

Throughout the course, students should be consistently referring to at least two commentaries on the set text. Students may find it useful to work collaboratively with other students on a variety of commentaries.

It is important for the study of the text to establish a clear understanding of the original context of the text. This may involve two historical times: one period for the events depicted in the text; the other period for the writing of the text. The exegetical process is demanding and it is helpful to teach this gradually throughout Unit 3, drawing attention to the exegetical method being used in the various texts. Becoming familiar with the literary features of the text may be challenging. It is helpful to start working with the literary structure, forms and techniques early in Unit 3. Exegetical method is consolidated in Unit 4, Area of Study 1.

Exegesis

Exegesis is one of the main skills to be developed and used in this study. It is the analysis of text to discover meaning in the text. Exegesis involves finding out the what, when, who and why related to the original writing and audience of the text, and the original intention of the writer, as well as the impact on, and understanding of the text by the original audience. Exegesis enables the contemporary reader to gain a deep understanding of the text.

Advances in fields such as archaeology, sociology, anthropology and linguistics have enabled rediscoveries of the original circumstances, language, meaning, intention, understanding and impact of ancient texts. As a whole, this has enabled a rediscovery of the theology of the ancient texts to challenge the understanding of current readers.

Exegesis requires asking questions of the text. This involves breaking the text apart to discover its whole meaning through studying its parts. Exegetical analysis requires synthesising these various points of information and insights to make a connected whole of the text again, with deepened meaning and understanding.

Exegesis has a range of precise questions to ask of the text according to the type of critical method being applied to the text. Critical methods include source criticism, form criticism, sociocultural criticism, historical criticism, literary criticism, redaction criticism, feminist criticism and liberationist criticism. Most critical methods are relatively modern and are usually used in combinations. There are also allegorical and literal methods applied to the investigation of texts. Students should explore exegetical methods related to the particular religious tradition and the nature of exegesis in general. In Units 3 and 4 they must focus on the methods of sociocultural criticism and literary criticism as well as historical context. In addition, students may study other methods of criticism.

Exegetical method

The following describe some common critical methods. Beyond sociocultural and literary criticism, any choice of methods will be influenced by the selected tradition as well as the key knowledge and key skills listed in each unit.

* Sociocultural criticism looks at the social and cultural context of a text.
* Historical criticism looks at a text’s historical context.
* Literary criticism classifies texts according to style and attempts to establish authorship, date and audience.
* Textual criticism tries to establish the accuracy of sacred texts.
* Grammatical criticism analyses a text through the specific words and phrases it uses and how the use of those words and phrases builds small or larger units of communication.
* Tradition criticism seeks to discover the sources of texts and to trace their development.
* Redaction criticism examines the way pieces of the tradition have been re-edited and assembled into a literary composition by editors.
* Form criticism studies the way narratives are shaped by the cultures that produce them and explores their final form or genre.

Employability skills

The VCE Texts and Traditions 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/txtraditn/textsindex.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 guidelines for the development and review of VCE Studies*](http://www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx) published on the VCAA website.

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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. |
| **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 type from the 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 assessment 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.

For VCE Texts and Traditions the form of school-based assessment is 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*](http://www.vcaa.vic.edu.au/Pages/schooladmin/index.aspx) provides more detailed information about School-assessed Coursework. |

In VCE Texts and Traditions 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 his/her 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

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| **Area of Study 1: Exploring literary forms** | |
| **Outcome 1**: | **Examples of learning activities** |
| Recognise and explain different literary forms and analyse their role within a tradition’s scriptures. | * discuss the characteristics of a parable/allegory; locate an allegory within the scriptures of a religious tradition and discuss the author’s intended effect on the original audience when adopting such a style * as a class, distinguish between literary techniques and literary forms; create a chart listing the major literary forms and techniques used within the text of the specific religious tradition and indicate where they are found within the set text * in small groups explore how plain language is used as a literary form and why Moses and other prophets utilise plain language when communicating with the Israelites or predicting the future, and the intended effect; write a speech or short report based on this exploration * conduct a literary forms bingo; provide a bingo sheet for each student containing the numbers of passages/surahs; the teacher identifies literary forms and the student crosses off passages/surahs that contain these, noting the matching literary form/s * the Book of Deuteronomy could be understood as Moses’ review of the recent history of the Nation of Israel; in this context, discuss the purpose of his use of historical allusion to significant events and people * use given excerpts from Jewish scripture to explore particular literary forms according to their literary structure and character * reference a specific passage and, as a class, discuss the characteristics of a particular literary form (such as a parable or miracle story); identify characteristics of that particular literary form as found in another given passage and present to the class * in a text, identify a literary technique such as misunderstanding; identify three examples of misunderstanding in a selected text and explain how they are used to provide meaning to the text * explain the purpose of two kinds of literary forms within a selected Gospel; discuss these forms within the context of the gospel narrative * as a class, identify the characteristics of the literary form of the Annunciation story in two passages of a selected text * in small groups, identify and explain the similarities and differences between the two Annunciation stories and report back to the class * brainstorm possible reasons for the origins of a religious tradition’s texts; list the types of content that might be contained in a religious tradition’s texts; discuss why texts would be important within a religious tradition * prepare an account of the different types of sacred Islamic literature * use the Internet to collect research material and briefly explain the meaning of the following terms and concepts used in sacred Islamic literature: Islam, Allah, Salah, Ramadan, Kaabah, Zakat, Hijrah, Khalifah, Worship, Akhirah, Risalah (Prophethood), Death and Aqeeda (Tawheed) * quote and explain three examples of the use of metaphors and three examples of symbolism from given passages in the Qur’an |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **EXPLORING LITERARY FORMS**  Students analyse excerpts from Jewish scripture and, explain particular literary forms according to their literary structure and character.  1. Provide students with excerpts from Jewish scripture annotated with the literary forms contained within.  For example:  Metaphor – ‘The Lord is my rock, my fortress and my deliverer’ ([2 Samuel. 22:3](javascript:%7b%7d)).  Simile – ‘Behold, I send you out as lambs among wolves’ ([Isaiah 29:8; 55:10-11](javascript:%7b%7d)).  Anthropomorphism – ‘Then I will take away My hand, and you shall see My back; but My face shall not be seen’ ([Exodus 33:23](javascript:%7b%7d)).  Repetition – ‘Moses, Moses!’ ([Exodus 3:4](javascript:%7b%7d)).  Allegory – The allegory of the two adulterous sisters ([Ezekiel 23](javascript:%7b%7d)).  Parable – Nathan’s parable of the rich man who slaughtered the poor man’s lamb ([2 Samuel 12:1-7](javascript:%7b%7d)).  Symbol – ‘Blood’ ([Lev. 17:11](javascript:%7b%7d); [Deut. 12:23-25](javascript:%7b%7d)).  Personification – ‘The field is wasted, the land mourns’ ([Joel 1:10](javascript:%7b%7d)).  Hyperbole – ‘Everyone could sling a stone at a hair’s breadth and not miss’ ([Judges 20:16](javascript:%7b%7d)).  2. Develop a range of activities that support students becoming familiar with the features of various literary forms according to their literary structure and character. For example, for each of the above verses/excerpts:  a. Define the literary form contained within it.  b. Return to the source and explain the meaning of the passage for the original audience.  c. Discuss why the particular literary device may have been useful within the broader literary context.  d. Consider how each device positions the audience; that is, what is the intended effect? |

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| **Area of Study 2: The formation and exegesis of text** | |
| **Outcome 2**: | **Examples of learning activities** |
| Apply basic exegetical methods against the background in which the texts are located. | * use examples to explain how the method of exegesis assists in identifying authorship of a sacred text * place in order cards representing a timeline of historical/social events * use at least two reliable commentaries (online commentaries must be verified as reliable by the teacher) to determine the following about a selected foundational text: 1. Who is the author? 2. Who are the recipients? 3. What is the relationship between them? 4. Where do the recipients live? 5. What are their present circumstances? 6. What historical situation occasioned the writing? 7. What is the author’s purpose? 8. What is the overall theme or concern? 9. Does the narrative have an easily discerned outline? * one of the important aspects of Biblical exegesis is determining the *Sitz in Leben* (the setting in life) in which the writing or story is told; identify the ‘situation in life’ or actual setting for the following literary genres: love letter, postcard, Facebook notification, menu, editorial, will, headstone inscription, pastoral letter * there are four Gospels in the New Testament of which three, Matthew, Mark and Luke bear a great deal of similarity; they are called the 'Synoptic' Gospels, Synoptic meaning 'to see together, with one eye'; John is a very different Gospel from the Synoptics; outline ten common features found in the Synoptics (e.g. infant narratives) and not found in John and ten distinctive features of John (e.g. the ‘I AM’ statements) not found in the Synoptics * undertake an overview of a selected foundational text, noting its audience, purpose and major exegetical concerns * examine various exegetical methods such as sociocultural criticism, literary criticism, structuralist criticism, form criticism, feminist criticism * as a class read a simple fairy tale; assign small groups an exegetical method; analyse the fairy tale according to the assigned method; record findings on half an A3 sheet of paper and report to class; as a class, read from a sacred text with each group applying the same exegetical method, and record findings on the other half of A3 sheet of paper; present to class * define the various components of rabbinical exegesis as featured under the acronym of *PaRDeS,* being the *Peshat* (simple meaning), *Remez* (symbolic or allegoric meaning), *Derash* (midrashic explanation) and *Sod* (mystical meaning); research textual examples which contain varied meaning depending on which exegetical approach is applied * discuss in small groups whether or not the varying and sometimes contradictory commentary of exegetes affects the authenticity of the Bible; construct a response which could take the form of an interview or dialogue or multimedia presentation * play the Not-So-Trivial Pursuit Game * create 20 questions covering content, context, literary forms and techniques, and meaning, to form ‘The Prophet Amos Not-So-Trivial Pursuit Game’; award each question the appropriate number of marks. * provide students with a piece of paper with a copy of the 20 questions on one side and, on the other side, a map of ancient Israel with about 25 ‘stepping stones’ leading from the northern region of Israel to Jerusalem. * read the questions one at a time to the whole class, every time a student gets an answer correct, they tick the assigned number of ‘stepping stones’ thereby moving gradually towards Jerusalem. * an infancy narrative is the story of someone from their infancy and childhood that tells of significant milestones and events; students describe the infancy narrative of their own childhood; like other literary forms, infancy narratives include certain features; make a list of these features or characteristics of infancy narratives; identify and explain these characteristics in Matthew 1 and 2 and Luke 1 and 2 * as a class, using commentaries, identify a range of different exegetical methods and briefly explain what they attempt to do and what particular questions each of these exegetical methods ask of the text; practise applying these exegetical methods to a selected example of text; in small groups discuss how to answer the various questions of these exegetical methods; describe how this process might increase understanding of the text and report back to the class and refine responses * identify and explain three to five ways in which redaction of a text might occur; independently complete a redaction on a sample text and compare final editions of the text * contrast the story of Luqman in Surah 31 with the same story as narrated in Surah 17; explain which exegetical method/s to use in analysing the two Surahs and why * the Qur’an states that it uses parables to teach lessons; individually pick two parables from a given set of passages and explain to a partner the lessons they teach and then ask partners to pick one to share with the rest of the class |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **AN OVERVIEW OF A SELECTED FOUNDATIONAL TEXT**  Students note the intended audience, purpose and major exegetical concerns using a series of guiding questions.  1. Develop a range of guiding questions to assist students to identify the intended audience, purpose and major exegetical concerns of the selected text. For example:  a. Discover everything you can about the recipients. Are they Jews or Gentiles (or a combination)? What relation do they have with the author? Are there hints of the sociocultural situation?  b. Discover everything you can about the purpose. Does the author explicitly say anything about it? What is implied?  c. Note special emphases or concerns that emerge. What words or ideas are frequently repeated? What unusual vocabulary recurs? What forms and/or techniques are evident? What, if anything, might these tell you about the occasion or purpose?  d. Work out an annotated outline of the whole text (to be revised on further study).  e. Make a provisional list of exegetical difficulties (textual variants, matters of grammar, theologically loaded words, repetitions, misunderstandings etc.).  2. Explain to students that before the investigation of any sentence, paragraph, or other subsection of a document, it is necessary to have a good sense of the entire document.  3. Ask students to read the selected text through in one sitting. After the first reading, they go back through it a second time and make notes using the guiding questions provided to them. |

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| **Area of Study 3: Later uses and interpretations of sacred texts** | |
| **Outcome 3**: | **Examples of learning activities** |
| Discuss a range of understandings and interpretations of sacred text. | * explore how the teachings of sacred text have been applied to a modern ethical dilemma found in literature or film * explain how studying Jewish scripture in English rather than its original Hebrew can affect meaning, interpretation and understanding * identify and explain Maimonides’ 13 principles of faith; identify a passage of Jewish scripture where one such principle features * research the way the architecture of sacred gathering spaces, such as synagogues, temples, churches and mosques, has changed over time, including a visit to at least one sacred gathering space; report on findings, including what the changing architecture suggests about the interpretation of the community/society/faith * describe and evaluate the interpretation of a selected text, such as the Genesis Creation Stories, as presented by artists from at least two different periods in history * research and summarise what Charles Darwin’s Theory of Evolution suggested about Creation; identify reasons why many people initially opposed Darwin’s theory; research and summarise the current teaching of the religious tradition on the interpretation the Creation Stories * outline the key messages gained about gender relationships from a literal reading of Genesis 1:26-27 and Genesis 2:18-25; using scholarly commentaries, describe and evaluate meanings attributed to these texts from a feminist reading * outline the key messages about the environment gained from a literal reading of Genesis 1:28-31 and Genesis 2:15 * use scholarly commentaries to describe and evaluate an ecological reading of Genesis 1 and Genesis 2 * describe and evaluate an artistic representation of a selected text, for example a Gospel story; model an analysis of a passage, using a commentary to describe and evaluate meanings of this text for the original audience; use examples to show the ways the later tradition has shown understanding through art, literature, film, calligraphy and music; discuss use of symbols and other artistic techniques to convey understanding of the passage * present a list of passages and some guiding questions such as: * What passage have you chosen? * What meanings do you think the original audience may have taken from the text? * What does a commentary (either physical or online) say about how the original audience may have interpreted the text? * How has this passage been represented? (refer to at least two examples from different times in history) * What symbols and other artistic techniques help ‘tell the story’? * Is the representation true to the passage? * investigate images of Jesus, collected from books and online, ranging from early representations to contemporary representations; include many different culturally and ideologically inspired images; describe and evaluate the implied changing interpretation/s; select and research one particular representation; present to the class using PowerPoint or using video and/or music * discuss how the various funeral traditions of the three Abrahamic faiths reflect their understanding and interpretation of their respective sacred texts * in the Hebrew Scriptures, Messianic prophecies fall into four general types, namely that the coming Messiah will: 1. gather the scattered tribes of Israel; 2. cleanse the Temple; 3. deal with Israel’s enemies; and 4. reign as Lord of the nations; using the Gospel according to John as a basis, explain how the first century Johannine community might have understood these prophecies as being fulfilled in the person of Jesus Christ * Jewish festivals are an important motif throughout the fourth Gospel; draw up a table providing a brief outline of the way in which Jewish festivals occur in the fourth Gospel * in small groups draw a diagram representing the days of creation according to one of the Abrahamic religious traditions; search online for presentations by scholars from the three traditions; compare notes and do a multi-media presentation on ‘The Days of Creation’ in the Abrahamic faiths * discuss what circumstances might arise in society that could influence a religious tradition to consider a change in use or reinterpretation of their sacred texts * visit the National Gallery of Victoria, the Islamic Museum of Australia or the Jewish Museum of Australia to explore artistic forms and other means of interpreting selected sacred texts * explore a festival such as Eid al-Adha and its link to particular passages in the Qur’an * conduct a literature search for details of Islamic views on Heaven, Hell and the Day of Judgement * compile an interpretative summary of events after death and link this to a day such as Alvida Jumma |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **LATER INTERPRETATIONS OF SELECTED TEXTS**  1. Develop a list of questions to guide students in identifying and interpreting essential themes or topics in a range of selected texts, for example:  a. Group students and give each group a particular theme or topic to identify and analyse in a range of selected texts.  b. Investigate changed interpretations of the theme or topic within later periods in the history of the tradition, including circumstances that may have influenced a changed interpretation.  c. Draw a mind map showing some of the ways a particular theme was interpreted differently in the tradition over the years.  2. Organise an activity that will help students identify how selected later texts were interpreted differently, for example:  a. Provide a table consisting of six later scholars from different periods in the tradition’s history. List the title/s of their works as well as relevant information about their work.  b. Students undertake research on one of the scholars from the list to, identify how factors related to their background such as political affiliation, mysticism, literature and art at the time, or religious denomination, might have influenced their interpretations. |

Unit 2

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| **Area of Study 1: Sacred texts in the past** | |
| **Outcome 1**: | **Examples of learning activities** |
| Understand the origin and development of selected texts that express a tradition’s relationship to its society. | * compare and contrast the foundational story of the binding of Isaac (Genesis) and the binding of Ishmael (Qur’an); consider what theological lessons emerge from these stories for both religious traditions and present this in the form of a chart * examine a range of scholarly works to identify the terms of the Covenant of Abraham (Genesis) on God’s part and on the part of the Israelites * draw a map of Ancient Israel and locate and mark places of significance during the formative years of the Israelites * research the background of a particular surah; complete biographies of key people related to this surah, identifying any connections between their lives and messages in the scripture * identify and describe the historical people, places and events relating to the development of social attitudes and cultural beliefs as found in the Book of Ruth; identify when and where the Book of Ruth was written, as opposed to when it is set; describe a range of social attitudes, beliefs and teachings seen in the Book of Ruth * convert selected texts into a play which has parts for the whole class; act out the play and follow this with a class discussion that identifies the social attitudes, cultural beliefs and teachings in the selected texts * research and outline the key teaching of a person who is regarded as a prophet by a religious tradition; identify and describe their sociocultural and historical setting and their message * students write their own prophecy choosing their own issue and audience, modelling their prophecy on Hebrew Scripture prophecies * draw on particular passages of a sacred text and identify the intended audience of the text; identify the issues the audience was facing and how these passages address those issues * the identity of the author of the Fourth Gospel remains a mystery; Christian tradition holds it to be the Apostle John; drawing on the internal evidence from the Gospel itself, discuss what can be known about the author of the Fourth Gospel * the author of the Gospel according to John uses the term ‘The Jews’ to address a particular group of Jews within the society at the time; discuss who these ‘Jews’ were and the conflict between them and the Johannine Jesus * draw a map of the Arabian Peninsula and show the following locations: Makkah, Madinah, Badr and Hudaibiyyah; annotate these to identify their significance for where texts took shape and developed * write a report on the Jahiliyyah Period (Period of Ignorance) in Arabia; highlight the religious, social and political conditions that existed in the region at the time; explain how these events influenced the way the Qur’an was revealed * describe the circumstances that led to the Hijrah of the early Muslims to Abyssinia (Ethiopia) as well as the Hijrah of the Prophet from Makkah to Madinah |

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| **SURAHS’ CONNECTIONS TO THE LIVES OF THE PROPHET AND HIS CLOSE ASSOCIATES**  Working through selected passages in the Qur’an students investigate the background of these passages and identify historical and sociocultural events that brought about certain verses. They go on to research the connections between the messages of the scripture and the lives of the Prophet and some of his close associates.  1. Divide students into groups and provide each group with a selected passage to read. Provide short answer questions (who, when, how, why and where) on the background, and historical and sociocultural events, that led to the surah, such as:  a. When and where was the surah/chapter revealed?  b. What particular people or events brought about the writing of certain verses?  c. How did past social and political life in the community dictate the nature and tone of the selected passages?  d. Who was addressed directly or indirectly in the selected passages?  2. Students construct a timeline of the Prophet’s life highlighting key events in his life. They then map out the connections between these events and teachings in the selected passages.  3. Students conduct biographical study of some close associates of the Prophet such as Abu Bakr, Umar Ibn Khattab, Aisha or Zaid Ibn Thaabit, and identify any connections between their lives and the messages in the scripture. |

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| **Area of Study 2: Sacred texts today** | |
| **Outcome 2**: | **Examples of learning activities** |
| Understand the type of authority that a tradition currently attributes to its sacred texts, how these texts affect the current tradition’s understanding of its relationship to society, and the effects of the sacred text upon society today. | * explain the belief of monotheism and its significance in different religious traditions * watch or read Martin Luther King Junior’s ‘I Have a Dream’ speech; take notes on the key points about justice; note the corresponding teaching of a selected religious tradition and links to the UN Declaration of Human Rights; as a class discuss whether the points are still relevant today * collect a list of appropriate people from the present day or from within the last 100 years who are calling or have called for society to change; the person must be using or have used a sacred text to inspire or guide their work; in groups, select one person from the list and research for an oral presentation * invite guest speakers from the Abrahamic traditions and draw up a table comparing how Christianity, Islam and Judaism understand and use their respective sacred texts * canonicity refers to the normative or authoritative books inspired by God for inclusion in Holy Scripture; outline five principles used by the Church for identifying the canonicity of a particular piece of writing * explain the biblical principle of *sola scriptura* and provide reasons for and against its veracity * use biblical texts, current Church teaching and the school’s own vision and mission statements to prepare a booklet entitled ‘The Dignity of the Human Person as found in Sacred Texts’ * consider specific teaching from the Bible and social teaching of a selected denomination and explain what the teaching says about social justice; discuss how the work of an affiliated organisation uses the teachings to guide their work, such as Caritas Australia and the Catholic Social Teaching principles * explain, according to Jewish belief, what the status of the words and teachings of the prophets are for the Jews of today, as opposed to the prophets’ original audience * explain, according to Jewish teaching, whether there is any distinction of authority between the laws which are explicitly written in Torah and those devised by the rabbis throughout the centuries * define authority and describe the different types of authority found within religious traditions; identify any order of priority within these different types of authority; draw an authority diagram to illustrate the levels of authority within a particular religious tradition; identify the type of authority given to the sacred texts of a religious tradition and how this is demonstrated in the religious tradition * draw a concept map to represent the five pillars of Islam; in small groups rank the pillars between 1 and 5 in order of importance for both the Makkah and Medina periods giving reasons for the ranking; each group then presents its results to the class * outline the Qur’an’s ruling on Riba (Interest), for example surah 2:275-276; discuss the views of scholars regarding the implementation of the ruling on Riba by Muslims today particularly those of them living in the West |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **THE DIGNITY OF THE HUMAN PERSON AS FOUND IN SACRED TEXTS**  Students prepare a booklet entitled ‘The Dignity of the Human Person as found in Sacred Texts’ using biblical texts, current Church teaching and the school’s own vision and mission statements.  1. Provide students with source materials and a range of focus questions, for example:  a. What do Genesis 1 and Genesis 2 (especially Gen 1:27) say about the dignity of the human person?  b. Referring to at least three other biblical texts relevant to the dignity of the human person, explain how  the call for the dignity of the human person is developed. Relevant texts may include: Exodus 22:20-26; Deuteronomy 24:14-15; Isaiah 1:16-17; Micah 6:6-8; Matthew 20:1-16; John 15:12-17.  c. Select an organisation affiliated with the Church and describe how it adheres to the teachings of the biblical passages.  d. Read the school’s vision and mission statements. How do these reflect student findings on the dignity of  the human person?  2. Based on their notes, students construct a booklet organised into chapters of their choice. |

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| **Area of Study 3: Comparing religious traditions** | |
| **Outcome 3**: | **Examples of learning activities** |
| Compare the similarities and differences between the ways sacred texts of two or more religious traditions present a particular social issue. | * visit a not-for-profit organisation associated with a specific tradition; investigate how sacred texts have influenced the organisation’s perception of its responsibility towards the poor/needy * invite a range of guest speakers to comment on an issue concerning social equality from the point of view of their religious tradition; prepare a report on the presentations that compares and contrasts the viewpoints; for example, how the Catholic Church’s viewpoint compares with, say, the viewpoint of Judaism * read Genesis 1 and 2, and identify what is said about God, the nature and purpose of human life, the relationship between God and people and the relationship between people and the natural world; research contemporary teaching about these areas from Judaism, Christianity and Islam * investigate the values and teachings about hospitality towards refugees in two religious traditions; compare how these values and teachings inform the work of a non-government organisation (NGO) from each religious tradition * conduct an excursion to a site such as the Islamic museum or connect students from different schools to compare and contrast the teachings of Islam with the teachings of Judaism on the issue of dietary laws * research ‘The Golden Rule’ as found in at least three sources, for example three of the following: Judaism, Confucianism, Christianity, Islam, Buddhism, Bahá'í or Zoroastrianism, or Greek or Indian philosophical thought; present findings * investigate St Augustine’s Just War Theory; find quotations from Judaic and Christian biblical passages and Islamic surahs and hadiths which are related to the theory; research encyclicals such as *Pacem in Terris* * refer to both the Hebrew Scriptures and the Christian Scriptures and describe what conditions were like for women when the text was written; identify a woman from each of those traditions who stands out against the cultural norm; briefly explain her story and her influence in society at the time; if her story is represented in art include two images of this woman and make a comment on the art works * choose a religious tradition and research the teachings on women and how these teachings affect women in contemporary society; How have conditions for women changed over the last 100 years?; What are some of the current Christian views on women? * compare and contrast the Jewish, Islamic and Christian understandings of the relationship between the authority of the religion and the authority of the state in which the religion is practised * use Jesus’ encounter with the Samaritan woman in John 4 as an example and outline the first century Jewish practices of courtship and marriage; compare them with a modern western approach * the concept of ‘childhood’ as a specific developmental period of time is a relatively modern one; compare Jewish and Christian understandings of childhood in relation to relevant respective beliefs * compare the teachings and practice on the status and role of women across two or three religious traditions * compare the world views of the communities of the early tradition with other relevant world views at the time * invite guest speakers from a range of religious traditions to talk about how they would reinterpret their scripture to respond to an issue such as organ donation; in groups, draft questions for the speakers, and then as a class refine the questions * compare and contrast the position of three religious traditions on euthanasia; present findings in the form of a dialogue |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **THE VALUES AND TEACHINGS ON REFUGEES AND HOSPITALITY IN TWO RELIGIOUS TRADITIONS**  Students investigate the values and teachings on refugees and hospitality in two religious traditions and compare how these values and teachings inform the work of an NGO from each religious tradition.  1. Provide students with brief excerpts of sacred texts and teachings from three or four religious traditions  that contain teachings about hospitality towards refugees.  2. Students address a range of questions in their research of two selected religious traditions. For example:  a. Identify and discuss the values and teaching on hospitality towards refugees in the each of the religious traditions you have selected.  b. Construct a table that compares the religious traditions on these values and teachings.  c. Analyse some of the possible reasons for similarities and differences between the religious traditions regarding their approach to this social issue.  3. Provide students with a list of NGOs from a range of religious traditions working in the area of refugees.  4. Students select and investigate one NGO from each of the religious traditions they have studied. They address a range of questions that support their investigation of each NGO and how the teachings of sacred texts guide their work, for example:  a. Name the organisation and the religious tradition to which they are connected.  b. Describe the activities of the organisation.  c. Outline the mission statement of the organisation.  d. Describe the religious tradition’s values and teachings on hospitality towards refugees that relate to the NGO’s mission statement.  e. Identify an activity that the NGO undertakes and explain how it is connected to the religious tradition’s values and teachings on hospitality towards refugees.  f. Explain how these values and teachings could be used to inspire or guide work with refugees in Melbourne or country Victoria or Australia. |

Unit 3

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| **Area of Study 1: The background of the tradition** | |
| **Outcome 1**: | **Examples of learning activities** |
| Identify and explain sociocultural and historical contexts that influenced the early development of the religious tradition. | * discuss the significance of a Homeland or other sacred sites to a religious tradition * research the specific roles of the Kings, Priests and Prophets in Ancient Israel * analyse how the institution of monarchy revolutionised the function of Israelite society, particularly the years under Saul, David and Solomon * create a ‘Who Am I?’ game; write 20–30 questions on people related to the early development of the religious tradition and provide answers a few line spaces below; laminate the sheets and cut with the answer on the top of a slip and another question on the bottom of the slip; distribute to the class; the first student reads ‘Who am I? I am… (a short description of the person)’; another student who believes they hold the answer, reads  ‘I am ….’; they then continue by reading a few lines below their answer ‘Who am I? I am…’; the game continues to the next person * using a software program, students create a crossword that reviews the key knowledge from the unit and these are swapped among students for completion * draw a timeline of events important to the text * place key events and people in the correct chronological order; for example, The rule of Herod The Great, The rule of Herod Antipas, The Governorship of Pontius Pilate, The Writing of the Book of Isaiah, The destruction of the Temple by the Romans, Moses, David, Jesus’ birth, The writing of the Gospel according to Luke * identify and explain Jewish rituals of the Sabbath found within the Gospel according to Luke * investigate who Elijah is, where he is mentioned or appears in the Gospel according to Luke, and why he is included * research Herod The Great and Herod Antipas; draw a table to identify where each is mentioned in the Gospel according to Luke * describe who the Sadducees were: What was their role in 1st Century CE Judaism? What were their teachings and relationship with the rest of Judaism? How did the Jewish War of 70 CE affect them? * research people, places and events important to the early development of the Judaeo-Christian tradition and discuss their significance * watch and discuss documentaries on the early history of Islam such as the PBS documentary series: *Islam The Empire of Faith* * explain the significance for the early Muslims of God's command to Prophet Muhammad to change the direction of their prayer from Jerusalem towards Makkah * discuss the conquest of Makkah and comment on the general amnesty declared by the Prophet Muhammad at the time of this conquest |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **PEOPLE, PLACES AND EVENTS SIGNIFICANT TO THE JUDAEO-CHRISTIAN TRADITION**  Students research a range people, events and places related to the origin and early development of the Judeo-Christian tradition.  1. Provide a list of sources to support student research.  2. Develop a guide for their research; for example:  a. Choose two of the following figures Abraham, Moses and/or John the Baptist. Identify their significance within the Judaeo-Christian tradition. The response should include:   * the historical events in which the figures were involved * the impact on the Jewish people at the time * how and why the two figures have remained important to these faith communities.   b. For each of the following: Pharisees, The Jews and the Chief Priests, write a short response that identifies and explains:   * who they were * what they did * why they were significant.   Extension: Students may also research High Priests.  c. The following rituals/festivals are observed as an expression of Jewish faith: Sabbath, Passover, Feast of Dedication and Tabernacles. Select TWO of the festivals and outline:   * the historical origins * the elements and/or requirements of observance * the frequency of observance and the meaning attached to the ritual * other relevant information.   d. On a map of first century Palestine mark the following places of interest and provide a brief annotation of why this place is significant:   * Judea * Jerusalem * Bethlehem * the Jordan River * Nazareth * Galilee * Cana * Bethany * Capernaum. |

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| **Area of Study 2: Thematic and literary aspects of the set texts** | |
| **Outcome 2** | **Examples of learning activities** |
| Discuss major themes of the set text, and analyse literary structure and other aspects related to the writing of the set text. | * discuss what constitutes a theme; examine various texts to determine if they are structured chronologically, according to theme or according to character; What might account for the structure of the text?; discuss the significance of the ordering of themes in a tradition’s sacred text * discuss how prophets utilising similar literary forms can have varying effects on the original audience; locate examples from the prescribed Hebrew scriptures * use examples from the prescribed Hebrew scriptures to explain how every theme at its core relates back to the Covenant of Abraham * explain the meanings of the following terms in relation to the literary structure of the Qur’an: Ulum al-Qur’an, Surah, Ayah, Juz, Wahy, Qissah, Tafsir, Tajwid, Tilawah, Qira’ah, Harf, I’jaz, Naskh, Maki, Madani and Asbab al-nuzul * discuss the use of figures of speech in the Qur’an * make notes on sociocultural (social, religious, political) practices in the time of Jesus; What do these practices show about Jesus and his mission?; identify and explain links to the key religious ideas, beliefs or themes in the Gospel according to Luke * describe how the Father-Son theme in the Gospel according to John is used to explicate the relationship that each has to the ‘glory’ (*doxa*) of God * explain the relationship that is implied in the Gospel according to John between ‘signs’, ‘glory’ and ‘faith/belief’ * use commentaries to identify the literary sections of the Gospel according to Luke delineated by these scholars; note where each section begins and ends; specify the sections that include each passage for special study * examine The Prologue of the Gospel according to Luke (1:1-4) and consider: What can be said about the writer of this Gospel?; What can be said about the audience of Luke?; What can be said about the purposes of the writing of the Gospel according to Luke? * identify and describe three literary forms found in Luke’s Gospel; name at least two examples of each literary form * use selected passages from the Qur’an to analyse major themes and literary forms, structures and techniques * select a passage from the passages for special study and identify the literary techniques in the passage; comment on the significance of these techniques and explain to what extent meaning has been affected in translation from Arabic or Hebrew to English or Greek * use a range of scholarly opinion to discuss the use of figures of speech and metaphor in the Qur’an * research scholarly opinion on a theme in the set text; research and report on how two or three different scholars have interpreted this theme; explain the exegetical methods used in their analysis |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **TEXTUAL ANALYSIS**  Students learn to recognise selected passages from the Qur’an and are given the task of analysing major themes and literary structure and other aspects.  1. Provide students with selected passages from the Qur’an so they can become familiar with the order of text within each passage. Once they are familiar with the text, students undertake the following activities:   * Delete verse numbers and section headings from each passage then print and enlarge. * Cut each passage into paragraph sections and mix them up. In groups, attempt to reorder the parts and stick on wall pads. Compare results. The activity can also be done using the computer where a soft copy of the cut up sections are put together and then checked with the original text of the scripture. * Students identify gaps in their knowledge and, as a class, discuss learning strategies for building a complete understanding of the order of the text.   2. Students are given a selected surah or chapter from the Qur’an and a set of guiding questions. For example, students are given surah 49 and asked to analyse it in terms of the following:   * Major theme/s, e.g. moral etiquettes and how this theme recurs in the Qur’an. * Literary context (what comes before and after). * Literary form, style and techniques, e.g. digression, repetition, metaphor. * Differences of scholarly opinion regarding date and reasons for the surah’s revelation and meaning. * Significance of the surah to the original audience such as the change in attitude and in behaviour towards Prophet Muhammad by his companions after the command to lower their voices was revealed.   3. Provide students with multiple choice questions. Questions should be developed on the set passages and cover terminology, themes, people, literary structure, and other literary aspects. |

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| **Area of Study 3: Interpreting texts** | |
| **Outcome 3**: | **Examples of learning activities** |
| Apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of exegetical method. | * discuss the challenges involved in gaining meaning and understanding, with reference to varying translations of the original scripture * through class discussions, develop guiding questions to support an exegesis * complete a vocabulary chart that provides understandings of words as they were used by the author and/or audience of the set text; take into consideration metaphorical uses of words/phrases and a thematic connection to other words/phrases within the text, as well as unique ways the word/phrase is used within the set text; as part of this exploration, consider understandings and possible misunderstandings of such words/phrases by later religious communities * according to some scholars the Greek word ‘airw’ in the Gospel according to John 15:2 should be translated ‘lifted up’ not ‘taken away’; compare the two translations of the word and how they change the overall meaning of the text * research sociocultural criticism and literacy criticism and two of the following exegetical methods: form criticism, redaction criticism, source criticism, feminist criticism; outline briefly what each method involves * create a pictorial representation of a passage or surah that identifies major ideas and themes of that passage * provide sentence starters for an exegesis and apply these to a particular passage for special study * provide a cloze exercise for exegesis on a selected passage or surah * provide a grid with the headings of context, background, literary techniques and forms, themes and meaning for the original audience; read an exegesis and write up findings into the grid in dot points * divide the class into four groups with each group taking responsibility for one of the following: context, background, literary techniques and forms, themes and meaning for the original audience; read exegeses and share findings with the class * choose a verse from a passage for special study from the prescribed Hebrew scriptures and explain how its interpretation and meaning can change significantly according to different exegetes * examine two interpretative commentaries where there are disagreements between the exegetes and discuss the implications of this disagreement; for example on occasion, when commentating on the prophecies of Jeremiah and Ezekiel, exegetes are in disagreement over whether prophecy involved an actual physical experience or whether the Prophets perceived the experience through a vision; such a dispute is apparent for example in Chapter 37 which tells of Ezekiel and the valley of dry bones; consider whether the effect on the audience is altered with either interpretation, and whether the authenticity of the Prophet or the book is questioned with either interpretation * conduct a mock radio interview or write a feature piece for a newspaper featuring one of the participants of narratives concerning Mary and Martha/The Call of the Disciples/The Transfiguration/The Resurrection;  the interview could be with Jesus, a participant in the story, or a member of the early Christian community; the interview could be set in about 32, 42, or 82 CE * explain the Transfiguration to an 85 CE Roman convert to Christianity using a multimedia presentation * draw, or present in text form, The Parable of the Vineyard, explaining sociolocultural and thematic significances where appropriate, in a manner that a person who has not studied exegetical methods would understand * list all the characters who appear, or who are mentioned, in the passages for special study; make notes on each character identifying which themes or specific points of theology this character helps develop; What purpose does each character have in the Gospel as a whole? * choose a passage from the passages for special study; compare the commentary of an earlier exegete, for example Ibn kathir with that of a modern exegete, for example Sayyid Qutb; explain their exegetical methods * choose a passage from a Makkah surahs and another one from a Medina surahs; explain how their content may be influenced according to location and time * in small groups research and discuss three exegetes from different Islamic schools of thought and comment on their exegetical methods |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **DEVELOPING QUESTIONS TO SUPPORT EXEGESIS**  1. In small groups, or independently students select a passage from those set for special study.  2. In class discussion develop a range of guiding questions that support students to apply basic exegetical method, for example:  a. When and where was the passage written?  b. Who is the author of the passage?  c. What is the historical, sociocultural and religious background of the passage?  d. What historical, sociocultural and religious circumstances might the passage be responding to?  e. Who is the intended audience of the passage?  f. What significant themes feature in the passage?  g. What is the theological message of the passage?  h. What is the literary context of the passage?  i. What is the significance of the placement of the passage within the set text and/or the text as a whole?  j. What literary forms feature within the passage? Describe the characteristics of the literary forms.  k. With what purpose are the literary forms utilised?  3. Students provide short answers for all the questions listed above. In addition, they could select one question for extended response. |

Sample approach to developing an assessment task

Unit 3  
Area of Study 3: Interpreting texts

Outcome 3

Apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of exegetical method.

**Step 1: Define the parameters of the outcome and the related assessment task options**

Read the outcome and key knowledge and key skills for Unit 3 Area of Study 3. It should be noted that each key knowledge and key skill does not need to be individually identifiable in the task nor should the task focus on too narrow a range of key knowledge and skills.

**Step 2: Examine the assessment advice in this handbook**

Unpack the performance descriptors, as they provide a clear indication of qualities and characteristics that should be seen in a student response.

A response for this outcome would need to demonstrate an ability to construct a written interpretation of a passage for special study. The skills of exegesis are further developed in Unit 4 Area of Study 1, so this outcome provides the context for developing skills of exegesis. Carefully compare the skills for Unit 3 Area of Study 3 and Unit 4 Area of Study 1 to identify the differences and note how these differences are reflected in the performance descriptors for each outcome.

**Step 3: Determining teaching and learning activities**

For Unit 3 Area of Study 3, the teacher plans a sequence of teaching and learning activities that will enable students to develop the key knowledge and key skills. This will include opportunities to break down and discuss major ideas and themes, identify and describe contextual placement, including the relevance of sociocultural and historical context, explain literary form and other literary features of the selected passage and explore how the original audience understood the author’s message.

Teaching and learning activities that could support students to prepare for this assessment include those which involve:

**Contextual placement** – Students are shown how the passages for special study fit within the entire set text. They should consider features such as how the passage was introduced, how its message arose from a particular event, and what the purpose of its writing might have been.

**Sociocultural and historical context** – Students are guided to print and electronic texts that describe the time and conditions of the original audience, noting any significant events of the period. Students should become familiar with the people and places mentioned in the text. Students should consult resources containing commentary on the specific time period.

**Literary aspects** – Students need to become familiar with the characteristics of literary form and techniques within the set text generally and in the passages for special study particularly. This may be teacher directed or by individual research or group work. In Unit 3 Area of Study 3, students need to reference the actual literary form, structure and techniques within a passage for special study, but may not yet be able to explain their significance to the passage, or explain the specific purpose for which the author adopted these techniques. This is further developed in Unit 4 Area of Study 1.

**Message –** The message of a passage is strongly linked to its themes. As the primary purpose of exegesis is to come to an understanding of the meaning of the passage, students need to identify where prescribed themes appear in the set text. They then need to identify those themes as they appear within the passages for special study and examine their meaning and significance for the original audience.

**Step 4: Design the assessment task**

Assessment task type: Exegetical Task

*Write an exegesis of the Gospel according to John Chapter 1:1-18*. This passage is distributed to students at the start of the assessment task.

Provide assessment criteria with the task, for example the following is based on VCAA performance descriptors:

*Criterion 1*

Knowledge of the sociocultural and/or historical, and literary, contexts of the passage within the text as a whole:

* Identification and discussion of contexts in a passage for special study
* Ability to place a passage for special study within the structure of the set text.

*Criterion 2*

Knowledge of the literary aspects of, and features within, a passage for special study:

* Recognition of the literary form/s of a passage for special study
* Recognition of literary techniques used in a passage for special study with some explanation of their general use.

*Criterion 3*

Recognition and knowledge of the main themes or teachings in a passage for special study:

* Identification of themes or teachings in a passage for special study
* Linking of themes found in a passage for special study to the entire set text.

*Criterion 4*

Knowledge of the meaning of the passage to the original audience:

* Knowledge of who constituted the original audience
* Significance of the themes/teachings for the intended audience.

*Criterion 5*

Knowledge of exegetical method/s:

* Application of exegetical skills
* Reference to scholars
* Use of theological terminology
* Discussion of exegetical method.

Other considerations

**When to assess the students**

The teacher must decide the most appropriate time to set the task. This decision is the result of several considerations including:

1. The estimated time it will take to cover the key knowledge and key skills for the outcome.

2. When assessment tasks are being conducted in other subjects and the workload implications for students.

Marking the task

[Performance descriptors](#PerformDescript) provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response. Where a task assesses only an element of an outcome, as it is intended that other assessment tasks will assess the rest of the outcome, then relevant performance descriptors are used to mark the task.

Unit 4

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| **Area of Study 1: Interpreting texts** | |
| **Outcome 1**: | **Examples of learning activities** |
| Apply exegetical methods to develop an interpretation of all the passages for special study. | * construct an exegetical essay on a specified passage for special study within a religious tradition * provide a range of completed exegeses of a selected text and a criteria sheet; discuss and then grade the exegeses and explain whether they could be improved and, if so, how * draw up a table that explores parallels between a selected text and other sections of Scripture; identify and explain historical context and social, cultural, religious and political reasons earlier texts have been incorporated in the formation of the text being studied * identify the theme/s in selected passages and discuss them in the context  of the development of the theme/s throughout the set text; explain how the identified theme/s were intended to address the social and historical conditions of the intended community to whom the text is written * write an interpretative commentary on the Gospel according to John  19:19-27; the commentary should include a discussion of ideas presented  in the passage and the relationship of these ideas to major ideas and themes in the text as a whole * prepare a glossary of literary terms identified across the passages for special study and where possible include the relevant verses containing these terms * develop a chart that explores how exegetes have applied exegetical methods in explaining particular verses from the passages for special study * in groups work through the passages for special study; each group develops an exegetical response to an extract from the passages based on a particular exegetical method; post answers so they can be viewed and others can contribute to them |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **AN EXEGETICAL ESSAY ON A SPECIFIED PASSAGE FOR SPECIAL STUDY**  Students construct an exegetical essay on a specified passage for special study within a religious tradition after completing a series of shorter learning activities. Supply written instructions and assessment criteria to the students prior to commencement of the essay.  1. Provide students with selected passages for special study from the set text being studied.  2. Develop a series of short learning activities as background preparation for the essay. For example:  a. Explain the sociocultural and historical contexts of the passage (i.e. what questions/problems/issues were occurring within the society that the writer of the text found it necessary or expedient to address).  b. Explain the literary context (i.e. the significance, if any, of the placement of the passage within the broader context of the set text).  c. Explain the theme/s within each passage.  d. Explain the literary forms and/or techniques used to develop the theme/s in each passage.  e. Analyse the development of the theme/s throughout the set text, including the significance of the theme/s for the audience or intended community.  3. Students synthesise their notes to complete an essay that:  a. Explains the sociocultural context and historical context pertinent to understanding the passage.  b. Explains the literary context of the passage.  c. As appropriate to the central message of the passage, analyses the development of the theme/s in the passage throughout the set text.  d. Demonstrates knowledge of the conventions of textual analysis, including:   * use of appropriate method/s of textual analysis * citation of passages relevant to the themes discussed * ability to link ideas using authoritative opinion * use of secondary sources to support an argument. |

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| **Area of Study 2: Religious ideas, beliefs and themes** | |
| **Outcome 2**: | **Examples of learning activities** |
| Discuss a significant religious idea, belief or theme in the set text, and analyse and evaluate how related passages from the set text have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme. | * choose a common idea, belief or theme that features in the set text, and explore how it has been influenced by a specific paradigm shift within the later tradition; for example, Divine Worship and modernity, or social justice and capitalism * in small groups, discuss a religious idea, belief or theme and how this has been interpreted at a later stage * explore the various Biblical Covenants between God and the Israelites, including the Abrahamic Covenant, the Mosaic Covenant, the Priestly Covenant and the Davidic Covenant; What are the terms of these treaties?; What is their theological significance among Jews of the later tradition? * Consider the following questions about the Israelites: How did the loss of the Temple, Homeland and ensuing Babylonian exile affect the Israelites’ religious observance?; Did the decentralisation of worship strengthen and reaffirm Israelite commitment or weaken and diminish Israelite dedication to their religion? * examine responses from within a tradition to its earlier ideas or teachings to show how these responses are influenced by particular historical circumstances; in so doing, explain the dynamic nature of the relationship between the interpretations of a later tradition and its foundational texts, as well as the impact of interpretative activity on a tradition * using Jesus’ statements about eating his flesh and drinking his blood in the Gospel according to John 6, discuss the relevance and the significance for the later tradition of the Eucharist and the various exegetical interpretations that arose at the time of the Reformation * outline the role and influence of the Holy Spirit in the modern life of the Church * identify a theme from the passages for special study in the set text which is also reflected in the school’s charism or mission statement; identify ways that the later tradition understands the meaning of that theme as expressed by the text/s; explain the continuing relevance of the set text and its meaning; outline ways that practices in the school and/or community are affected by contemporary interpretations of those texts * use three to four passages from the set text for an essay question on a religious idea in the set text and its interpretation by the later tradition; individually or in groups * assign a religious belief to small groups; each group finds examples in the set text related to the religious belief and then share findings with the rest of the class * link the Principles of Catholic Social Teaching with themes in the Gospel according to Luke * for each of the published themes, in detail, * define what the theme means * identify four relevant key passages found in the Gospel according to Luke * for each key passage, write a paragraph discussing what each of the key passages actually teaches about the theme * explain what the theme would have meant for the original audience and for the later tradition. * explain how the concept Discipleship is understood in the Gospel according to Luke; include referenced passages to support findings; explain how the later tradition understands this concept * select a significant religious idea, belief or theme in the passages for special study; construct a timeline of the historical development of the tradition; assign class time for small groups to research the later interpretation of the religious idea, belief or theme and compare results * while reading through a set text from the Qur’an, consult primary and secondary sources that present various views on, for example attitudes towards the natural environment; investigate particular sources to examine the way the text has been interpreted by Islam at a later time in its history * research the internet for photographs and information on different modes of transportation taken by pilgrims to Makkah for the Hajj ritual over the years; investigate the expansion and modernisation of the Holy sites since the oil boom in Saudi Arabia; prepare a report on how these developments have influenced the later interpretation of the annual pilgrimage to Makkah * review documents published by the later traditions which develop a later understanding of an idea, belief or theme found within the original sacred text |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **EXPLORING A SIGNIFICANT RELIGIOUS IDEA, BELIEF OR THEME WITHIN THE TRADITION**  Students identify a central idea, belief or theme within the set text and in essay or report form discuss how this belief has been interpreted after the time period of the original audience for whom it was intended.  1. Preparatory work: In small groups students annotate the set text to identify a central idea, belief or theme.  2. Develop a range of guiding questions that support students to discuss how the identified idea, belief or theme has been interpreted after the time period of the original audience, for example:  a. Describe and explain the belief and its importance to the early tradition within the tradition’s set text.  b. Discuss the impact of specific historical, religious and social circumstances (for example exile, persecution, emancipation) in relation to the ongoing observance of the idea, belief or theme. Have these circumstances reaffirmed or diminished the idea, belief or theme within the tradition?  c. Explore how the interpretation and observance of the idea, belief or theme may have shifted in the later tradition in light of the passage of time and particular circumstances.  d. Throughout the piece source quotations relevant to both the early and later tradition, i.e. from the set text and later commentaries and documents, including references from contemporary sources.  3. Students report back to the class on one or more of their findings. |

Sample approach to developing an assessment task

Unit 4  
Area of Study 1: Interpreting texts

Outcome 1

Apply exegetical methods to develop an interpretation of all the passages for special study.

**Step 1: Define the parameters of the outcome and the related assessment task options**

Read the outcome and key knowledge and key skills for Unit 4 Area of Study 1. It should be noted that each key knowledge and key skill does not need to be individually identifiable in the task nor should the task focus on too narrow a range of key knowledge and key skills.

**Step 2: Examine the assessment advice in this handbook**

Unpack the performance descriptors, as they provide a clear indication of qualities and characteristics that should be seen in a student response.

A response for this outcome would need to demonstrate an ability to construct a detailed written interpretation of a passage for special study, explaining the sociocultural and, where appropriate, historical contexts, with appropriate references to people, places and historical material of significance. It would include explanation of the literary context and literary forms and techniques evident within the passage. Additionally, such an exegesis would include discussion of relevant ideas and themes within the passage, the meaning and significance of the passage for the original community, and the meaning and significance of selected words and phrases within the context of the passage.

**Step 3: Determining teaching and learning activities**

For Unit 4 Area of Study 1, the teacher plans a sequence of teaching and learning activities that will enable students to develop the key knowledge and key skills. This will include opportunities to break down and discuss major ideas and themes, identify and explain contextual placement, explore the relevance of the historical and sociocultural context, explain literary features of the selected passage, and explore the author’s message.

Teaching and learning activities that could support students to prepare for this assessment include those which examine:

1. **Literary context** – Students determine where the passage is located within the rest of the text. Students undertake a broad analysis of the text to determine its overall structure and to identify the chapters and verses which feature directly before and after the passage, and to analyse the significance of the placement of the passage.

2. **Sociocultural and historical context** – Students position the passage within the time period during which it was presented to the original audience to gain further understanding of the meaning and message of the passage. Students are to make reference to people and events of significance. These teaching and learning activities are supported by resources containing commentary on the specific time period.

3. **Literary** **form, structures and techniques** – To explain literary features within the passage, students must be familiar with the characteristics of these features and their purpose or intended effect on the audience. Students complete activities to enable them to identify and explain each of these features and discuss their specific purpose. They then are able to draw on these literary features and their function within the broader context of the passage’s themes to explain their significance. Students undertake an analysis of commentary on the passages to support their learning.

4. **Message** – As a class, students discuss the possible meaning and significance of the passages for the original community in light of their themes and ideas and contexts.

**Step 4: Design the assessment task**

The task will be determined by the selected passage for special study.

Assessment task type: Exegetical task

Write an exegesis on a passage from Chapter 37 from the Book of Ezekiel. Prior to the assessment task, inform students that the exegesis will be on a passage from Chapter 37 but do not reveal the specific passage. This passage is then distributed to students at the start of the assessment task.

Provide assessment criteria with the task, for example the following, based on VCAA performance descriptors:

***Criterion 1***

Understanding of the importance of the sociocultural and/or historical, and literary, contexts of the passage within the text as a whole:

* Discussion of impact and significance of these contexts on a passage for special study
* Explanation of how these contexts contribute to the meaning/message of the passage for special study
* Understanding of the significance of this passage within the structure of the set text.

***Criterion 2***

Discussion of the literary aspects of, and features within, a passage for special study:

* Explanation of the significance of the literary form/s evident in a passage for special study to the purpose of the writing of the text/passage
* Discussion and explanation of how these literary techniques contribute to the meaning and understanding of the passage for special study.

***Criterion 3***

Analysis and explanation of the main themes or teachings in a passage for special study:

* Discussion of themes or teachings in a passage for special study
* Explanation of how the themes identified as evident in both the set text and the passage for special study contribute to understanding the passage for special study.

***Criterion 4***

Discussion of how aspects of the passage for special study were understood by the original audience:

* Explanation of how aspects of the passage for special study affected, and was meaningful to, the original audience
* Discussion of the significance of the themes/teachings and the sociocultural/historical contexts, of the passage related to the intended audience/ original community.

***Criterion 5***

Application of exegetical methods:

* Use of exegetical skills
* Utilisation of scholarly opinion throughout the exegesis
* Use of theological terminology
* Discussion of emboldened key words/phrases to contribute to understanding of the whole passage for special study.

Other considerations

When to assess the students

The teacher must decide the most appropriate time to set the task. This decision is the result of several considerations including:

1. The estimated class time it will take to cover the key knowledge and key skills for the outcome.

2. When assessment tasks are being conducted in other subjects and the workload implications for students.

Marking the task

[Performance descriptors](#PerformDescript) provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response for the outcome as a whole. Where a task assesses only an element of an outcome, as it is intended that other assessment tasks will assess the rest of the outcome, then relevant performance descriptors are used to mark the task.

Performance Descriptors

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| **TEXTS AND TRADITIONS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 1***  ***Identify and explain sociocultural and historical contexts that influenced the early development of the religious tradition.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited reference to some of the social, cultural, religious and political contexts and/or historical context out of which the religious tradition developed. | Some accurate identification and description of some of the social, cultural, religious and political contexts and/or historical context out of which the religious tradition developed. | Adequate identification and description of relevant social, cultural, religious and political contexts and/or historical context out of which the religious tradition developed. | Accurate identification and detailed description of the social, cultural, religious and political contexts and/or historical context out of which the religious tradition developed. | Accurate identification and comprehensive explanation of the social, cultural, religious and political contexts and/or historical context out of which the religious tradition developed. |
| Very limited description of how some of the sociocultural and historical contexts influenced  the early development of the religious tradition. | Some description of how sociocultural and historical contexts influenced the early development of the religious tradition. | Satisfactory explanation of how sociocultural and historical contexts influenced the origin and the early development of the religious tradition. | Detailed explanation of how sociocultural and historical contexts influenced the origin and the early development of the religious tradition. | Sophisticated explanation of how sociocultural and historical contexts influenced the origin and the early development of the religious tradition. |
| Very limited evidence of use and understanding of primary and/or secondary sources. | Some evidence of use and understanding of primary and secondary sources in relation to the tradition. | Appropriate selection from both primary and secondary sources to inform general discussion of the tradition. | Sound and well-informed selection and synthesis of relevant information from both primary and secondary sources to inform detailed discussion of the tradition. | Highly accomplished selection and synthesis of relevant information from both primary and secondary sources to inform comprehensive discussion of the tradition. |

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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| **TEXTS AND TRADITIONS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 2***  ***Discuss major themes of the set text, and analyse literary structure and other aspects related to the writing of the set text.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited identification of the major themes of the set text. | Some description of the major themes within the set text outlining where examples appear in the set text. | Satisfactory understanding of where and how the major themes develop within the set text, supported by reference to examples. | Thorough understanding of the major themes and their development within the set text, supported by sound discussion of examples. | Comprehensive understanding of the major themes, and their development within the set text, supported by comprehensive discussion of examples. |
| Very limited identification of how aspects of sociocultural and historical conditions affected the writing of the set text. | Some explanation of how aspects of sociocultural and historical conditions affected the writing of the set text, including development of its themes. | Satisfactory understanding and some explanation of how specific aspects of sociocultural and historical conditions affected the writing of the set text, including development of its themes. | Thorough understanding and explanation of how specific aspects of sociocultural and historical conditions affected the writing of the set text, including development of its themes. | Sophisticated understanding and explanation of how specific and significant aspects of socio-cultural and historical conditions affected the writing of the set text, including development of its themes. |
| Very limited identification of the literary form, structure and techniques of the set text. | Some discussion of the literary form, structure and techniques of the set text, with some awareness of how they function within the text. | Satisfactory discussion of how the literary form, structure and techniques function, and contribute to major themes within the set text, supported by some examples. | Well-developed discussion of how the literary form, structure and techniques function and contribute to major themes within the set text, supported by appropriate and well-explained examples. | Highly articulated discussion of how the literary form, structure and techniques function and contribute to major themes within the set text supported by significant and thoroughly explained examples. |
| Limited awareness of the issues of purpose, authorship and intended audience concerning the writing of the set text. | Some knowledge of the issues of purpose, authorship and intended audience concerning the writing of the set text. | General discussion of the impact of issues of purpose, authorship and intended audience on the writing of the set text. | Well-argued discussion of the impact of issues of purpose, authorship and intended audience on the writing of the set text. | Critical and detailed discussion of the impact of issues of purpose, authorship and intended audience on the writing of the set text. |
| Limited identification of scholarly opinion on the set text. | Some explanation of scholarly opinion on the set text. | Relevant and accurate use of some scholarly opinion on the set text. | Well-developed and relevant use of a range of scholarly opinion on the set text. | Sophisticated synthesis and use of a range of scholarly opinion on the set text. |

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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| **TEXTS AND TRADITIONS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 3***  ***Apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of exegetical method.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited understanding of exegetical method. | Limited understanding and application of exegetical method. | General understanding and appropriate application of exegetical method with some reference to scholarly commentaries. | Clear understanding and well-developed application of exegetical method informed by scholarly commentaries. | Insightful and comprehensive understanding and application of exegetical method informed by scholarly commentaries. |
| Very limited knowledge of sociocultural and/or historical, and literary, contexts of a passage for special study. | Limited knowledge of sociocultural and/or historical, and literary, contexts of a passage for special study. | Relevant description of sociocultural and/or historical, and literary, contexts of a passage for special study. | Detailed description and some explanation of sociocultural and/or historical, and literary, contexts of a passage for special study. | Detailed description and sound explanation of sociocultural and/or historical, and literary, contexts of a passage for special study. |
| Limited identification of literary aspects within a passage for special study. | Clear identification and description of literary aspects within a passage for special study. | Adequate identification of literary aspects within a passage for special study with satisfactory discussion of their function within that passage. | Well-articulated discussion of literary aspects within a passage for special study with detailed explanation of their effect upon that passage. | Highly knowledgeable and thorough discussion of literary aspects within a passage for special study with comprehensive explanation of their effect on the message of that passage. |
| Limited identification of ideas and/or themes in a passage for special study. | Some description of some of the major ideas and/or themes in a passage for special study. | Relevant explanation of major ideas and/or themes in a passage for special study. | Thorough analysis and explanation of major ideas and/or themes in a passage for special study and how they relate to the set text. | Comprehensive analysis and explanation of major ideas and/or themes in a passage for special study and their significance for the set text. |
| Very limited identification of the meaning of a passage for special study for the original community. | Some understanding of how a passage for special study related to, and had meaning for, the original community. | Relevant discussion of how some aspects and the message of a passage for special study related to, and had meaning for, the original community. | Well-founded discussion of how aspects and the message of a passage for special study were significant to, and had meaning for, the original community. | Integrated and insightful explanation, of how aspects and the message of a passage for special study were significant to, and had meaning for, the original community. |

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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| **TEXTS AND TRADITIONS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 1***  ***Apply exegetical methods to develop an interpretation of all the passages for special study.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding and application of exegetical method without reference to scholarly commentary. | Some application of exegetical method with some awareness  of scholarly commentary. | Satisfactory application of exegetical method with analysis making some reference to scholarly commentaries. | Effective application of exegetical method within a well-structured analysis informed by scholarly commentaries. | Sophisticated application of exegetical method within an insightful and well-structured analysis informed by scholarly commentaries. |
| Limited knowledge and explanation of sociocultural and/or historical, and literary, contexts of a passage for special study. | Some relevant knowledge  and some explanation of sociocultural and/or historical, and literary, contexts of a passage for special study. | Adequate knowledge and clear explanation of sociocultural and/or historical, and literary, contexts of a passage for special study, and satisfactory analysis of the relationship of sociocultural and/or historical context to the passage. | Very detailed knowledge  and sound explanation of sociocultural and/or historical, and literary, contexts of a passage for special study,  and sound analysis of the relationship of sociocultural and/or historical context to  the passage. | Extensive and precise knowledge and comprehensive explanation of sociocultural and/or historical, and literary, contexts of a passage for special study, and thorough analysis of the relationship of sociocultural and/or historical context to the passage. |
| Limited identification of literary aspects within, a passage for special study, and limited understanding of how they function within that passage. | Some knowledge of literary aspects within a passage for special study, with some explanation of their effect upon that passage. | Sound knowledge of literary aspects within a passage for special study, with some generalised discussion of their effect on the message of that passage. | Thorough analysis and discussion of literary aspects within a passage for special study with clear explanation of their effect on the message of that passage. | Sophisticated analysis and explanation of the nature and effect of literary aspects within  a passage for special study, with insightful discussion of their significance in developing the message of that passage. |
| Limited identification  of major ideas and/or themes in a passage for special study. | Some description and discussion of major ideas and themes in a passage for special study. | Satisfactory discussion of major ideas and themes in a passage for special study and their significance with the set text. | Thorough analysis and discussion of major ideas and themes in a passage for special study and their significance within the set text. | Sophisticated and incisive analysis and discussion of major ideas and themes in a passage for special study and their significance within the set text. |
| Limited identification of meaning for the original community of the passage for special study. | Some discussion of the meaning for the original community of the passage  for special study. | Satisfactory discussion about how a passage for special study related to, and had meaning for, the original community. | Thorough and well developed discussion of the meaning for and impact on the original community of the passage for special study. | Highly developed and insightful discussion of the specific meaning for, and impact on the original community, of the passage for special study. |

KEY to marking scale based on the outcome contributing 60 marks

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| Very low 1–12 | Low 13–24 | Medium 25–36 | High 37–48 | Very high 49–60 |

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| **TEXTS AND TRADITIONS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 2***  ***Discuss a significant religious idea, belief or theme in the set text, and analyse and evaluate how related passages from the set text have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited description of a religious idea, belief or theme as understood within its original social, cultural, religious and historical context. | Some explanation of a religious idea, belief or theme as found within the set text, and as understood within the original social, cultural, religious and historical context from which the tradition emerged. | Satisfactory explanation of a religious idea, belief or theme as found within the set text, and as understood within the original social, cultural, religious and historical context from which the tradition emerged, with some recognition of its importance to the early tradition. | Thorough explanation and analysis of a religious idea, belief or theme as found within the set text and as understood within the original social, cultural, religious and historical context from which the tradition emerged, and the importance of the idea, belief or theme to the early tradition. | Comprehensive explanation and analysis of a religious idea, belief or theme as found within the set text and as understood within the original social, cultural, religious and historical context from which the tradition emerged, and the importance of the idea, belief or theme to the early tradition. |
| Limited identification of changes to a religious idea, belief or theme as interpreted within the later tradition. | General description of changes to a religious idea, belief or theme as interpreted within the later tradition, including limited commentary on how those changes came about. | Well informed examination of changes to a religious idea, belief or theme as interpreted by the later tradition, including some commentary on how and why those changes came about. | Thorough examination of the nature of, and reasons for, the changes to a tradition’s religious idea, belief or theme and the development of this interpretation by the later tradition. | Sophisticated examination of the nature of, and reasons for, changes to a tradition’s religious belief, idea or theme and the development of this interpretation by the later tradition. |
| Limited awareness of issues of continued relevance of the original sacred text resulting from changed interpretation of a religious idea, belief or theme. | Description of the issues of continued relevance of the original sacred text raised in the context of development of new interpretations of a religious idea, belief or theme. | Satisfactory explanation of attempts to reconcile the tensions between relevance of, and respect for, the original sacred text raised by later interpretation of that text, and by the impact of change on a religious idea, belief or theme. | Thoughtful evaluation of how the later tradition has reconciled tensions between the original sacred text and new interpretations of a religious idea, belief or theme, and, over time, different interpretations. | Perceptive evaluation of the later tradition’s ability to reconcile tensions between the original sacred text and new interpretations of a religious idea, belief or theme, together with a well-informed examination of different interpretations over time. |
| Limited recognition of how the later tradition was affected by changes to the religious idea, belief or theme. | Some appreciation of how the later tradition was affected by changes to the religious idea, belief or theme. | General understanding of how the later tradition was affected by reinterpretation of core texts upon which the change to the religious idea, belief or theme was based. | Detailed understanding of the role of interpretative activity, significance of the reinterpretation of core texts and the impacts of the reinterpretation. | Incisive understanding of the role of interpretative activity, the significance of the reinterpretation of core texts and the impact reinterpretation has on the later tradition. |
| Limited reference to documents and writings that contributed to, or recorded, changes within the tradition. | Some identification and use of documents and writings that contributed to, and/or recorded, changes within the tradition. | Appropriate selection of documents and writings that contributed to, and/or recorded, changes within the tradition, used to inform discussion at a general level. | Careful selection and some analysis of documents and writings that contributed to, and/or recorded changes within the tradition, used to inform sound discussion. | Considered selection and thorough analysis of documents and writings that contributed to, and/or recorded changes within the tradition, used to inform perceptive discussion. |

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 |

Appendix: Employability skills

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| --- | --- |
| **Assessment task** | **Employability skills selected facets** |
| **A folio of annotated texts** | **Communication** (sharing information; writing to the needs of the audience) **Self-management** (evaluating and monitoring own performance) **Learning** (managing own learning; having enthusiasm for ongoing learning) |
| **An essay** | **Communication** (reading independently; writing to the needs of the audience)  **Planning and organising** (collecting, analysing and organising information) **Initiative and enterprise** (generating a range of options; initiating innovative solutions; being creative) **Learning** (managing own learning; having enthusiasm for ongoing learning) **Self-management** (evaluating and monitoring own performance) |
| **An investigative report** | **Communication** (sharing information; writing to the needs of the audience) **Planning and organising** (collecting, analysing and organising information) **Technology** (using IT to organise data) |
| **An analytical commentary** | **Communication** (sharing information; writing to the needs of the audience) **Planning and organising** (collecting, analysing and organising information) **Technology** (using IT to organise data) |
| **Short-answer questions** | **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.