

VCE Texts and Traditions Implementation Webinar Part 1

08/09/2022




Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.





Asking Questions

Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

Send

 Participant  QA

Webinars

- Session 1 (September 8)
 - Study Design 2023 – 2027
- Session 2 (September 15)
 - teaching and learning activities
 - questions to be submitted by 9.00 am Monday 12 September
 - Link to Qualtrics Q and A

https://vcaa.au1.qualtrics.com/jfe/form/SV_5zglQBVVb2YEvSm

General changes

The review of VCE Texts and Traditions Study design focused on:

- simplifying language in the study design so that complex requirements are more accessible to teachers and students
- revising the sequential development in exegetical skills to provide more opportunity for students to master this complex process
- sequencing of skills in the study of texts
- ensuring alignment between Unit 3 and Unit 4 content
- moving the study of themes from Unit 3 to Unit 4, providing students with a more appropriate, manageable and sequential learning structure.

Specific changes

The following changes have been implemented throughout Units 1, 2, 3 and 4:

- The words 'sacred' and 'religious' have been added to describe the scriptures to indicate the religious nature of the texts being studied.
- A sentence has been added to tie Key skills to Key knowledge in the development of exegeses.
- Across Units 1 to 4, students will study the value of sacred texts through the context of their acceptance by a religious tradition.

Unit 1: Texts in traditions

Outcome 1

- On completion of this unit the student should understand the history of the formation of the sacred text, and be able to recognise and explain the development and acceptance of the text into the religious tradition.

Outcome 2

- On completion of this unit the student should be able to apply basic exegetical methods to explore the texts within their sociocultural and historical contexts.

Outcome 3

- On completion of this unit the student should be able to analyse a range of understandings and interpretations of sacred texts as understood or expressed by the later religious tradition.

Area of Study 1: Texts in traditions

- The main focus of the proposed Area of Study 1 has changed from an analysis of literary forms in the text to a study of the development and acceptance of the text.
- This Area of Study will focus on building an understanding of how and when the text came to be seen as sacred to the tradition.

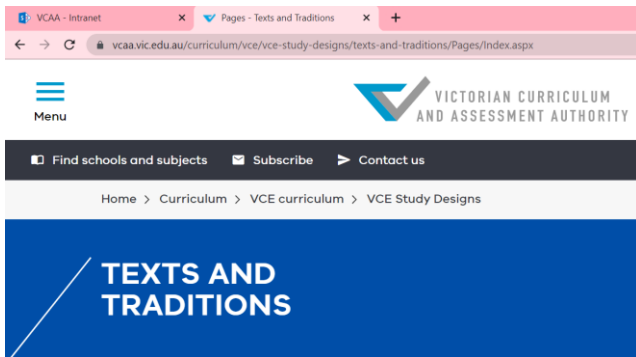
Area of Study 2: The exegesis of texts

- The title has changed to better reflect the focus of the Area of Study.
- Most changes in this Area of Study have been made to clarify language that may have been misunderstood or unclear to some in the current study design. The focus on literary form, which was central to Area of Study 1 in the current Study design, has been incorporated into the study of exegesis, echoing the understanding of exegesis shown in Units 3 and 4. This makes the study, overall, more consistent.

Area of Study 3: Sacred texts and later traditions

- Most changes to this Area of Study relate to the clarification of language used in the Study design. The use of the word ‘analyse’ more clearly indicates the skills needed in this Area of Study.
- The Key skill of analysis had been introduced to increase the rigor and build a foundation for Units 2, 3 and 4 Texts and Traditions.

VCAA Command terms – study page



Support material

[Advice for teachers](#)

Learning activities and assessment advice for teachers, including performance descriptions.

[Glossary of command terms](#)

This glossary provides a list of terms commonly used across the Victorian Curriculum F-10, VCE study designs and VCE examinations and to help students better understand the requirements of command terms in the context of their discipline.

Unit 2: Texts in society

Changes have been made to assist teachers to develop a broader course if required; some suggested ideas/themes to be studied have been modified to allow for a broader sense of possible topics to be studied.

Unit 2 is open for any idea or theme arising from the texts to be studied; the lists are merely guiding suggestions.

Unit 2: Texts in society

Outcome 1

- On completion of this unit the student should be able to understand the origin and development of selected texts that express a religious tradition's relationship to its society.

Outcome 2

- On completion of this unit the student should be able to understand the type of authority that a religious tradition currently attributes to its sacred texts, how these texts affect the current religious tradition's understanding of its relationship to society, and the effects of the sacred text upon society today.

Unit 2: Texts in society

Outcome 3

- On completion of this unit the student should be able to compare the similarities and differences between the ways sacred texts of two or more religious traditions present a particular social issue.
- Examples of common social issues are social structures, justice, authority, the environment, racism, gender and others.

Unit 3: Texts and the early tradition

Outcome 1

- On completion of this unit the student should be able to identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.

Outcome 2

- On completion of this unit the student should be able to discuss the major purposes of the set text, and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the original audience.

Unit 3: Texts and the early tradition

Outcome 3

- On completion of this unit the student should be able to understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study.

Area of Study 1: The background of the tradition

- This Area of Study has remained unchanged in the VCE Texts and Traditions Study design 2023- 2027.
- It is important that the scope of the background offered feeds into a student's understanding of the text itself. Historical information should inform student's knowledge of the Set Text.

Area of Study 2: Purposes and literary aspects of the set texts

- The notion of ‘the purpose of the text’ has been introduced in place of ‘themes’. This is an effective way to introduce the text to the students, and it tends to replicate what is used in introductions to the texts in many commentaries.
- A major concern raised by teachers and the Review Panel was that the study of themes in Area of Study 2 expects a knowledge of the text that students will not yet have developed at this early stage in the study. As such, this study of themes has moved from this Area of Study to Unit 4.

Area of Study 3: Interpreting texts

- Some minor clarification of terminology has been introduced.
- However, major changes to the methods of assessment – will be explained later in this presentation.

Unit 4: Texts and their teachings

Unit 4 has moved from two areas of study to three areas of study.

Throughout Unit 4 reference to an idea, belief or theme has been changed to theme only.

This simplifies the scope of the study to make it more manageable for students and teachers. This study now clearly requires every theme being studied to arise from the text in the context of the original audience.

Unit 4: Texts and their teachings

Outcome 1

- On completion of this unit the student should be able to apply exegetical methods to develop an interpretation of all the passages for special study.

Outcome 2

- On completion of this unit the student should be able to discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.

Unit 4: Texts and their teachings

Outcome 3

- On completion of this unit the student should be able to analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and understand how the text is used to justify the interpretation.

Area of Study 1: Interpreting texts

- Unchanged.
- Assessment now is substantially different to Unit 3 Outcome 3 and builds on the Key knowledge and Key skills from that previous Outcome.

Unit 4: Texts and their teachings

The current Unit 4 Area of Study 2 has been redesigned to create two discrete Areas of study in the VCE Texts and Traditions Study design (2023- 2027:

- The thematic study from Unit 3 Area of Study 2 has been moved to this section of the course. It is more logical for students to come to an understanding of themes arising from the text as they study the text rather than beforehand.
- It is envisioned that students will build their knowledge of themes throughout the teaching of Unit 3 Area of Study 3 and Unit 4 Area of Study 1.

Area of Study 2: Religious themes and their teaching purpose

This Area of Study is now based entirely on the text with no mention or expectation of looking at the later tradition. The list of themes provided by the VCAA each year will inform this area of study and the examination.

- Work on this Outcome would, ideally, be developed during the teaching of Unit 3 Outcome 3 and Unit 4 Outcome 1.
- The focus on the student's ability to “discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience” needs explicit teaching over the entire teaching of the course.

Area of Study 3: Themes in the later tradition and the later use of scripture

- In the VCE Texts and Traditions Study design, this Area of Study looks exclusively at the interpretation of a theme in the later tradition. This theme arises from the set text and does not necessitate a link to themes studied in Area of Study 2.
- It is important to note that the addition of a new area of study will not make the course 'longer'.
- This third Area of Study in Unit 4 takes content from the current Unit 4 Area of Study 2, but makes it clearer, as it separates it from themes in the passages for special study.

Unit 3

Assessment

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

| Outcomes | Marks allocated | Assessment tasks |
|---|-----------------|--|
| Outcome 1 Identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition. | 30 | The student's performance will be assessed using one of the following: <ul style="list-style-type: none">extended responsesa reportshort-answer questions. |
| Outcome 2 Discuss the major purposes of the set text and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the original audience. | 30 | The student's performance will be assessed using one of the following: <ul style="list-style-type: none">an essayextended responsesa reportshort-answer questionsa textual commentary. |
| Outcome 3 Understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study. | 40 | The student's performance will be assessed using one or more of the following: <ul style="list-style-type: none">textual notesannotated passagesan exegetical framework report. |
| Total marks | 100 | |

Unit 4

Assessment

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.



| Outcomes | Marks allocated | Assessment tasks |
|---|-----------------|---|
| Outcome 1 Apply exegetical methods to develop an interpretation of all of the passages for special study. | 50 | One or more exegetical exercises. |
| Outcome 2 Discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience. | 30 | An essay. |
| Outcome 3 Analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and understand how the text is used to justify the interpretation. | 20 | A report OR An extended response. |
| Total marks | 100 | |



Questions

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