

VCE Texts and Traditions

Implementation Webinar

Part 2

15/09/2022



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY




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.

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 Participant  QA

Webinars

- Session 1 (September 8)
 - Study Design 2023 – 2027

- Session 2 (September 15)
 - responses to submitted questions
 - teaching and learning activities

Questions

For Unit 2 there is an explanation for 'Texts' and 'Traditions' (page 14 in the VCE Texts and Traditions Study Design 2023-2027)

Would authoritative documents like the Nicene Creed, the Catechism of the Catholic Church, and/or Papal Encyclicals be considered a 'text' or a 'tradition' in this study design?

Please clarify...

▲ Texts

There are no prescribed texts for Unit 1. The following criteria should be used to select texts on which to base courses for this unit:

- clear identification of the sacred texts in terms of their acceptance by the religious tradition as complete and authoritative (for example, the Bible as accepted by the Jewish or Christian traditions, or the Qur'an as accepted by the Islamic tradition)
- availability of the whole text in the English language (in translation where necessary)
- availability of supporting primary and/or secondary resources at an appropriate level.

Traditions

The following criteria should be used to select a religious tradition or traditions on which to base courses for this unit:

- members of a religious tradition define themselves to a significant extent in terms of the tradition's essential relationship to a set of sacred texts
- clear identification of the religious tradition in terms of it having an authoritative collection of sacred texts
- availability of historical and other primary and/or secondary material in the English language (in translation if necessary) and at an appropriate level.

Exegetical Method

The primary focus of exegetical method in VCE Texts and Traditions is to come to an understanding of the text for its original audience as understood by scholars.

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. This can include finding meaning of particular cultural references which may be uncommon to a student in the 21st century.
- Historical criticism looks at a text's historical context. It allows the student to understand how the text came to be in a particular time and place.
- Literary criticism classifies texts according to style and form as understood by the original audience. It also places particular passages in the context of the literary whole from which they come.

Exegetical Method

These three main methods of criticism used in VCE Texts and Traditions develop a student's ability to analyse passages as a means to developing and justifying a particular interpretation.

The method of exegesis requires students to question the texts using these critical tools and then explaining their interpretation of the passage in the light of their understanding of the intended audience in their sociocultural and historical contexts.

Advice for Teachers p3

Teaching and learning activities

Unit 1 Area of Study 1

CREATING A TIMELINE OF THE DEVELOPMENT OF THE CHRISTIAN SCRIPTURES

Students should note that the Christian Bible is made up of two main sections, the Jewish Bible (sometimes called The Hebrew Scriptures or Old Testament) and the Christian Scriptures (often referred to as the New Testament.) These sections can be further divided into smaller sections (The Gospels, Epistles etc).

A quick search on the internet will show that there is no agreed dating to many of the writings in the Bible. However, this task asks students to explore the possibilities of dates of writing and the major moments of acceptance of texts. Explain to students that not all texts are easily dated – compare this to most websites on the internet which have no indication of the date, author or location. Scholars have to look at the content and the context of books to determine possible dates they were written.

Unit 1 Area of Study 1

Book	Earliest Date	Latest Date	Section of the Bible
Genesis	Yahwist writer 1000 BCE Elohists writer 900 BCE Deuteronomist writer 800 BCE Priestly writer 700 BCE	900 BCE 800 BCE 600 BCE 600 BCE	Torah – Hebrew Scriptures
Job	6 th Century BCE	4 th Century BCE	Wisdom Literature
Hosea	760 BCE	720 BCE	Prophets
Gospel of Mark	40 CE	75 CE	Gospels

Unit 1 – Area of Study 2

Apply exegetical methods to a passage from the chosen religious text and identify literary context, background information, literary forms and techniques, themes, and the meaning for the original audience.

This task primarily gives the outline for any exegesis in VCE Texts and Traditions.

At this level of study, basic subheadings would be suitable as an introductory method of writing. An activity such as this would lead directly to an Assessment Task in the form of an exegesis. Familiarity with the form of exegesis grows through exercises such as this.

Unit 1 – Area of Study 3

Referring to passages such as 2:62 and 2:136, explore how Islam expresses an understanding that Islam is a universal message addressed to all peoples of the world. How might stories of Salman Al Farisi in the Hadith explain particular interpretations of these verses?

[Opposition to Islam's Finality with Recourse to the Qur'an | Virtual Mosque](#)
[The Qur'anic Promise to Jews and Christians – Unto The One](#)

Unit 2 – Area of Study 1

Draw a map of the Arabian Peninsula and show the following locations: Makkah, Madinah, Badr and Hudaibiyah; annotate these to identify their significance for where texts took shape and developed.

Draw a map of Ancient Israel and locate and mark places of significance during the formative years of the Israelites.

Unit 2 – Area of Study 2

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.

Unit 2 – Area of Study 3

Explain how a tradition you have studied has responded to protecting the human rights and dignity of people and/or groups in society today.

This exercise might start this Area of Study off before moving on to look at how particular texts have influenced those beliefs about rights. Students may eventually synthesise this information into a report on the tradition's understanding of human rights.

Unit 1 and Unit 2 Assessment tasks p17

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- comparative tables
- essays
- exegetical exercises
- multimedia presentations
- short-answer questions
- short reports, including ones based on interviews
- summaries
- textual commentaries.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 3 – Area of Study 1

Analyse how the institution of monarchy revolutionised the function of Israelite society, particularly the years under Saul, David and Solomon.

Unit 3 – Area of Study 2

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?

Unit 3 – Area of Study 3

Explore differences between literary forms and literary techniques

Literary forms look at structures and styles of writing: parables, prophecy, law, instruction, proverbs...

Literary techniques look at literary devices such as direct speech, metaphors, symbolic writing, inclusive language, apocalyptic language, allusions...

Unit 3 – Area of Study 3

Exercises such as the previous help students break exegesis down to its component parts. That then allows them to approach a larger exercise, in the SAC or examination, with confidence.

Similar activities could be conducted to assist students build skills and knowledge about the other components of exegesis.

Unit 4 – Area of Study 1

Prepare a glossary of literary terms identified across the passages for special study and where possible include the relevant verses containing these terms.

This would be based on the exercise in the previous example, but now uses the text to exemplify each literary form or literary technique.

Unit 4 – Area of Study 2

In small groups, students select one theme and make a list of all the passages from the passages for special study that relate to that theme.

Explore what scholars have written about the text's presentation of the theme. Students present findings to the rest of the class.

The themes studied here would be from the list published by VCAA for study each year.

Unit 4 – Areas of Study 1 and 2

- It would be beneficial for students to build Key skills and Key knowledge from the start of Unit 4, and even during Unit 3, to build to Assessment Tasks once all the Passages for Special Study have been analysed.
- To do so specific reference to the development of the themes would need to take place throughout the analysis time.
- Students could keep notes on themes as they analyse particular passages.
- Then two SACs could follow reasonably close to one another as the culmination of the study of the Passages for Special Study.

Unit 4 – Area of Study 3

Examine how the idea of stewardship has been interpreted at a later stage by the religious tradition you are studying.

Unit 3 Assessment

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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

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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

Thank you

Contact

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