

# Studies of Religion

LEVEL 2	15 TCE CREDIT POINTS
<b>COURSE CODE</b>	REL215124
<b>COURSE SPAN</b>	2024 — 2028
<b>READING AND WRITING STANDARD</b>	YES
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course is current for 2024.

**Studies of Religion Level 2 explores religious diversity and the role that religion plays in society and in many people's lives.**

## Course Description

Learners will study details about specific religious traditions that will include aspects of spirituality, individual and communal faith.

Studies of Religion Level 2 has an inquiry-based approach. This approach to investigating religious traditions is applied through different disciplines which include philosophy: exploring the links between belief and practice; sociology: investigating differences in religious institutions; theology: understanding how specific faiths work; history: understanding the foundation or evolution of a religious tradition.

Throughout this course learners will have opportunities to work both individually and in a group. They will undertake projects that investigate different religious beliefs, values and practices. Studies of Religion Level 2 is suitable for learners who are curious about different religious views. It also suits those wishing to broaden their inquiry and communication skills.

## Focus Area

### Transdisciplinary projects

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

*Studies of Religion* Level 2 is a Transdisciplinary projects course.

Transdisciplinary projects courses require learners to integrate, transfer and reflect on their prior knowledge, skills, attitudes and values in transdisciplinary ways. Learners will engage critically and creatively to integrate the learning and ways of working from multiple disciplines. Learners will produce outcomes that are only possible through the intersection between disciplines. Learners will share the outcomes of Transdisciplinary projects as appropriate to their methodology, and their exhibition of work will form a major element of their assessment. Learners will reflect upon their learning by evaluating their project outputs, the effectiveness of their methodology and the implications of their work on the pre-existing body of knowledge.

Transdisciplinary projects courses have three key features that guide teaching and learning:

- engage and ideate
- connect and apply
- exhibit and reflect.



Figure 1: Transdisciplinary project cycle of learning adapted from OECD Learning Compass 2030

In this course learners will do this by:

- engaging with ideas and approaches that come from a variety of disciplines including but not limited to theology, sociology, history and philosophy. For example, they will look at how religion provides meaning in people's lives as well as how religious institutions have structure in society.
- connecting investigations of religion and ethics to the modern world and Australia in particular
- developing inquiry skills through inquiry projects and exhibiting a reflective depth study project.

For the purposes of this document the term discipline is used to describe a recognised field of study or body of knowledge in a well-planned structure. Disciplines are defined by specialist knowledge, theories, concepts, methodology and terminology.

For the purposes of this document the term transdisciplinary is used to describe an approach to teaching and learning which enables learners to use learning or ways of working from multiple disciplines to explore a relevant concept, issue or problem. It integrates the perspectives of a range of disciplines resulting in a new and deeper understanding of the concept, issue or problem.

## Rationale

The study of Humanities and Social Sciences (HASS) develops learners' knowledge and understanding of their society and environment. This understanding helps learners have a deeper appreciation of the world and their role as a member of society and as an individual. Studies of Religion Level 2, as a HASS course, fosters the intellectual, civic and ethical development of learners as they investigate religious belief and practice and the role of religion in Australian life.

In Studies of Religion Level 2, learners are able to question and use a unique combination of skills from different disciplines in the HASS learning area. These include sociology, philosophy, history and theology as a lens to investigate how religion functions in society. Learners will have the opportunity to investigate:

- the role of religion in society
- the connection between beliefs and practices
- the historical foundation of a religion
- different views on the divine.

The development of literacy, communication and analytical skills are a focus of the course. Learners are also exposed to the concepts and factors of evidence, cause and effect, significance, bias, ethics and empathetic approaches as lenses to explore information. These skills and concepts are designed to improve engagement and understanding. They enable learners to interact knowledgeably and critically with social information.

Studies of Religion Level 2 provides opportunities for learners to follow their interests as they inquire about the aspects of religious traditions. Learners will study three examples of religious faith that provide different perspectives into the origin and nature of religion and ethics. Learner agency culminates in the opportunity to undertake a depth study in a topic that compares and contrasts the religious traditions studied. Through this course, learners develop understanding and empathy to actively and productively contribute to their own and Tasmania's social and cultural future.

The course will suit learners who wish to understand how religion, society and people interact. Studies of Religion Level 2 provides a pathway to Studies of Religion Level 3. It will also complement other TASC accredited HASS courses such as Introduction to Sociology and Psychology Level 2, Sociology Level 3 and Philosophy Level 3. The course will also provide learners with essential life-ready knowledge and skills needed to become flexible, independent, ethical thinkers, problem-solvers and decision-makers.

The purpose of [Years 9 to 12 Education](#) is to enable all learners to achieve their potential through Years 9–12 and beyond in further study, training or employment.

Years 9–12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

## Learning Outcomes

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

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills
3. identify and describe points of view
4. use inquiry skills when conducting investigations into religious traditions
5. describe factors that influence evidence and use evidence to support an argument
6. describe foundational beliefs and values of religious traditions
7. describe how religious beliefs and values are expressed
8. describe contrasting religious views.

## Pathways

Civics and Citizenship Level 1 provides a pathway to Studies of Religion Level 2 in some skills and concepts.

Studies of Religion Level 2 provides a direct pathway to Studies of Religion 3 and a pathway in some skills and concepts to Sociology Level 3 and Philosophy Level 3.

## Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Ethical understanding
- Literacy
- Personal and social capability.

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures.

## Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

## Course Structure

This course consists of three 50-hour modules.

Module 1: Introduction to two major religious traditions

Module 2: Further investigation of two major religious traditions

Module 3: Exploring a contrasting religious view

## Course Delivery

The three modules must be delivered in order 1, 2 and 3.

## Course Requirements

### Access

There are no access restrictions for entry into this course.

Previously submitted work cannot be used in meeting the requirements of Studies of Religion Level 2. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project or assignment that has already been presented for assessment for a previously or concurrently studied the Office of TASC accredited or recognised senior secondary course.

### Resource requirements

Access to a computer and the internet.

## Course Content: Module 1

### Module 1: Introduction to two major religious traditions

Learners are introduced to the foundational beliefs and values of two religious traditions selected by the provider. Knowledge of these beliefs and values is necessary to understand the way that adherents of the tradition are encouraged to live their lives. These beliefs and values also underpin the religious practices of the tradition and the role that the tradition plays in society.

Learners will be introduced to the skills of communication, metacognition and use of inquiry skills. They will use these skills to identify and discuss factors† that impact evidence.

†factors in this course are drawn from the HASS: Australian Curriculum and include evidence, cause and effect, significance, bias, ethics and empathetic approaches.

### Module 1 learning outcomes

The following learning outcomes are a focus for this module:

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills
3. identify and describe points of view
4. use inquiry skills when conducting investigations into religious traditions
5. describe factors that influence evidence and use evidence to support an argument
6. describe foundational beliefs and values of religious traditions.

### Module 1 content

Learners will consider what the characteristics of a religious tradition are before an introductory study of the two traditions selected by the provider. In this module learners are introduced to two major world religious traditions selected from the following list:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism.

Learners will investigate the two selected religious traditions through the key knowledge and skills.

### Key knowledge

What is religion?

Learners will explore whether the following statements help to explain what religion is:

- Sociological and Theological contexts:
  - Religions have beliefs about the world, including beliefs about the transcendent world, such as a belief in heaven and hell.
  - Religions have a moral code. These codes include rules and advice for living ethically.
  - Religions have ritual and worship practices that stem from their beliefs and values.
  - Religions often include belief in supernatural beings like God or angels.
  - Religions usually have texts and stories that support the tradition.

Introduction to the selected religious traditions

For the selected religious tradition learners will investigate:

- historical contexts including:
  - founding figure or figures
  - the broader theological or philosophical context the tradition evolved from or developed from
  - foundation story or stories.
- philosophical contexts including:
  - beliefs about the transcendent world and life after death
  - beliefs about supernatural beings
  - beliefs about humans with privileged religious knowledge
  - fundamental guiding principles for adherents.

### Key skills

This is an introduction to the key skills that will be applied and consolidated throughout the course. These skills should be applied in learner work and investigations of the key knowledge.

Communication

Learners will communicate purposely and effectively when presenting information on religious traditions by:

- using written and multi-modal presentations of information
- using appropriate terminology
- using appropriate communication formats and conventions
- using appropriate conventions associated with academic integrity such as citation and referencing.

## Metacognition

Learners will develop effective metacognitive skills when investigating religious traditions by:

- planning learning tasks associated with information
- reflecting on progress in learning tasks associated with information
- responding to reflection on learning and work tasks associated with information.

## Inquiry skills

Learners will develop transdisciplinary inquiry skills when exploring religious traditions by:

- defining and questioning terms of inquiry into information
- researching information
- analysing information
- reflecting on information.

## Evidence

Learners will develop their capacity to apply factors related to evidence when exploring religious traditions by:

- using basic evidence to discuss information about religious traditions
- identifying simple cause and effect in information
- describing the significance of information
- identifying obvious bias in information
- conducting investigations in an ethical and empathetic manner.

## Module 1 work requirements summary

This module includes the following work requirements:

- two investigations, one per tradition, into the fundamental beliefs and values, spiritual beings<sup>†</sup> and presence in Australia of a religious tradition
- one investigation of foundation stories of a religious tradition.

See Appendix 3 for the full specifications of the work requirements of this course.

<sup>†</sup> Spiritual beings can be defined differently by religions, use the appropriate context for the religious tradition studied.

## Module 1 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

## Course Content: Module 2

### Module 2: Further investigation of two major religious traditions

Learners gain a deeper understanding of the same two religious traditions studied in module 1. They build on this knowledge through a transdisciplinary investigation of how the beliefs and values of the tradition are expressed in the world. This includes: expression through ritual and worship; texts and stories; religious structures; and more detailed beliefs, rules, precepts and commandments.

Learner's skills are further developed in this module through a more detailed investigation that draws basic connections between beliefs and practices. This module culminates in a comparative investigation for the work requirement.

### Module 2 learning outcomes

The following learning outcomes are a focus for this module:

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills
3. identify and describe points of view
4. use inquiry skills when conducting investigations into religious traditions
5. describe factors that influence evidence and use evidence to support an argument
7. describe how religious beliefs and values are expressed.

### Module 2 content

Learners will investigate how the beliefs and values of the religious traditions are expressed through practices and ways of living in the world. Both religious traditions selected in module 1 will be investigated through historical, sociological, theological and philosophical contexts. Learners will develop an inquiry that compares and contrasts one feature of religious practice from the different points of view of the two religious traditions studied.

### Key knowledge

For each of the religious traditions chosen learners will further investigate features including:

- ritual and worship: explanation of role and purpose, plus examples
- texts and stories: examples that illustrate key beliefs and values
- buildings and structures: examples and connection with beliefs and values
- religious leaders and clergy: as relevant to the tradition, including role and purpose
- rules, precepts or commandments: connection to beliefs and values, as relevant to the tradition.

### Key skills

#### Communication

Learners will further develop communication skills when presenting information on religious traditions. They will purposefully and effectively communicate by:

- presenting information
- using appropriate terminology
- using appropriate communication formats and conventions
- using appropriate conventions associated with academic integrity such as citation and referencing.

#### Metacognition

- Learners will further develop effective metacognitive skills when investigating religious traditions by: planning learning tasks
- reflecting on progress in learning tasks
- responding to reflection on learning and work tasks.

#### Inquiry skills

Learners will further develop transdisciplinary inquiry skills when exploring religious traditions by:

- defining and questioning terms of inquiry
- researching information
- analysing, valuating and reflecting.

#### Evidence

Learners will further develop their capacity to apply factors and concepts related to evidence in exploring information on religious traditions by:

- using evidence to discuss information about religious traditions
- identifying cause and effect
- describing the significance of information
- identifying obvious bias
- conducting further investigations in an ethical and empathetic manner.

### Module 2 work requirements

This module includes the following work requirement:

- one investigation comparing a feature of religious practice from the point of view of the two religious traditions selected.

See Appendix 3 for the full specifications of the work requirements of this course.

#### **Module 2 assessment**

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.



## Course Content: Module 3

### Module 3: Exploring a contrasting religious view

Learners deepen their understanding by applying the transdisciplinary knowledge, understanding and skills learned in modules 1 and 2 by comparing and contrasting a different religious view. They will investigate the foundational beliefs and values of another religious view chosen from the list below. Learners explore how these are expressed through behaviour, language or objects. They will deepen their understanding by exploring basic connections between belief and action and between theory and practice.

### Module 3 learning outcomes

The following learning outcomes are a focus for this module:

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills
3. identify and describe points of view
4. use inquiry skills when conducting investigations into religious traditions
5. describe factors that influence evidence and use evidence to support an argument
8. describe contrasting religious views.

### Module 3 content

Learners' understanding of religion in society will be extended by applying the knowledge and skills developed in the earlier modules to a transdisciplinary investigation of a contrasting religious views. This investigation will enhance learners' understanding of religious belief and practice. They explore how these two elements of faith are interconnected while comparing and contrasting religious traditions and views.

One religious view will be selected from the following:

- Aboriginal spirituality
- Ancient Egyptian religious beliefs and practices
- Ancient Greek religious beliefs and practices
- Old Norse religious beliefs and practices
- Polynesian religious beliefs and practices
- Shinto.

The selected contrasting religious tradition will be investigated through historical, sociological, theological and philosophical contexts.

### Key knowledge

Learners will be investigating to compare and contrast a different religious view† other than those studied in modules 1 and 2. This could include the following features:

- core philosophical and theological beliefs and values: including beliefs about the transcendent world, the nature of religion and the role of human beings as relevant
- spiritual beings†: including gods and other non-human beings as relevant
- ritual, worship and other religious behaviour: as practised by adherents, including the connection of these practices to beliefs and values
- stories or texts.

† Spiritual beings can be defined differently by religions, use the appropriate context for the religious tradition studied.

### Key skills

#### Communication

Learners will consolidate and apply purposeful and effective communication skills when comparing and contrasting religious traditions by:

- presenting information
- using appropriate terminology related to religious views
- using appropriate communication formats and conventions
- using appropriate conventions associated with academic integrity, such as citation and referencing.

#### Metacognition

Learners will consolidate and apply effective metacognitive skills when comparing and contrasting religious views by:

- planning learning tasks associated with information
- reflecting on progress in learning tasks associated with information
- responding to reflection on learning and work tasks associated with information.

#### Inquiry skills

Learners will apply and consolidate inquiry skills when comparing and contrasting religious views by:

- defining and questioning terms of inquiry into information
- researching introductory information
- analysing and evaluating basic information
- reflecting on information.

## Evidence

Learners will apply and consolidate their skills related to evidence when comparing and contrasting religious views by:

- using evidence to discuss information about religious traditions
- identifying cause and effect in information
- describing the significance of information
- identifying obvious bias in information
- conducting investigations that compare and contrast religious views in an ethical and empathetic manner.

### Module 3 work requirements

This module includes the following work requirement:

- one project investigating a contrasting religious view and its impact in society.

See Appendix 3 for the full specifications of the work requirements of this course.

### Module 3 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint of study. Although assessment as part of the learning program is continuous, much of it is formative and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to the Office of TASC will focus on what both teacher and learner understand to reflect endpoint achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to the Office of TASC.

## Quality Assurance Process

Each provider will submit bodies of learners' work sufficient to allow an assessment against a nominated range of criteria and the overall award to an annual review meeting organised by the Office of TASC. The work, while not necessarily be fully resolved, will be assessed by the provider against the range of nominated assessment criteria and the overall award. TASC will give each provider guidance regarding the selection of learners and the nominated criteria.

Each body of work that providers submit to the meeting will include sufficient and appropriate material for judgements to be made about the learner's standard of numeracy. The review meeting will give advice regarding the provider's interpretation and application of the selected criteria's standards to the evidence of student work. Providers are expected to act on this advice.

The Office of TASC may require providers to supply further samples of individual learners' work to determine that standards have been applied appropriately and/or undertake audits. The nature and scope of such requirements will be risk-based.

Additionally, the Office of TASC may select to undertake scheduled audits of this course (Provider Standards 1, 2, 3 & 4) and of work requirements.

## Criteria

The assessment for Studies of Religion Level 2 will be based on the degree to which the learner can:

1. apply communication skills
2. apply metacognitive reasoning and skills
3. identify and describe points of view
4. apply inquiry skills to investigations of religious beliefs, values and practices
5. describe factors that influence evidence and use evidence to support an argument
6. describe beliefs and values of a religious tradition
7. describe how religious beliefs and values are expressed in a religious tradition
8. compare and contrast different religious views

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

## Criterion 1: apply communication skills

Standard Element	Rating A	Rating B	Rating C
E01 - Use of text formats	purposefully selects and uses a range of text formats <sup>†</sup> to clearly communicate meaning	selects from and uses a range of text formats <sup>†</sup> to communicate meaning	uses a range of text formats <sup>†</sup> to communicate meaning as directed
E02 - Terminology	correctly selects and uses a range of appropriate religious terminology to clearly communicate meaning	uses a range of appropriate religious terminology to communicate meaning	uses a range of religious terminology to communicate meaning
E03 - Spelling and punctuation	accurately uses punctuation and spells most frequently used and unusual, unfamiliar words including technical and specialised vocabulary	correctly uses punctuation and spells most frequently used words including relevant technical vocabulary: errors do not impede meaning	correctly spells most common words and uses punctuation as an aid to understanding: errors impede meaning at times
E04 - Drafting and editing	selects and correctly uses an appropriate range of drafting and editing strategies to meet task parameters and clearly communicate meaning	selects and uses a range of drafting and editing strategies to meet task parameters and communicate meaning	uses drafting and editing strategies to assist with communicating meaning and meeting task parameters
E05 - Referencing	uses appropriate referencing and citation methods consistently and differentiates the work of others from the learner's own.	uses appropriate referencing and citation methods and differentiates the work of others from the learner's own.	uses referencing and citation methods as directed and differentiates the work of others from the learner's own.

<sup>†</sup>Text formats are considered to be the style and presentation guidelines and parameters for learner output including essays, reports, posters, oral reports, infographics, multi-modal presentations and other formats prescribed.

## Criterion 2: apply metacognitive reasoning and skills

Standard Element	Rating A	Rating B	Rating C
E01 - Set goals and improvement strategies	explains short-term and long-term personal learning goals and selects and adapts strategies to achieve those goals	describes short-term and long-term personal learning goals and selects strategies to achieve those goals	identifies a personal learning goal and one or more strategies to achieve that goal
E02 - Plan to complete learning tasks	creates effective plans to complete complex tasks	creates effective plans to complete discrete tasks	identifies resources and develops a schedule to complete simple tasks
E03 - Monitor progress	records, maps and annotates evidence of learning progress to monitor progress, effectively adjust plans and meet learning goals.	records and maps evidence of learning progress to monitor progress and adjust plans and goals accordingly.	records evidence of learning progress.

## Criterion 3: identify and describe points of view

Standard Element	Rating A	Rating B	Rating C
E01 - Distinguish fact from opinion	consistently and usually accurately distinguishes fact from opinion in familiar and unfamiliar points of view and supports this distinction with relevant argument	consistently distinguishes fact from opinion in familiar and some unfamiliar points of view and supports this distinction with argument as directed	distinguishes fact from opinion in familiar points of view and presents a point of view as directed
E02 - Internal coherence of points of view	discusses the internal coherence of elements of a point of view such as emotion, truth, reliability and reasoning	describes internal elements of a familiar point of view such as emotion, truth, reliability or reasoning	identifies internal elements of a familiar point of view such as emotion, truth or reliability
E03 - Related beliefs and values	discusses the consistency of a familiar point of view with a set of related beliefs and values	describes the consistency of a familiar point of view with given beliefs and values	identifies the consistency of a familiar point of view with given familiar beliefs or values
E04 - Evidence supporting points of view	explains evidence that supports or refutes a familiar point of view.	describes evidence that supports a familiar point of view.	identifies evidence that supports a familiar point of view.

## Criterion 4: apply inquiry skills to investigations of religious beliefs, values and practices

Standard Element	Rating A	Rating B	Rating C

E01 - Define and question	uses definitions and refines questions appropriately in responding to all prescribed requirements of an investigation	uses definitions and questions appropriately in responding to prescribed requirements of an investigation	uses provided definitions and questions to respond successfully to prescribed requirements of an investigation
E02 - Research	effectively locates and assesses sources of information to conduct thorough and relevant research investigations	locates and uses sources of information to conduct relevant research investigations	uses provided sources of information to conduct relevant investigations as directed
E03 - Analyse	assesses and sorts information in response to investigation questions	discusses information in response to investigation questions	describes information in response to investigation questions
E04 - Reflect	assesses results and conclusions from their investigations.	discusses results and conclusions from their investigations.	describes results of their investigations.

## Criterion 5: describe factors that influence evidence and use evidence to support an argument

Standard Element	Rating A	Rating B	Rating C
E01 - Evidence	uses relevant and reliable evidence to support an argument	uses relevant evidence to support an argument	uses evidence to support an argument
E02 - Cause and effect	explains cause and effect in information	describes cause and effect in information	identifies cause and effect in information
E03 - Significance	explains some significance <sup>‡</sup> of information	describes some significance <sup>‡</sup> of information	identifies some significance <sup>‡</sup> of information
E04 - Bias	explains different interpretations or bias in information	describes different interpretations or bias in information	identifies different interpretations or bias in information
E05 - Empathy	explains and consistently articulates an appreciation of the circumstances, motivations, values and attitudes of individuals and groups being investigated.	describes and articulates an appreciation of the circumstances, motivations, values and attitudes of individuals and groups being investigated.	identifies the circumstances, motivations, values and attitudes of individuals and groups being investigated, as directed.

Factors in this course are drawn from the HASS: Australian Curriculum and include evidence, cause and effect, significance, bias, ethics and empathetic approaches.

<sup>‡</sup> The significance of information may be the impact of the information on stakeholders or other people; the impact on the religious tradition; or on the evolution of practices or beliefs. It may be the information has the quality of being worthy of attention to the learner.

## Criterion 6: describe beliefs and values of a religious tradition

Standard Element	Rating A	Rating B	Rating C
E01 - Sociological: beliefs and values	explains how beliefs and values of a religious tradition impact the lives of adherents	describes how beliefs and values of a religious tradition impact the lives of adherents	identifies beliefs and values of a religious tradition and a way that they impact the lives of adherents
E02 - Theological: Spiritual beings	explains spiritual beings <sup>†</sup> of a religious tradition and how they illustrate or exemplify beliefs and values	describes spiritual beings <sup>†</sup> of a religious tradition and identifies how they illustrate or exemplify beliefs and values	identifies spiritual beings <sup>†</sup> of a religious tradition and identifies how they illustrate belief or value
E03 - Historical: foundations	explains aspects <sup>‡</sup> of the historical foundation of a religious tradition and how this reflects beliefs and values.	describes aspects <sup>‡</sup> of the historical foundation of a religious tradition and identifies how this reflects beliefs and values.	describes an aspect <sup>‡</sup> of the historical foundation of a religious tradition and identifies how this reflects a belief or value.

<sup>†</sup> Spiritual beings can be defined differently by religions, use the appropriate context for the religious tradition studied.

<sup>‡</sup> aspect or aspects such as a foundational figure or event

## Criterion 7: describe how religious beliefs and values are expressed in a religious tradition

Standard Element	Rating A	Rating B	Rating C
E01 - Religious practices	explains the purpose of practices <sup>†</sup> within a religious tradition	describes the purpose of practices <sup>†</sup> within a religious tradition	identifies the purpose of practices <sup>†</sup> within a religious tradition
E02 - Stories and structures	explains stories and structures <sup>‡</sup> of a religious tradition	describes stories and structures <sup>‡</sup> of a religious tradition	identifies stories and structures <sup>‡</sup> of a religious tradition
E03 - Religious values, beliefs, stories,	explains connections that beliefs and values of a religious tradition have with its practices, stories and structures.	describes connections that beliefs and values of a religious tradition have with its practices, stories and structures.	identifies connections that beliefs and values of a religious tradition have with its practices, stories and structures.

structures and practices			
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<sup>†</sup> practices in religion include ritual, worship, rules, precepts or commandments as relevant to the religious tradition

<sup>‡</sup> structures in religion include physical, organisational and human structures as relevant to the tradition

## Criterion 8: compare and contrast different religious views

Standard Element	Rating A	Rating B	Rating C
E01 - Characteristics	explains contrasting characteristics <sup>†</sup> of religious views	describes contrasting characteristics <sup>†</sup> of religious views	identifies contrasting characteristics <sup>†</sup> of a religious view
E02 - Connects	compares and contrasts a range of appropriate connections and interrelationships between beliefs and practices in different religious traditions	compares and contrasts a range of appropriate connections between beliefs and practices in different religious traditions	compares and contrasts given connections between beliefs and practices in different religious traditions
E03 - Compares and contrasts	explains similarities and differences in the ways different religions see the world.	describes similarities and differences in the ways different religions see the world.	identifies similarities and differences in the ways different religions see the world.

<sup>†</sup> characteristics of a religious view include but are not limited to beliefs, values, practices, stories and structures

### Qualifications Available

Studies of Religion Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

### Award Requirements

The final award will be determined by the Office of TASC from 8 ratings.

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

### Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the Years 9-12 website.

## Course Developer

This course has been developed by the Department for Education, Children and Young People's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation

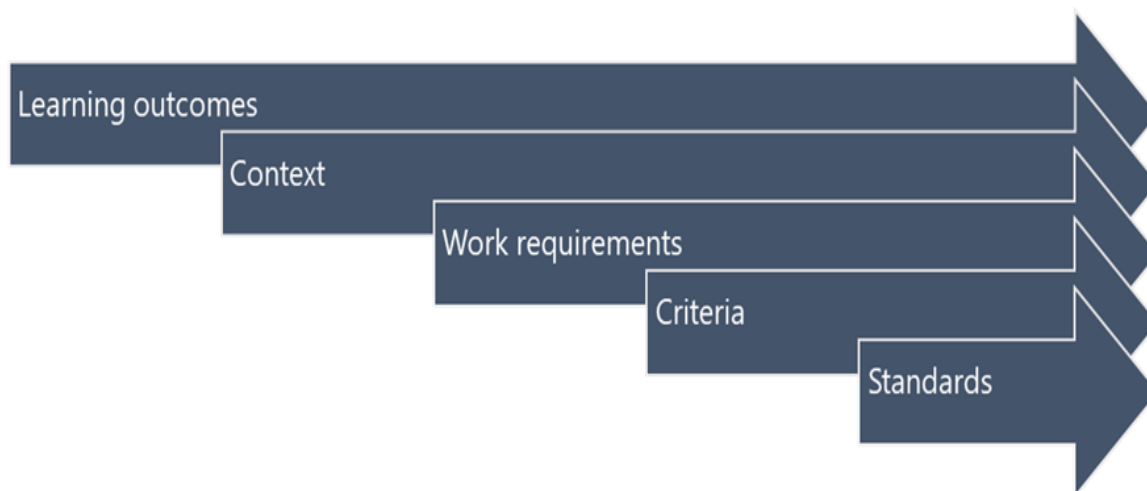
Accredited on 22 November 2023 for use from 1 January 2024 to 31 December 2028.

## Version History

### Version 1

Accredited on 22 November 2023 for use from 1 January 2024 to 31 December 2028. This course replaces Religion in Society Level 2 (RLP215120) which expires on 31 December 2023.

## Appendix 1 – Line of sight



Learning outcomes	Course content: module	Work requirements: module	Criterion	Criterion elements	General capabilities
1. communicate purposefully and appropriately about religion	1, 2, 3	1, 2, 3	1	1, 2, 3, 4, 5	Critical and creative thinking; Literacy
2. apply metacognitive reasoning and skills	1, 2, 3	1, 2, 3	2	1, 2, 3	Critical and creative thinking; Literacy; Personal and social capability
3. identify and describe points of view	1, 2, 3	1, 2, 3	3	1, 2, 3, 4	Critical and creative thinking; Ethical understanding; Literacy
4. use inquiry skills when conducting investigations into religious traditions	1, 2, 3	1, 2, 3	4	1, 2, 3, 4	Critical and creative thinking; Literacy
5. describe factors that influence evidence and use evidence to support an argument	1, 2, 3	1, 2, 3	5	1, 2, 3, 4, 5	Critical and creative thinking; Ethical understanding
6. describe foundational beliefs and values of religious traditions	1	1	6	1, 2, 3	Critical and creative thinking; Ethical understanding; Literacy
7. describe how religious beliefs and values are expressed	2	2	7	1, 2, 3	Critical and creative thinking; Ethical understanding
8. describe contrasting religious views	3	3	8	1, 2, 3	Critical and creative thinking; Ethical understanding

## Appendix 2 – Alignment to curriculum frameworks

- [Australian Curriculum General Capabilities continua](#) were used to develop the standards for criteria 2-8 of this course
- Content descriptors in the Senior Secondary Australian Curriculum: Ancient History in reference to ancient religious beliefs and practices have been referred to where relevant.
- This course aligns with the ACSF Level 3 Learning core skills in the following ways:
  - Support: works independently and uses own familiar support resources.
  - Context: range of familiar contexts; some less familiar contexts; some specialisation in familiar or known texts.
  - Text complexity: routine texts; may include some unfamiliar elements, embedded information and abstraction; includes some specialised vocabulary.
  - Task complexity: tasks involve a number of steps; processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting.

## Appendix 3 – Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

### Module 1 work requirements specifications

#### Work requirement 1 of 3

**Title of work requirement:** Transdisciplinary investigation into the foundational beliefs and values, spiritual beings and presence in Australia of religious tradition 1.

**Mode or format:** extended response

**Description:** Learners present information on the following as a written response:

- Explain two foundational beliefs or values of a religious tradition.
- Describe the types of spiritual beings the tradition believes in and explain basic information about their role or roles.
- Present evidence of the tradition in Australia today; for example, a festival, a place of worship or a charitable activity.
- Explain how either point 2 or point 3 demonstrates the foundational beliefs and values of the tradition.

**Size:** a maximum of 400 words

**Timing:** timing will depend on the learning context and the individual needs of the learners.

**External agencies:** learners may engage with religious organisations and bodies relevant to their investigation.

**Relevant criteria:** 1, 2, 4 and 6

#### Work requirement 2 of 3

**Title of work requirement:** Transdisciplinary investigation into the foundational beliefs and values, spiritual beings and presence in Australia of religious tradition 2.

**Mode or format:** extended response.

**Description:** Learners present information on the following which may be written or multi-modal:

- Explain two foundational beliefs or values of a religious tradition.
- Describe the types of spiritual beings the tradition believes in and explain basic information about their role or roles.
- Present evidence of the tradition in Australia today; for example, a festival, a place of worship or a charitable activity.
- Explain how either point 2 or point 3 demonstrates the foundational beliefs or values of the tradition.

**Size:** a maximum of 400 words or a maximum of 1 ½ minutes multimodal or equivalent.

**Timing:** timing will depend on the learning context and the individual needs of the learners.

**External agencies:** learners may engage with religious organisations and bodies relevant to their investigation.

**Relevant criteria:** 1, 2, 4 and 6

#### Work requirement 3 of 3

**Title of work requirement:** Discussion of foundation stories.

**Mode or format:** extended response.

**Description:** Learners will present a discussion of the foundation stories from one of the religious traditions investigated in this module as a visual, audio-visual or multimodal response. Including:

- A brief summary of the historical foundation of the religious tradition.
- Two examples of how the foundation of the tradition reflects beliefs or values of the tradition.
- A description of one point of difference in the early development of the religious tradition. This could be (a) a point of difference between the tradition and the religion that it evolved from, or (b) a point of difference with a variant that developed early in the tradition's history.
- A brief explanation of the different points of view involved.

**Size:** a maximum of 500 words or equivalent.

**Timing:** timing will depend on the learning context and the individual needs of the learners.

**Relevant criteria:** 1, 2, 3, 5 and 6

### Module 2 work requirements specifications

#### Work requirement 1 of 1

**Title of work requirement:** Beliefs and values in practice.

**Mode or format:** extended response.



**Description:** Learners investigate the foundational beliefs and practices of two religious traditions. They will select one feature from the following list and investigate this from the perspective of the two different traditions. The majority of the response must be written. Learners may choose to include a multimodal element. Choose one element:

- ritual and worship
- texts and stories
- buildings or structures
- religious leaders or clergy
- rules, precepts or commandments.

The investigation of each tradition will include:

- a brief outline of the feature
- why the feature is important
- one example of the feature
- how the feature or example reflects the beliefs or values of the tradition.

Learners will also discuss similarities and differences between or within each tradition.

**Size:** 750-900 words if the whole response is written. If written and multimodal modes are both used for the response: 500-600 words plus 1 – 1.5 minutes multimodal.

**Timing:** timing is at the discretion of the provider.

**External agencies:** learners may engage with religious organisations and bodies relevant to their investigation.

**Relevant criteria:** 1, 2, 3, 4, 5 and 7

### **Module 3 work requirements specifications**

#### **Work requirement 1 of 1**

**Title of work requirement:** A contrasting religious view.

**Mode or format:** investigation.

**Description:** Learners investigate a contrasting religious view selected from the list in module 3. The response will be a visual or audio-visual presentation that must include a written component, either as part of the visual presentation, or as the script for the presentation. Choose two of the following to investigate:

- two core beliefs or values
- two spiritual beings
- two examples of ritual or worship
- one story or extract from text.

The presentation will need to include:

- how beliefs and values of the contrasting religious view are connected to other elements or other beliefs and values
- a social impact of the contrasting religious view
- a point of similarity or difference within the contrasting religious view or between the contrasting religious view and a religious tradition studied in modules 1 and 2.

**Size:** maximum 2.5 minutes visual or audio-visual presentation including a minimum of 400 words written.

**Timing:** this is a culminating presentation.

**External agencies:** learners may engage with alternative religious organisations and bodies with the permission of the provider.

**Relevant criteria:** 1, 2, 3, 4, 5 and 8

## Appendix 4 – General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Alice Springs (Mparntwe) Education Declaration (December 2019).

### General capabilities

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Digital literacy
- Ethical understanding
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability.

### Cross-curriculum priorities

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.