Religion in Society

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	RLP215120
COURSE SPAN	2020 — 2023
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Learners are immersed in a global world and are likely to encounter diverse cultures, religions and belief systems

The beliefs, values and ideas of religious traditions have made, and continue to make, significant contributions to the development of human societies and cultures. Religious belief systems articulate responses to questions relating to human nature, identity and purpose, and urge believers to embrace the imperative to live ethical lives. In essence, religions provide a frame of reference for understanding the world and for guiding personal and communal action. This course investigates what religion is and what role religion plays in the lives of individuals in society; how religious traditions respond to the human search for meaning; the place of religion in Australian society including indigenous spirituality before and after European settlement; what citizenship is and what the rights and responsibilities are for all citizens; and develops an appreciation for forms of religious expression. In a world where global travel and work is a real possibility, learners will gain knowledge and understanding of how religious traditions affect cultural values and practices, social, political and economic institutions, as well as an understanding of how religious traditions find expression in the arts, theatre, cinema, media, and literature. The perspective of lived faith is also examined. In this way, learners will identify and understand the worldviews of followers of religious traditions. The study of Religion in Society provides an avenue for learners to develop an appreciation of the way that religion influences our lives as members of a particular society and provides them with the skills to be informed and critical thinking members of their society. It values and promotes open inquiry and respect and tolerance for all religious traditions and draws on personal and collective stories and experiences as examples of authentic and lived religion.

Course Description

In this course, learners engage with and respond to ideas about the interconnectedness of religion and society. They will use a variety of strategies to explore ideas about religion, the way that religion influences and is influenced by society, and ways of living an ethical life. They will consider worldviews of others and examine frames of reference for understanding the world.

Learners will understand that people gather together in communities to uphold their religious values and celebrate their religious identity. They will make connections between religious beliefs, lived expressions of faith, religious experience and daily life. The role of religion in society is also explored through critical engagement with a range of sources including art, media, and literature.

Learners will interact with others in a variety of settings to discuss ideas and information. They will use research skills and develop the ability to contribute to group work.

Rationale

Learners are immersed in a global world and are likely to encounter diverse cultures, religions and belief systems. The beliefs, values and ideas of religious traditions have made, and continue to make, significant contributions to the development of human societies and cultures. Religious belief systems articulate responses to questions relating to human nature, identity and purpose, and urge believers to embrace the imperative to live ethical lives. In essence, religions provide a frame of reference for understanding the world and for guiding personal and communal action.

In a world where global travel and work is a real possibility, learners will gain knowledge and understanding of how religious traditions affect cultural values and practices, social, political and economic institutions, as well as an understanding of how religious traditions find expression in the arts, theatre, cinema, media, and literature. The perspective of lived faith is also examined. In this way, learners will identify and understand the worldviews of followers of religious traditions.

The study of Religion in Society provides an avenue for learners to develop an appreciation of the way that religion influences our lives as members of a particular society and provides them with the skills to be informed and critical thinking members of their society. It values and promotes open inquiry and respect for all religious traditions and draws on personal and collective stories and experiences as examples of authentic and lived religion.

In studying Religion in Society, learners develop:

- empathy for others
- investigating, critiquing and communicating skills
- understanding of aspects of religion in society
- problem solving abilities in order to make evidence-based decisions about aspects of religion in society.

Aims

Religion in Society aims to develop learners':

- interest in the way that religions have shaped, and continue to shape, societies and cultures
- capacity to reflect on the way that religious traditions provide ways for individuals and groups to find meaning in significant life experiences
- ability to identify religious responses to the question of how an individual should live his/her life
- interest in the relationship between religion and aspects of society such as the arts, theatre, literature, media, law codes, ethical understandings
- ability to analyse the contribution made by religions to debates about important religious, cultural, political, social and ethical issues
- appreciation of the dynamic process of interaction between society and religions as each shapes, and is shaped by, the other
- interest in the relationship between different religious traditions in a multicultural context.

Learning Outcomes

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

1. clearly and accurately communicate ideas and information about religion in society in a variety of modes
2. select, collect, organise and manage information from a variety of sources
3. understand the principles of academic integrity and apply basic referencing and citation techniques
4. identify ways in which religions provide people with a way to shape their lives and interpret their life experiences
5. describe ways in which religious understandings and worldviews influence aspects of society (e.g. legal codes, social mores, ethics, the Arts, politics, economics, individual identity)
6. identify ethical perspectives and moral viewpoints which are based on the worldviews of particular religions
7. draw conclusions about ways in which religions contribute to global efforts to promote human rights, peace, justice, and environmental sustainability
8. identify examples of religious understandings and viewpoints conveyed through a variety of media.
9. In addition, learners may: relate learning to their personal lives both now and in the future
10. In addition, learners may: appreciate that there are many ways that religions influence societies
11. In addition, learners may: consider the personal responsibilities of members of religious traditions.

Pathways

This course can lead to a variety of senior secondary courses, including Studies of Religion, Sociology and Philosophy. It can also lead to a variety of vocational education and training (VET) qualifications.

Resource Requirements

Learners will need to have periodic access to relevant ICT hardware including computers (desk and/or laptop) and printers. Learners will need access to ICT for information searches using the internet, and for word processing.

Learners may need to have access to the organisations of various religions in the local community as a part of fieldwork/excursions for the purpose of studying aspects and expressions of religion in the local community.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Delivery

Module One: Religion in Society

This strand is designed to be delivered as the introduction to a study of religion in society.

The emphasis is on developing in learners the ability to identify and use religious language, concepts and ideas in an exploration of the place of religion in society.

Learners will be encouraged to identify the ways in which religion has influenced, and continues to influence, aspects of society.

Module Two: Exploring the Meaning of Life

The emphasis is on introducing learners to the concept that religion is a dynamic and integral part of the lives of many people, inspiring them, informing actions, attitudes and behaviours, providing answers to questions about identity and purpose.

Learners will examine a range of religious responses and ways of life.

Module Three: Religious Citizenship

The emphasis is on introducing learners to the concept that, implicit in the notion of citizenship, is the notion that all members of a society share rights and responsibilities. Religions, which expound moral imperatives about how human beings must treat each other and care for the environment, have much to offer to the concept of active citizenship.

Learners will examine the notion that every individual has a responsibility to respond to the call to active citizenship.

Module Four: Applications

The emphasis is on introducing learners to the concept that there are many ways of expressing religious beliefs and ideas.

Learners will be encouraged to appreciate and analyse a variety of historical and contemporary religious media.

Course Requirements

In this course learners MUST study **at least two** (2) world religions from the list: Judaism; Christianity; Islam; Hinduism; and Buddhism. Other religions may also be studied.

NOTE: In this course document the term 'religious traditions' is used to mean 'religions', not groups or divisions within the listed world religions.

The Religion in Society course consists of four (4) modules of study.

All modules must be completed. Module One (1): Religion in Society, must be studied first.

The four (4) modules are:

1. Religion in Society
2. Exploring the Meaning of Life
3. Religious Citizenship
4. Applications.

Key questions and/or concepts will provide a focus for the Core content in each area of study. Electives will provide learners with opportunities to enrich their learning by exploring in depth areas of study that emanate from the core content of each module.

In each area of study the core and at least one elective must be completed.

1. **Religion in Society** (approximately 30% of course time)	
Core (approximately 70% of module time)	Elective (approximately 30% of module time)
2. **Exploring the Meaning of Life** (approximately 30% of course time)	
Core (approximately 70% of module time)	Elective (approximately 30%) of module time)
3. **Religious Citizenship** (approximately 20% of course time)	
Core (approximately 30% of module time)	Elective (approximately 70% of module time)
4. **Applications** (approximately 20% of course time)	
Core (approximately 20% of module time)	Elective (approximately 80% of module time)

Course Content

This course will provide an integrated study of aspects and expressions of religion in society.

Module One: Religion in Society

Focus: the construction of a vocabulary, conceptual framework and a means by which to communicate ideas about the nature, history, and role of religion in society.

Learners will:

- understand that the phenomenon of religion has been an integral part of all human civilisations
- develop definitions of terms and concepts specific to religion and spirituality
- examine ways in which society has been influenced by religion (and the ways in which society influences religion)
- examine the place of religion in society
- identify religious behaviours, attitudes, and ways of life
- identify aspects and expressions of religious belief and practice
- participate in group discussions about aspects of religion in society (e.g. culture, economics, legal codes, political debates)
- use strategies for planning, drafting and presenting ideas in written, oral and multimodal forms.

This strand may also provide learners with opportunities to:

- study religions as 'living' systems which have, and continue to, play a central role in human societies across geographical and cultural boundaries
- use a range of strategies for finding information from a variety of sources
- use their knowledge of the local area to examine the role that religion plays in their community
- understand that religion is a dynamic spiritual and political force in the world today.

Core:

- Understanding religion
    - What is religion?
    - Why study religion in society?
    - What role does religion play in the lives of individuals in society?
    - What does religion do for society?
    - How has religion contributed, both positively and negatively, to the historical development of human society?
- Religion in Australian society
    - Australia – a multi-faith nation
    - What are the key beliefs and practices of **one** religious tradition in Australia?

Elective:

- Aboriginal spirituality
- Religion in the local community
- Religious organisations at work.

Module Two: Exploring the Meaning of Life

Focus: the development of a vocabulary and a conceptual framework as a means by which to examine ways in which religions assist human beings in their search for meaning and purpose in their lives.

Learners will:

- identify questions relating to meaning and purpose (e.g. questions about transcendence, Ultimate Reality, identity, purpose, suffering, afterlife, revelation, cosmology)
- understand that people from many different fields (e.g. philosophy, theology, science) have contributed to responses to questions about the meaning and purpose of life
- investigate the ways in which the search for meaning is shaped by the teachings and practices of religious traditions
- examine religious responses to the question of how to live an ethical life
- consider the relationship and dialogue that occurs between different religious traditions
- use a range of strategies for finding information from a variety of sources
- use strategies for planning, drafting and presenting ideas in a variety of forms.

This strand may also provide learners with opportunities to:

- reflect on ways that they find meaning and purpose in their lives
- identify the ways that people in the local community find meaning and purpose through lived faith
- identify the desires, hopes and fears that motivate people in their search for meaning
- understand that many of the decisions that we make in our lives represent our response to questions of meaning and purpose.

Core:

- Introducing 'Ultimate Questions'
    - What are the 'ultimate questions'?
- Religious responses to the human search for meaning
    - Are there specifically religious responses to 'ultimate questions'?
    - If religious faith is part of a world-view, how can this influence adherent's perceptions of life experiences and personal identity?
- Examine the response of one religious tradition (**other than the religious tradition studied in Module One**) to human questions about ultimate reality, meaning, identity, purpose, and how to live a 'good' life.

Elective:

- Heroes and role models
- Living religiously.

Module Three: Religious Citizenship

Focus: the development of an understanding that 'citizenship' – the interconnectedness, mutuality and the shared responsibility of all members of society – extends beyond the realms of nations and world regions. Religious citizenship incorporates the notion that 'citizens' belonging to religious traditions have the right to be respected and to practise their religion free of fear of persecution. Religious citizenship also incorporates the notion that 'citizens' belonging to religious traditions make significant contributions to society in working actively to promote human rights and human dignity.

Learners will:

- examine the concepts of citizenship, the rights and responsibilities of citizens and religious citizenship
- develop an understanding that human rights are enshrined in international conventions aimed at promoting human dignity, preserving human rights and promoting environmental sustainability
- identify connections between religion, citizenship and the imperative to be actively engaged in promoting peace, justice, equity, and environmental sustainability
- use a range of strategies for finding information from a variety of sources
- use strategies for planning, drafting and presenting ideas in a variety of forms.

This strand may also provide learners with opportunities to:

- reflect on their roles as citizens – Australian, global, religious
- identify the ways that people in the local community exercise their responsibilities of citizenship
- understand that where people are denied human dignity, their rights of citizenship are also violated.

Core:

- What is citizenship and what are the rights and responsibilities of all citizens?
- What is religious citizenship?
- Are there inalienable human rights?
- Are there international conventions and organisations that work to promote human rights?
- How do religions contribute to global efforts to promote peace, justice, human rights and environmental sustainability?

Elective:

- Working to promote peace, justice, human rights and environmental sustainability
- Understanding religious disagreements in a global context.

Module Four: Applications

Focus: There are many ways of expressing religious ideas and understandings about the world.

Learners will investigate at least two means by which religious ideas and understandings are conveyed. For example:

- examine ways in which religious ideas, beliefs and understandings find expression (e.g. in art, poetry, music, drama, literature, film, pilgrimage, historiography, the media)
- identify connections between forms of religious expression, religious ideas, religious identity and practice, and the beliefs of a religious tradition
- identify ways in which forms of religious expression have added richness to human cultures
- identify ways in which religious ideas, beliefs and concepts continue to inspire people today
- use a range of strategies for finding and identifying religious media
- present ideas in a variety of forms.

This module may also provide learners with opportunities to:

- develop an appreciation for forms of religious expression
- engage with the aesthetics of religious media
- identify a variety of religious media within the local community
- experience religious ideas as expressed explicitly through a variety of media.

Core:

- There are many forms expressing religious ideas, understandings about the world, and religious beliefs

Elective:

- Religion in art
- Religion – myths, stories and history
- Religion in the media
- Religion in poetry
- Significant life experiences and religious beliefs
- Religious pilgrimage
- Religious music.

Work Requirements

Module One: Religion in Society

For minimum assessment requirements learners will:

- engage in research about aspects of religionand
- write a report based on their research (500–600 words)
- as a member of a group, create and deliver a multimodal presentation (e.g. a PowerPoint or a poster) which includes some text supported by visual evidence, that the learner presents with oral commentary.

Module Two: Exploring the Meaning of Life

For minimum assessment requirements learners will:

- investigate and compare religious responses to questions relating to meaning and purpose
  and
- present the results of this research in a variety of modes with a written component (e.g. poster, collage, oral presentation, lecture, brochure, children's story book, magazine article, interview report, lesson plan)
- examine contemporary responses to questions about meaning and purpose (e.g. as expressed through song lyrics **OR** films **OR** a survey **OR** an interview with members of religious traditions)
  and
- present the results of this exploration in written form (e.g. diary or journal entry, reflective writing, poem, or newspaper report).

Module Three: Religious Citizenship

For minimum assessment requirements learners will:

- examine documents (e.g. Conventions on the Rights of the Child, Universal Declaration of Human Rights, UN Declaration on the Rights of Indigenous Peoples, UN Convention Against Torture) which enshrine human rights
- research organisations which work to protect human life (e.g. United Nations, NGOs) and the Earth
- research the responses of religions or groups within religions (e.g. St. Vincent de Paul, Salvation Army, Islamic Relief Worldwide, Australian Jewish Welfare Society, Buddhist Community Welfare Organisation) or individual followers of religions to questions of human rights and environmental sustainability
  and
- present the results of research in a variety of modes (e.g. letter to the editor, collage, petition, slogan/logo, multimodal presentation, speech at a UN Assembly, homily).

Module Four: Applications

For minimum assessment requirements learners will examine:

- two (or more) media which convey religious ideas, ideals, beliefs, or concepts
- the lives of at least two (2) individuals who have produced art, poetry, music, drama, film, the media **OR** stories of at least two (2) individuals who have been on religious pilgrimage **OR** examine religious historiography
  and
- present the results of research in a variety of modes (e.g. power-point presentation, video, collage, dramatic presentation, lecture, speech, magazine article, brochure, photo collage, written response to a stimulus, diary entry, reflective writing).

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point 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 TASC will focus on what both teacher and learner understand to reflect end-point 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.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

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

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

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 TASC.

Each body of learner work that providers submit to the meeting will include sufficient and appropriate material for judgements to be made about the learner's standard of literacy skills.

The work, while not necessarily 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.

The review meeting will provide advice about the provider's assessment standards. Providers are expected to act on this advice.

TASC may require providers to supply further samples of individual learners' work to determine that standards have been applied appropriately when finalising learners' results. The nature and scope of this requirement will be risk-based.

Criteria

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

1. communicate ideas and information in written texts
2. communicate ideas through the creation of oral and multimodal texts
3. use basic research skills to locate and record information
4. describe interconnections between religion and society
5. use evidence in support of a reasoned position
6. identify religious ideas, attitudes and values

Standards

Criterion 1: communicate ideas and information in written texts

The learner:

Rating A	Rating B	Rating C
correctly spells common words and correctly uses simple punctuation and sentence structure to achieve effect (e.g. to highlight a point)	correctly spells most common words and correctly uses punctuation and sentence structure	correctly spells most common words, and correctly uses simple punctuation and sentence structure
communicates ideas and information in written form demonstrating fluency and consistent control of language and expression	communicates ideas and information in written form using clear and appropriate language and expression	communicates ideas and information in written form demonstrating some control of language and expression
creates written texts appropriate for different purposes and audiences integrating ideas from varied sources	creates written texts for different purposes and audiences drawing on ideas and information from a range of sources	creates written texts for different purposes and audiences using ideas and information from a limited range of sources
creates written texts demonstrating fluency in the use of terms and concepts specific to aspects of religion in society.	creates written texts using terms and concepts specific to aspects of religion in society.	creates written texts using some terms specific to aspects of religion in society.

Criterion 2: communicate ideas through the creation of oral and multimodal texts

The learner:

Rating A	Rating B	Rating C
communicates ideas demonstrating fluency and consistent control of language and expression	communicates ideas and uses clear and appropriate language and expression	communicates ideas demonstrating some control of language and expression
adapts text structures and language features to effectively communicate ideas in a wide range of modes and text types	selects basic text structures and language features to communicate ideas effectively in a range of modes and text types	uses basic text structures and language features to communicate ideas in a limited range of modes and text types
presents ideas and opinions persuasively in different modes using detailed examples and evidence	presents ideas and opinions effectively in different modes using relevant examples and evidence	presents some ideas and opinions appropriately using some examples and evidence
effectively uses a range of multimodal and digital conventions to communicate ideas and create effect.	uses a range of multimodal and digital conventions to communicate ideas.	uses some multimodal and digital conventions (such as the inclusion of visual elements) to communicate ideas.

Criterion 3: use basic research skills to locate and record information

The learner:

Rating A	Rating B	Rating C
locates and uses a wide range* of information sources	locates and uses a range* of information sources	uses a limited range* of provided information sources
effectively uses a range of tools and strategies** to collect and organise	uses tools and strategies** to collect and organise information	uses tools and strategies** as directed to collect and organise information

information		
sorts information into categories and identifies the relative significance of information to the task	sorts information into appropriate categories	sorts information into simple categories (such as relevant/irrelevant to the task)
creates accurate and comprehensive summaries of ideas and information presented in sources	creates summaries which capture most ideas and information presented in sources	creates summaries which capture some ideas and information presented in sources
accurately records sources of information.	records sources of information.	records sources of information as directed.

* *'range' has dimensions of number (how many sources) and scope of types (books, magazine, internet, film/video etc.)*

** *'tools and strategies' include, but are not limited to:* graphic organisers: note taking

Criterion 4: describe interconnections between religion and society

The learner:

Rating A	Rating B	Rating C
explains ways in which religious beliefs and worldviews influence aspects of society	describes ways in which religious beliefs and worldviews influence aspects of society	identifies ways in which religious beliefs and worldviews influence aspects of society
explains in detail similarities and differences between religious worldviews and expressions of religion in society	describes similarities and differences between religious worldviews and expressions of religion in society	identifies similarities and differences between religious worldviews and expressions of religion in society
accounts for connections between religious ideas, understandings, worldviews and the lives of individuals	describes the connections between religious ideas, understandings, worldviews and the lives of individuals	identifies the connections between religious ideas, understandings, worldviews and the lives of individuals
accounts for contextual features of society which have been shaped by religion	describes contextual features of society which have been shaped by religion	identifies some contextual features of society which have been shaped by religion
explains ethical perspectives and moral viewpoints espoused by religions	describes ethical perspectives and moral viewpoints espoused by religions	identifies ethical perspectives and moral viewpoints espoused by religions
explains in detail ways in which religions respond to global issues and concerns.	describes ways in which religions respond to global issues and concerns.	identifies ways in which religions respond to global issues and concerns.

Criterion 5: use evidence in support of a reasoned position

The learner:

Rating A	Rating B	Rating C
argues a position on an issue and gives valid reasons in support of the position adopted	articulates a position on an issue and gives valid reasons in support of the position adopted	articulates a position on an issue and gives some valid reasons in support of the position adopted
uses evidence from a wide range* of sources in support of a position	uses evidence from a range* of sources in support of a position	uses evidence from a limited range* of sources in support of a position
uses relevant evidence in support of a position and identifies which aspects of the evidence are most significant	uses relevant evidence in support of a position	uses some relevant evidence in support of a position

uses appropriate referencing/citation methods.	uses some appropriate referencing/citation methods.	uses referencing/citation methods as directed.

** 'range' has dimensions of number (how many sources) and scope of types (books, magazine, internet, film/video etc.)*

Criterion 6: identify religious ideas, attitudes and values

The learner:

Rating A	Rating B	Rating C
accurately describes religious ideas, attitudes and values expressed in a variety of forms, using persuasive and detailed evidence to support a point of view	describes religious ideas, attitudes and values expressed in a variety of forms, using relevant examples or evidence to support a point of view	identifies religious ideas, attitudes and values expressed in a variety of forms, using some reference to examples or evidence
discusses how a range of religious ideas and worldviews are presented and expressed in a variety of modes	explains a range of religious ideas and worldviews presented and expressed in a variety of modes	explains some religious ideas presented and expressed in different modes
describes own responses to religious worldviews, using persuasive and detailed examples to support interpretations	describes own responses to religious worldviews, using relevant examples	describes own responses to religious worldviews, using some supportive reference to examples
discusses similarities and differences between own responses to religious worldviews and those of others, and suggests reasons for these.	describes similarities and differences between own responses to religious worldviews and those of others.	identifies some similarities and differences between own responses to religious worldviews and those of others.

Relationship With The Australian Core Skills Framework (ACSF)

TASC recommends that providers use the ACSF to guide understanding of the appropriate levels of performance in the 5 core skills of Learning, Reading, Writing, Oral Communication and Numeracy as they relate to the course content.

Those participants aiming for an award that meets TCE standards requirements should be demonstrating the core skills at ACSF level 3 (or above) in reading and writing (to meet the everyday adult reading and writing standard) and/or in numeracy (to meet the everyday adult mathematics standard).

The performance features and sample activities of the ACSF are not in themselves equivalent to the TCE's 'everyday adult' standards. Rather they are illustrative of these standards.

The performance features and sample activities of the ACSF do not replace the criteria or standards in this TASC accredited course document.

The performance features and sample activities of ACSF level 3 can be used to help teachers develop and evaluate assessment instruments and can be used to inform final (summative) assessment judgements.

For more information see the Australian Core Skills Framework website.

Qualifications Available

Religion in Society 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 Tasmanian Assessment, Standards and Certification from the six ratings.

The minimum requirements for an award in Religion in Society Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 3 'B' ratings rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 2 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the rating for a 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

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Susan Bunkum in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

The statements in this section, taken from documents endorsed by Education Ministers as the agreed and common base for course development, are to be used to define expectations for the meaning (nature, scope and level of demand) of relevant aspects of the sections in this document setting out course requirements, learning outcomes, the course content and standards in the assessment.

ESSENTIAL ENGLISH

Use strategies and skills for comprehending texts including:

- using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence (ACEEE001)
- questioning texts to draw conclusions (ACEEE004)
- making inferences from content, text structures and language features (ACEEE016)
- summarising ideas and information presented in texts (ACEEE017)
- identifying similarities and differences between own response to texts and responses of others (ACEEE018)
- identifying facts, opinions, supporting evidence and bias (ACEEE030)
- understanding the way attitudes and values are represented (ACEEE031)
- explaining how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
- reflecting on the way ideas and information are presented in texts. (ACEEE046)

Consider the ways in which texts communicate ideas, attitudes and values including:

- the ways text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)
- the use of narrative features, for example, point of view in film, fiction and video games. (ACEEE007)

Consider the ways in which context, purpose and audience influence meaning including:

- the ways in which main ideas, values and supporting details are represented in social, community and workplace texts. (ACEEE019)

Consider how different perspectives and values are presented in texts including:

- the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts. (ACEEE033)

Consider how attitudes and assumptions are presented in texts including:

- the representation of community, local or global issues in social, community, workplace or literary texts. (ACEEE047)

Using information for specific purposes and contexts by:

- locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information (ACEEE008)
- using strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets (ACEEE010)
- locating and selecting information from a range of sources (ACEEE022)
- identifying the relevance and usefulness of each source (ACEEE023)
- using different strategies for finding information such as taking notes to summarise and/or paraphrase information (ACEEE024)
- gathering different points of view, for example, through interviews, surveys, questionnaires, library and/or internet resources (ACEEE036)
- categorising and integrating ideas and information about specific themes or ideas (ACEEE037)
- understanding ethical research practices (ACEEE038)
- investigating and synthesising ideas and information from a range of source material (ACEEE050)
- determining the relevance of source material to the context and topic (ACEEE051)
- employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. (ACEEE052)

Create a range of texts:

- using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (ACEEE011)
- using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012)

- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE013)
- using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts (ACEEE025)
- using strategies for planning, drafting and proofreading, and appropriate referencing (ACEEE028)
- selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes; for example, writing diary entries of real or imagined people, creating interactive websites, participating in workplace role plays and scripting fictional dialogues (ACEEE040)
- expressing a logical point of view about an idea, issue or event in a range of mediums and digital technologies (ACEEE053)
- integrating text structures, language features and visual techniques to engage and persuade audiences; for example, creating a multimedia advertising campaign, presenting a PowerPoint report, writing and illustrating a picture book and recording a radio talkback program (ACEEE054)
- using an effective editing processes and appropriate referencing in the presentation of work. (ACEEE056)

ENGLISH

Examine similarities and differences between imaginative, persuasive and interpretive texts including:

- explaining the ways language features, text structures and conventions communicate ideas and points of view. (ACEEN004)

Analyse and evaluate how responses to texts, including learners' own responses, are influenced by:

- personal, social and cultural context. (ACEEN009)

Create a range of texts:

- using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
- drawing on a range of technologies in, for example, research, communication and representation of ideas (ACEEN012)
- combining visual, spoken and written elements where appropriate (ACEEN013)
- using evidence-based argument (ACEEN014)
- using appropriate quotation and referencing protocols (ACEEN015)
- using strategies for planning, drafting, editing and proofreading. (ACEEN016)

Create a range of texts:

- using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences (ACEEN032)
- experimenting with text structures, language features and multimodal devices. (ACEEN033)

Evaluate how texts convey perspectives through:

- the ways points of view and values are represented. (ACEEN067)

Create a range of texts:

- using appropriate language and stylistic features to sustain a personal voice and point of view (ACEEN069)
- using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN073)
- using strategies for planning, drafting, editing and proofreading. (ACEEN074)

Reflect on their own and others' texts by:

- questioning the assumptions and values in texts. (ACEEN077)

MODERN HISTORY

Historical skills:

- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH014)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding. (ACHMH048)

Historical knowledge and understanding:

- The nature of the relationship of indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers (ACHMH070)
- The basis on which the colonists claimed sovereignty and imposed control, including conquest, treaty and the doctrine of 'terra nullius'; and the consequences for the legal status and land rights of Indigenous peoples (ACHMH071)
- The nature of government policies and their impact on indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination (ACHMH072)
- The role of individuals and groups who supported the movement for indigenous recognition and rights, including the methods they used and the resistance they encountered (ACHMH073)
- The economic, political and social challenges and opportunities indigenous peoples have faced, including the role of cultural activity in developing awareness in society (ACHMH074)
- The achievements of indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation. (ACHMH075)

Accreditation

The accreditation period for this course is from 1 January 2020 to 31 December 2022.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 26 June 2019 for use from 1 January 2020 to 31 December 2022. This course replaces Religion in Society (RLP215215) that expired on 31 December 2019.

Supporting documents including external assessment material

- RLP215115 CourseAccreditation.pdf (2017-07-21 01:05pm AEST)

Tasmanian Government

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