

# Studies of Religion

LEVEL 3	15 TCE CREDIT POINTS
<b>COURSE CODE</b>	REL315124
<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 was delivered in 2025. Use [A-Z Courses](#) to find the current version (if available).

## Studies of Religion Level 3 investigates world religions in the 21st century.

### Course Description

This course will suit learners who wish to continue study from the Level 2 course or those who are seeking a better understanding of religion. In Studies of Religion Level 3 learners will investigate the beliefs, values and practices of two major religious traditions and undertake two depth studies.

In this course learners will:

- investigate how religious traditions apply their teachings to the changing world
- conduct research and analyse arguments about religious beliefs, values and practices
- explore religious perspectives from a number of HASS disciplines such as theology, history, philosophy and sociology
- further develop and apply communication skills in writing essays and presenting evidence-based arguments
- apply a range of critical thinking and metacognitive skills to their work
- explore a major variant that exists within a religious tradition
- undertake a guided depth study extending into an individual depth study.

Studies of Religion Level 3 culminates in an independent depth study and an external examination. As the course focuses on developing a range of transferable skills it will benefit learners considering tertiary study in a range of HASS disciplines.

## 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 3 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, methodology and approaches to learning about religious traditions from a range of disciplinary lenses including history, philosophy, theology and sociology
- connecting understanding and applying the core beliefs and values of religious traditions with the way the tradition understands humanity
- undertaking depth studies that analyse religious traditions from other perspectives allowing connection of ideas, investigation of how views apply to different contexts and reflection on learning
- applying learning to a reflective multi-disciplinary investigation of a challenge faced by religion in the 21st century.

For the purposes of this course:

- 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
- the term *transdisciplinary* is used to describe an approach to teaching and learning which enables students to use learning or ways of working from multiple disciplines to explore a relevant concept, issue or problem
- the Transdisciplinary Projects focus in this course 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 3 provides learners with an opportunity to consider the phenomena of religion from the point of view of a range of academic disciplines. They will consider religious traditions from perspectives such as those from the disciplines of sociology, philosophy, history and theology.

Studies of Religion Level 3 is suitable for learners who wish to gain insight into their own religious faith as well as those who are exploring what religion means to others. The course is designed to support retention, engagement and attainment for learners who are motivated by deep thinking and have a strong interest in the nature and role of religion in society. It will enable them to develop and enhance skills vital to being a life ready learner living in an age of information. These skills include critical analysis, empathy for other people's values and being able to develop an argument based on evidence.

Studies of Religion Level 3 provides opportunity for deeper understanding of two religious traditions. There is an opportunity for provider agency in the selection of religious traditions for study, with learners having agency in selecting an extension topic for their depth study. The course enables exploration of religious perspectives into some universal questions asked by humanity through time and relevant in the 21st century.

Studies of Religion Level 3 is an appropriate pathway for learners with a strong interest in exploring the concepts of religion or who have completed Studies of Religion Level 2. There is a direct pathway from this course to university study in the discipline areas of theology, history, philosophy or sociology.

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 effectively about religious traditions
2. apply metacognitive skills and reasoning to manage learning
3. explain beliefs, values and practices of religious traditions
4. analyse how religious world views provide meaning
5. use evidence to support arguments
6. explain a variant within a religious tradition
7. analyse how a religious tradition responds to contemporary issues
8. justify points of view

## Pathways

Studies of Religion Level 2 provides a direct pathway into this course but is not a pre-requisite.

This course provides a pathway to university study in the humanities and social sciences, including theology, history, philosophy and sociology.

## Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Digital literacy
- Ethical understanding
- Literacy.

The cross-curriculum priorities enabled through this course are:

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

## Course Size And Complexity

This course has a complexity level of 3.

For a full description of courses at a complexity level of 3, 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 3 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

## Course Structure

This course consists of three 50-hour modules.

Module 1: Religious tradition 1

Module 2: Religious tradition 2

Module 3: Depth study

## Course Delivery

Module 3 should be delivered after Modules 1 and 2. Modules 1 and 2 may be delivered in any order.

## 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 3. 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 TASC-accredited or recognised senior secondary course.

### Resource requirements

Access to a computer and the internet.

## Course Content: Module 1

### Module 1: Religious tradition 1

In this course learners explore two different religious traditions, chosen by the provider, from the options provided. Through the religious tradition chosen by the provider, learners will investigate:

- what a religion or religious tradition is
- the beliefs, values and practices of a major religious tradition
- a major variant of the religious tradition.

Learners will also explore and apply the specific course skills of communication, metacognition, reflection, evaluation and the acknowledgement of different perspectives and points of view.

### Module 1 learning outcomes

The following learning outcomes are a focus for this module:

1. communicate effectively about religious traditions
2. apply metacognitive skills and reasoning to manage learning
3. explain beliefs, values and practices of religious traditions
4. analyse how religious world views provide meaning
5. use evidence to support arguments
6. explain a variant within a religious tradition.

### Module 1 content

Providers choose one religious tradition that will be the focus of this module from the list provided.

Choices for religious tradition 1:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism.

Learners investigate the chosen tradition through the key skills and knowledge. They focus on a major variant within the tradition through the lens of the key knowledge and skills.

### Key knowledge

Introduction to religious tradition 1

*Introduction to religious traditions*, including but not limited to the following issues:

- Theological issues:
  - religious traditions may have a different understanding of the divine
  - belief in a god or gods or the specification of one god is not a prerequisite for a religious tradition
- Philosophical issues:
  - How are religious traditions similar or different to each other? Are there some consistent themes or issues or elements or practices that are apparent between religious traditions?
  - religious traditions are a means of answering some of the most significant universal questions that confront humans
- Historical issues:
  - religious traditions may evolve over time
  - they can offer a form of stability in times of uncertainty providing a tradition, a community and a moral compass
  - they can be viewed as a source of conflict and division
- Sociological issues:
  - What role does religious tradition play in society?
  - elements of a religious tradition such as Ninian Smart's dimensions of religion: narrative or mythological, doctrinal, ethical, institutional, material, ritual and experiential, or an alternative.

### *Beliefs, values and practices*

Learners will study how beliefs and values of the chosen religious tradition underpin religious practices, provide meaning for adherents and guidance for how they live their lives. Learning will include:

- what the religious tradition presents as beliefs about the nature of the divine and the metaphysical
- what the religious tradition presents as understanding of the purpose and meaning of human existence, including how the tradition views the human condition
- how the religious tradition articulates the relationship between human beings and the world, and how this guides moral behaviour
- how the religious tradition's beliefs and values are expressed through ritual, worship and other practices
- how stories and texts express and reinforce the beliefs and values of the tradition
- how death and the afterlife are understood in the tradition.

*A major variant within the selected tradition*

Learners will compare the religious tradition and the chosen variant to analyse:

- the history of the development of a major variant within religious tradition 1
- differences in doctrine or belief and how they can be explained
- differences in practices and how they can be explained
- conflict and cooperation.

### **Key skills**

*Communication:*

Learners will apply:

- purposeful and effective research and presentation of information about religious tradition 1
- effective use of information digital technology for communication, a range of software and online research tools
- conventions aligned with the disciplines of history, philosophy, theology and sociology and the use of research and communication tools
- conventions associated with academic integrity and responsible use of computers and the internet
- terminology associated with religious traditions, faith and world views.

*Metacognition, reflection and evaluation:*

Learners will:

- plan for the successful completion of investigations into religious tradition 1
- reflect on the progress of investigations
- respond to reflection and adjust planning accordingly
- formulate or refine questions for investigation
- use evidence and assess its suitability, reliability and usefulness
- identify and consider assumptions, implications and connections within the beliefs, values and practices.

*Acknowledgement of different perspectives:*

Learners will:

- consider different perspectives within religious tradition 1 including how a variant interprets the tradition
- analyse the origin of a major variant
- analyse the impact of different perspectives on beliefs, values and practices.

### **Module 1 work requirements summary**

This module includes the following work requirements:

- one investigation of the beliefs, values and practices of religious tradition 1
- one investigation of the development and impact of a variant within religious tradition 1.

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

### **Module 1 assessment**

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

## Course Content: Module 2

### Module 2: Religious tradition 2

Learners will:

- investigate the beliefs, values and practices of a second major religious tradition:
    - the religious tradition chosen in module 2 must be different from the tradition chosen in module 1
  - explore the religious tradition through one of the following contemporary issues, either:
    - the religious tradition's view on suffering
- OR
- the religious tradition's approach to an ethical issue.

The second module enables learners to refine and further develop the course skills of communication, metacognition, reflection, evaluation and the acknowledgement of different perspectives and points of view.

### Module 2 learning outcomes

The following learning outcomes are a focus for this module:

1. communicate effectively about religious traditions
2. apply metacognitive skills and reasoning to manage learning
3. explain beliefs, values and practices of religious traditions
4. analyse how religious world views provide meaning
5. use evidence to support arguments
7. analyse how a religious tradition responds to contemporary issues.

### Module 2 content

Providers choose a different religious tradition to study in module 2. Learners will investigate another major religious tradition selected by the provider from the same list as module 1.

Choices for religious tradition 2:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism

Learners investigate the religious tradition, including the tradition's response to a contemporary issue of either suffering or ethics, through the lens of the key knowledge and skills below.

**Note:** Providers cannot choose the same religious tradition chosen for study in module 1

### Key knowledge

*Beliefs, values and practices*

Learners will study how beliefs and values of the tradition underpin religious practices, provide meaning for adherents and guidance for how they live their lives. Learning will include:

- what the religious tradition presents as beliefs about the nature of the divine and the metaphysical
- what the religious tradition presents as understanding of the purpose and meaning of human existence, including how the tradition views the human condition.

Optionally, students may also include:

- how the religious tradition articulates the relationship between human beings and the world and how this guides moral behaviour
- how death and the afterlife are understood in the tradition.

*Contemporary issues in religious traditions: suffering or ethics*

Learners investigate a contemporary issue from religious tradition 2 considering either the issue of suffering or an ethics issue. Teaching about this may also benefit from examples or illustrations drawn from the tradition studied in module 1. Religious tradition 1 can be used as a basis of analysis and comparison with religious tradition 2 to enrich learning.

*Suffering\**

\*If *suffering* is chosen as a study focus for module 2, then Topic B (contemporary war and conflict) cannot be chosen for study in module 3.

Learners will investigate:

- how the beliefs, values, practices or teachings of the tradition provide understanding of suffering and responses to it; for example, how beliefs about life after death influence the value placed on suffering in mortal life
- how adherents of the tradition find guidance or solace for their suffering, for example, through:
  - ritual or practice
  - support from religious leaders
  - behavioural guidance through story or text
  - other relevant issues and perspectives
- why is suffering allowed?
  - the variety of ways adherents of the tradition respond to suffering at a practical, experiential level whether suffering generates understanding personally or doctrinally.

Learners will also undertake:

- a case study of one tradition's response to suffering, which may include:
  - how the tradition explains and interprets human suffering
  - whether suffering is seen as proof of the non-existence of a benevolent, all-powerful god
  - or another negotiated suffering issue

*Ethics\**

\*if *Ethics* is chosen as a study focus for module 2, then Topic C (religious ethics) cannot be chosen for study in module 3.

Learners will investigate:

- how the beliefs, values, practices or teachings of the tradition underpin or reinforce ethical views, for example:
  - how beliefs about the sanctity of life influence teachings about euthanasia or the use of stem cells
- how adherents of the tradition find guidance for their decision making, for instance through:
  - rules, commandments or precepts
  - guidance from religious leaders
  - behavioural guidance through story or text

Learners will undertake:

- a case study that may be chosen from the following list of ethical issues to investigate a religious tradition's perspective:
  - responses or actions based upon interpretations of religious doctrines and sacred texts
  - moral responsibility for an ecological crisis and the use of natural resources according to the religious tradition
  - how the religious tradition promotes social justice in relation to human rights issue or homelessness
  - how the religious tradition has responded to an event such as a war, rebellion or political turmoil
  - how the religious tradition has responded to cases of medical intervention such as abortion or euthanasia.
  - how the religious tradition responds to a range of relationships such as pre-marital relationships and marriage, including arranged or same-sex marriage.
  - another negotiated ethical issue

### **Key skills**

*Communication*

Learners will use:

- purposeful and effective research and presentation skills for information in the context of religious tradition 2
- effective information and communications technology, a range of software and online research tools
- conventions aligned with the disciplines of history, philosophy, theology and sociology and the research and communication tools used, including the conventions associated with academic integrity and responsible use of computers and the internet
- terminology associated with religious traditions, faith and world views.

*Metacognition:*

Learners will:

- plan for the successful completion of investigations into religious tradition 2
- reflect on the progress of investigations
- respond to reflection and adjust planning accordingly.

*Reflection and evaluation:*

Learners will:

- formulate or refine questions to investigate the context of religious tradition 2
- use evidence and assess its suitability, reliability and usefulness to investigate issues
- identify and consider assumptions, implications and connections within the beliefs, values and practices.

*Acknowledgement of different perspectives:*

Learners will:

- consider perspectives within religious tradition 2 on either suffering or an ethical issue
- analyse the origin and impact of the tradition's perspective or perspectives on suffering or religious ethics
- analyse variations in perspectives either on suffering or religious ethics within religious tradition 2.

For example, learners may:

- compare perspectives between religious tradition 2 and the religious tradition chosen in module 1
- consider non-religious perspectives and analyse the differences with the perspectives of religious tradition 2.

### **Module 2 work requirements**

This module includes the following work requirements:

- one investigation of the beliefs, values and practices of religious tradition 2
- one case study of a religious tradition 2's view either on suffering or an ethical issue.

See Appendix 3 for the full specifications of the work requirement 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: Depth study

Learners will focus on developing a deeper understanding of religious traditions. They will undertake two depth studies in the module based on either of the religious traditions chosen in modules 1 or 2. Learners will participate in both:

- a teacher-guided depth study:
  - learners will be taught depth study skills and processes through this study
  - teachers choose one of the 5 topics listed for the study
- an independent depth study:
  - learners will negotiate a topic for further study based on and extending from the teacher guided study
  - learners will extend understanding and skills required to conduct the depth study, including formulating investigation questions and a research plan.
  - learners will also further consolidate the course skills of communication, metacognition, reflection, evaluation and the acknowledgement of different perspectives and points of view.

### Module 3 learning outcomes

The following learning outcomes are a focus for this module:

1. communicate effectively about religious traditions
2. apply metacognitive skills and reasoning to manage learning
3. explain beliefs, values and practices of religious traditions
4. analyse how religious world views provide meaning
5. use evidence to support arguments
8. justify points of view.

### Module 3 content

In this module learners participate in:

1. a teacher-guided depth study of ONE of the following 5 topics:

- Topic A<sup>Δ</sup>: women and religion
- Topic B<sup>Δ‡</sup>: contemporary war or conflict
- Topic C<sup>Δ‡</sup>: religious ethics (see options in Module 2)
- Topic D<sup>Δ</sup>: science and religion
- Topic E<sup>§</sup>: Aboriginal Spirituality

2. an independent depth study based on an extension of the teacher guided depth study:

- Learners may refer to the other tradition studied in this course if it enhances their depth study
- Learners will negotiate their focus for the extended study with their teacher
- Learners will extend understanding and skills specific to conduct the depth study, including formulating investigation questions, developing hypotheses and developing a research plan.

<sup>Δ</sup> Topics A to D must have a primary focus on one of the religious traditions studied in either module 1 or 2

<sup>‡</sup> Topic B and C may only be studied if not chosen for study in module 2

<sup>§</sup> Topic E can be explored as a third religion and does not need to be connected to other religions chosen

Course skills will be consolidated through the teacher-guided depth study and applied through the independent depth study.

### Key knowledge

Teacher-guided depth study:

The study should include an analysis of the issues and contexts as appropriate, such as:

- the historical, social and doctrinal contexts of the tradition's attitude to the chosen topic
- different perspectives within the religious tradition to the chosen topic
- the impact of any change or lack of change regarding the chosen topic
- the context, purpose and bias of sources as well as their relevance, reliability and authority.

Independent depth study

Learners will apply the knowledge from previous modules and the skills taught in the teacher-guided depth study. They will:

- negotiate a topic based on the teacher-guided depth study
- choose a topic that allows sufficient extension from the teacher-guided study

### Key skills

### *Conducting a depth study*

Learners will:

- undertake a literature search, and review and research design, including the use of online tools and software
- apply research methods
- undertake appropriate analysis of research data.

### *Communication*

Learners will use:

- purposeful and effective research and presentation skills for depth studies
- effective information and communications technology, a range of software and online research tools
- conventions aligned with the disciplines of history, philosophy, theology and sociology and the research and communication tools used, including the conventions associated with academic integrity, and responsible use of computers and the internet
- terminology associated with religious traditions, faith and world views.

### *Metacognition*

Learners will:

- plan for the successful completion of depth studies
- reflect on progress
- respond to reflection and adjust planning accordingly.

### *Reflection and evaluation*

Learners will:

- formulate or refine questions for depth studies
- use evidence and assess its suitability, reliability and usefulness
- identify and consider assumptions, implications and connections within the beliefs, values and practices of a religious tradition.

### *Acknowledgement of different perspectives*

Learners will:

- consider perspectives within a tradition in the depth studies
- analyse the origin and impact of a tradition's perspectives on a chosen topic
- analyse variations in perspective on a depth study topic within a religious tradition.

### **Module 3 work requirements**

This module includes the following work requirement:

- one independent depth study.

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 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 TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

## 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

TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

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

## External Assessment Requirements

The external assessment for this course will comprise:

- one written examination assessing criteria 1, 3, 6, 7 and 8.

For further information, see the current external assessment specifications and guidelines for this course available in the Supporting documents below.

## Criteria

The assessment for Studies of Religion Level 3 will be based on the degree to which the learner can:

1. select and apply communication skills and strategies for specific purposes, contexts and audiences\*
2. apply planning, management and reasoning skills to studies of religious traditions
3. analyse religious beliefs, values and practices\*
4. analyse how implications of beliefs, values and practices provide meaning
5. use evidence to support arguments about religious traditions
6. analyse a variant within a religious tradition\*
7. analyse how a religious tradition responds to contemporary religious issues\*
8. analyse points of view within religious traditions\*.

\*Denotes criteria that are both internally and externally assessed.

	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

## Standards

### Criterion 1: select and apply communication skills and strategies for specific purposes, contexts and audiences

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Structure	effectively structures ideas and information in a detailed, logical, coherent manner	appropriately structures ideas and information in a logical, coherent manner	structures ideas and information in a logical, coherent manner
E02 - Terminology	selects and correctly uses relevant specialist and non-specialist terminology to effectively communicate meaning	selects and uses specialist and non-specialist terminology to clearly communicate meaning	selects and uses a relevant range of terminology to clearly communicate meaning
E03 - Skills and strategies	uses communication skills and strategies that are effective and appropriate to purpose, audience and context	uses communication skills and strategies appropriate to purpose and audience	uses communication skills and strategies for a specific purpose
E04 - Use and control of language	uses correct spelling and uses grammar and punctuation effectively to communicate for a variety of purposes contexts and audiences.	uses correct spelling and uses grammar and punctuation to communicate clearly for a variety of purposes contexts and audiences.	uses correct spelling, grammar and punctuation to communicate clearly for a variety of purposes contexts and audiences.

### Criterion 2: apply planning, management and reasoning skills to studies of religious traditions

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Metacognitive strategies	evaluates, selects and adapts appropriate strategies to effectively develop and achieve short-term and long-term learning goals	analyses, selects and adapts strategies to plan and achieve short-term and long-term learning goals	explains and selects strategies to plan and achieve short-term and long-term learning goals
E02 - Planning	creates comprehensive and effective plans using appropriate communication tools <sup>Δ</sup> to monitor and successfully complete tasks	creates detailed and effective plans using appropriate communication tools <sup>Δ</sup> to monitor and complete tasks	creates effective plans using appropriate communication tools <sup>Δ</sup> , to complete tasks
E03 - Monitor progress	evaluate own progress and effectively adjusts plans, goals and strategies to meet task requirements	analyse own progress and adjusts plans, goals and strategies to meet task requirements	explain own progress and adjusts planning to meet task requirements
E04 - Synthesis	analyses and synthesises a range of relevant sources to develop effective and detailed interpretations.	explains a range of relevant sources to develop appropriate and detailed interpretations.	discusses a range of relevant sources to develop appropriate interpretations.

<sup>Δ</sup> communication tools include digital and online resources.

### Criterion 3: analyse religious beliefs, values and practices

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Beliefs and values	evaluates the significance of beliefs and values of religious traditions, explaining how they shape peoples' lives and actions	analyses beliefs and values of religious traditions describing how they shape peoples' lives and actions	explains beliefs and values of religious traditions, identifying how they shape peoples' lives and actions
E02 - Practices	critically analyses and assesses the core practices of religious traditions	analyses the core practices of religious traditions	explains the core practices of religious traditions

E03 - Significance	critically analyses different perspectives <sup>Δ</sup> of religious beliefs, values and practices to explain the significance to individuals or the collective	analyses different perspectives <sup>Δ</sup> of religious beliefs, values and practices to discuss the significance to individuals or the collective	discusses different perspectives <sup>Δ</sup> of religious beliefs, values and practices to identify the significance to individuals or the collective
E04 - Knowledge	selects and uses a wide range of religious knowledge.	selects and uses a range of religious knowledge.	selects and uses a limited range of religious knowledge.

<sup>Δ</sup> perspectives can include historical, philosophical, theological, intercultural or sociological views.

## Criterion 4: analyse how implications of beliefs, values and practices provide meaning

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Inquiry skills	applies effective inquiry skills and strategies to conduct well-reasoned, detailed and relevant research into a religious tradition	applies appropriate inquiry skills and strategies to conduct detailed and relevant research into a religious tradition	applies appropriate inquiry skills and strategies to relevant research into a religious tradition
E02 - Implications	analyses the implications of beliefs, values and practices of a religious tradition	explains the implications of beliefs, values and practices of a religious tradition	discusses the implications of beliefs, values and practices of a religious tradition
E03 - Conclusions	evaluates the implications of beliefs, values and practices, related to issues, to make justified conclusions.	analyses the implications of beliefs, values and practices, related to issues, to make well-reasoned conclusions.	discusses the implications of beliefs, values and practices, related to issues, to make a conclusion.

## Criterion 5: use evidence to support arguments about religious traditions

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Select	selects and uses a range of targeted and reliable evidence <sup>Δ</sup> to explain religious beliefs, values and practices to support an argument	selects and uses a range of appropriate and reliable evidence <sup>Δ</sup> to discuss religious beliefs, values and practices to support an argument	selects and uses a range of appropriate evidence <sup>Δ</sup> to identify religious beliefs, values and practices to support an argument
E02 - Analyse	analyses the reliability and suitability of evidence <sup>Δ</sup> used to support an argument or position	explains the reliability and suitability of evidence <sup>Δ</sup> used to support an argument or position	explains the suitability of evidence <sup>Δ</sup> used to support an argument or position
E03 - Apply	analyses and applies reliable and relevant evidence <sup>Δ</sup> to produce a well-reasoned and coherent argument or justified position	explains and applies reliable evidence <sup>Δ</sup> to discuss a reasoned argument or position	explains and applies evidence <sup>Δ</sup> to identify an argument or position
E04 - Differentiating the work of others and referencing	clearly differentiates the work of others from the learner's own <sup>‡</sup> . Referencing conventions and methodologies are followed including a high degree of accuracy in individual entries <sup>◊</sup> and well-structured reference lists and bibliographies <sup>§</sup> .	clearly differentiates the work of others from the learner's own <sup>‡</sup> . Referencing conventions and methodologies are followed accurately <sup>◊</sup> , including appropriate, structured reference lists and bibliographies <sup>§</sup> .	differentiates the work of others from the learner's own <sup>‡</sup> . Referencing conventions and methodologies are followed <sup>◊</sup> , including the use of reference lists and bibliographies <sup>§</sup> .

<sup>Δ</sup> evidence includes information from a range of perspectives such as historical, philosophical, sociological and theological sources.

<sup>‡</sup> This includes, but is not limited to, ideas, images, information, data or words

<sup>◊</sup> This includes, but is not limited to, alphabetising the surnames of authors and use of an abbreviation key for journal titles

<sup>§</sup> This includes but is not limited to, grouping by publication dates, source types (books, internet, personal communications).

## Criterion 6: analyse a variant within a religious tradition

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
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E01 - Origins of a religious variant	critically analyses and assesses the historical reasons for the origin of a variant within a religious tradition	analyses and discusses the historical reasons for the origin of a variant within a religious tradition	explains the historical reasons for the origin of a variant within a religious tradition
E02 - Similarities and differences in doctrine	critically analyses the similarities and differences in doctrine between a religious tradition and its variant	explains the similarities and differences in doctrine between a religious tradition and its variant	discusses the similarities and differences in doctrine between aspects of a religious tradition and its variant
E03 - Analyses conflict and cooperation	analyses and assesses conflict and cooperation between adherents of a religious tradition and adherents of a variant.	explains conflict and cooperation between adherents of a religious tradition and adherents of a variant.	discusses conflict and cooperation between adherents of a religious tradition and adherents of a variant.

## Criterion 7: analyse how a religious tradition responds to contemporary religious issues

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Rationale for perspectives on contemporary religious issues	critically analyses and assesses the rationale for a religious tradition's view and responses to contemporary religious issues <sup>Δ</sup>	analyses the rationale for a religious tradition's view and responses to contemporary religious issues <sup>Δ</sup>	explains the rationale for a religious tradition's view and responses to contemporary religious issues <sup>Δ</sup>
E02 - Views on contemporary religious issues	critically analyses and assesses how the beliefs, values, practices and teachings reinforce the tradition's views on contemporary religious issues <sup>Δ</sup>	analyse how the beliefs, values, practices and teachings reinforce the tradition's views on contemporary religious issues <sup>Δ</sup>	explains how the beliefs, values, practices and teachings reinforce the tradition's views on contemporary religious issues <sup>Δ</sup>
E03 - Responses to contemporary religious issues	critically examines and evaluates how a religious tradition has responded to contemporary religious issues <sup>Δ</sup> to draw justified conclusions.	critically analyses how a religious tradition has responded to contemporary religious issues <sup>Δ</sup> to draw reasoned conclusions.	explains how a religious tradition has responded to contemporary religious issues <sup>Δ</sup> to draw conclusions.

<sup>Δ</sup> contemporary religious issues include, but are not limited to, suffering and ethics.

## Criterion 8: analyse points of view within religious traditions

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Points of view	analyses points of view expressed by adherents of a religious traditions to support an argument	discusses points of view expressed by adherents of a religious traditions to support an argument	identifies points of view expressed by adherents of a religious traditions to support an argument
E02 - Coherence of points of view	evaluates the coherence <sup>Δ</sup> of points of view from a religious tradition to make justified conclusions	analyses the coherence <sup>Δ</sup> of points of view from a religious tradition to make reasoned conclusions	explains internal coherence <sup>Δ</sup> of points of view from a religious tradition to make conclusions
E03 - Consistency of points of view	evaluates the consistency <sup>‡</sup> of a point of view with beliefs, values and actions of adherents of a religious tradition.	analyses the consistency <sup>‡</sup> of a point of view with beliefs, values and actions of adherents of a religious tradition.	explains consistency <sup>‡</sup> of a point of view with beliefs, values and actions of adherents of a religious tradition.

<sup>Δ</sup> the coherence of a point of view is in relation to making sense or being logical on its own and should consider elements such as emotion, bias, reliability and quality of reasoning

<sup>‡</sup> the consistency of a point of view is determined by comparing the point of view with other points of view, beliefs or values with which it should be aligned.

## Qualifications Available

Studies of Religion Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

## Award Requirements

The final award will be determined by TASC from 13 ratings (8 from the internal assessment, 5 from external assessment).

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

EXCEPTIONAL ACHIEVEMENT (EA)

10 'A' ratings, 3 'B' ratings (3 'A' ratings, 2 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A' ratings, 5 'B' ratings, 3 'C' ratings (1 'A' ratings, 3 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

6 'B' ratings, 6 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

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

Senior Secondary Provision 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 Senior Secondary Provision Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation

Version 1. Accredited on 28 March 2023 for use from 1 January 2024 to 31 December 2028. This course replaces *Studies of Religion* Level 3 (REL315116) which expired on 31 December 2023.

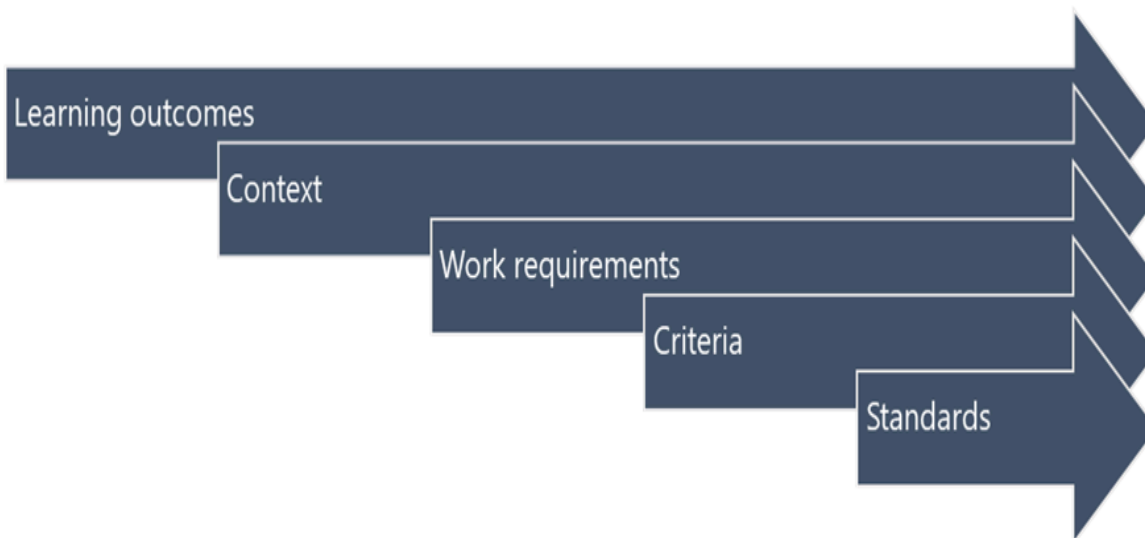
#### Version History

**Version 1.** Accredited on 28 March 2023 for use from 1 January 2024 to 31 December 2028. This course replaces Studies of Religion Level 3 (REL315116) which expired on 31 December 2023.

**Version 1a.** Amendments approved on 9 December 2024. Refinement made to Learning Outcome 3 and Criterion 3 with an additional element inserted. Increase to the word count in Module 1 - Work requirement 1 of 2. Appendix 5: Glossary has been added. Minor grammatical, spelling and typographical amendments.

**Version 1b.** Refinement to Quality Assurance section - removal of archive requirement.  
1/4/2025

Appendix 1 – Line of sight



Learning outcomes	Course content: module	Work requirements: module	Criterion	Criterion elements	General capabilities
1. communicate effectively about religious traditions	1, 2, 3	1, 2, 3	1	1, 2, 3, 4	Critical and creative thinking; Digital literacy; Ethical understanding; Literacy
2. apply metacognitive skills and reasoning to manage learning	1, 2, 3	1, 2, 3	2	1, 2, 3, 4	Critical and creative thinking; Digital literacy; Ethical understanding; Personal and social capability; Literacy
3. explain beliefs, values and practices of religious traditions	1, 2, 3	1, 2, 3	3	1, 2, 3	Critical and creative thinking; Digital literacy; Ethical understanding; Literacy
4. analyse how religious world views provide meaning	1, 2, 3	1, 2, 3	4	1, 2, 3	Critical and creative thinking; Digital literacy; Ethical understanding; Literacy
5. use evidence to support arguments	1, 2, 3	1, 2, 3	5	1, 2, 3, 4	Critical and creative thinking; Digital literacy; Ethical understanding; Literacy
6. explain a variant within a religious tradition	1	1	6	1, 2, 3	Critical and creative thinking; Digital literacy; Ethical understanding; Literacy
7. analyse how a religious tradition responds to contemporary issues	2	2	7	1, 2, 3	Critical and creative thinking; Digital literacy; Ethical understanding; Literacy
8. justify points of view	3	3	8	1, 2, 3	Critical and creative thinking; Digital literacy; Ethical understanding; Literacy

Appendix 2 – Alignment to curriculum frameworks

Studies of Religion Level 3 aligns with the ACSF Level 4 Learning core skills in the following ways:

- Support: works independently and initiates and uses support from a range of established resources.
- Context: range of contexts; including some that are unfamiliar and/or unpredictable; some specialisation in less familiar/known contexts
- Text complexity: complex texts; embedded information; includes specialised vocabulary; includes abstraction and symbolism.
- Task complexity: complex task organisation and analysis involving the application of a number of steps; processes include extracting, extrapolating, inferencing, reflecting and 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 2

**Title of work requirement:** Beliefs, values and practices of a religious tradition

**Mode or format:** extended response

**Description:** learners are to write an analytical essay in response to the following question:

- how does a selected story or text extract (stimulus) demonstrate the beliefs and values of the religious tradition, and how are those same beliefs and values expressed through ritual, worship or other practices?

**Size:** 800 - 1200 words

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

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

#### Work requirement 2 of 2

**Title of work requirement:** A major variant within religious tradition 1

**Mode or format:** research presentation

**Description:** learners are to develop an individual presentation on the major variant studied within religious tradition 1.

The presentation should cover the following points as relevant to the variant and religious tradition:

- the history of development of a major variant within a tradition
- differences in doctrine or belief and how they can be explained
- differences in practice and how they can be explained
- conflict or cooperation.

**Size:** maximum 1200 words

**Timing:** this is a culminating performance for Module 1

**Relevant criteria:** 1, 2, 3, 4, 5 and 6

### Module 2 Work requirements specifications

#### Work requirement 1 of 2

**Title of work requirement:** Beliefs, values and practices in the 21st century

**Mode or format:** extended response

**Description:** learners are to write an analytical essay that addresses how religious tradition 2 provides guidance for living in the 21st century.

**Size:** 1000 – 1200 words

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

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

#### Work requirement 2 of 2

**Title of work requirement:** A contemporary issue addressed through religious tradition 2

**Mode or format:** extended analytical response – case study

**Description:** learners are to develop and present a case study on a tradition's view on a contemporary issue of either suffering or ethics. The research presentation may be written or multimodal. **Learners will design their research and presentation to analyse the contemporary issue chosen.**

**Size:** 1200 – 1500 words, 3 – 4 minutes or equivalent

**Timing:** this is a culminating performance for Module 2

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

### **Module 3 Work requirements specifications**

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

**Title of work requirement:** Independent depth study

**Mode or format:** investigation

**Description:** this work requirement is an independent depth study. This is based on the teacher-guided study, with the learner negotiating a topic with the teacher that will enable further extension of the teacher-guided depth study.

All components will be submitted to the teacher.

Each independent study should include the following components:

- Planning documents:
  - a narrative outline of the selection of topic and design of the study (150-200 words)
  - an annotated planning schedule for completing the study
- Depth study
  - an extended written piece including questions or headings and sub-headings (1500 – 2000 words)
  - a discussion of the evidence and use of evidence
  - a reference list
- Reflection and evaluation of the study (300-500 words)

**Size:** a total of 1950 – 2700 words or equivalent.

**Timing:** this work requirement is a culminating task.

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

**Relationship to external assessment:** the external assessment instrument will include an essay question on the teacher-guided and independent depth studies.

## **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.

## Appendix 5 – Glossary

Term	Definition	Source acknowledgement
<b>coherence</b>	The quality of forming a unified whole.  In this course the coherence of a point of view is measured with reference to the point of view on its own. For instance, does it make sense on its own? Does it make sense as a point of view, and is it a logical and rational conclusion?	Oxford Languages
<b>consistency</b>	In agreement with other facts or with typical or previous behaviour  In this course the consistency of a point of view is measured by comparing the point of view with other points of view, beliefs or values with which it should be consistent. Does it make sense within a world view, or might it contradict other points of view, values or beliefs?	Cambridge English Dictionary
<b>ethical dilemma</b>	A situation in which a difficult choice has to be made between two courses of action, either of which entails transgressing a moral principle.	Oxford Languages
<b>moral responsibility</b>	Making judgments about whether a person is morally responsible for their behaviour, and holding others and ourselves responsible for actions and the consequences of actions, is a fundamental and familiar part of our moral practices and our interpersonal relationships.	Stanford Encyclopedia of Philosophy
<b>significance of information</b>	The significance of information is expressed through a response to the question: Why is this information important enough to learn about? Significance 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 significance to the learner and so on. It may be what we can learn from the information, what consequences it contributed to, what it tells us that we need to know. It may be the impact at the time or the ongoing impact.	Senior Secondary Provision
<b>variant</b>	A form or version of something that differs in some respect from other forms of the same thing or from a standard.  In this course, the term 'variant' is used to refer to sub-traditions. In their research teachers and learners will find many other terms used to refer to sub-traditions and may find other meanings attributed to 'variants' of a religious tradition.	Oxford Languages

### Supporting documents including external assessment material

-  [REL315124 Studies of Religion Exemplar Exam.pdf](#) (2024-01-04 02:59pm AEDT)
-  [REL315116 Studies of Religion Assessment Report 2023.pdf](#) (2024-02-28 11:53am AEDT)
-  [REL315124 Studies of Religion TASC Exam Paper 2024.pdf](#) (2025-01-07 11:59am AEDT)
-  [REL315124 Studies of Religion Assessment Report 2024.pdf](#) (2025-03-11 02:38pm AEDT)
-  [REL315124 Studies of Religion External Assessment Specifications.pdf](#) (2025-03-20 10:58am AEDT)
-  [REL315124 Studies of Religion TASC Exam Paper 2025.pdf](#) (2025-11-14 05:01pm AEDT)