Sample course outline

Religion and Life – General Year 11

This outline develops the content from Unit 1 and Unit 2 which deals with the nature of religion and the influence of religion. The teacher needs to embed the religious inquiry and learning skills from the syllabus when developing a teaching and learning program. Typically, teachers will also focus on one religion for both units but may take the opportunity to study more than one religion when addressing a particular syllabus content point.

Semester 1 – Unit 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction</strong></td>
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<tr>
<td></td>
<td>• introduce the course and the focus of Unit 1</td>
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<tr>
<td></td>
<td>• overview the structure of the course, focusing on the content organisers for the General course</td>
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<td></td>
<td><strong>Experiences that prompt people to ask questions about the meaning and purpose of life</strong></td>
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<td></td>
<td>• typical examples of experiences that prompt people to look for meaning in their life and the questions they ask</td>
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<tr>
<td>2</td>
<td><strong>Examples of religious answers to life’s questions and experiences</strong></td>
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<td></td>
<td>• some answers to typical questions people ask about life</td>
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<tr>
<td></td>
<td>• some religious answers to some typical questions people ask about life</td>
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<tr>
<td>3</td>
<td><strong>A definition of religion</strong></td>
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<tr>
<td></td>
<td>• different definitions of religion</td>
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<td></td>
<td>• a working definition of the term ‘religion’</td>
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<td></td>
<td><strong>Assessment Task 1</strong></td>
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<tr>
<td>4–5</td>
<td><strong>An overview of the main characteristics of a religion</strong></td>
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<td></td>
<td>• characteristics of religion</td>
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<td></td>
<td>• particular examples of each characteristic</td>
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<td></td>
<td>• a description of one religion using the main characteristics of religion</td>
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<td><strong>Assessment Task 2</strong></td>
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<tr>
<td>6–7</td>
<td><strong>The major divisions or denominations within a world religion</strong></td>
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<td></td>
<td>• examples of divisions or denominations in different religions</td>
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<td></td>
<td>• similarities and differences between two major divisions or denominations within one religion</td>
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<tr>
<td>8–9</td>
<td><strong>The key features of a religious practice, ritual, celebration or event</strong></td>
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<td></td>
<td>• define and provide examples for each of the following terms:</td>
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<td></td>
<td>• religious practice</td>
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<td></td>
<td>• ritual</td>
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<tr>
<td></td>
<td>• religious ritual</td>
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<td></td>
<td>• religious celebration</td>
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<td></td>
<td>• religious events</td>
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<tr>
<td></td>
<td>• the key features of a religious practice, ritual, celebration or event</td>
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<td><strong>Assessment Task 3</strong></td>
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<tr>
<td>10–11</td>
<td><strong>An overview of the foundation and development of a religion</strong></td>
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<tr>
<td></td>
<td>• the foundation of a religion</td>
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<tr>
<td></td>
<td>• major events or developments in the history of this religion</td>
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<td><strong>Assessment Task 4</strong></td>
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<tr>
<td>12–13</td>
<td><strong>An overview of the role religion plays in society</strong></td>
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<td>• survey religion in the local area</td>
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<td></td>
<td>• examples of how religion plays a role in society</td>
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<td><strong>Assessment Task 5</strong></td>
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<tr>
<td>Week</td>
<td>Key teaching points</td>
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| 14–15 | An overview of a current social issue and the response of a religion to this issue  
- define the concept of a social issue  
- examples of current social issues  
- the main features of one current social issue  
- how a religion responds to this issue  
- the main reasons why the selected religion responds to this issue in a particular way  
Assessment Task 6 |

**Semester 2 – Unit 2**

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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| 1–2 | Ways people identify with and/or belong to a religion  
- what it means to be ‘religious’ and ‘belonging to a religion’  
- examples of religiosity and some different measures of religiosity  
- define religious affiliation and religious observance  
Assessment Task 7 |
| 3–4 | Challenges people encounter when dealing with moral and ethical issues  
- define the terms moral and ethical  
- examples of typical moral or ethical issues  
- why moral and ethical issues can be challenging for people  
Assessment Task 8 |
| 5–6 | The key features of a religious belief and/or teaching  
- define religious belief  
- examples of religious beliefs  
- define religious teaching  
- examples of religious teaching  
- the key features of a religious belief and/or teaching |
| 7–8 | An overview of the history of a religious belief and/or teaching  
- the key moments in the history of a religious belief and/or teaching  
- what happened in each of these moments  
- construct a timeline of these key moments  
Assessment Task 9 |
| 9–10 | The place of religion in Australian society  
- examples of religion in Australian society  
- how people see the involvement of religion in Australian society |
| 11–13 | An overview of the history of religion in Australia  
- the key moments in this history of religion in Australia  
- what happened in each of these moments  
- construct a timeline to represent these key moments  
Assessment Task 10 |
| 14–15 | How a religion responds to a current social justice issue  
- the features of a current social justice issue  
- how a religion responds to this issue  
Assessment Task 11 |