



RELIGION AND LIFE

Foundation course

**Year 12 sample sequence of learning and source analysis
task**

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2025.

Users of this syllabus are responsible for checking its currency.

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Learning sequence

This sample learning sequence provides an example of how a teacher can plan out the steps for learning the following syllabus content:

- how religion motivated a religious person from the past or present
- recognise and use subject specific terminology
- develop a range of questions to support an inquiry
- select appropriate and trustworthy sources to collect relevant information and/or data
- select and use a suitable method for recording information and/or data
- observe appropriate ethical protocols when conducting research
- identify important information found in source material such as the origin, purpose, context or point of view of a source
- select and use relevant information and/or data from source material
- consider how information and/or data found in source material relates to course understandings
- use suitable formats to communicate ideas or understandings for a set purpose and audience
- support conclusions based on the use of evidence

In addition to the above, this package illustrates opportunities for incorporating a range of skills essential for learning and developing literacy. These include:

Literacy (L) skills

- L1 – acquiring words leading to an appropriately expanding vocabulary
- L3 – using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L4 – expressing increasingly complex ideas using a range of simple and complex sentences
- L5 – using a range of language features, including the use of tone, symbols, simple description, as opposed to emotive language
- L8 – editing work for accuracy, coherence, clarity, and appropriateness
- L10 – comprehending and interpreting a range of texts

Interpersonal skills

- completing tasks within a given timeframe
- developing organisational skills, and identifying the resources needed to complete tasks
- being able to work independently and within group settings, drawing on the skills and contributions of members to complete tasks
- persisting with tasks when faced with challenge and adapting the approach when first attempts are not successful
- participating in positive, safe and respectful relationships

This sample learning sequence offers suggestions and is not prescriptive. Teachers should carefully consider how to adapt and/or modify what has been provided based on the learning needs of their students.

This package includes several elements.

1. A series of learning intentions with associated success criteria. It is suggested these are displayed and explained to students prior to the commencement of the lesson. Teachers are free to modify these but need to also keep in mind that learning intentions provide pedagogical guidance and are not a substitute for syllabus content.
2. Each learning intention is followed by a suggested sequence of learning designed to address those intentions.
3. Where appropriate, links to additional resources are also included.
4. Examples of where both formative and summative assessment may be incorporated in a sequence of learning along with details about these tasks.

Learning intention	Success criteria
Identify different ways religion can motivate people.	Provide examples of how religion motivates people.

Preparation

- Locate or create a placemat template.

Defining key terms: motivate

Teacher

- Break down the syllabus point 'how religion motivated a religious person from the past or present' by identifying the key words.

Teacher with students

- Explore, through discussion, the meaning of 'motivation'.
- List familiar examples of what motivates people; for example, family members and friends.
- Review a range of dictionary definitions provided for the term 'motivate'.
- Generate a list of words associated with the term 'motivate', such as 'motivation' and 'motivated'. Review each in terms of its part of speech such as verb, noun and verb past tense.
- Agree upon or create a class definition for the term 'motivation'. Each student records this definition in their word bank.

Influences that motivate people

Teacher

- Identify different types of influences that can motivate people; for example:
 - peers
 - family
 - culture
 - personal experience or circumstances in life.

Teacher with students

- Brainstorm a range of examples with the class that can be used to illustrate how each type of influence can be a source of motivation.

Religion as a source of motivation

Students

- Working collaboratively in a small group:
 - Use a placemat activity to brainstorm and record examples of how religion can be a source of motivation for people.
 - Construct a statement that explains how religion motivates people.

Summary of findings

Teacher with students

- Add to or clarify (where required) sample work completed by some or all small groups.

Learning intention	Success criteria
Identify people motivated by religion.	Compile a list of good examples of people motivated by religion.

Religious people

Teacher with students

- Discuss what is meant by a 'religious person'.
- Use an online platform such as Padlet to brainstorm, as a class, a list of people who could be considered 'religious people'.
- Review as a class the list of people considered 'religious' and discuss which people might be the best examples of what is meant by a 'religious person'.
- Consider as a class why these people are considered good examples of a 'religious person' and research details about how religion motivated that person.

Teacher

- Identify and summarise for students the type of reasoning students used to identify good examples.
- Propose criteria for students to consider when thinking about people who are 'religious' and who have been motivated by religion.

Students

- With a partner, consider the criteria proposed by the teacher and prepare feedback for the class.

Teacher with students

- Collect and comment on feedback from each student pair.
- Adjust the criteria as a class, where needed.
- Compile a list of good examples of religious people who are/were motivated by religion (i.e. someone well-known from the past or present or someone familiar to students from the community).

Learning intention	Success criteria
Identify how religion motivated a person	Present research findings about how one person is motivated by religion

Collaboration

Teacher with students

- Recall and discuss with students the norms of working with other people; for example:
 - monitoring and appropriately expressing emotions
 - remaining focused and on task
 - negotiating tasks and goals
 - recognising and appreciating different views
 - communicating effectively
 - using listening techniques.

Students

- Reflect on their own, then journal, what they personally find challenging about working with others, then list ideas for resolving or managing those challenges.

Conducting ethical research

Teacher with student

- Recall the list of good examples of religious people who are/were motivated by religion.
- Recall with students:
 - how to write interview/research questions
 - protocols for recording and presenting information about other people and when using the work of others.

Research planning

Teacher

- Form the students into pairs.
- Introduce the small group task:
 - Jointly decide which person from the list of religious people they will research.
 - Provide 3–5 reasons why this person is considered an example of a religious person.
 - Share their choice and reasons with the rest of the class.
 - If the person they will research is known by the students, they may generate a list of interview questions; if not, generate a list of research questions.
 - Consider how they will locate, use, and record relevant information.
 - Prepare a digital or oral presentation to be presented to the class.
 - Consider how, when and what type of questions to ask other presenters.

Teacher with students

- Clarify and review any areas of the task that aren't clear or require further detail and/or re-teaching.

Students

- With a partner, review, plan and record how the task will be completed.

Teacher with students

- Review as a class the choices made by each pair.

Research**Students**

- Conduct research and prepare a presentation.

Teacher

- Monitor individual and group progress, clarifying and addressing matters that arise as students undertake their research.

Presenting findings to an audience**Students**

- Each pair practises their presentation and adjusts and refines the presentation based on personal observations made by each person in the pairing.

Teacher with students

- Review as a class what might be challenging about presenting to an audience of peers.
- Recall what constructive feedback looks like and does not look like and consider how to present that type of feedback.
- With another student pair, each pair takes turns explaining what they will do during their presentation and asks for constructive feedback about how they might improve their presentation.

Students

- Each pair makes further adjustments to their presentation and then practises their presentation.

Teacher with students

- Review strategies for being attentive during a presentation.
- Review protocols for asking questions during or after each presentation.

Teacher with students

- Each pair presents their work to the class and responds to questions asked by the audience.
- Reflect on the experience of preparing and presenting research to the class.

Teacher

- Summarise for the class, based on what was presented by each pair, what was learnt about how religion motivates a religious person from the past or present.

Learning intention	Success criteria
Practise analysing source material.	Explain, using evidence from sources material, how religion motivates one or more religious people

Preparation

- Prepare at least two sources to use with the class that illustrate how religion motivates/motivated a religious person from the past or present.

Identifying important information found in source material

Teacher with students

- Recall examples of different types of source material.
- Read, watch or listen as a class to one source prepared by the teacher:
 - Identify and record important features of the source, such as what type of source it is, when it was produced and who created it. Link these types of question to the syllabus by defining or recalling the meaning of 'origin', 'purpose', 'context' and 'point of view'.
 - Identify and consider any difficulties associated with using the source and comprehending the information provided within the source. Recall and make use of appropriate literacy strategies and techniques for managing such difficulties.

Selecting and using relevant information and/or data from source material

Teacher

- Using a suitable table or template on how to identify and collate relevant information and/or data from source material, model, for example:
 - what the source is about – provide examples of evidence drawn from the source
 - what it says about religious people – provide examples of evidence drawn from the source
 - what it says about how religion motivates people – provide examples of evidence drawn from the source
 - what it says about how religion motivated a person to be religious – provide examples of evidence drawn from the source.

Teacher with students

- Form students into small groups.
- Introduce a second source to students and, using the source, each small group repeats the steps modelled by the teacher above, including identifying and recording:
 - important features of the source
 - relevant information and/or data from the source material.

Students

- Working in small groups, complete the above task.

How source material relates to course understandings

Teacher with students

- Introduce or recall the concept of 'comparison'.
- Invite students to reflect on and then provide examples that illustrate when and why comparisons can be useful; for example, choosing between two or more options (e.g. buying a car).
- Compile a comparison chart that lists the similarities and differences in the two sources.
- Using a 'think, pair, share' strategy, ask students to consider how the information and/or data found in these two sources help explain how religion motivated one or more religious people.
- As a class, draft and edit a TEEL paragraph explaining what these two sources contribute to our understanding of how religion motivates one or more religious people.

Summative assessment Task 1

Students

- Students complete Task 1.

