



Government of **Western Australia**  
School Curriculum and Standards Authority

# RELIGION AND LIFE

PRELIMINARY COURSE

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Year 11 and Year 12 syllabus

## **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 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

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## Introduction to the Preliminary courses

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the *Disability Discrimination Act 1992*, and who meet the above criteria.

The preliminary courses are:

- Business Management and Enterprise
- English
- Food Science and Technology
- Health and Physical Education
- Materials Design and Technology
- Mathematics
- Religion and Life
- Visual Arts.

Preliminary courses provide opportunities for practical and well-supported learning to help students develop a range of skills to assist them upon leaving school. They acknowledge the broad range of abilities of students with special needs and the need for adapted approaches to teaching and learning.

Preliminary courses may form all or part of a student's program of study. Schools will make decisions about the content to be taught in each course on the basis of individual student needs, goals and priorities.

## Rationale for the Religion and Life Preliminary course

The Religion and Life Preliminary course provides students with opportunities to learn about one or more religions. They recognise features of religion and the role religion plays in human affairs.

Through the course, students learn and apply skills that enable them to learn about religion and the role it plays in society and in the lives of people.

Students learn to use information about religion and follow suitable steps that assist with, and help them to engage with their own learning.

## Aims

The Religion and Life Preliminary course aims to develop students’:

- understanding the place of religion in the lives of people
- understanding of the place of religion in society and the role it plays in society
- use of religious terms and concepts
- use of skills and processes that enable them to engage with, and participate in, their own learning about religion and life
- ability to share with others what they have learnt about religion and life.

# Organisation

## Structure of the syllabus

This course consists of a combined Year 11 and Year 12 syllabus. The syllabus is divided into four units. Each unit is designed to be delivered over a semester, however the pace of delivery will reflect the abilities of the students.

### Unit 1

The focus for this unit is experiences of religion. This unit helps students develop a basic understanding of religion and how it is present in society. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion.

### Unit 2

The focus for this unit is people and religion. This unit helps students further develop a basic understanding of religion. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion, including how people express religion in their own lives and ways people participate in religion.

### Unit 3

The focus for this unit is belonging to a religion. This unit explores some of the features and roles of religious communities. Through drawing on personal experience and examples, students familiarise themselves with the work of religious communities, and how these communities contribute to society.

### Unit 4

The focus for this unit is the role of religion in society. This unit explores some of the ways religion participates in, and contributes to, society. Through drawing on personal experience and examples, students familiarise themselves with the role of religion in society, including ways in which people contribute to the work of religion.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Religion and Life Preliminary course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy involves students listening to, reading, viewing, speaking, writing and creating texts, and using and modifying language for different purposes in a range of contexts. It encompasses knowledge and skills students need to access information, make meaning, interact with others, and participate in activities within and beyond school.

### Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom.

### Information and communication technology capability

The nature and scope of information and communication technology (ICT) capability is not fixed, but is responsive to ongoing technological developments. Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and evidence-based reasoning. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications.

### Critical and creative thinking

This capability combines two types of thinking – critical thinking and creative thinking. Critical thinking involves students learning to use information to solve problems. Creative thinking involves students in learning to generate and apply new ideas, and seeing or making new links that generate a positive outcome.

### Personal and social capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. The more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish positive relationships.

### Ethical understanding

Students learn to behave ethically as they recognise ethical issues with others, discuss ideas, and learn to be accountable as members of a democratic community. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can come to ethical decisions.



## **Intercultural understanding**

Intercultural understanding involves students learning to value their own cultures and practices and those of others. Intercultural understanding encourages students to make connections between their world and the worlds of others, and to work through differences.

## **Representation of cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Religion and Life Preliminary course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

## **Aboriginal and Torres Strait Islander histories and cultures**

The Religion and Life Preliminary course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. This priority may provide opportunities for all learners to develop their knowledge of Australia by exploring the world's oldest continuous living cultures.

## **Asia and Australia's engagement with Asia**

This priority reflects Australia's extensive engagement with Asia in social, cultural, political, and economic spheres. Students develop an understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world.

## **Sustainability**

Education for sustainability develops the knowledge and skills necessary for people to act in ways that contribute to more sustainable patterns of living. Sustainability education encourages students to think about the future, focusing on preserving and protecting environments. Actions that support more sustainable patterns of living require consideration of connected systems (environmental, social, cultural, and economic) in our world.

# Unit 1

## Unit description

The focus for this unit is experiences of religion. This unit helps students develop a basic understanding of religion and how it is present in society. Through drawing on personal experience and examples, students familiarise themselves with some of the main features of religion.

## Unit outcomes

By the end of this unit, students will:

- recognise features of religion
- identify examples that illustrate the presence of religion in society
- use language and information about religion
- reflect upon their learning about religion.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### The nature of religion

#### The search for meaning

- what people like about religion

#### Religious belief, teaching and practice

- the meaning of the word religion
- common symbols of a religion
- key features of a special religious event or place

### The influence of religion

#### The place of religion in society

- examples of the presence of religion in society, such as:
  - buildings
  - artwork
  - activities

#### Religion in historical contexts

- examples of what religion looked like or did in the past

#### Current issues for religion

- awareness of own experiences of religion

## Learning skills

### Language

- how to recognise and use key words in self-expression

### Processes

- ways to use relevant information and/or ideas

### Participation

- how to work on own (with or without assistance) and/or with others on set tasks
- how to work appropriately in different social settings
- how to self-manage behaviour

### Communication

- formats to express understandings, such as:
  - sequencing information and ideas verbally and non-verbally
  - recording and presenting information using PowerPoint slides

## Unit 2

### Unit description

The focus for this unit is people and religion. This unit helps students further develop a basic understanding of religion. Through drawing on personal experience and examples, students familiarise themselves with some of the main features of religion, including how people express religion in their own lives and ways people participate in religion.

### Unit outcomes

By the end of this unit, students will:

- recognise how religion is expressed in the lives of people
- identify examples of how religion is, and has been, expressed in Australia
- use language and information about religion and people involved with religion
- reflect upon their learning about religion and the people involved with religion

### Unit content

This unit includes the knowledge, understandings and skills described below.

#### The nature of religion

##### The search for meaning

- ways people express religion in their life, such as:
  - attending religious services or events
  - wearing religious clothes
  - speaking about religion

##### Religious belief, teaching and practice

- key features of religion
- ways people participate in religion, such as:
  - a religious ritual or service
  - a special religious day

#### The influence of religion

##### The place of religion in society

- examples of how religion is expressed in Australia such as:
  - particular celebrations of a religious festival or season
  - where religious buildings, like churches, mosques, synagogue, or temples, can be found in the local area

##### Religion in historical contexts

- examples from the past of how people in Australia contributed to religion

**Current issues for religion**

- awareness of other people's experiences of religion

**Learning skills****Language**

- how to recognise and use key words in self-expression

**Processes**

- ways to use relevant information and/or ideas

**Participation**

- how to work on own (with or without assistance) and/or with others on set tasks
- how to work appropriately in different social settings
- how to self-manage behaviour

**Communication**

- formats to express understandings, such as:
  - sequencing information and ideas verbally and non-verbally
  - recording and presenting information using PowerPoint slides

## Unit 3

### Unit description

The focus for this unit is belonging to a religion. This unit explores some of the features and roles of religious communities. Through drawing on personal experience and examples, students familiarise themselves with the work of religious communities, and how these communities contribute to society.

### Unit outcomes

By the end of this unit, students will:

- recognise ways in which religious faith is supported by religious communities
- identify examples of what religious communities do
- use language and information about religious communities
- reflect upon their learning about the work of religious communities

### Unit content

This unit includes the knowledge, understandings and skills described below.

#### The nature of religion

##### The search for meaning

- what people like about belonging to a religion

##### Religious belief, teaching and practice

- key features of a religious community, including:
  - when it gathers
  - who are its leaders
  - what rules guide the community
- ways in which a religious community helps its followers, such as:
  - teaching people how to pray
  - offering religious rituals
  - providing guidance and advice.

#### The influence of religion

##### The place of religion in society

- an example of how a religion participates in society, such as:
  - providing services for the poor, education, or healthcare
  - leading a religious service on ANZAC day

##### Religion in historical contexts

- the story of an event in the history of a religion

**Current issues for religion**

- examples of issues that concern a religion, such as:
  - people living in poverty
  - the health of people
  - the education of people

**Learning skills****Language**

- how to recognise and use key words in self-expression

**Processes**

- ways to use relevant information and/or ideas

**Participation**

- how to work on own (with or without assistance) and/or with others on set tasks
- how to work appropriately in different social settings
- how to self-manage behaviour

**Communication**

- formats to express understandings, such as:
  - sequencing information and ideas verbally and non-verbally
  - recording and presenting information using PowerPoint slides

## Unit 4

### Unit description

The focus for this unit is the role of religion in society. This unit explores some of the ways religion participates in, and contributes, to society. Through drawing on personal experience and examples, students familiarise themselves with the role of religion in society, including ways in which people contribute to the work of religion.

### Unit outcomes

By the end of this unit, students will:

- recognise the role people play in religion
- identify examples of the role religion plays in society
- use language and information about the role that religion plays in society
- reflect upon their learning about the role that religion plays in society

### Unit content

This unit includes the knowledge, understandings and skills described below.

#### The nature of religion

##### The search for meaning

- ways in which a particular person contributes to a religion

##### Religious belief, teaching and practice

- an important religious belief
- ways in which communities celebrate their religion together
- ways in which people help in the work of a religion, such as:
  - joining in regular prayer
  - helping out with a religious event
  - caring for people in need

#### The influence of religion

##### The place of religion in society

- examples of religion contributing to the society, such as the work of a religious charity

##### Religion in historical contexts

- some events in the life of a religious person from the past



**Current issues for religion**

- ways in which a religion can respond to issues in society, such as:
  - explaining teachings
  - providing help
  - speaking about its views

**Learning skills****Language**

- how to recognise and use key words in self-expression

**Processes**

- ways to use relevant information and/or ideas

**Participation**

- how to work on own (with or without assistance) and/or with others on set tasks
- how to work appropriately in different social settings
- how to self-manage behaviour

**Communication**

- formats to express understandings, such as:
  - sequencing information and ideas verbally and non-verbally
  - recording and presenting information using PowerPoint slides

## School-based assessment

Approaches to assessment should support teachers to identify, broaden and deepen their understanding of what students can do, and assist teachers to determine the educational priorities for each student.

The unit content forms the basis of a teaching, learning and assessment program. The content points in each unit form the basis of teaching and learning opportunities for students, and also provide examples of assessable activities on which teachers can make informed judgements.

Teachers are required to develop an assessment outline for each unit.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for a task).

To cater for individual needs and student capabilities, a range of assessment tasks will be developed by the teacher, appropriate for a student's expected ways of learning.

The assessment tasks will provide opportunities for teachers and students to reflect on progress towards individual learning goals. Teachers make decisions about each student's readiness to progress to the next level of proficiency on his or her individual learning goals using a range of assessment tools.

Tools for the collection of evidence to support student progress towards individual learning goals may include:

- observation rubrics
- oral and/or written tasks, or any combination of oral and written tasks
- work experience feedback and/or reports.

Decisions about whether it is appropriate to offer adjustments to students in course work and assessment tasks are the responsibility of the school.

### Unit completion

Schools report on each student's learning progress for a unit in Preliminary courses as either completed or not completed.

To be deemed to have completed the course, the school determines whether a student meets the following criteria:

- completion of the education and assessment program for the unit (unless the school accepts that there are exceptional and justifiable circumstances)
- evidence of progress in demonstrating the unit outcomes, including sufficient attendance and engagement, either independently or with support.

The *WACE Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.