



SAMPLE COURSE OUTLINE

**RELIGION AND LIFE
FOUNDATION YEAR 11**

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.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample Course Outline

Religion and Life – Foundation Year 11

Semester 1 – Unit 1

This outline develops the content from Unit 1 and Unit 2 which deals with people and religion and religion and society. Typically, teachers will 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.

Week	Syllabus	Key teaching points
1–4	<p>Religion</p> <ul style="list-style-type: none"> the meaning of the term religion key features commonly found in religions <p>Terms and concepts</p> <ul style="list-style-type: none"> recognise and use subject-specific terminology <p>Questioning and researching</p> <ul style="list-style-type: none"> select and use a suitable method for recording information and/or data <p>Communicating and reflecting</p> <ul style="list-style-type: none"> use suitable formats to communicate ideas or understandings for a set purpose and audience 	<p>Introduction</p> <ul style="list-style-type: none"> introduce the course and clarify the literacy and numeracy dimension of the learning in the course overview the structure of the course, focusing on content organisers and how the course is assessed, including each assessment type introduce the focus of Unit 1 conduct a beginning of the unit activity, identifying where possible: <ul style="list-style-type: none"> student interests learning needs any questions students may have about the course opportunities for developing a positive climate and culture for learning <p>The meaning of the term religion</p> <ul style="list-style-type: none"> present a range of definitions for the term religion construct a suitable classroom definition for the term religion produce a summary statement explaining, illustrated with examples, what the term religion means and create a word cloud (formative assessment) <p>Key features of religion</p> <ul style="list-style-type: none"> brainstorm what some key features of a religion may be introduce, discuss and give examples of common features found in religions <ul style="list-style-type: none"> teachings practices people story identify why these features may be important for learning about religion introduce and model the use of a method for recording information about key features commonly found in religions recall and review techniques for writing sentences that summarise information record definitions of key words in a word bank

Week	Syllabus	Key teaching points
		<ul style="list-style-type: none"> practice using paragraph writing scaffold to explain some of the key features commonly found in religions (formative assessment)
5–7	<p>Search for meaning</p> <ul style="list-style-type: none"> why people follow a religion <p>Terms and concepts</p> <ul style="list-style-type: none"> recognise and use subject-specific terminology <p>Questioning and researching</p> <ul style="list-style-type: none"> select and use a suitable method for recording information and/or data <p>Communicating and reflecting</p> <ul style="list-style-type: none"> reflect on learning and identify new understandings use suitable formats to communicate ideas or understandings for a set purpose and audience support conclusions based on the use of evidence 	<p>Following a religion</p> <ul style="list-style-type: none"> identify what following a religion may look like explore the role religion plays in the lives of those people who choose to follow a religion, for example: <ul style="list-style-type: none"> what following a religion looks like to them on a daily basis what they find easy or difficult about following their religion record definitions of key words in a word bank generate a list of categories that can be used to group different ways people follow a religion, for example, routines, attitudes, behaviour, etc. introduce the idea of a personal journey and how this analogy can be used to describe how a person follows a religion <p>Followers of a religion</p> <ul style="list-style-type: none"> invite people from within or outside the school community to talk to students about why they follow a religion provide a template for students to record what they hear and note during these presentations <p>Reflecting on learning</p> <ul style="list-style-type: none"> consider why reflecting on learning is important and recall examples of how to reflect on learning introduce and model a technique for reflecting on learning and identify new understandings review, reflect on and then summarise what was learnt from the presentation identify where the views presented were similar and where they differed <p>Communicating understandings</p> <ul style="list-style-type: none"> recall and review techniques for creating a visual organiser to communicate information construct a visual organiser to communicate findings for a chosen audience (formative assessment) outline, model and practice how to use an appropriate technique for communicating understandings, such as an oral or digital presentation for a chosen audience <p>Task 1</p>

Week	Syllabus	Key teaching points
8–11	<p>Religion in society</p> <ul style="list-style-type: none"> examples of the type of activities undertaken by one or more religions in a familiar community <p>Questioning and researching</p> <ul style="list-style-type: none"> select appropriate and trustworthy sources to collect relevant information and/or data <p>Analysing</p> <ul style="list-style-type: none"> 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 <p>Communicating and reflecting</p> <ul style="list-style-type: none"> use suitable formats to communicate ideas or understandings for a set purpose and audience reflect on learning and identify new understandings 	<p>Religion in the community</p> <ul style="list-style-type: none"> brainstorm and create a list of activities religions might undertake in a community identify examples of where religion can be seen within the local community introduce and define a way to categorise these types of activities, for example: <ul style="list-style-type: none"> religious social cultural political practice categorising the examples already identified <p>Selecting and using appropriate resources</p> <ul style="list-style-type: none"> recall and/or identify some techniques for selecting appropriate source material select and use a range of suitable sources (e.g. news articles and cartoons) to further explore some of the different types of activities religions undertake in communities (e.g. news articles and cartoons) identify important information found in each source, such as who produced or created the source, why, and/or the context in which it was created and/or was intended to be used construct an explosion chart that records relevant information about the activities undertaken by religions in the community using a colour-coded key, identify important information in the explosion chart, for example: <ul style="list-style-type: none"> any information that is similar examples of what religions do in the community <p>Communicating understandings</p> <ul style="list-style-type: none"> draft a written summary of what religions do in the community; where and how they are involved create an infographic about what has been learnt about religion in the community (formative assessment) <p>Reflecting on learning</p> <ul style="list-style-type: none"> reflect upon what was learnt about the activities undertaken by religions in the community record what was learnt in an oral format, and then transcribe the recording using an automatic transcription application edit transcribed reflections with attention paid to improving the spelling and sentence structure of written work <p>Task 2</p>

Week	Syllabus	Key teaching points
12–15	<p>Issues for religion</p> <ul style="list-style-type: none"> an overview of an important issue for a religion from the past or present <p>Terms and concepts</p> <ul style="list-style-type: none"> recognise and use subject-specific terminology <p>Questioning and researching</p> <ul style="list-style-type: none"> 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 <p>Analysing</p> <ul style="list-style-type: none"> select and use relevant information and/or data from source material <p>Communicating and reflecting</p> <ul style="list-style-type: none"> use suitable formats to communicate ideas or understandings for a set purpose and audience support conclusions based on the use of evidence 	<p>Introduction to research</p> <ul style="list-style-type: none"> pose as a question and then discuss, ‘what is research?’ introduce and explain how the investigation task type involves research outline key steps involved in the process of conducting an investigation <p>Investigation task</p> <ul style="list-style-type: none"> brainstorm different examples of important events or issues for a religion from the past or present choose one example and model how to construct questions that would help guide an investigation about this important event or issue identify and discuss what ethical protocols are and why these are important for research outline and model a technique(s) for selecting and recording information from appropriate sources, for example school library and EndNote using suitable source material, select and record relevant information and/or data summarise in point form the key ideas from the information/data gathered practice delivery of oral presentation record definitions of key words in a word bank outline and model how to use an appropriate technique, such as an oral or digital presentation, to communicate understandings and/or ideas about an important issue for a religion from the past or present prepare and practice presentations <p>Task 3</p>

Semester 2 – Unit 2

Week	Syllabus	Key teaching points
1–3	<p>Search for meaning</p> <ul style="list-style-type: none"> the experience of people who belong to a religion <p>Terms and concepts</p> <ul style="list-style-type: none"> recognise and use subject-specific terminology <p>Analysing</p> <ul style="list-style-type: none"> 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 <p>Communicating and reflecting</p> <ul style="list-style-type: none"> use suitable formats to communicate ideas or understandings for a set purpose and audience 	<p>Belonging to a religion</p> <ul style="list-style-type: none"> discuss the meaning of the term ‘belonging to a religion’ create a list of key words used in the discussion identify, define and record in a word bank important words identify, list and discuss different ways a person might belong to a religion use a technique such as a mind map to show how and why people belong to a religion <p>Experiences of people</p> <ul style="list-style-type: none"> explain what a case study is and outline its purpose explore examples of the experiences people have when they belong to a religion <ul style="list-style-type: none"> locate relevant examples from suitable sources use a structures table to identify the origin, purpose and context of sources located and used in the research identify and show relevant information from the sources used record findings using a digital presentation format (formative assessment) create one or more cases studies based on these examples develop digital posters that illustrate the range of experiences people have when they belong to a religion
4–7	<p>Religion</p> <ul style="list-style-type: none"> how people express a religious way of life <p>Terms and concepts</p> <ul style="list-style-type: none"> recognise and use subject-specific terminology <p>Questioning and researching</p> <ul style="list-style-type: none"> observe appropriate ethical protocols when conducting research 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 	<p>A religious way of life</p> <ul style="list-style-type: none"> identify examples that illustrate the presence of religion in the lives of people create a list of characteristics that can be used to identify a religious way of life list, define and record the meaning of these characteristics in a word bank create a graphic organiser, for example a visual map, about the different ways people can express a religious way of life locate and describe different examples of how people express a religious way of life <p>Investigation task</p> <ul style="list-style-type: none"> recall the key steps in research introduce the task outline and address the key steps involved in the investigation task: <ul style="list-style-type: none"> recall and discuss how to observe ethical protocols

Week	Syllabus	Key teaching points
	<p>Analysing</p> <ul style="list-style-type: none"> select and use relevant information and/or data from source material <p>Communicating and reflecting</p> <ul style="list-style-type: none"> use suitable formats to communicate ideas or understandings for a set purpose and audience support conclusions based on the use of evidence reflect on learning and identify new understandings 	<ul style="list-style-type: none"> identify and use a technique to write a range of questions to support an inquiry demonstrate a technique for making decisions about the suitability of information found in sources identify and use a method for selecting and recording information from appropriate sources identify ways to express information that has evidence that supports what has been expressed; for example, using quotes or pictures within their findings reflect on what has been learnt <p>Task 4</p>
8–11	<p>Religion in society</p> <ul style="list-style-type: none"> an overview of religion in Australian society <p>Terms and concepts</p> <ul style="list-style-type: none"> recognise and use subject-specific terminology <p>Questioning and researching</p> <ul style="list-style-type: none"> select appropriate and trustworthy sources to collect relevant information and/or data <p>Analysing</p> <ul style="list-style-type: none"> 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 <p>Communicating and reflecting</p> <ul style="list-style-type: none"> support conclusions based on the use of evidence use suitable formats to communicate ideas or understandings for a set purpose and audience 	<p>Overview of religion in Australian society</p> <ul style="list-style-type: none"> brainstorm what religion in Australian society looks like discuss where appropriate resources can be found and identify why origin, purpose and context are important in selecting trustworthy sources recall and model a technique which can be used to interpret and express data comprehend and record suitable information and data that provides an overview of religion in Australian society (numeracy focus: identifying and organising mathematical information, formative assessment) <ul style="list-style-type: none"> 2021 census data past census data selected case studies and short articles using evidence from the information and data gathered create summaries that explain: <ul style="list-style-type: none"> examples of religion in Australian society today examples of how religion in Australian society has changed over time examples of what different people say about the religion in Australia in an extended piece of writing, describe religion in Australia (formative assessment) identify key words, define, and record in a word bank <p>Task 5</p>
12–15	<p>Issues for religion</p> <ul style="list-style-type: none"> how a religion responds to an issue from the past or present <p>Terms and concepts</p> <ul style="list-style-type: none"> recognise and use subject-specific terminology 	<p>An event or issue from the past</p> <ul style="list-style-type: none"> brainstorm issues from the past with which religions have engaged identify one example of a suitable issue recall and discuss any prior knowledge about the selected issue outline the main features of the issue using a prepared set of suitable resources:

Week	Syllabus	Key teaching points
	<p>Analysing</p> <ul style="list-style-type: none"> identify important information found in source material, such as the origin, purpose, context or point of view of a source <p>Communicating and reflecting</p> <ul style="list-style-type: none"> support conclusions based on the use of evidence use suitable formats to communicate ideas or understandings for a set purpose and audience 	<ul style="list-style-type: none"> identify and consider important information found in the source material identify useful examples and supporting evidence that illustrate how a religion responded to the issue using a timeline, construct a narrative that sequences and highlights; for example, how, who, when and why a religion responded to the issue identify key words, define, and record in a word bank with a focus on the structure of a paragraph, write a draft summary of how a religion responded to one issue from the past (formative assessment) edit the written summaries and, where needed, add supporting evidence to justify the response construct an oral/multimedia presentation that communicates the key ideas and understandings included in the written summary <p>Task 6</p>