



SAMPLE COURSE OUTLINE

RELIGION AND LIFE
GENERAL YEAR 12

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Sample course outline

Religion and Life – General Year 12

This outline develops the content from Unit 3 and Unit 4 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 3

Week	Key teaching points
1–5	<p>Introduction</p> <ul style="list-style-type: none"> introduce the course and the focus of Unit 3 overview the structure of the course, focusing on the content organisers <p>The relationship between important life events and the search for meaning and purpose</p> <ul style="list-style-type: none"> outline how a series of actions or steps can lead people to find meaning and purpose in their life review examples that illustrate how people find a religious meaning and purpose define the term ‘search for meaning and purpose’ <p>How a religious belief or teaching can play a role in the lives of people and/or society</p> <ul style="list-style-type: none"> examples of religious beliefs and teachings that play a role in the lives of people and/or society the main features of a religious belief or teaching how and why this belief or teaching can play a role in the lives of people and/or society <p>Different ways people choose to follow a religious way of life</p> <ul style="list-style-type: none"> descriptions of particular religious ways of life examples of the different ways people choose to follow a religious way of life a range of stories about individuals who follow a particular religious way of life <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> use correct religious terms and concepts develop texts that accurately use evidence to explain, support or refute arguments communicate ideas or understandings suitable for a set purpose and audience <p>Task 1 (Explanation)</p>
6–8	<p>How individuals or groups respond to the presence of religion in a society</p> <ul style="list-style-type: none"> examples of the different ways people and groups respond to the presence of religion in society classification and grouping of these examples explore reasons given for these differing responses <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> identify different points of view identify and use evidence from different types of sources to support a point of view <p>Task 2 (Source analysis)</p>
9–10	<p>An overview of a religion’s structure and/or leadership</p> <ul style="list-style-type: none"> introduce how a religion is organised and led an overview of the main structures of a religion an overview of leadership within a particular religion examples of the role leaders and structures play in a religion <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> use correct religious terms and concepts identify the origin, purpose and context of particular sources evaluate the usefulness of different sources <p>Task 3 (Source analysis)</p>

Week	Key teaching points
11–12	<p>The key features of a current issue in society to which a religion seeks to respond</p> <ul style="list-style-type: none"> • examples of current social issues • current issues a religion responds to • the key features of one current issue <p>The response of a religion to a current issue in society</p> <ul style="list-style-type: none"> • the response of a religion to this issue <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • identify the origin, purpose and context of particular sources • evaluate the usefulness of different sources <p>Task 4 (EST)</p>
13–15	<p>An overview of an important event or issue in the history of a religion</p> <ul style="list-style-type: none"> • an important event or issue in the history of a religion • the historical narrative – the main features of this event or issue • why the event or issue is important for a religion <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • identify, locate and organise relevant information from relevant sources • practise ethical scholarship when conducting research • develop texts that accurately use evidence to explain, support or refute arguments • communicate ideas or understandings suitable for a set purpose and audience • use basic referencing techniques accurately and consistently <p>Task 5 (Investigation)</p>

Semester 2 – Unit 4

Week	Key teaching points
1–3	<p>Examples of how the lives of people are influenced and shaped by religion</p> <ul style="list-style-type: none"> ways to recognise how religion can influence people different ways religion influences people examples of how people are influenced and shaped by religion <p>How religion plays a part in the life of a significant religious person, past or present</p> <ul style="list-style-type: none"> significant religious people the life of a significant religious person how religion influenced this person <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> develop and follow a research plan when conducting an inquiry identify, locate and organise relevant information from relevant sources practise ethical scholarship when conducting research develop texts that accurately use evidence to explain, support or refute arguments use basic referencing techniques accurately and consistently <p>Task 6 (Investigation)</p>
4–5	<p>How a religious practice, ritual, celebration or event can play a role in the lives of people</p> <ul style="list-style-type: none"> examples of religious practices, rituals, celebrations and events the main features of a particular religious practice, ritual, celebration or event how and why a religious practice, ritual, celebration or event relates to people the role a religious practice, ritual, celebration or event plays in the lives of people <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> use correct religious terms and concepts identify, locate and organise relevant information from relevant sources
6–7	<p>An example of the role religious leaders and/or structures play in developing or supporting the expression of a religious belief, teaching or practice</p> <ul style="list-style-type: none"> an overview of the role religious leaders and/or structures play in developing and expressing religious beliefs, teaching and practices an outline of the key steps in developing or expressing a religious belief, teaching or practice an example of the development and expression of a religious belief, teaching or practice <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> use correct religious terms and concepts develop texts that accurately use evidence to explain, support or refute arguments <p>Task 7 (Explanation)</p>
8–10	<p>How a religion interacted with an important event or issue from the past</p> <ul style="list-style-type: none"> an overview of an important event or issue from the past the historical narrative – the main features of this event or issue why the event or issue is important for a religion how a religion interacted with this event or issue <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> use correct religious terms and concepts develop texts that accurately use evidence to explain, support or refute arguments communicate ideas or understandings suitable for a set purpose and audience <p>Task 8 (Explanation)</p>

Week	Key teaching points
11–15	<p>Reasons for and against the involvement of religion in society</p> <ul style="list-style-type: none"> • different ways religions are involved in society • reasons for and against the involvement of religion in society • a religious and a non-religious point of view about these reasons <p>A comparison of societal and religious views on a current issue in society</p> <ul style="list-style-type: none"> • the main features of a current issue in society • different views about this issue, including religious views • the main features of each view • comparison of the various views <p>Why a religion responds in a particular way to a current social issue</p> <ul style="list-style-type: none"> • how a religion responds to a current social issue • why a religion responds in a particular way to a current social issue <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • use correct religious terms and concepts • identify the origin, purpose and context of particular sources • identify different points of view • identify and use evidence from different types of sources to support a point of view • evaluate the usefulness of different sources <p>Task 9 (Source analysis)</p>