



SAMPLE COURSE OUTLINE

RELIGION AND LIFE
FOUNDATION YEAR 12

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 12

Semester 1 – Unit 3

This outline develops the content from Unit 3 and Unit 4 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 activities
1–4	<p>Search for meaning</p> <ul style="list-style-type: none"> how religion motivated a religious person 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"> 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 support conclusions based on the use of evidence 	<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. Give an overview of the structure of the course, focusing on content organisers and how the course is assessed, including each assessment type. Introduce the focus of Unit 3. 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>Motivation and the influence of religion</p> <ul style="list-style-type: none"> Break down the syllabus point: how religion motivated a religious person from the past or present. Explore the meaning of motivation. Identify and classify familiar examples of what motivates students and other people. Identify examples of how religion can be a source of motivation for people. <p>Religious people</p> <ul style="list-style-type: none"> Define what is meant by ‘a religious person’. Brainstorm a list of people considered ‘religious’ and provide reasons why these people are considered ‘religious’. Select a suitable person to research. Research how religion motivated the selected person. Present research to the class and respond to questions asked by class members. <p>Analysing and using source material</p> <ul style="list-style-type: none"> Using one source identified by the teacher, model the use of source material to: <ul style="list-style-type: none"> identify the origin of the source identify the purpose of the source

Week	Syllabus	Key teaching activities
		<ul style="list-style-type: none"> ▪ identify the context of the source ▪ identify the point of view of the source. • Using one source identified by the teacher, model the use of source material to: <ul style="list-style-type: none"> ▪ 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. • Using a second source, students practise analysing source material. • Draft and edit a TEEL paragraph explaining what these two sources contribute to our understanding of how religion motivates one or more religious people. <p>Task 1 – Source analysis</p>
5–7	<p>Religion</p> <ul style="list-style-type: none"> • examples of how religion is relevant to the lives of people today <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 	<p>Relevance of Religion</p> <ul style="list-style-type: none"> • Identify key words used in the syllabus point. • Identify examples of how religions respond to the needs of people. • Discuss what is meant by the term ‘relevant’. • Explore examples of what people find relevant in their lives. • Brainstorm a list of ways in which religion might be relevant for people. • Group and categorise the list, then summarise information through a flow chart that organises and sequences key points. <p>Conducting research</p> <ul style="list-style-type: none"> • Recall important steps involved in conducting and investigation. • Discuss and model how to create broad research questions and questions that will help guide a researcher. • Consider why the critical use of information is important in research. • Recall, model and practise techniques used by researchers to ensure the information gathered is appropriate and trustworthy. <p>The relevance of religion in the lives of people today</p> <ul style="list-style-type: none"> • Draft and edit a suitable research question for conducting an inquiry about how religion is relevant to the lives of people today. • Select appropriate and trustworthy sources suitable for the investigation. • Recall and use a suitable method (e.g. mind map, Cornell system) to identify and record suitable information and/or data. • Select and use a suitable format to present findings.

Week	Syllabus	Key teaching activities
8–11	<p>Religion in society</p> <ul style="list-style-type: none"> an example from the past of the role religion played in society <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 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>Examples from the past</p> <ul style="list-style-type: none"> Explore with students why learning about the past can be useful. Break down the meaning of key words used in the syllabus point. Identify examples from the past when religion has played a role in society. Present as an overview a visual summary of some of the different ways in which religion has historically played a role in society; for example, refer to works of art, architecture, places, buildings, and well-known accounts of events and/or people. Consider positive and negative ways religion has played a role in society in the past. Prepare a bullet-point summary of class work. Draft and edit a paragraph that presents the conclusions of class work. <p>Investigating the role religion played in society</p> <ul style="list-style-type: none"> Review the detail of the investigation task. Choose one of three focus areas (social, cultural or political) for the investigation and a particular example from the past where a religion played a role in society. Generate a set of suitable focus questions. Locate trustworthy sources that assist with answering each focus question. Model suitable ways to record information such as charts, diagrams, dot points, graphs, etc. Review and use a suitable referencing method to acknowledge the work of others. Prepare a summary of the findings of the investigation and locate support in evidence. Use the findings of the investigation and supporting evidence to prepare a draft digital presentation. Review and edit the draft digital presentation, focusing on sentence structure, the cohesion of the information provided and the use of appropriate subject-specific terminology. <p>Task 2 - Investigation</p>
12–15	<p>Issues for religion</p> <ul style="list-style-type: none"> examples of the different ways in which a religion may respond to issues in society <p>Terms and concepts</p> <ul style="list-style-type: none"> recognise and use subject-specific terminology 	<p>How religion responds to an issue in society</p> <ul style="list-style-type: none"> Identify the key words and phrases used in the syllabus point. Define, explore, and add to the glossary key words and phrases used in the syllabus dot point. Consider and list examples of current 'issues' in society.

Week	Syllabus	Key teaching activities
	<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"> reflect on learning and identify new understandings 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"> Discuss what constitutes something being considered an issue in society. Select one or more examples from the list and prepare a statement justifying why this is considered a current issue in society. With reference to one current issue in society, practise comprehending and interrogating a suitable text/s for its structure and meaning. With reference to the text/s, identify and record the key features of the issue and how a religion has responded to the issue. Using information from the text/s, create a digital resource explaining the issue. Using suitable criteria, reflect on the clarity and strength of information presented in the digital resource, and note areas of strength and areas for improvement. <p>Different ways religions respond to issues</p> <ul style="list-style-type: none"> Brainstorm a list of different ways in which a religion may choose to respond to issues in society. Group and categorise each of the different ways included in the list. With reference to one or more category, locate and use trustworthy sources of information to illustrate the category. Prepare a statement explaining each category. Create with students a set of questions that could be included in a practice explanation task designed to assess how well the syllabus dot point is understood. <p>Task 3 – Externally set task Task 4 – Explanation</p>

Semester 2 – Unit 4

Week	Syllabus	Key teaching activities
1–4	<p>Search for meaning</p> <ul style="list-style-type: none"> why people are motivated to become involved with the work of a religious group or organisation 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"> 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 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"> reflect on learning and identify new understandings support conclusions based on the use of evidence use suitable formats to communicate ideas or understandings for a set purpose and audience 	<p>Involvement in the work of religious groups or organisations</p> <ul style="list-style-type: none"> Identify key words and phrases in the syllabus point. Review key terms such as ‘motivated’ and ‘past or present’. Discuss the word ‘involved’ and explore what involvement can look like. Create a list of groups and activities students are involved with in their community and discuss what their involvement in these groups or activities look like. Brainstorm a list of groups or organisations people can become involved with, in either the local or global community. Identify and discuss which of these are religious groups or organisations. <p>Why people work for religious groups or organisations</p> <ul style="list-style-type: none"> List and explain reasons why people are motivated to become involved with the work of religious groups or organisations. Explore past and present examples of why people are motivated to become involved in the work of religious groups and organisations. Provide examples of individuals who are motivated to become involved with the work of a religious group or organisation. Using relevant source material about each person: <ul style="list-style-type: none"> name the religious group or organisation identify the time period (past or present) create notes summarising the reasons why each person was motivated to become involved with the work of a religious group or organisation draft two paragraphs that explain two reasons why people are motivated to join religious groups or organisations with a focus on writing more complex sentences, edit text by adding conjunctions and other connecting words to improve the detail of paragraphs. Draft and edit an oral presentation about why a person or group of people, from the past or present, became involved with the work of a religious group or organisation. <p>Task 5 – Explanation</p>

Week	Syllabus	Key teaching activities
5–7	<p>Religion</p> <ul style="list-style-type: none"> how religion is reflected in the actions and beliefs of a religious group or organisation <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 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 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>Religious groups and organisations</p> <ul style="list-style-type: none"> Identify and discuss the meaning of key words used in the syllabus point: how religion is reflected in the actions and beliefs of a religious group or organisation. Review the list of religious groups or organisations discussed in previous syllabus points, and: <ul style="list-style-type: none"> consider how useful these might be for understanding the syllabus point identify specific details, such as examples, useful for illustrating the syllabus point. Locate and identify suitable examples of religious groups or organisations operating in society. <p>Actions and beliefs of religious groups and organisations</p> <ul style="list-style-type: none"> Review protocols for engaging with and listening to guest speakers. Arrange for a guest speaker from a local or familiar religious organisation to explain how they express religion in the beliefs and actions of their organisation. Identify and locate examples of religious beliefs and actions found in information from one or more religious groups or organisations, such as mission statements, promotional material and personal accounts. Using a set of suitable sources, practise analysing source material relevant for understanding the beliefs and actions of at least one religious group or organisation. <p>Conducting research (Part A)</p> <ul style="list-style-type: none"> Introduce the requirements and details of Part A of the investigation task: research the actions and beliefs of a religious organisation or group that works within the community. Recall why using ‘appropriate’ and ‘trustworthy’ sources is an important consideration when conducting research. Select and use trustworthy sources to gather appropriate information and evidence for the investigation task. Consider how information gathered relates to the research task. Consider presentation formats suitable for presenting the findings of the investigation task. Select and use a suitable format to communicate research findings. <p>Task 6 (Part A) – Investigation</p>

Week	Syllabus	Key teaching activities
8–11	<p>Religion in society</p> <ul style="list-style-type: none"> the work of a religious group or organisation in society, 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 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"> reflect on learning and identify new understandings support conclusions based on the use of evidence use suitable formats to communicate ideas or understandings for a set purpose and audience 	<p>The work of a religious group or organisation</p> <ul style="list-style-type: none"> Unpack key words used in the syllabus point: the work of a religious group or organisation in society, past or present. Identify and discuss examples of the different types of work done by a religious group or organisation. Classify and group these examples. <p>Volunteering</p> <ul style="list-style-type: none"> Introduce the concept of volunteering. Explore one or more examples of volunteering. <p>Conducting research (Part B)</p> <ul style="list-style-type: none"> Introduce the requirements and details of Part B of the investigation task: produce and present ‘a day in the life’ of a volunteer. Recall the purpose of focus questions. Develop a set of focus questions to guide the research. Select and use a suitable method for gathering and recording information and/or data. Discuss the ethical components of the research task and consider strategies for observing these in the investigation. Select and use relevant information from suitable source materials. Identify important findings from the research and supporting evidence. Consider and choose a way to present the research findings. Prepare and present the research findings. Reflect on what has been learnt about the work a religious group or organisation does in society. <p>Task 6 (Part B) – Investigation</p>
12–15	<p>Issues for religion</p> <ul style="list-style-type: none"> compare views in society with a religious view about 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>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 	<p>Issues for religion</p> <ul style="list-style-type: none"> Identify and unpack key words and phrases in the syllabus point; for example: <ul style="list-style-type: none"> consider the advantages and disadvantages of making comparisons create a list of synonyms for ‘issues’ reflect on familiar examples where people have different views. Name and briefly outline for students a list of interesting familiar and unfamiliar historical issues for religion, for example: <ul style="list-style-type: none"> Atlantic slave trade early colonisation of the Americas Crusades and Holy Wars. Review a list of present-day examples of issues for religion.

Week	Syllabus	Key teaching activities
	<ul style="list-style-type: none"> 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 	<p>Different viewpoints</p> <ul style="list-style-type: none"> Using examples from everyday life, discuss why people may hold different views on a range of subjects; for example, what sporting code or team to follow or the best type of music. Brainstorm reasons why views may differ on issues in society. Extend the brainstorm by considering why religious views may differ from those found in society. <p>Comparing</p> <ul style="list-style-type: none"> Using a suitable template, model how to generate categories helpful for making comparisons; for example, size, character, habits, and lifespan can be used to compare animals. Explore what categories might be useful when comparing views on issues. <p>A social issue case study</p> <ul style="list-style-type: none"> Outline why case studies are used. Introduce the components of a particular case study about an issue from the past or present. Students: <ul style="list-style-type: none"> use a set of sources and a series of questions focused on: <ul style="list-style-type: none"> what the issue is and why it is an issue views in society on the issue views of at least one religion on the issue comparing views in society with a religious view about the issue practise skills associated with: <ul style="list-style-type: none"> recognising and using subject-specific terminology identifying important information found in source material such as the origin, purpose, context or point of view of a source selecting and using relevant information and/or data from source material considering how information and/or data found in source materials relates to course understandings supporting conclusions based on the use of evidence. <p>Task 7 – Source analysis</p>