



SAMPLE COURSE OUTLINE

RELIGION AND LIFE
ATAR 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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Disclaimer

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.

Sample course outline

Religion and Life – ATAR Year 11

This outline develops the content from Unit 1 and Unit 2 which deals with the nature of religion and the influence of religion. 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 points.

Semester 1 – Unit 1

Week	Key teaching points
1–5	<p>Introduction</p> <ul style="list-style-type: none"> introduce the course and the focus of Unit 1 <p>The relationship between important life events and the questions people ask about meaning and purpose in their lives</p> <ul style="list-style-type: none"> review examples of the process that can lead people to find religious meaning and purpose (events, questions, searching, finding meaning) define the term: search for meaning and purpose <p>The concept of religion and being religious</p> <ul style="list-style-type: none"> define the terms: religion, spirituality different world religions ways of describing religion describe religiosity: identity, participation, affiliation, adherence <p>The nature of religious belief</p> <ul style="list-style-type: none"> concepts relevant for understanding religious beliefs specific examples of religious belief, in particular: <ul style="list-style-type: none"> main elements of the religious beliefs their origin related beliefs and practices expression in life beliefs as part of a system of religious belief <p>The key features of one religious belief or teaching</p> <ul style="list-style-type: none"> the key features of one religious belief or teaching the relationship between religious beliefs and teachings <p>The key features of one religious ritual or practice</p> <ul style="list-style-type: none"> the key features of one religious ritual or practice the relationship between religious ritual or practice and belief <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding develop reasoned and supported conclusions <p>Task 1</p>
6–8	<p>The characteristics of the major divisions or denominations within a world religion</p> <ul style="list-style-type: none"> differences within a world religion: <ul style="list-style-type: none"> beliefs practices leadership history culture rules interpretation a case study of a religious division: <ul style="list-style-type: none"> similarities and differences origins of the division the main reasons for this division

Week	Key teaching points
	<p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding • identify the origin, purpose and context of particular sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain an academic argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an academic argument <p>Task 2</p>
9–12	<p>The place of religion in Australian society</p> <ul style="list-style-type: none"> • sources that describe the place of religion in Australian society • factors that shape the place of religion in Australian society <p>One important person, event, or issue in the history of a religion in Australia</p> <ul style="list-style-type: none"> • a brief overview of the history of religion in Australia • an overview of the history of one religion in Australia • an important person, event, or issue in the history of a religion in Australia: <ul style="list-style-type: none"> ▪ the narrative ▪ the context ▪ importance <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • frame questions to guide inquiry and develop a coherent research plan for inquiry • identify, locate and organise relevant information from a range of relevant sources • practise ethical scholarship when conducting research • develop texts that integrate appropriate evidence from a range of sources to explain, support and/or refute arguments • communicate understanding by selecting and using text forms appropriate to purpose and audience <p>Task 3</p>
13–14	<p>The nature of one current issue in society to which a religion seeks to respond</p> <ul style="list-style-type: none"> • examples of current social issues • issues a religion responds to • the main characteristics of one current issue <p>The response of a religion to one 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"> • analyse, interpret and synthesise evidence from different types of sources to develop and sustain an academic argument • analyse and evaluate different interpretations and points of view <p>Task 4</p>
15	Revision of Unit 1
16	Task 5: Semester 1 Examination

Semester 2 – Unit 2

Week	Key teaching points
1–2	<p>How people respond to the meaning and purpose offered by religion</p> <ul style="list-style-type: none"> • different responses to religion • reasons why people choose to follow a religion • factors that influence how people respond to religion • people and their response to a particular religion <p>Examples of how people are influenced and shaped by religion</p> <ul style="list-style-type: none"> • examples of how people are influenced and shaped by religion • ways to recognise how religion can influence people <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding • identify the origin, purpose and context of particular sources • analyse and evaluate different interpretations and points of view
3–6	<p>The relationship between one particular religious belief or teaching and the lives of people</p> <ul style="list-style-type: none"> • beliefs and teachings that relate to the lives of people • how and why a belief or teaching relates to people <p>The relationship between one particular religious ritual or practice and the lives of people</p> <ul style="list-style-type: none"> • rituals or practices that relate to the lives of people • how and why one religious ritual or practice relates to people <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding • develop reasoned and supported conclusions <p>Task 6</p>
7–8	<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 • a case study <ul style="list-style-type: none"> ▪ arguments for and against ▪ a religious and a non-religious point of view <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • identify the origin, purpose and context of particular sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain an academic argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an academic argument • analyse and evaluate different interpretations and points of view • develop reasoned and supported conclusions <p>Task 7</p>
9–10	<p>The impact of event or issue in history had on a religion</p> <ul style="list-style-type: none"> • an important event or issue • the historical narrative: the main features of this event or issue • the impact of this event or issue <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • frame questions to guide inquiry and develop a coherent research plan for inquiry • identify, locate and organise relevant information from a range of relevant sources • practise ethical scholarship when conducting research • identify the origin, purpose and context of particular sources • analyse, interpret and synthesise evidence from different types of sources to develop and sustain an academic argument • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an academic argument • develop texts that integrate appropriate evidence from a range of sources to explain, support and/or refute arguments

Week	Key teaching points
	<ul style="list-style-type: none"> • apply appropriate referencing techniques accurately and consistently Task 8
11–12	<p>The main structures and processes of a particular religion</p> <ul style="list-style-type: none"> • examples of religious structures and processes • how a religion is organised and led • a religious structure: <ul style="list-style-type: none"> ▪ main features ▪ role each plays in a religion ▪ importance • a religious process: <ul style="list-style-type: none"> ▪ main features ▪ role each plays in a religion ▪ importance <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding
13–14	<p>A comparison of societal and religious views on one current issue in society</p> <ul style="list-style-type: none"> • the main features of a current issue • different views about this issue, including religious views • the main features of each view • comparison of the various views <p>Religious inquiry and learning skills focus</p> <ul style="list-style-type: none"> • use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding • develop texts that integrate appropriate evidence from a range of sources to explain, support and/or refute arguments • communicate understanding by selecting and using text forms appropriate to purpose and audience
15	Revision of Units 1 and 2
16	Task 9: Semester 2 Examination