



## SAMPLE COURSE OUTLINE

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**RELIGION AND LIFE**  
**ATAR YEAR 12**

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## Sample course outline

### Religion and Life – ATAR 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. Typically teachers will focus on one religion for both units but may take the opportunity to study more than one religion when tackling particular syllabus dot points.

#### Semester 1 – Unit 3

Week	Key teaching points
1–4	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>review the key features of the course and its requirements</li> <li>introduce the focus of Unit 3</li> </ul> <p><b>How social factors impact on how people interact with religion</b></p> <ul style="list-style-type: none"> <li>review examples of how people interact with religion</li> <li>identify social factors that influence these interactions</li> <li>explore how social factors have an impact on how people interact with religion</li> </ul> <p><b>Differing ways in which religion is viewed in society</b></p> <ul style="list-style-type: none"> <li>overview of the role religion plays in society</li> <li>different views about religion and its place in society</li> <li>the key features of some of these views</li> <li>reasons for these views</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>analyse, interpret and synthesise evidence from different types of sources to develop and sustain an academic argument</li> <li>analyse and evaluate different interpretations and points of view</li> </ul> <p><b>Task 1 – Source analysis</b></p>
5–8	<p><b>How a religion uses a particular structure and/or process to address important issues</b></p> <ul style="list-style-type: none"> <li>examples of religious structures and processes</li> <li>the main features of a particular religious structure and/or process</li> <li>how a particular structure and/or process is used by a religion to address important issues</li> </ul> <p><b>The significance of one religious event and/or issue from the past</b></p> <ul style="list-style-type: none"> <li>examples of significant religious events and/or issues from the past</li> <li>the historical context in which this event and/or issue occurred</li> <li>what happened during this religious event and/or issue and why</li> <li>the main factors that led to the event and/or issue occurring</li> <li>the main outcomes of this religious event and/or issue</li> <li>why this event and/or issue was significant</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>frame questions to guide inquiry and develop a coherent research plan for inquiry</li> <li>identify, locate and organise relevant information from a range of relevant sources</li> <li>practise ethical scholarship when conducting research</li> <li>analyse, interpret and synthesise evidence from different types of sources to develop and sustain an academic argument</li> <li>develop texts that integrate appropriate evidence from a range of sources to explain, support and/or refute arguments</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul> <p><b>Task 2 – Investigation</b></p>

Week	Key teaching points
9–11	<p><b>How one religious belief, teaching, ritual or practice developed over time</b></p> <ul style="list-style-type: none"> <li>• overview the main features of a religious belief</li> <li>• identify the time period in which the development of the belief occurred</li> <li>• identify the key moments in the development of this belief</li> <li>• what contributed to the development of this belief over a period of time</li> <li>• what has been significant about how this belief developed</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>• use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding</li> <li>• communicate understanding by selecting and using text forms appropriate to purpose and audience</li> </ul> <p><b>Task 3 – Explanation</b></p>
12–14	<p><b>Current issues for religion</b></p> <ul style="list-style-type: none"> <li>• one current issue that generates tension and/or conflict in society</li> <li>• the main features of this issue</li> <li>• how, why and for whom this issue causes tensions and/or conflict in society</li> <li>• how and why a religion responds to the tension and/or conflict caused by this current issue</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>• identify the origin, purpose and context of particular sources</li> <li>• evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an academic argument</li> </ul> <p><b>Task 4 – Source analysis</b></p>
15	<p><b>Task 5 – Semester 1 Examination</b></p>

## Semester 2 – Unit 4

Week	Key teaching points
1–3	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>introduce the focus of Unit 4</li> </ul> <p><b>The interplay between the life of one significant religious person, their context and religion</b></p> <ul style="list-style-type: none"> <li>examples of significant religious people</li> <li>the life of one significant religious person <ul style="list-style-type: none"> <li>their personal context</li> <li>the context of the world in which they lived</li> <li>the role religion played in this person’s life</li> </ul> </li> <li>a description and examination of the interplay between the life of the significant religious person, their context and religion</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>identify the origin, purpose and context of particular sources</li> </ul> <p><b>Task 6 – Source analysis</b></p>
4–7	<p><b>The concept of freedom from a religious perspective</b></p> <ul style="list-style-type: none"> <li>different understandings of freedom</li> <li>a religious understanding of freedom</li> <li>an explanation of this religious perspective</li> <li>examples that illustrate a religion’s perspective on freedom</li> </ul> <p><b>A religious belief, teaching, ritual or practice provided by a religion to help people in their search for freedom</b></p> <ul style="list-style-type: none"> <li>some examples of the different ways religions seek to help people in life</li> <li>the main features of a religious practice</li> <li>related beliefs and teachings that inform an understanding of this practice</li> <li>how people search for freedom in their life</li> <li>how a religious practice helps people in their search for freedom</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>frame questions to guide inquiry and develop a coherent research plan for inquiry</li> <li>identify, locate and organise relevant information from a range of relevant sources</li> <li>analyse, interpret and synthesise evidence from different types of sources to develop and sustain an academic argument</li> <li>develop texts that integrate appropriate evidence from a range of sources to explain, support and/or refute arguments</li> <li>communicate understanding by selecting and using text forms appropriate to purpose and audience</li> </ul> <p><b>Task 7 - Investigation</b></p>
8–10	<p><b>The interplay between a religion and an issue within a particular historical context</b></p> <ul style="list-style-type: none"> <li>one issue from the past where there has been interplay with religion</li> <li>the main features of this issue</li> <li>the period of time and historical context in which the issue occurred</li> <li>how and why a religion became involved in the issue</li> <li>describing and examining the interplay between a religion and the issue</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>develop reasoned and supported conclusions</li> </ul> <p><b>Task 8 – Explanation</b></p>
11	<p><b>How and why a religion develops and expresses its beliefs</b></p> <ul style="list-style-type: none"> <li>the processes and structures used by a religion when developing or expressing its beliefs</li> <li>why these processes and structures exist</li> <li>why a religion develops and expresses beliefs</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding</li> </ul>

Week	Key teaching points
12–14	<p><b>The role religion plays in the public life of Australia or another nation</b></p> <ul style="list-style-type: none"> <li>• the role religion has played in the past in Australian public life</li> <li>• the role religion plays in Australian public life today</li> <li>• examples that illustrate the role of religion in public life</li> <li>• differing points of view about the role religion plays in society</li> </ul> <p><b>A current issue for a religion and how this religion interacts with this issue</b></p> <ul style="list-style-type: none"> <li>• one current issue for a religion</li> <li>• the main features of this issue</li> <li>• how and why a religion interacts with this issue</li> </ul> <p><b>Religious inquiry and learning skills focus</b></p> <ul style="list-style-type: none"> <li>• identify the origin, purpose and context of particular sources</li> <li>• evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an academic argument</li> </ul>
15	<b>Task 9 – Semester 2 Examination</b>