**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 | **Introduction**   * introduce the course and the focus of Unit 3 * overview the structure of the course, focusing on the content organisers   **The relationship between important life events and the search for meaning and purpose**   * 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’   **How a religious belief or teaching can play a role in the lives of people and/or society**   * 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   **Different ways people choose to follow a religious way of life**   * 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   **Religious inquiry and learning skills focus**   * 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   **Task 1 (Explanation)** |
| 6–8 | **How individuals or groups respond to the presence of religion in a society**   * 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   **Religious inquiry and learning skills focus**   * identify different points of view * identify and use evidence from different types of sources to support a point of view   **Task 2 (Source analysis)** |
| 9–10 | **An overview of a religion’s structure and/or leadership**   * 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   **Religious inquiry and learning skills focus**   * use correct religious terms and concepts * identify the origin, purpose and context of particular sources * evaluate the usefulness of different sources   **Task 3 (Source analysis)** |
| 11–12 | **The key features of a current issue in society to which a religion seeks to respond**   * examples of current social issues * current issues a religion responds to * the key features of one current issue   **The response of a religion to a current issue in society**   * the response of a religion to this issue   **Religious inquiry and learning skills focus**   * identify the origin, purpose and context of particular sources * evaluate the usefulness of different sources   **Task 4 (EST)** |
| 13–15 | **An overview of an important event or issue in the history of a religion**   * 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   **Religious inquiry and learning skills focus**   * 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   **Task 5 (Investigation)** |

#### Semester 2 – Unit 4

| **Week** | **Key teaching points** |
| --- | --- |
| 1–3 | **Examples of how the lives of people are influenced and shaped by religion**   * ways to recognise how religion can influence people * different ways religion influences people * examples of how people are influenced and shaped by religion   **How religion plays a part in the life of a significant religious person, past or present**   * significant religious people * the life of a significant religious person * how religion influenced this person   **Religious inquiry and learning skills focus**   * 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   **Task 6 (Investigation)** |
| 4–5 | **How a religious practice, ritual, celebration or event can play a role in the lives of people**   * 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   **Religious inquiry and learning skills focus**   * use correct religious terms and concepts * identify, locate and organise relevant information from relevant sources |
| 6–7 | **An example of the role religious leaders and/or structures play in developing or supporting the expression of a religious belief, teaching or practice**   * 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   **Religious inquiry and learning skills focus**   * use correct religious terms and concepts * develop texts that accurately use evidence to explain, support or refute arguments   **Task 7 (Explanation)** |
| 8–10 | **How a religion interacted with an important event or issue from the past**   * 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   **Religious inquiry and learning skills focus**   * 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   **Task 8 (Explanation)** |
| 11–15 | **Reasons for and against the involvement of religion in society**   * 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   **A comparison of societal and religious views on a current issue in society**   * 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   **Why a religion responds in a particular way to a current social issue**   * how a religion responds to a current social issue * why a religion responds in a particular way to a current social issue   **Religious inquiry and learning skills focus**   * 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   **Task 9 (Source analysis)** |