**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)** |