B S S S

AUSTRALIAN CAPITAL TERRITORY

World Religions

A/T/M

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

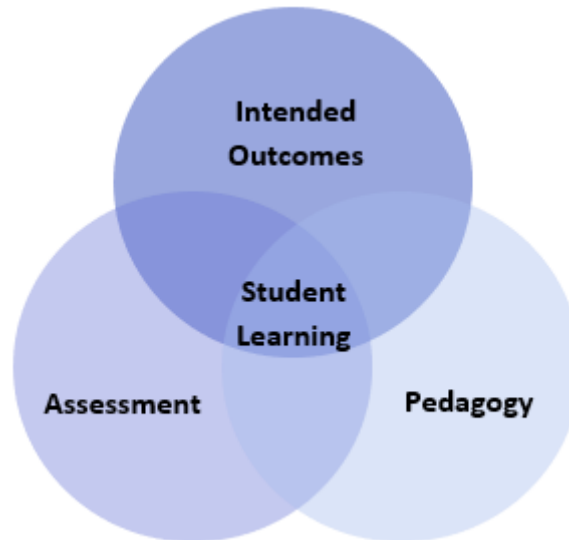Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities.

These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

In World Religions, students develop their literacy skills in reading, writing, speaking, listening and viewing as they access and respond to information from a wide range of sources. They interpret and infer meaning from texts in print, oral, visual, spatial and electronic forms. Students examine evidence, and analyse and evaluate texts for reliability, relevance and accuracy. They critically analyse theories, concept and principles, and evaluate the significance of issues and events with the use of evidence. Students communicate creatively and critically in different modes and for different purposes, such as to discuss, explain and argue a point of view. By using appropriate text structure and language knowledge, students express their thoughts and ideas logically and fluently. Students monitor their language use for accuracy of religious terms, clarity of ideas and explanations, conciseness of expression, and appropriateness for the purpose.

Numeracy

World Religions students extend their numeracy skills through activities such as examining timelines, interpreting and representing data, maps and graphic representations. They recognise patterns and relationships chronologically and spatially, and they have opportunities to support their views with data. Students develop numeracy capability when they analyse, interpret and draw conclusions from statistical information.

Information and Communication Technology (ICT) Capability

Students access and integrate a growing range of online information, tools and applications. They use digital tools to locate, access, process and analyse information. These include digitised online materials such as historical documents, books, newspapers, images, items from museum and art gallery collections, as well as other online resources including databases, reference works and indexes to library holdings. Students use ICT skills to investigate and identify the source and credibility of evidence, and to communicate creatively and critically.

Critical and Creative Thinking

The World Religions course equips students to analyse how people have tried to make moral, spiritual and intellectual sense of the world. Students apply critical and creative thinking skills to examining the implications of the ideas and information they investigate. They pose questions, interrogate and select sources, and develop interpretations based on an assessment of the evidence and reasoning. They synthesise theories and concepts from a range of disciplines to propose plausible and creative solutions to problems. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations relevant to a study of religion and life.

Personal and Social Capability

World Religions fosters personal and social capability in developing students' appreciation of the perspectives and experiences of others through empathy. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups that interact on matters related to a study of religion. Students develop and practice skills that enhance their communication skills and have opportunities to work both collaboratively and independently as part of their learning and research. They develop research and presentation skills to express and justify their views effectively to others. Students develop social capability in being receptive to changing their thinking, developing knowledge and attitudes in promoting social justice and equity, and in influencing society to make the future more just and inclusive. They self-reflect on their own learning.

Ethical Understanding

World Religion fosters moral and ethical development when students explore and understand the diverse perspectives and circumstances that shape the actions and possible motivations of people. Students have opportunities to explore the values, beliefs and principles of various religions or spiritualities that are the basis for the judgements and actions of individuals and societies. Students appreciate the diversity of viewpoints and interpretations, and make judgements and decisions based on their own values and attitudes. They debate the conflicting ideas from various historical and contemporary perspectives and explore ethical considerations.

Intercultural Understanding

The study of World Religion promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of religions and philosophical convictions, and the right of individuals to adhere to a particular religion or belief system. The course provides the opportunity for intercultural dialogue to foster religious and cultural cohesion. By developing skills of critical evaluation and reflection, it builds understanding of the perspectives and ways of life of different religions and philosophical convictions. Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national beliefs and identities are shaped, and the changing nature of culture. Intercultural understanding involves students engaging with diverse cultures to recognise commonalities and differences, create connections with others and to cultivate mutual respect. Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

World Religions provides opportunities for students to develop an understanding of Aboriginal and Torres Strait Islander spiritualties. They learn about how indigenous peoples explain the world around them and analyse reasons why indigenous peoples may have different views and perspectives. The interaction of Aboriginal and Torres Strait Islander histories and cultures with particular religions may also form part of the learning, as well as the dichotomy between Aboriginal spirituality and introduced religions.

Asia and Australia's Engagement with Asia

In World Religions, students develop the knowledge, understanding and skills to engage more actively and effectively with Asia through the study of the diverse religions and spiritualities of the region. Students have opportunities to explore religious and spiritual traditions that originated in Asia, and the history and culture that associated with these beliefs and traditions. They may also investigate the nature of past and ongoing links between Australia and Asia involving religions and spiritualities.

Sustainability

World Religion focuses on understanding different views and perspectives through examining diverse religions and spiritualities. Each belief or faith tradition has insights and practices that have may impact on how people respond to issues of sustainability. These beliefs play an important role in shaping how people understand and interact with the world they live in. Religions and spiritualities also contribute to how individuals and societies respond to the social, economic and ecological patterns of living for our collective wellbeing and survival. World Religions engages with a diversity of world views, including those on ecosystems. Religions and spiritualities inform the values of people and the views they hold about social justice, and how these values relate to sustainability. The study of World Religions encourages students to think and act in ways that are necessary to create a more peaceful world and a sustainable future.

World Religions

A/T/M

Rationale

The World Religions course teaches students about world religions and spiritual traditions, their contexts, development and core beliefs, influential figures and their contribution to world history. Students analyse a variety of different religious and spiritual beliefs and practices, to encourage empathy and understanding of diversity. World Religions is an interdisciplinary course. It addresses how religion and spirituality relate to other socio-cultural factors including language, ethnicity, race, sexuality, gender and class. Students learn how religion and spirituality play a role in a wide variety of modern issues.

World Religions promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of religions and philosophical convictions, and the right of individuals to adhere to a particular religion or belief system. The course provides the opportunity for intercultural dialogue to foster religious and cultural cohesion. By developing skills of critical evaluation and reflection, it builds understanding of the perspectives and ways of life of different religions and philosophical convictions.

World Religions extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intercultural capability: they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

The study of religion and beliefs fosters personal, social, moral and ethical development, and promotes intercultural understanding by providing opportunity for intercultural dialogue to foster religious and cultural cohesion. It respectfully addresses sensitive issues arising from diversity of religions and philosophical convictions. By developing skills of critical evaluation and reflection, students' gain understanding of the perspectives and ways of life of different religions and spiritualities. Students develop awareness of prejudice and stereotypes as barriers to intercultural dialogue and understand the importance of promoting the human dignity of all.

World Religions promotes critical and creative thinking and intercultural understanding, equipping young citizens for the demands and challenges of the 21st Century globalised world.

Goals

This course should enable students to:

- critically analyse concepts, principles, ideas and change
- synthesise different interpretations, representations and perspectives
- evaluate significance of information, processes and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

Unit Titles

- Religion and Popular Culture
- Influence, Community, Culture and Power
- Narratives and World Views
- Globalisation and Religion
- Negotiated Study

Organisation of Content

Religion and Popular Culture

Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and influence popular cultures, and how popular cultures create and re-enforce stereotypes. A minimum of two belief systems must be studied in depth.

Influence, Community, Culture and Power

Students explore power relationships between and within religions and spiritualities, as evident in diverse cultures and communities. Students examine the influence of single and multiple religions on cultures and communities. A minimum of two belief systems must be studied in depth.

Narratives and World Views

Students examine the origins and function of religious and spiritual narratives in a minimum of two different religious and spiritual traditions. They explore how religious and spiritual narratives are constructed, disseminated, interpreted and applied. Students explore authorial purpose and the context in which the narratives are produced. Students examine the ways narratives from different times and places are interpreted in contemporary contexts. A minimum of two belief systems must be studied in depth.

Globalisation and Religion

Students examine the process of globalisation and its impact on religions and spiritualities in the contemporary world. They explore the paradoxes and tensions underpinning religion and spiritualities in the global world. Students examine how religions and spiritualities can play a role in shaping globalisation. They explore the concept of a global ethic and challenges for the future. A minimum of two belief systems must be studied in depth.

Negotiated Study

A Negotiated Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A Negotiated Study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a Negotiated Study unit must meet all the content descriptions as appears in the unit. A minimum of two belief systems must be studied in depth.

Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam

- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal presentation
- creative response
- interview
- discussion forum
- practical project
- workshop

Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.

- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.

- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.

- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses. A year 12 student in any unit is assessed using the Year 12 achievement standards. A year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined years 11 and 12 classes, it is best practice to have a distinct rubric for years 11 and 12. These rubrics should be available for students no later than at the distribution of the assessment task so that success criteria are clear.

Achievement Standards World Religions A Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses histories, environments, systems, data and cultures • analyses the significance of issues/events • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions • analyses concepts in personal, cultural, social and or historical contexts	• explains histories, environments, systems, data and cultures • explains the significance of issues/events • explains the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions • explains concepts and principles in personal, cultural, social and or historical contexts	• describes histories, environments, systems, data and cultures • describes the significance of issues/events • describes the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions • describes concepts and principles in personal, cultural, social and or historical contexts	• describes some histories, environments, systems, data and cultures • identifies issues/events and their significance • describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions • describes some concepts and principles in personal, cultural, social and or historical contexts	• identifies histories, environments, systems, data and cultures • identifies issues/events with little to no reference to their significance • recognises nil or minimal different interpretations, representations and perspectives related to individuals/ society/institutions • identifies concepts and principles in personal, cultural, social and or historical contexts
Skills	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources • applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge • analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing • reflects on own thinking and learning with insight into the significance of the Humanities and Social Sciences in shaping values and attitudes	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing • reflects on own thinking and learning with some insight into the significance of the Humanities and Social Sciences in shaping values and attitudes	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing • reflects on own thinking and learning referring to the significance of the Humanities and Social Sciences	• undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources • applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and arguments using some evidence, appropriate language and referencing • reflects on own learning with little or no insight into the significance of the Humanities and Social Sciences	• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources • applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem • communicates basic ideas and arguments using minimal evidence, language and referencing • reflects with minimal insight on own learning or the significance of Humanities and Social Sciences

Achievement Standards World Religions T Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour • evaluates the significance of issues/events with the use of evidence • critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions • critically analyses processes of change to understand our world and our place in the world • critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and or historical context	• analyses histories, environments, systems, data and cultures to understand individual and collective behaviour • analyses the significance of issues/events with the use of evidence • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions • analyses processes of change to understand our world and our place in the world • analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and or historical context	• explains histories, environments, systems, data and cultures to understand individual and collective behaviour • explains the significance of issues/events with the use of evidence • explains the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions • explains processes of change to understand our world and our place in the world • explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and or historical context	• describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour • describes issues/events and identifies its significance with some use of evidence • describes the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions • describes processes of change to understand our world and our place in the world • describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical context	• describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour • identifies issues/events with little to no reference to its significance and minimal use of evidence • identifies different interpretations, representations and perspectives related to individuals/society/institutions • identifies processes of change with little to no reference our world and our place in the world • identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical context
Skills	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical evaluation of credible sources • applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect • synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing • reflects with insight on own thinking and learning in HASS, evaluating the impact on attitudes and values and the potential for HASS to generate knowledge in the public good	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect • analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing • reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for HASS to generate knowledge in the public good	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect • explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing • reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for HASS to generate knowledge in the public good	• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect • describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments using some evidence, appropriate language and accurate referencing • reflects on own thinking and learning in Humanities and Social Sciences and describes the impact on values and attitudes, and potential to generate knowledge in the public good	• undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence • applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect • identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates basic ideas and arguments using minimal evidence, language and accurate referencing • reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good

Achievement Standards World Religions A Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses histories, environments, systems, data and cultures to understand individual and collective behaviour	• explains histories, environments, systems, data and cultures to understand individual and collective behaviour	• describes histories, environments, systems, data and cultures to understand individual and collective behaviour	• describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour	• describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour
	• analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures	• explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures	• describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures	• describes issues/events and identifies their significance and impacts with some use of evidence	• identifies issues/events with little to no reference to their significance and impact with minimal use of evidence
	• analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and their relationship to a fair, secure, resilient society	• explains the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and explains the relationship to a fair, secure, resilient society	• describes the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and describes the relationship to a fair, secure, resilient society	• identifies the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions with some reference to its relationship with a fair, secure, resilient society	• identifies different interpretations, representations and perspectives related to individuals/society/institutions with little to no reference to their relationship with a fair, secure, resilient society
	• analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and or historical contexts	• explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and or historical contexts	• describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and or historical contexts	• describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and or historical contexts	• identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and or historical contexts
	• analyses and evaluates processes of change to understand our world and our place in the world	• analyses processes of change to understand our world and our place in the world	• explains processes of change to understand our world and our place in the world	• describes processes of change to understand our world and our place in the world	• identifies processes of change with little to no reference to our world and our place in the world
Skills	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources	• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources	• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence
	• applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge	• applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge	• applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge	• applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge	• applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge
	• selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect	• selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect	• selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect	• selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect	• selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect
	• reflects with insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes	• reflects on own thinking and learning with some insight into the significance of the Humanities and Social Sciences in shaping values and attitudes	• reflects on own thinking and learning with some insight into the significance of the Humanities and Social Sciences	• reflects on own learning with little or no insight into the significance of the Humanities and Social Sciences	• reflects with minimal insight on own learning or the significance of Humanities and Social Sciences
	• analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making	• explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making	• describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making	• uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making	• identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making
	• communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing	• communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing	• communicates applicable ideas and arguments using relevant evidence, appropriate language and accurate referencing	• communicates ideas and arguments using some evidence, appropriate language and referencing	• communicates basic ideas and arguments using minimal evidence, language or referencing

Achievement Standards World Religions T Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour • evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures • critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions and evaluates their relationships to a fair, secure, resilient society • critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation • critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts	• analyses histories, environments, systems, data and cultures to understand individual and collective behaviour • analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions and explains their relationships to a fair, secure, resilient society • analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation • analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts	• explains histories, environments, systems, data and cultures to understand individual and collective behaviour • explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures • explains the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions and describes their relationships to a fair, secure, resilient society • explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation • explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts	• describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour • describes issues/events and identifies their significance and impact with some use of evidence • describes the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions with some reference to their relationships with a fair, secure, resilient society • describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation • describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts	• describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour • identifies issues/events with little to no reference to their significance and impact with minimal use of evidence • identifies different interpretations, representations and perspectives related to individuals/society/institutions with little to no reference to their relationships with a fair, secure, resilient society • identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation in change • identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts
Skills	• applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources • selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect • reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing	• applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources • selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing	• applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources • selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing	• applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources • selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good • describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments using some evidence, appropriate language and referencing	• applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence • selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good • identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates basic ideas and arguments using minimal evidence, language and referencing

Achievement Standards World Religions M Course Years 11 and 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	• describes a significant issue/event with independence • describes different perspectives and interpretations of an issue/event with independence	• describes a significant issue/event with some independence • describes different perspectives and interpretations of an issue/event with some independence	• describes a significant issue/event with assistance • describes different perspectives and interpretations of an issue/event with assistance	• describes a significant issue/event with repeated cueing • describes different perspectives and interpretations of an issue/event with repeated cueing	• describes a significant issue/event with direct instruction • describes different perspectives and interpretations of an issue/event with direct instruction
Skills	• undertakes an inquiry, self-managing the process with independence • applies appropriate methodology to investigate a need, problem or challenge with independence • describes relationships such as cause and effect with independence • draws ideas from different disciplines to propose a solution to a problem with independence • communicates ideas using appropriate language with independence	• undertakes an inquiry, self-managing the process with some independence • applies appropriate methodology to investigate a need, problem or challenge with some independence • describes relationships such as cause and effect with some independence • draws ideas from different disciplines to propose a solution to a problem with some independence • communicates ideas using appropriate language with some independence	• undertakes an inquiry, self-managing the process with assistance • applies appropriate methodology to investigate a need, problem or challenge with assistance • describes relationships such as cause and effect with assistance • draws ideas from different disciplines to propose a solution to a problem with assistance • communicates ideas using appropriate language with assistance	• undertakes an inquiry, self-managing the process with repeated cueing • applies appropriate methodology to investigate a need, problem or challenge with repeated cueing • describes relationships such as cause and effect with repeated cueing • draws ideas from different disciplines to propose a solution to a problem with repeated cueing • communicates ideas using appropriate language with repeated cueing	• undertakes an inquiry with direct instruction • applies appropriate methodology to investigate a need, problem or challenge with direct instruction • describes relationships such as cause and effect with direct instruction • draws ideas from different disciplines to propose a solution to a problem with direct instruction • communicates ideas using appropriate language with direct instruction

Religion and Popular Culture   Value: 1.0

Religion and Popular Culture a   **Value 0.5**
Religion and Popular Culture b   **Value 0.5**

Unit Description

Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and affect popular cultures, and how popular cultures create and re-enforce stereotypes.

A minimum of two different religious or spiritual traditions to be studied in depth.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the relationship between religions and spiritualities and popular culture • analyse how religions and spirituality affect and appropriate popular culture, and how popular cultures create and re-enforce stereotypes	• critically analyse the relationship between popular cultures, religions and spiritual traditions • critically analyse how religions and spirituality appropriate and affect popular cultures, and how popular cultures create and re-enforce stereotypes	• describe the interaction between religions and spiritualities and popular culture • understand that religious and spirituality concepts are reflected in popular culture

Content Descriptions

All content descriptions below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse the emergence of popular culture and its appropriation of religions and spiritualities • analyse representations of religions and spiritualities in popular culture, and responses to popular culture, in a range of modes and mediums, for example, news reports, advertising, film, social media, literature	• critically analyse the emergence of popular culture and its appropriation of religions and spiritualities • critically analyse representations of religions and spiritualities in popular culture, and responses to popular culture, in a wide range of modes and mediums, for example, news reports, advertising, film, social media, literature	• describe representations of religions and spiritualities in popular culture

A Course	T Course	M Course
• analyse how religions and spiritualities challenge or reinforce stereotypes in popular culture	• critically analyse how religions and spiritualities challenge or reinforce stereotypes in popular culture	• describe stereotypes of religions and spiritualities
• examine the significance of popular culture in shaping perspectives on religions and spiritualities	• evaluate the significance of popular culture in shaping perspectives on religions and spiritualities	• describe a perspective conveyed in the representation of a religious or spiritualities in a popular culture text
• analyse representations of religious and spiritual events and people in popular culture and how these have shaped opinion, values and attitudes	• critically analyse representations of religious and spiritual events and people in popular culture and how these have shaped opinion, values and attitudes	• describe the impact of representations of religious and spiritual events or people in popular culture
• analyse how popular culture has been a catalyst for change or affirm religious and spiritual practices, for example, popular music, television evangelism, film	• evaluate how popular culture has been a catalyst for change or affirm religious and spiritual practices, for example, popular music, television evangelism, film	
• analyse the role of popular culture as a medium for cultivating understanding and respect between religious and spiritual communities	• evaluate the role of popular culture as a medium for cultivating understanding and respect between religious and spiritual communities	
Contexts		
• analyse how do social, political, geographical and/or historical contexts impact representations of religion and spirituality in popular culture	• critically analyse how do social, political, geographical and/or historical contexts impact representations of religion and spirituality in popular culture	
• investigate the role of context to understand specific examples of contentious representations of religious and spiritual practices and beliefs	• evaluate the role of context to understand specific examples of contentious representations of religious and spiritual practices and beliefs	• describe the impact of controversial representations of religious and spiritual practices and beliefs
• analyse how religions and spiritualities are impacted by the representations of contemporary issues in popular culture	• critically analyse how religions and spiritualities are impacted by the representations of contemporary issues in popular culture	

A Course	T Course	M Course
• analyse how popular culture reflects and responds to contemporary issues, for example, diversity, discrimination, racism and intolerance locally nationally and globally	• evaluate how popular culture reflects and responds to religious diversity, discrimination, racism and intolerance locally nationally and globally	• describe a popular culture text that responds to religious diversity or discrimination or racism or intolerance
Communication		
• communicate ideas and coherent arguments in a range of modes using appropriate language	• communicate complex ideas and coherent and sustained arguments in a range of modes using appropriate language	• communicate ideas using appropriate language
• communicate their understanding of spiritualities and beliefs using accurate referencing and relevant evidence from a variety of sources, including original texts	• communicate their understanding of spiritualities and beliefs using accurate referencing and relevant evidence from a variety of sources, including original texts	• describe several spiritualities and beliefs based on evidence
• engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding	• engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding	• communicate ideas about different world views, to enhance intercultural understanding
• understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• understand that difference does not mean that everyone will agree with one another
• analyse theories, concepts and principles to interpret to propose plausible creative solutions to problems	• synthesise theories, concepts and principles about the relationship between religion and spiritualities and popular culture to propose plausible creative solutions to prejudice and stereotypes	

A Course	T Course	M Course
Reflection		
• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	
• reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints	• reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints	• reflect on the importance of understanding World Religions
• engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose	• engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose	
• reflect on the influence that their beliefs, values, attitudes and behaviour have on themselves and others	• reflect on the influence that their beliefs, values, attitudes and behaviour have on themselves and others	
• demonstrate an awareness of the influence that their belief, values, attitudes and behaviour have on others	• demonstrate an awareness of the influence that their belief, values, attitudes and behaviour have on others	• reflect on their beliefs and attitudes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is provided by a college for the implementation of a course. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by student needs and interests.

Assessment

Refer to pages 9-10.

Influence, Community, Culture & Power   Value: 1.0

Influence, Community, Culture & Power a   **Value 0.5**
Influence, Community, Culture & Power b   **Value 0.5**

Unit Description

Students explore power relationships between and within religions and spiritualities, as evident in diverse cultures and communities. Students examine the influence of single and multiple religions on cultures and communities.

A minimum of two different religious or spiritual traditions to be studied in depth.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the power relationships between religions and spiritualities, cultures and communities	• critically analyse the power relationships between religions and spiritualities, cultures and communities	• describe authority in religions and spiritualities
• examine the influence of single and multiple religions and spiritualities on cultures and communities	• evaluate the influence of single and multiple religions and spiritualities on cultures and communities	• investigate the influence of religion and spiritualities on a culture and community

Content Descriptions

All content descriptions below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse how power is exercised in religious and spiritual groups, and the profound implications of religious and spiritual values on individuals and societies	• critically analyse how power is exercised in religious and spiritual groups, and the profound implications of religious and spiritual values on individuals and societies	• describe how power is exercised in religious and spiritual groups
• analyse how resources and strategies are used within religions and spiritualities to influence people individually and collectively	• critically analyse how resources and strategies are used within religions and spiritualities to influence people individually and collectively	• describe strategies used by religions and spiritualities to influence people individually and collectively
• analyse the influence of sacred texts, art and literature on power relationships between and within religions, spiritualities, cultures and communities	• evaluate the influence of sacred texts, art and literature on power relationships between and within religions, spiritualities, cultures and communities	• describe sacred texts that have influenced art and literature

A Course	T Course	M Course
• examine concepts of omnipotence, omnipresence and omniscience and their significance	• critically analyse concepts of omnipotence, omnipresence and omniscience and their influence on structures and roles within religions, spiritualities, cultures and communities	
• investigate theories (from HASS Disciplines, eg history, sociology, politics, economics, psychology) to understand power relationships among and within religions, cultures, and multicultural communities	• critically analyse theories (from HASS Disciplines, e.g., history, sociology, politics, economics, psychology) to understand power relationships among and within religions, cultures, and multicultural communities	
Contexts		
• analyse how religious institutions, or groups within religious institutions, have developed sometimes in collusion with and sometimes in antagonism to political power	• critically analyse how religious institutions, or groups within religious institutions, have developed sometimes in collusion with and sometimes in antagonism to political power	
• analyse the impact of histories, ecologies and social systems on religions and spiritualities	• critically analyse how histories, ecologies and social systems influence single and multiple religions and spiritualities and their impact on cultures and communities	• describe how conflict has occurred between religious and spiritual groups and political power
• examine the relationship between colonisation and religions and spiritualities	• evaluate the relationship between colonisation and religions and spiritualities, for example, change, adaption, synthesis, succour	
• examine the impact of religious and spiritual organisations to address significant social issues, for example, alleviating poverty, gender inequality, climate change, unequal distribution of wealth, child exploitation	• evaluate the impact of religious and spiritual organisations to address significant social issues, including, alleviating poverty, gender inequality, climate change, unequal distribution of wealth, child exploitation	• describe how a religious and spiritual organisation has addressed a social issue

A Course	T Course	M Course
Communication		
• communicate ideas and coherent arguments in a range of modes using appropriate language	• communicate complex ideas and coherent and sustained arguments in a range of modes using appropriate language	• communicate ideas using appropriate language
• communicate their understanding of spiritualities and beliefs using accurate referencing and relevant evidence from a variety of sources, including original texts	• communicate their understanding of spiritualities and beliefs using accurate referencing and relevant evidence from a variety of sources, including original texts	• describe several spiritualities and beliefs based on evidence
• engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding	• engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding	• communicate ideas about different world views, to enhance intercultural understanding
• understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• understand that difference does not mean that everyone will agree with one another
• examine theories, concepts and principles to develop new insights on the impact of power relationships within and between different religions and spiritualities	• synthesise theories, concepts and principles to develop new insights on the impact of power relationships within and between different religions and spiritualities	
Reflection		
• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	
• reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints	• reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints	• reflect on the importance of understanding World Religions

A Course	T Course	M Course
• engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose	• engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose	
• demonstrate an awareness of the influence that their belief, values, attitudes and behaviour have on others	• demonstrate an awareness of the influence that their belief, values, attitudes and behaviour have on others	• reflect on their beliefs and attitudes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is provided by a college for the implementation of a course. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by student needs and interests.

Assessment

Refer to pages 9-10.

Narratives and World Views   Value: 1.0

Narratives and World Views a   **Value 0.5**
Narratives and World Views b   **Value 0.5**

Unit Description

Students examine the origins and function of religious and spiritual narratives in a minimum of two different religious and spiritual traditions. They explore how religious and spiritual narratives are constructed, disseminated, interpreted and applied. Students explore authorial purpose and the context in which the narratives are produced. Students examine the ways narratives from different times and places are interpreted in contemporary contexts.

A minimum of two different religious or spiritual traditions to be studied in depth.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse how religious and spiritual narratives represent themes such as connection with the land, meaning and purpose • analyse how religious and spiritual narratives might help to make the world a better place	• critically analyse how religious and spiritual narratives represent themes such as connection with the land, meaning and purpose • critically analyse how religious and spiritual narratives might help to make the world a better place	• describe key ideas in religious and spiritual narratives • investigate key features of religious and spiritual narratives that might help to make the world a better place

Content Descriptions

All content descriptions below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse the origin and function of religious and spiritual narratives • analyse the features of religious and spiritual narratives, for example, grand narrative themes, structure, setting, archetypes	• critically analyse the origin and function of religious and spiritual narratives • critically analyse the features of religious and spiritual narratives, for example, grand narrative themes, structure, setting, archetypes	• explain the importance of religious and spiritual narratives • describes the features of religious and spiritual narratives

A Course	T Course	M Course
• investigate debate about authorship and translation of religious and spiritual narratives	• critically analyse scholarly debates about authorship, translation and editing of religious and spiritual narratives, and the formation of canons	
• examine the production and transmission of a variety of narrative forms	• critically analyse the production and transmission of a variety of narrative forms	
• analyse how religious and spiritual narratives are used to shape identity and community	• critically analyse how religious and spiritual narratives are used to shape identity and community	
• analyse how narratives are interpreted and used, and the contestable nature of different perspectives	• critically analyse how narratives are interpreted and used, and the contestable nature of different perspectives	• describe how different narratives have been presented to convey different messages
Contexts		
• analyse how religious and spiritual narratives represent world views, religious, historical and scientific truth	• critically analyse how religious and spiritual narratives represent world views, religious, historical and scientific truth	
• analyse how religious and spiritual narratives are understood in the contexts of time and place	• critically analyse how religious and spiritual narratives are understood in the context of time and place	• describe religious and spiritual narratives from different contexts
• investigate how religious and spiritual narratives from different times and places are used in contemporary contexts	• critically analyse how religious and spiritual narratives from different times and places are applied for a range of purposes in contemporary contexts	
Communication		
• communicate ideas and coherent arguments in a range of modes using appropriate language	• communicate complex ideas and coherent and sustained arguments in a range of modes using appropriate language	• communicate ideas using appropriate language

A Course	T Course	M Course
• communicate their understanding of spiritualities and beliefs using accurate referencing and relevant evidence from a variety of sources, including original texts	• communicate their understanding of spiritualities and beliefs using accurate referencing and relevant evidence from a variety of sources, including original texts	• describe several spiritualities and beliefs based on evidence
• engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding	• engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding	• communicate ideas about different world views, to enhance intercultural understanding
• understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• understand that difference does not mean that everyone will agree with one another
• examine theories, concepts and principles to understand the significance of religious and spiritual narratives in faith traditions	• synthesise theories, concepts and principles to understand the significance of religious and spiritual narratives in faith traditions	
Reflection		
• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	
• reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints	• reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints	• reflect on the importance of understanding World Religions
• engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose	• engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose	
• demonstrate an awareness of the influence that their belief, values, attitudes and behaviour have on others	• demonstrate an awareness of the influence that their belief, values, attitudes and behaviour have on others	• reflect on their beliefs and attitudes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is provided by a college for the implementation of a course. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by student needs and interests.

Assessment

Refer to pages 9-10.

Globalisation and Religion   Value: 1.0

Globalisation and Religion a   **Value 0.5**
Globalisation and Religion b   **Value 0.5**

Unit Description

Students examine the process of globalisation and its influence on religions and spiritualities in the contemporary world. They explore the paradoxes and tensions underpinning religion and spiritualities in a global world. Students examine how religions and spiritualities play a role in shaping globalisation. They explore the concepts such as a global ethic and challenges for the future.

A minimum of two different religious or spiritual traditions to be studied in depth.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• examine the process of globalisation and its impact on religions and spiritualities in the contemporary world	• evaluate the process of globalisation and its impact on religions and spiritualities in the contemporary world	• describe how religions and spiritualities have been impacted by globalisation
• analyse the concept of a global ethic, and the paradoxes and tensions underpinning globalisation and religion and spiritualities	• critically analyse the concept of a global ethic, and the paradoxes and tensions underpinning globalisation and religion and spiritualities	• understand the concept of a global ethic

Content Descriptions

All content descriptions below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse the role of global communications, media and transport technology on religions and spiritualities	• critically analyse the role of global communications, media and transport technology on religions and spiritualities, for example, deterritorialization and the blurring of geographical spaces and boundaries	• describe how global communications, media and transport technology have impacted on religions and spiritualities
• examine the impact of globalisation on religion, for example, particularism, cultural homogenisation, fundamentalism, universalism, and pluralism	• evaluate the impact of globalisation on religion, for example, particularism, cultural homogenisation, fundamentalism, universalism, and pluralism	• describe a religious event that has emerged as a result of globalisation

A Course	T Course	M Course
• analyse factors that have influenced participation and/or adherence to religious and spiritual practices	• critically analyse factors that have influenced participation and/or adherence to religious and spiritual practices	
• analyse the impact of a global religious or spiritual situation on changes in support of religions, for example, the transformation of individual religious organisations, new characteristics produced in the contents of doctrines, rituals and practices	• critically analyse the impact of a global religious or spiritual situation on changes in support of religions, for example, the transformation of individual religious organisations, new characteristics produced in the contents of doctrines, rituals and practices	• describe how an individual is impacted by a global religious situation
• analyse the paradox where religious and spiritual agents are both forces of globalisation and principals in its backlash	• critically analyse the paradox where religious and spiritual agents are both forces of globalisation and principals in its backlash	
Contexts		
• analyse tensions created by globalisation for religions and spiritualities, for example, global vs local, homogeneity/heterogeneity, universal/particular	• critically analyse tensions created by globalisation for religions and spiritualities, for example, global vs local, homogeneity/heterogeneity, universal/particular	
• analyse the impact of globalisation on religions and spiritualities with regard to the individual, culture and values of life	• evaluate the impact of globalisation on the individual, culture and values of life, for example, people as consumers and transmitters of information, diminishing distance between religious and spiritual professionals and lay adherents	• describe how religious or spiritual culture is impacted by globalisation
• examine Hans Kung's concept of the global ethic and respond to issues of globalisation	• critically analyse Hans Kung's concept of the global ethic and respond to issues of globalisation	
• investigate how religion and spiritualities have shaped and informed a global ethic and respond to issues of globalisation	• critically analyse how religion and spiritualities have shaped and informed a global ethic and respond to issues of globalisation	

A Course	T Course	M Course
Communication		
• communicate ideas and coherent arguments in a range of modes using appropriate language	• communicate complex ideas and coherent and sustained arguments in a range of modes using appropriate language	• communicate ideas using appropriate language
• communicate their understanding of spiritualities and beliefs using accurate referencing and relevant evidence from a variety of sources, including original texts	• communicate their understanding of spiritualities and beliefs using accurate referencing and relevant evidence from a variety of sources, including original texts	• describe several spiritualities and beliefs based on evidence
• engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding	• engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding	• communicate ideas about different world views, to enhance intercultural understanding
• understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• understand that difference does not mean that everyone will agree with one another
• examine theories, concepts and principles to interpret globalisation, religions and spiritualities	• synthesise theories, concepts and principles to interpret globalisation, religions and spiritualities	
Reflection		
• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	
• reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints	• reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints	• reflect on the importance of understanding World Religions

A Course	T Course	M Course
• engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose	• engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose	
• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	
• demonstrate an awareness of the influence that their belief, values, attitudes and behaviour have on others	• demonstrate an awareness of the influence that their belief, values, attitudes and behaviour have on others	• reflect on their beliefs and attitudes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is provided by a college for the implementation of a course. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by student needs and interests.

Assessment

Refer to pages 9-10.

Negotiated Study   Value: 1.0

Negotiated Study a   **Value 0.5**
Negotiated Study b   **Value 0.5**

Prerequisites

Students must have studied a minimum of <u>two</u> standard 1.0 units from this course.

Unit Description

A Negotiated Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A Negotiated Study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a Negotiated Study unit must meet all the content descriptions as appears in the unit.

A minimum of two different religious or spiritual traditions to be studied in depth.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the impact of cultural, historical, political and social contexts on the development and practice of several world religious traditions and spiritualities • analyse the agents of change that have impacted several world religions and spiritualities to provide opportunities for understanding	• evaluate the impact of cultural, historical, political and social contexts on the development and practice of several world religious traditions and spiritualities • critically analyse the agents of change that have impacted several world religions and spiritualities, to provide opportunities for understanding	• understand that changes occur in beliefs and religious traditions and spiritualities due to cultural, historical, political and social circumstances • understand differences in several religious and spiritual traditions

Content Descriptions

All content descriptions below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse the influences of technologies and innovation on religions and spiritual beliefs and practices • examine several religious and spiritual traditions to provide opportunities for empathy and intercultural understanding	• critically analyse the influences of technologies and innovation on religions and spiritual beliefs and practices • critically analyse several religious and spiritual traditions to provide opportunities for empathy and intercultural understanding	

A Course	T Course	M Course
• analyse the contestable nature of different religious and spiritual interpretations and perspectives • analyses agents of change in several world religions and spiritualities	• critically analyse the contestable nature of different religious and spiritual interpretations and perspectives • critically analyse agents of change in several world religions and spiritualities	
Contexts		
• analyse the significance of religious and spiritualities concepts and ideas in personal, cultural, social and/or historical contexts • analyse the histories, societies and cultures of several world religions and spiritualities to understand individual and collective behaviour	• evaluate the significance of religious and spiritualities concepts and ideas in personal, cultural, social and/or historical contexts • evaluate the histories, societies and cultures of several world religions and spiritualities to understand individual and collective behaviour	• describe religious and spiritualities concepts and ideas in personal, cultural, social and/or historical contexts • describe religion and spiritualities historical events
Communication		
• communicate ideas and coherent arguments in a range of modes using appropriate language • communicate their understanding of spiritualities and beliefs using referencing and relevant evidence from a variety of sources, including original texts • engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding • understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• communicate complex ideas and coherent and sustained arguments in a range of modes using appropriate language • communicate their understanding of spiritualities and beliefs using referencing and relevant evidence from a variety of sources, including original texts • engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding • understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another	• communicate ideas using appropriate language • engage in dialogue to acknowledge diverse world views • understand that dialogue means both speaking and listening and that the process results in an appreciation of difference, but does not mean that everyone will agree with one another

A Course	T Course	M Course
Reflection		
• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning • reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints • engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose • reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	• reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning • reflect on how the study of World Religions affects, confirms or challenges their own ethical, spiritual and/or religious viewpoints • engage in dialogue through both speaking and listening to reveal the role of world views in developing or contributing to personal identity and purpose • reflect on how the study of World Religions generates intercultural understanding in their own thinking and learning	• reflect on the importance of understanding World Religions

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is provided by a college for the implementation of a course. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by student needs and interests.

Assessment

Refer to pages 9-10.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

For the Negotiated Study Unit (if applicable), students must have studied a minimum of <u>two</u> standard 1.0 units from this course.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half Standard 0.5 Units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two 0.5 standard units. Colleges are required to adopt the 0.5 standard units. However, colleges are not required to submit explicit documentation outlining their 0.5 standard units to the BSSS. Colleges must assess students using the 0.5 standard unit assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, M and T course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through memoranda and Information Papers.

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The visual evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and visual evidence.

Appendix B – Course Developers

Name	College
Professor Dr Peta Goldburg rsm FACE	Australian Catholic University
Murray Chisholm	Canberra College
Thomas Greenwell	Hawker College
Camilla Wilson	St Edmund's College
Anne Armstrong	St Francis Xavier College
Prathiba Nagabhushan	St Mary Mackillop College
Leisa Williams	Trinity Christian School

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Condition of Adoption

This course and units are consistent with the philosophy and goals of the college and as an adopting college have the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, **Course** title, **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table, and the relevant **Framework**.

College:					
Course Title:	**World Religions**				
Classification/s:	**A**	**T**	**M**		
Framework:	Humanities and Social Science Framework 2018				
Dates of Course Accreditation:		**from**	2021	**to**	2025