Religion and Ethics 2019
Study plan

Section 1: School statement

<table>
<thead>
<tr>
<th>School:</th>
<th>Queensland Curriculum and Assessment Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject code:</td>
<td>6408</td>
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<tr>
<td>Combined class:</td>
<td>No</td>
</tr>
<tr>
<td>School contact:</td>
<td>CEO</td>
</tr>
<tr>
<td>Phone:</td>
<td>(07) 3864 0375</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:seo@qca.qld.edu.au">seo@qca.qld.edu.au</a></td>
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Section 2: Course and assessment overview

Religion and Ethics is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

QCAA approval

<table>
<thead>
<tr>
<th>QCAA officer:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Unit</td>
<td>Module number and description</td>
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<tr>
<td>1</td>
<td><strong>Module 1: How has religious diversity made our community what it is today?</strong>&lt;br&gt;This module investigates the changing nature of religion in Australian society, focusing on the local community. This will involve excursions to different religious communities and interviews with people from diverse religious traditions. Students will develop an understanding about how these religions have been contextualised in their community and how these religious groups have shaped local society, values and perspectives.</td>
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</table>
| 1    | Module 2: Who are our ‘unsung’ heroes? | 25            | Heroes and role models | Who am I? — the personal perspective  
- C1.1 People are complex beings shaped by culture, gender, family, society, religion, beliefs and ethics  
- C1.2 People are spiritual, religious, physical, emotional, social, psychological and relational beings  
- C1.3 My personal beliefs, ethical values, vision and goals are shaped by my human experiences  
Who are we? — the relational perspective  
- C2.1 People are relational beings  
- C2.2 Religion, beliefs and ethics influence my relationships and how I connect and relate to others, at home, at work and in the community  
- C2.3 People have social and ‘glocal’ roles and responsibilities  
Is there more than this? — the spiritual perspective  
- C3.1 The big questions of life are part of human experience  
- C3.2 Religions and belief systems endeavour to provide answers to big questions of life | 2 | Investigation  
Develop a podcast exploring what makes a hero, using interviews with a local ‘unsung’ hero, their family and/or friends.  
- Spoken response  
A spoken recording presented in mp3 format.  
2.0–4.0 minutes | • Knowing and understanding  
• Applying and examining  
• Producing and evaluating |

Religion and Ethics 2019  
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Queensland Curriculum and Assessment Authority  
21/01/2019
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<thead>
<tr>
<th>Unit</th>
<th>Module number and description</th>
<th>Time in hours</th>
<th>Electives</th>
<th>Core concepts and ideas</th>
<th>Assess no.</th>
<th>Assessment technique, description and conditions</th>
<th>Dimensions</th>
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<tbody>
<tr>
<td>2</td>
<td><strong>Module 3: How do you know what the right decision is?</strong>&lt;br&gt;This module explores the role of religion, beliefs, assumptions and values in defining moral positions on local or global issues. Students will consider how these impact on their own decision-making and formulate responses to real-life scenarios.</td>
<td>25</td>
<td>• Ethics and morality</td>
<td><strong>Who am I? — the personal perspective</strong>&lt;br&gt;• C1.1 People are complex beings shaped by culture, gender, family, society, religion, beliefs and ethics&lt;br&gt;• C1.2 People are spiritual, religious, physical, emotional, social, psychological and relational beings&lt;br&gt;• C1.3 My personal beliefs, ethical values, vision and goals are shaped by my human experiences&lt;br&gt;&lt;br&gt;<strong>Who are we? — the relational perspective</strong>&lt;br&gt;• C2.1 People are relational beings&lt;br&gt;• C2.2 Religion, beliefs and ethics influence my relationships and how I connect and relate to others, at home, at work and in the community&lt;br&gt;• C2.3 People have social and ‘glocal’ roles and responsibilities&lt;br&gt;&lt;br&gt;<strong>Is there more than this? — the spiritual perspective</strong>&lt;br&gt;• C3.1 The big questions of life are part of human experience&lt;br&gt;• C3.2 Religions and belief systems endeavour to provide answers to big questions of life&lt;br&gt;• C3.3 Spiritual values may provide meaning and purpose to human experience</td>
<td>3</td>
<td><strong>Examination</strong>&lt;br&gt;Respond in sentences and paragraphs to questions, using stimulus based on moral positions in the movie <em>The Pursuit of Happyness</em>.&lt;br&gt;60.0–90.0 minutes&lt;br&gt;• Short response test&lt;br&gt;Viewing of film to occur prior to the examination, and unseen stimulus provided during the examination.&lt;br&gt;50–150 words per item</td>
<td>• Knowing and understanding&lt;br&gt;• Applying and examining</td>
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<td>2</td>
<td>Module 4: Who is responsible for human rights?</td>
<td>30</td>
<td>• Religious citizenship</td>
<td>Who am I? — the personal perspective&lt;br&gt;• C1.1 People are complex beings shaped by culture, gender, family, society, religion, beliefs and ethics&lt;br&gt;• C1.2 People are spiritual, religious, physical, emotional, social, psychological and relational beings&lt;br&gt;• C1.3 My personal beliefs, ethical values, vision and goals are shaped by my human experiences</td>
<td>4</td>
<td>Project&lt;br&gt;Plan and undertake a human rights inquiry and produce an advocacy campaign based on local community and non-governmental organisation activities.&lt;br&gt;• Spoken component&lt;br&gt;Present an oral report about a local non-governmental organisation, based on interviews and observations during a work experience placement.&lt;br&gt;1.5–3.5 minutes&lt;br&gt;• Product component&lt;br&gt;Devise an appropriate advocacy campaign in response to the findings of their oral report. Variable conditions</td>
<td>• Knowing and understanding&lt;br&gt;• Applying and examining&lt;br&gt;• Producing and evaluating</td>
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| 3    | Module 5: What is the meaning of life?  
This module investigates how people make meaning in their lives by worldviews and religious traditions, as well as through analysing personal relationships and responsibilities. Students will engage with elderly members of their community to gain insight into factors that influence personal identity and a sense of purpose in life, thereby helping them to define how people's values and beliefs are shaped. | 30 | • Meaning and purpose | Who am I? — the personal perspective  
• C1.1 People are complex beings shaped by culture, gender, family, society, religion, beliefs and ethics  
• C1.2 People are spiritual, religious, physical, emotional, social, psychological and relational beings  
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Is there more than this? — the spiritual perspective  
• C3.1 The big questions of life are part of human experience  
• C3.2 Religions and belief systems endeavour to provide answers to big questions of life  
• C3.3 Spiritual values may provide meaning and purpose to human experience  
• C3.4 People express their sense of the sacred in various ways | 5 | Investigation  
Create a documentary about how to make the most of life, based on interviews with an elderly member of the community.  
• Multimodal response  
An edited video documentary using a series of interviews with one elderly member of the community, presented in mp4 or avi format.  
4.0–7.0 minutes | • Knowing and understanding  
• Applying and examining  
• Producing and evaluating |
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<tr>
<th>Unit</th>
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| 3    | Module 6: How do we make sacred stories relevant to children? This module examines the role of sacred stories in shaping and inspiring people to live a good life by developing an understanding of the sanctity of life. Students will explore the role of sacred stories in conveying beliefs about the value of life and people’s ethical responsibility to support these values. | 25           | Sacred stories | Who am I? — the personal perspective  
- C1.1 People are complex beings shaped by culture, gender, family, society, religion, beliefs and ethics  
- C1.2 People are spiritual, religious, physical, emotional, social, psychological and relational beings  
Who are we? — the relational perspective  
- C2.1 People are relational beings  
- C2.3 People have social and ‘glocal’ roles and responsibilities  
Is there more than this? — the spiritual perspective  
- C3.2 Religions and belief systems endeavour to provide answers to big questions of life  
- C3.3 Spiritual values may provide meaning and purpose to human experience  
- C3.4 People express their sense of the sacred in various ways | 6           | Project  
Students plan, produce and appraise a children’s sacred storybook.  
- Product component  
A unique children’s sacred storybook based on stories from one world religion.  
Variable conditions  
- Spoken component  
Audio panel discussion segment, appraising the product and the process of design, recorded in audio file format.  
2.5–3.5 minutes | Knowing and understanding  
Applying and examining  
Producing and evaluating |
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</table>
| 4    | Module 7: Why should social justice matter to me? Students will investigate religious and ethical responses to social justice issues from a personal, interpersonal and structural level and apply ‘just practice’ through social analysis frameworks. | 55           | Social justice | Who am I? — the personal perspective  
• C1.1 People are complex beings shaped by culture, gender, family, society, religion, beliefs and ethics  
• C1.3 My personal beliefs, ethical values, vision and goals are shaped by my human experiences  
Who are we? — the relational perspective  
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• C2.2 Religion, beliefs and ethics influence my relationships and how I connect and relate to others, at home, at work and in the community  
• C2.3 People have social and ‘glocal’ roles and responsibilities  
Is there more than this? — the spiritual perspective  
• C3.3 Spiritual values may provide meaning and purpose to human experience  
• C3.4 People express their sense of the sacred in various ways | 7          | Extended response  
Complete a social analysis of refugees in Australia and present the results as a documentary vodcast.  
• Multimodal response  
Stimulus provided in the form of guest speakers, interviews, excursions to and/or placements with refugee and asylum seeker support groups.  
4.0–7.0 minutes | Knowing and understanding, Applying and examining, Producing and evaluating |
| 8    | Examination  
Respond in sentences and paragraphs to stimulus about social justice issues and concepts by applying knowledge of ‘just practice’.  
60.0–90.0 minutes  
• Short response test  
Unseen questions and a combination of unseen and seen stimulus.  
50–250 words per item | 8          | Short response test | Knowing and understanding, Applying and examining |
## Religion and Ethics 2019

<table>
<thead>
<tr>
<th>Unit</th>
<th>Module of work</th>
<th>Assessment Instrument</th>
<th>Formative or Summative</th>
<th>Knowing and understanding</th>
<th>Applying and examining</th>
<th>Producing and evaluating</th>
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<tr>
<td>1</td>
<td>Module one</td>
<td>How has religious diversity made our community what it is today?</td>
<td>1 Extended response</td>
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<td></td>
<td>Module two</td>
<td>Who are our ‘unsung’ heroes?</td>
<td>2 Investigation</td>
<td>F</td>
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<tr>
<td>2</td>
<td>Module three</td>
<td>How do you know what the right decision is?</td>
<td>3 Examination</td>
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<td></td>
<td>Module four</td>
<td>Who is responsible for human rights?</td>
<td>4 Project</td>
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<td>Interim Standards</td>
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<td>5 Investigation</td>
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<td>Module six</td>
<td>How do we make sacred stories relevant to children?</td>
<td>6 Project</td>
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<td>4</td>
<td>Module seven</td>
<td>Why should social justice matter to me?</td>
<td>7 Extended response</td>
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<td>Exit Standards</td>
<td>8 Examination</td>
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**Interim Result**

**Exit Result**