

Religion and Ethics 2019

Study plan

Section 1: School statement

School:	Queensland Curriculum and Assessment Authority
Subject code:	6408
Combined class:	No
School contact:	SEO
Phone:	(07) 3864 0375
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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

QCAA officer:

Date:

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<p>Module 1: How has religious diversity made our community what it is today?</p> <p>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.</p>	30	<ul style="list-style-type: none"> The Australian scene 	<p>Who am I? — the personal perspective</p> <ul style="list-style-type: none"> 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 <p>Who are we? — the relational perspective</p> <ul style="list-style-type: none"> 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 <p>Is there more than this? — the spiritual perspective</p> <ul style="list-style-type: none"> C3.3 Spiritual values may provide meaning and purpose to human experience C3.4 People express their sense of the sacred in various ways 	1	<p>Extended response</p> <p>Develop a short video for posting online about religious diversity and its influence on the local community, based on an inquiry process, interviews and excursions.</p> <ul style="list-style-type: none"> Multimodal response <p>Video presented in mp4 or avi format. 3.0–5.0 minutes</p>	<ul style="list-style-type: none"> Knowing and understanding Applying and examining Producing and evaluating

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1	<p>Module 2: Who are our 'unsung' heroes?</p> <p>This module explores the characteristics that define heroism and the hero's relationship with the community around them. Students will develop an understanding of the role of heroes in highlighting values and shared traditions. They will consider the role of heroes in uplifting and sustaining the spirit of communities.</p>	25	<ul style="list-style-type: none"> Heroes and role models 	<p>Who am I? — the personal perspective</p> <ul style="list-style-type: none"> 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 <p>Who are we? — the relational perspective</p> <ul style="list-style-type: none"> 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 <p>Is there more than this? — the spiritual perspective</p> <ul style="list-style-type: none"> 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	<p>Investigation</p> <p>Develop a podcast exploring what makes a hero, using interviews with a local 'unsung' hero, their family and/or friends.</p> <ul style="list-style-type: none"> Spoken response A spoken recording presented in mp3 format. 2.0–4.0 minutes 	<ul style="list-style-type: none"> Knowing and understanding Applying and examining Producing and evaluating

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<p>Module 3: How do you know what the right decision is?</p> <p>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.</p>	25	<ul style="list-style-type: none"> Ethics and morality 	<p>Who am I? — the personal perspective</p> <ul style="list-style-type: none"> 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 <p>Who are we? — the relational perspective</p> <ul style="list-style-type: none"> 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 <p>Is there more than this? — the spiritual perspective</p> <ul style="list-style-type: none"> 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 	3	<p>Examination</p> <p>Respond in sentences and paragraphs to questions, using stimulus based on moral positions in the movie <i>The Pursuit of Happyness</i>. 60.0–90.0 minutes</p> <ul style="list-style-type: none"> Short response test <p>Viewing of film to occur prior to the examination, and unseen stimulus provided during the examination. 50–150 words per item</p>	<ul style="list-style-type: none"> Knowing and understanding Applying and examining

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<p>Module 4: Who is responsible for human rights? This module explores civil, political and social citizenship through a religious lens. Students will identify how to act as a citizen of the global and local community by discovering how different members of their community take personal responsibility for addressing human rights issues.</p>	30	<ul style="list-style-type: none"> Religious citizenship 	<p>Who am I? — the personal perspective</p> <ul style="list-style-type: none"> 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 <p>Who are we? — the relational perspective</p> <ul style="list-style-type: none"> 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 <p>Is there more than this? — the spiritual perspective</p> <ul style="list-style-type: none"> 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 	4	<p>Project Plan and undertake a human rights inquiry and produce an advocacy campaign based on local community and non-governmental organisation activities.</p> <ul style="list-style-type: none"> Spoken component Present an oral report about a local non-governmental organisation, based on interviews and observations during a work experience placement. 1.5–3.5 minutes Product component Devise an appropriate advocacy campaign in response to the findings of their oral report. Variable conditions 	<ul style="list-style-type: none"> Knowing and understanding Applying and examining Producing and evaluating

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p>Module 5: What is the meaning of life?</p> <p>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.</p>	30	<ul style="list-style-type: none"> Meaning and purpose 	<p>Who am I? — the personal perspective</p> <ul style="list-style-type: none"> 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 <p>Who are we? — the relational perspective</p> <ul style="list-style-type: none"> 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 <p>Is there more than this? — the spiritual perspective</p> <ul style="list-style-type: none"> 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	<p>Investigation</p> <p>Create a documentary about how to make the most of life, based on interviews with an elderly member of the community.</p> <ul style="list-style-type: none"> Multimodal response <p>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</p>	<ul style="list-style-type: none"> Knowing and understanding Applying and examining Producing and evaluating

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p>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.</p>	25	<ul style="list-style-type: none"> Sacred stories 	<p>Who am I? — the personal perspective</p> <ul style="list-style-type: none"> 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 <p>Who are we? — the relational perspective</p> <ul style="list-style-type: none"> C2.1 People are relational beings C2.3 People have social and 'glocal' roles and responsibilities <p>Is there more than this? — the spiritual perspective</p> <ul style="list-style-type: none"> 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	<p>Project Students plan, produce and appraise a children's sacred storybook.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Knowing and understanding Applying and examining Producing and evaluating

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
4	<p>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.</p>	55	<ul style="list-style-type: none"> Social justice 	<p>Who am I? — the personal perspective</p> <ul style="list-style-type: none"> 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 <p>Who are we? — the relational perspective</p> <ul style="list-style-type: none"> 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 <p>Is there more than this? — the spiritual perspective</p> <ul style="list-style-type: none"> 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	<p>Extended response Complete a social analysis of refugees in Australia and present the results as a documentary vodcast.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Knowing and understanding Applying and examining Producing and evaluating
					8	<p>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</p> <ul style="list-style-type: none"> Short response test Unseen questions and a combination of unseen and seen stimulus. 50–250 words per item 	<ul style="list-style-type: none"> Knowing and understanding Applying and examining

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Teacher:

Class:

Student name:

Year:

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Knowing and understanding	Applying and examining	Producing and evaluating
1	Module one How has religious diversity made our community what it is today?	1	Extended response	F			
	Module two Who are our 'unsung' heroes?	2	Investigation	F			
2	Module three How do you know what the right decision is?	3	Examination	F			
	Module four Who is responsible for human rights?	4	Project	F			
Interim Standards							
Interim Result							
3	Module five What is the meaning of life?	5	Investigation	S			
	Module six How do we make sacred stories relevant to children?	6	Project	S			
4	Module seven Why should social justice matter to me?	7	Extended response	S			
		8	Examination	S			
Exit Standards							
Exit Result							