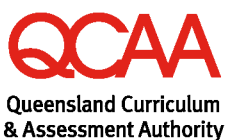


Religion & Ethics 2024 v1.1

Applied senior syllabus



For all Queensland schools

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1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Explain religious, spiritual and ethical principles and practices.

Students explain principles and practices that inform religious, spiritual and ethical views and use relevant terminology.

2. Examine religious, spiritual and ethical information.

Students select and use information to identify principles and practices in religious, spiritual and ethical scenarios. Students draw meaning from the principles and practices identified.

3. Apply religious, spiritual and ethical knowledge.

Students apply their knowledge to determine options. They consider each option to form positions related to religious, spiritual and ethical scenarios.

4. Communicate responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. Evaluate projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

2.3 Designing a course of study in Religion & Ethics

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Religion & Ethics is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student demonstrates significant explanations of religious, spiritual and ethical principles and practices. They provide comprehensive examination of information related to a scenario. There is comprehensive application of knowledge to recognise, decide and inform approaches, expressions, views and responses. The student shows insightful and justified evaluation of the project. There are proficient communication strategies, use of language conventions and features to communicate meaning to an audience to produce a response.
B
The student demonstrates substantial explanations of religious, spiritual and ethical principles and practices. They provide consistent examination of information related to a scenario. There is effective application of knowledge to recognise, decide and inform approaches, expressions, views and responses. The student shows considered evaluation of the project. There are competent communication strategies, use of language conventions and features to communicate meaning to an audience to produce a response.
C
The student demonstrates explanations of religious, spiritual and ethical principles and practices. They provide examination of information related to a scenario. There is application of knowledge to recognise, decide and inform approaches, expressions, views and responses. The student shows evaluation of the project. There are adequate communication strategies, use of language conventions and features to communicate meaning to an audience to produce a response.
D
The student demonstrates partial explanations of religious, spiritual and ethical principles and practices. They provide superficial examination of information related to a scenario. There is rudimentary application of knowledge to recognise, decide and inform approaches, expressions, views and responses. The student shows superficial evaluation of the project. There are inconsistent communication strategies, use of language conventions and features to communicate meaning to an audience to produce a response.
E
The student demonstrates minimal explanations of religious, spiritual and ethical principles and practices. They provide incorrect examination of information related to a scenario. There is minimal application of knowledge to recognise, decide and inform approaches, expressions, views and responses. The student shows minimal evaluation of the project. There are sporadic communication strategies, use of language conventions and features to communicate meaning to an audience to produce a response.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Australian identity

In this unit, students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices. Students explore perspectives and approaches in Australia's evolving society. They develop an understanding about how different contexts have influenced perspectives and approaches over time and their impact on the formation of identity.

This unit enables students to consider a range of Australian communities, their belief systems, and current issues in Australia. For example, students might consider:

- how religious, spiritual and ethical perspectives shape and express Australian values and norms, e.g. school heritage; local religious diversity; community events and festivals; the Department of Home Affairs Australian Values Statement
- Aboriginal peoples' spiritualities and Torres Strait Islander peoples' religion and how they express beliefs, values and traditions, e.g. lore, Dreaming, interconnectedness, belonging
- societal groups' approaches to the role of sacred place in forming and enhancing community identity
- societal groups' (such as sporting clubs, medical and legal professions, business community) ethical approaches to issues and alignment with religions and spiritualities, e.g. Declaration of Geneva (Hippocratic Oath); oath of allegiance and office; affidavit or declarations; sporting associations' codes of ethics; journalists' codes of ethics
- the role of the media, including entertainment and social media, in representing Australian religious, spiritual and ethical views.

3.1.1 Unit objectives

1. Explain religious, spiritual and ethical principles and practices related to Australian identity.
2. Examine religious, spiritual and ethical information related to Australian identity.
3. Apply knowledge to inform religious, spiritual and ethical views about Australian identity.
4. Communicate responses.
5. Evaluate a project.

3.1.2 Subject matter

Principles and practices

- Describe principles and practices of religions, spiritualities and ethics in Australia, including
 - the diversity of Australia's religious traditions, belief systems and spiritualities, using census data to show change over time
 - Aboriginal peoples' spiritualities and Torres Strait Islander peoples' religion
 - the beliefs and practices that bind a group of people and form community
 - obligations and how these may be expressed in Australian society.
- Explain
 - the role of religious, spiritual and ethical principles and practices, including those of Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism or any locally significant religious traditions, belief systems and spiritualities, in forming beliefs and practices that shape Australian community identities
 - how religious, spiritual and ethical perspectives exist and are expressed in Australia
 - how religious and spiritual traditions, sacred places and ethical approaches contribute to and are influenced by Australian society
 - how immigration and population trends have influenced the development of religious affiliations or spiritualities in Australia
 - the importance of communication skills and expression when engaging with religious, spiritual and ethical issues in the Australian context.
- Apply knowledge to make decisions that inform religious, spiritual and ethical views in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine the role of religious, spiritual and ethical traditions in different contexts related to Australian identity.

3.2 Unit option B: Social justice

In this unit, students are introduced to religious, spiritual and ethical principles as they consider a range of social justice issues. They consider the quality of human life and human dignity as they learn about equality and equity across the world and in Australia. Students explore how religious, spiritual and ethical principles influence perceptions and judgments, and how moral decision-making is related to structures in society.

Students can explore a range of social justice issues, for example, issues related to race, gender, age, religion, nationality, education, mental or physical ability, asylum, incarceration and employment. The study of perspectives related to social justice issues enables students to open their minds to new points of view and different groups and structures in society.

In this unit, students contemplate religious, spiritual and ethical principles and practices, for example:

- the concept of human dignity and its expression and attainment in various communities
- social conscience and its underlying influences, e.g. the Golden Rule, traditional lore
- religious moral codes and guidelines
- pathways toward a just society through practices such as reconciliation, forgiveness and restorative justice
- approaches for analysing social situations and making ethical decisions, e.g. utilitarian (greatest good), rights, justice/fairness, common good
- decision-making frameworks and models for putting justice into action.

3.2.1 Unit objectives

1. Explain religious, spiritual and ethical principles and practices related to social justice.
2. Examine religious, spiritual and ethical information related to social justice.
3. Apply knowledge to inform religious, spiritual and ethical views about social justice.
4. Communicate responses.
5. Evaluate a project.

3.2.2 Subject matter

Principles and practices

- Describe
 - quality of life
 - social and structural inequalities across and within groups.
- Explain
 - the principles of
 - right and wrong
 - human dignity as a human right
 - social justice, equity, fairness and empathy
 - the similarities and differences between social justice and legal justice
 - how people consider and apply truth and justice to make sense of the world
 - how the process of moral decision-making is influenced by a range of factors
 - how religious, spiritual, moral and ethical codes can influence decision-making
 - how perspectives may be elevated or hidden during public discussion of issues
 - various approaches and perspectives when prioritising conflicting social justice principles.
- Apply knowledge to make decisions that inform religious, spiritual and ethical views in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine the role of religious, spiritual and ethical traditions in different contexts related to social justice.

3.3 Unit option C: Meaning, purpose and expression

In this unit, students are introduced to various contemporary forms of religious, spiritual and ethical expressions in different contexts to explore how individuals and communities create meaningful and purposeful lives. Humanity's search for meaning and purpose in life through religious, spiritual and ethical expression is common across cultures, countries and communities. By engaging with a variety of contexts, students explore how religious, spiritual and ethical belief systems have influenced expression and help people to create and maintain a meaningful and purposeful existence in the 21st century.

Students consider influences on the formation and preservation of meaning and purpose, for example:

- religious, spiritual and ethical teachings and practices
- the role rituals can play in life transitions and significant events when forming and nurturing identity, e.g. graduations, rites of passage, sacraments, ashramas, hajj
- factors of spiritual identity, e.g. relationship with the divine or ethereal world, significant relationships and events, sacred stories, culture, connection with the environment, influential people or leaders
- psychological and ethical theories, e.g. theories of Kohlberg, Myers–Briggs.

The unit also explores big-picture perspectives in the search for meaning and purpose, for example approaches of:

- individuals, such as fulfilling desires of love and connection
- communities, such as unification, self-determination, sovereignty, reconciliation and equality.

In addition, students consider individual and relational factors, for example:

- the role of religious, spiritual and ethical belief systems in creating meaning in life in the 21st century, e.g. the place of story and myth, vocations, pilgrimages, rituals, processes and obligations involved in passing on knowledge and beliefs
- experiences and events that prompt reflection about meaning and purpose, e.g. grief and loss, rites of passage, connection to ancestors, modern influences
- the role of the media in shaping representations of meaning in life in the 21st century
- the role and significance of sacred sites and holy places.

3.3.1 Unit objectives

1. Explain religious, spiritual and ethical principles and practices related to meaning, purpose and expression.
2. Examine religious, spiritual and ethical information related to meaning, purpose and expression.
3. Apply knowledge to inform religious, spiritual and ethical views about meaning, purpose and expression.
4. Communicate responses.
5. Evaluate a project.

3.3.2 Subject matter

Principles and practices

- Describe religious, spiritual and ethical principles and practices about
 - the search for meaning and purpose
 - belonging in groups, e.g. families, communities, nations, language groups.
- Explain
 - the role of connection, happiness, contentment, fulfilment and resilience when searching for meaning and purpose
 - how religions, spiritualities and ethics can give meaning and purpose to people's lives
 - influences on religious, spiritual and ethical expression, including
 - beliefs, teachings and practices that can form and nurture identity
 - factors that affect individual and communal expression, e.g. cultural context, safety, public holidays
 - shared and debated approaches about the meaning and purpose of life
 - the impact of social and cultural change on religious, spiritual and ethical relationships
 - principles and practices that contribute to meaning and purpose in the 21st century
 - communal practices, ceremonies and festivals that develop and foster the expression of meaning and purpose
 - how meaning and purpose change over lifetimes and across situations.
- Apply knowledge to make decisions that inform religious, spiritual and ethical views in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine the role of religious, spiritual and ethical traditions in different contexts related to meaning, purpose and expression.

3.4 Unit option D: World religions and spiritualities

In this unit, students explore how people seek, explore and express beliefs and practices through the living systems of world religions and spiritualities, including the world's indigenous peoples. Religions and spiritualities support dynamic and complex expressions of world views, beliefs, values, culture and community. By exploring a variety of community contexts, students investigate how religions and spiritualities influence and shape the experiences and interactions of individuals and communities. Students seek to know how understanding and respecting religions and spiritualities can help to foster a more harmonious society.

This unit allows for the study of principles and practices across the diverse religions and spiritualities of the world. For example, students might consider:

- key beliefs, teachings and ritual practices of world religions and spiritualities
- teachings from founders, prophets, spiritual leaders and sacred stories in guiding and shaping communities' beliefs and practices
- the diversity and adaptability of religions and spiritualities across different contexts, times and places.

Students can consider the role of community-based events that contribute to an understanding of religious and spiritual diversity.

3.4.1 Unit objectives

1. Explain religious, spiritual and ethical principles and practices related to world religions and spirituality.
2. Examine religious, spiritual and ethical information related to world religions and spirituality.
3. Apply knowledge to inform religious, spiritual and ethical views about world religions and spirituality.
4. Communicate responses.
5. Evaluate a project.

3.4.2 Subject matter

Principles and practices

- Explain principles and practices involving
 - the world's indigenous peoples' spiritualities
 - religions relevant to a local community
 - the significance of time and place by engaging with what is deemed sacred
 - how spiritualities and world religions shape the ethics of individual adherents and communities
 - how individuals and communities understand and nurture values
 - how significant cultural traits interact with religions, beliefs and spiritualities and influence behaviours and practices of individuals and communities
 - perspectives and approaches to diversity, including
 - shared and debated viewpoints about ethical issues and religious and spiritual practices in communities
 - interreligious or interfaith community activities and events
 - the importance of sacred spaces and places of religious and spiritual significance.
- Apply knowledge to make decisions that inform religious, spiritual and ethical views in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine the role of religious, spiritual and ethical traditions in different contexts related to world religions and spiritualities.

3.5 Unit option E: Peace

In this unit, students are introduced to the study of peace from a variety of religious, spiritual and ethical viewpoints. They examine the roles these viewpoints play in an individual's perspective of peace and conflict. Students explore the roles of individual and communal beliefs, values, vision and goals to realise peace and justice in the world at all levels of social organisation. Students can investigate peace at the individual, community, national and/or the international level. They explore practical questions about how to realise peace and justice in overcoming conflict.

Approaches, frameworks and institutions that promote peaceful interactions and just outcomes are an important component of this unit. For example, students could consider:

- anger management, conflict resolution, mediation, apology, peacemaking circles, restorative justice, Makarrata
- peacekeeping or peace-building organisations
- religious principles used to respond to peace and conflict issues, e.g. ahimsa, Thich Nhat Hanh's 14 Principles of Engaged Buddhism, Gandhi's Satyagraha, liberation theology, just war theory.

3.5.1 Unit objectives

1. Explain religious, spiritual and ethical principles and practices related to peace.
2. Examine religious, spiritual and ethical information related to peace.
3. Apply knowledge to inform religious, spiritual and ethical views about peace.
4. Communicate responses.
5. Evaluate a project.

3.5.2 Subject matter

Principles and practices

- Describe principles of
 - peace, justice and conflict
 - secular methods and approaches to justice and fairness, e.g. the United Nations Sustainable Development Goal 16: Promote just, peaceful and inclusive societies
 - religious, spiritual and ethical approaches to peace and conflict, including prayer, meditation, dialogue, nonviolent resistance, reference to sacred stories, examples of influential people such as Mahatma Gandhi
 - dignity, safety and respect
 - effective structures aimed at overcoming power imbalances, including self-advocacy, truth-telling, reconciliation.
- Explain
 - different views of peace
 - the principle of the 'duty to act' and the role of upstanders
 - approaches, frameworks or the role of institutions that promote peaceful and respectful outcomes and responses.
- Apply knowledge to make decisions that inform religious, spiritual and ethical views in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine the role of religious, spiritual and ethical traditions in different contexts related to peace.

3.6 Unit option F: Sacred stories

In this unit, students explore universal truths and how sacred stories shape and inspire individuals and communities by reinforcing shared beliefs and values.

Students are introduced to how sacred stories have been used to teach religious, spiritual and ethical messages that inspire and challenge individuals and communities. Sacred stories can shape and connect communities by capturing and preserving experiences and ideals, beliefs and traditions. By engaging with sacred stories, people can explore meaning, examine the big questions of life and express their beliefs. Sacred stories are shared over time and have continuous and emerging religious, spiritual, ethical and cultural or community resonance.

By engaging with a variety of sacred stories, students explore various perspectives, views, and messages that emerge. The unit enables the experience of sacred stories to resonate with students as they look at stories from different cultures and different times. Students explore how individuals and communities understand and apply perspectives from sacred stories.

Students could consider:

- different text types used in sacred stories, e.g. poetry, myths, epics, art works
- characteristics of sacred stories, e.g. revelation, prophecy, origins, heroes, laws
- sacred stories from various religions and spiritualities, e.g. Christianity — parables of the gospels; Torres Strait Islander peoples — the story of Wameyal; Buddhism — the talkative tortoise
- various hermeneutical approaches used to understand and interpret sacred stories, e.g. worlds of the text.

3.6.1 Unit objectives

1. Explain religious, spiritual and ethical principles and practices related to sacred stories.
2. Examine religious, spiritual and ethical information related to sacred stories.
3. Apply knowledge to inform religious, spiritual and ethical views about sacred stories.
4. Communicate responses.
5. Evaluate a project.

3.6.2 Subject matter

Principles and practices

- Describe religious, spiritual and ethical concepts and terminology related to sacred stories, e.g. specific religious texts, various text types — such as written, oral and visual — and their characteristics.
- Explain
 - principles and practices related to a range of sacred stories, including
 - key meanings, morals, beliefs and values
 - how religious, spiritual and ethical situations are represented
 - their relationship with communities over time and their role in preserving and communicating experiences, beliefs and traditions
 - how characters and situations in stories inspire and challenge individuals and communities
 - approaches taken by community groups and individuals to issues regarding the relevance of sacred stories, e.g.
 - the issues faced by religious communities regarding the interpretation and relevance of sacred stories, e.g. media representations, fundamentalism, contextual meaning
 - using sacred stories in modern contexts, e.g. songlines and song cycles, animations of sacred stories, virtual pilgrimages
 - how stories represent a range of human qualities and how humans can be flawed or redeemed by life experiences.
- Apply knowledge to make decisions that inform religious, spiritual and ethical views in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine the role of religious, spiritual and ethical traditions in different contexts related to sacred stories.

4 Assessment

4.1 Assessment A1: Investigation — Australian identity

Students investigate a question, opportunity or issue about Australian communities as diverse societies by collecting and examining information relating to religion, belief or spirituality to form a response.

4.1.1 Assessment objectives

1. Explain principles and practices related to Australian identity.
2. Examine information related to a question, opportunity or issue about Australian identity.
3. Apply knowledge of Australian religious and spiritual identity to inform a response to a question, opportunity or issue.
4. Communicate a response to a chosen audience.

4.1.2 Specifications

This task requires students to:

- investigate a question, opportunity or issue that examines an aspect of Australian religious and spiritual identity
- complete an investigation and produce a response, including
 - refining the question, opportunity or issue
 - explaining principles and practices related to the question, opportunity or issue
 - examining information about the question, opportunity or issue
 - determining and comparing options
 - making a decision that informs a response to the question, opportunity or issue, based on reasons and evidence
 - communicating to a chosen audience.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - refining the initial question, opportunity or issue
 - collecting and collating information to address the question, opportunity or issue.

4.1.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.1.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Project — Religious, spiritual and ethical citizenship

Students examine a scenario and provide a view on religious, spiritual and/or ethical citizenship in response.

4.2.1 Assessment objectives

1. Explain principles and practices related to religious, spiritual and/or ethical citizenship.
2. Examine information related to a scenario about religious, spiritual and/or ethical citizenship.
3. Apply knowledge of religious, spiritual and/or ethical citizenship to inform a response.
4. Communicate a response to an Australian community.
5. Evaluate the project.

4.2.2 Specifications

This task requires students to:

- develop a product that
 - explains principles or practices related to a scenario, e.g. homelessness, climate change, reconciliation, asylum seekers
 - examines information about the scenario
 - determines and compares suitable options in response to the scenario
 - justifies a decision about a proposed citizenship action by an individual and/or a community in response to the scenario
 - communicates in a respectful, informative manner by creating a product, e.g. a poster, performance or presentation for an Australian community demonstrating their religious, spiritual and ethical citizenship
- evaluate the process used to develop the product, including
 - the plan, procedures and outcomes
 - improvements that could be made to the product.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.2.4 Response requirements

Product

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.2.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Extended response — Social justice

Students respond to stimulus related to a scenario about social justice.

4.3.1 Assessment objectives

1. Explain religious, spiritual and ethical principles and practices related to social justice.
2. Examine religious, spiritual and ethical information related to social justice.
3. Apply knowledge of social justice to inform a response to the stimulus.
4. Communicate a response to a chosen audience.

4.3.2 Specifications

This task requires students to:

- provide a response, including
 - explaining principles and practices
 - examining a stimulus related to social justice
 - communicating to a chosen audience.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus related to a social justice issue experienced by a group in a nominated community, e.g. homelessness, rights of refugees and asylum seekers, mental health. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.3.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.3.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Project — Human dignity

Students provide a view on a scenario related to human dignity.

4.4.1 Assessment objectives

1. Explain religious, spiritual and ethical principles and practices related to human dignity.
2. Examine religious, spiritual and ethical information related to a scenario about human dignity.
3. Apply knowledge of human dignity to inform a response.
4. Communicate a response to an Australian community.
5. Evaluate the project.

4.4.2 Specifications

This task requires students to:

- develop a social justice action plan that
 - explains principles or practices related to a human dignity scenario, e.g. economic injustice, ecological injustice, healthcare issues, educational inequality
 - examines information about the scenario
 - determines and compares suitable options in response to the scenario
 - justifies a decision in response to the scenario
 - communicates a social justice action plan to promote human dignity in a community context
- evaluate the process used to develop the social justice action plan, including
 - the plan, procedures and outcomes
 - improvements that could be made to the social justice action plan.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.4.4 Response requirements

Social justice action plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.4.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • comprehensive explanation and examination of information • comprehensive comparison of suitable options to make decisions • fluent communication in a response to the scenario 	<ul style="list-style-type: none"> • insightful evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> • substantial explanation and examination of information • substantial comparison of suitable options to make decisions • substantial communication in a response to the scenario 	<ul style="list-style-type: none"> • considered evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> • explanation and examination of information • comparison of suitable options to make decisions • communication in a response to the scenario 	<ul style="list-style-type: none"> • evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> • partial explanation or examination of information • partial comparison of suitable options to make decisions • partial communication in a response to the scenario. 	<ul style="list-style-type: none"> • partial evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures or outcomes – by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Investigation — Religious or spiritual expression

Students investigate a question, opportunity or issue about the formation of religious or spiritual expression by collecting and examining information to form a response.

4.5.1 Assessment objectives

1. Explain principles and practices related to religious or spiritual expression.
2. Examine information related to a question, opportunity or issue about religious or spiritual expression.
3. Apply knowledge of religious or spiritual expression to inform a response to a question, opportunity or issue.
4. Communicate a response to a chosen audience.

4.5.2 Specifications

This task requires students to:

- investigate a question, opportunity or issue that examines the formation of religious or spiritual expression for individuals
- complete an investigation and produce a response, including
 - refining the question, opportunity or issue
 - explaining principles and practices related to the question, opportunity or issue, e.g. the expression of masculine or feminine spirituality in a particular context; distinct spiritual expression based on the religious and cultural expressions of a local community; a personal religious expression in a specific religious or spiritual community
 - examining information about the question, opportunity or issue
 - determining and comparing options
 - making a decision that informs a response to the question, opportunity or issue, based on reasons and evidence
 - communicating to a chosen audience.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - refining the initial question, opportunity or issue
 - collecting and collating information to address the question, opportunity or issue.

4.5.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.5.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Project — Meaning and purpose

Students examine a scenario and provide a view on meaning and purpose in life in response.

4.6.1 Assessment objectives

1. Explain principles and practices related to meaning and purpose.
2. Examine information related to a scenario about meaning and purpose.
3. Apply knowledge of meaning and purpose to inform a response.
4. Communicate a response to a chosen audience.
5. Evaluate the project.

4.6.2 Specifications

This task requires students to:

- develop a product that
 - explains principles or practices related to a scenario, e.g. the role of vocation, charity, or service; advocating for a particular group or belief; adhering to a particular religious belief
 - examines information about the scenario
 - determines and compares suitable options in response to the scenario
 - justifies a decision about meaning and purpose in response to the scenario
 - communicates using an artistic or digital medium to a chosen audience
- evaluate the process used to develop the product, including
 - the plan, procedures and outcomes
 - improvements that could be made to the product.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.6.4 Response requirements

Product

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.6.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • comprehensive explanation and examination of information • comprehensive comparison of suitable options to make decisions • fluent communication in a response to the scenario 	<ul style="list-style-type: none"> • insightful evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> • substantial explanation and examination of information • substantial comparison of suitable options to make decisions • substantial communication in a response to the scenario 	<ul style="list-style-type: none"> • considered evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> • explanation and examination of information • comparison of suitable options to make decisions • communication in a response to the scenario 	<ul style="list-style-type: none"> • evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> • partial explanation or examination of information • partial comparison of suitable options to make decisions • partial communication in a response to the scenario. 	<ul style="list-style-type: none"> • partial evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures or outcomes – by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Project — Religious and spiritual diversity

Students examine a scenario and provide a view on religious and spiritual diversity in response.

4.7.1 Assessment objectives

1. Explain principles and practices related to religious and spiritual diversity.
2. Examine information related to a scenario about religious and spiritual diversity.
3. Apply knowledge of religious and spiritual diversity to inform a response.
4. Communicate a response to a chosen audience.
5. Evaluate the project.

4.7.2 Specifications

This task requires students to:

- develop a product that
 - explains principles or practices related to a scenario about religious and spiritual diversity
 - examines information about the scenario
 - determines and compares suitable options in response to the scenario
 - justifies a decision or response to the scenario that fosters diversity in society
 - communicates to a chosen audience
- evaluate the process used to develop the product, including
 - the plan, procedures and outcomes
 - improvements that could be made to the product.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.7.4 Response requirements

Product

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.7.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Extended response — Expressions of spirituality

Students respond to stimulus related to expressions of spirituality.

4.8.1 Assessment objectives

1. Explain religious, spiritual and/or ethical principles and practices related to a chosen expression of spirituality.
2. Examine religious, spiritual and/or ethical information related to a chosen expression of spirituality.
3. Apply knowledge of expressions of spirituality to inform a response to the stimulus.
4. Communicate a response to a chosen audience.

4.8.2 Specifications

This task requires students to:

- provide a response, including
 - explaining principles and practices
 - examining a scenario related to a chosen expression of spirituality
 - communicating to a chosen audience.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus related to a chosen expression of spirituality, e.g. expressions of spirituality in community contexts, such as in art, song, dance, cultural narratives, personal and cultural journeys, cultural events. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.8.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.8.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.9 Assessment E1: Extended response — Keeping the peace

Students respond to stimulus related to a scenario about peacekeeping or peace-building.

4.9.1 Assessment objectives

1. Explain religious, spiritual and ethical principles and practices related to peacekeeping or peace-building.
2. Examine religious, spiritual and ethical information related to peacekeeping or peace-building.
3. Apply knowledge of peacekeeping or peace-building to inform a response to the stimulus.
4. Communicate a response to a chosen audience.

4.9.2 Specifications

This task requires students to:

- provide a response, including
 - explaining principles and practices
 - examining a scenario about peacekeeping or peace-building
 - communicating to a chosen audience.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus related to peacekeeping or peace-building, e.g. violence prevention, building sustainable communities. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.9.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.9.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.9.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.10 Assessment E2: Project — Peace promotion

Students examine a scenario and develop a community awareness campaign in response.

4.10.1 Assessment objectives

1. Explain principles and practices related to peace promotion.
2. Examine information related to a scenario about peace promotion.
3. Apply knowledge of peace promotion to inform a response.
4. Communicate a response to a chosen audience.
5. Evaluate the project.

4.10.2 Specifications

This task requires students to:

- develop a community awareness campaign that
 - explains principles or practices related to a conflict scenario in a community, e.g. bullying, inequality, prejudice, coercive control
 - examines information about the scenario
 - determines and compares suitable options in response to the scenario
 - justifies a decision or action in response to the scenario
 - communicates to a chosen audience
- evaluate the process used to develop the community awareness campaign, including
 - the plan, procedures and outcomes
 - improvements that could be made to the community awareness campaign.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.10.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual or group task.

4.10.4 Response requirements

Community awareness campaign

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.10.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • comprehensive explanation and examination of information • comprehensive comparison of suitable options to make decisions • fluent communication in a response to the scenario 	<ul style="list-style-type: none"> • insightful evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> • substantial explanation and examination of information • substantial comparison of suitable options to make decisions • substantial communication in a response to the scenario 	<ul style="list-style-type: none"> • considered evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> • explanation and examination of information • comparison of suitable options to make decisions • communication in a response to the scenario 	<ul style="list-style-type: none"> • evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> • partial explanation or examination of information • partial comparison of suitable options to make decisions • partial communication in a response to the scenario. 	<ul style="list-style-type: none"> • partial evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures or outcomes – by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.11 Assessment F1: Investigation — What makes a story sacred?

Students investigate a question, opportunity or issue about sacred stories by collecting and examining information to form a response.

4.11.1 Assessment objectives

1. Explain principles and practices related to sacred stories.
2. Examine information related to a question, opportunity or issue about sacred stories.
3. Apply knowledge of sacred stories to inform a response to a question, opportunity or issue.
4. Communicate a response to a chosen audience.

4.11.2 Specifications

This task requires students to:

- investigate a question, opportunity or issue that examines what makes a story sacred
- complete an investigation and produce a response, including
 - refining the question, opportunity or issue
 - explaining principles and practices related to the question, opportunity or issue
 - examining information about the question, opportunity or issue
 - determining and comparing options
 - making a decision that informs a response to the question, opportunity or issue, based on reasons and evidence
 - communicating to a chosen audience.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.11.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - refining the initial question, opportunity or issue
 - collecting and collating information to address the question, opportunity or issue.

4.11.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.11.5 Instrument-specific standards

Comprehend	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.12 Assessment F2: Project — Sacred story

Students examine a scenario and provide a view on the relevance of sacred stories in the 21st century in response.

4.12.1 Assessment objectives

1. Explain principles and practices related to the relevance of sacred stories in the 21st century.
2. Examine information related to a scenario about the relevance of sacred stories in the 21st century.
3. Apply knowledge of the relevance of sacred stories in the 21st century to inform a response.
4. Communicate a response to a young audience.
5. Evaluate the project.

4.12.2 Specifications

This task requires students to:

- develop a product that
 - explains principles or practices related to a selected sacred story, e.g. a creation story
 - examines information about the relevance of the selected sacred story in the 21st century
 - determines and compares suitable options in response to the sacred story
 - justifies a decision in response to the respectful recreation or reimagining of a sacred story
 - communicates to a young audience
- evaluate the process used to develop the product, including
 - the plan, procedures and outcomes
 - improvements that could be made to the product.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.12.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.12.4 Response requirements

Product

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.12.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • comprehensive explanation and examination of information • comprehensive comparison of suitable options to make decisions • fluent communication in a response to the scenario 	<ul style="list-style-type: none"> • insightful evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> • substantial explanation and examination of information • substantial comparison of suitable options to make decisions • substantial communication in a response to the scenario 	<ul style="list-style-type: none"> • considered evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> • explanation and examination of information • comparison of suitable options to make decisions • communication in a response to the scenario 	<ul style="list-style-type: none"> • evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures and outcomes – by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> • partial explanation or examination of information • partial comparison of suitable options to make decisions • partial communication in a response to the scenario. 	<ul style="list-style-type: none"> • partial evaluation <ul style="list-style-type: none"> – of the product plan – of the effectiveness of the procedures or outcomes – by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

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7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates

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