

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**Studies of Religion II**

STAGE 6 PRELIMINARY ~ COURSE OUTLINE

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within societies. It emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective learners.

Students will value, acknowledge and appreciate fundamental rights of religious and non-religious believers, rules and laws that promote fairness, justice and equality in society. They will utilise empathy and ethically responsible research practices to explore religious diversity within Australia.



**PRELIMINARY COURSE CONTENT**

* Nature of Religion and Beliefs (16 indicative hours) – *the expression of religious thought and practice in various belief systems*
* Studies of three religious traditions (Buddhism or Christianity or Hinduism or Islam or Judaism) (22 indicative hours each) – *living religious systems that link directly with the life of adherents*
* Religions of Ancient Origin (22 indicative hours) – *the response of religions of ancient origin to the human search for ultimate meaning and purpose*
* Religion in Australia pre-1945 (16 indicative hours) – *the establishment and development of religious traditions in Australia pre-1945*

**SYLLABUS OUTCOMES**

*A student …*

**P1** describes the characteristics of religion and belief systems

**P2** identifies the influence of religion and belief systems on individuals and society

**P3** investigates religious traditions and belief systems

**P4** examines significant aspects of religious tradition

**P5** describes the influence of religious traditions in the life of adherents

**P6** selects and uses relevant information about religion from a variety of sources

**P7** undertakes effective research about religion, making appropriate use of time and resources

**P8** uses appropriate terminology related to religion and belief systems

**P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

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| **Component** | | **Weighting** |
| **A** | Knowledge and understanding of course content | 40 |
| **B** | Source-based skills | 20 |
| **C** | Investigation and research | 20 |
| **D** | Communication of information, ideas and issues in appropriate forms | 20 |
|  | | **100** |

**EVIDENCE OF LEARNING (Assessment)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | | | | **Marks** |
| A | B | C | D |
| 1 | P – 1, 2, 6, 8, 9 | Nature of Religion and Beliefs | Mid-course examination | Term 1  Wks 9-10 | 10% | 10% |  |  | 20% |
| 2 | P – 3, 4, 5, 6, 7, 8,, 9 | Religious Tradition Study | Research Task | Term 2  Week 9 | 10% |  | 15% | 15% | 40% |
| 3 | P – 3, 4, 5, 6, 7, 8, 9 | Religions of Ancient Origin | Research and Presentation | Term 3  Week 5 |  |  | 5% | 5% | 10% |
| 4 | P – 1, 2, 3, 4, 5, 6, 8, 9 | Religious Tradition Studies, Religions of the Ancient Origin and Religion in Australia pre 1945 | End of Course Examination | Term 3  Wks 9-10 | 20% | 10% |  |  | 30% |
| **TOTAL** | | | | | **40%** | **20%** | **20%** | **20%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |