

## STUDY OF RELIGION

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| **ST FRANCIS COLLEGE CRESTMEAD A Catholic Co-educational Collegeeducating students from Prep to Year 12.Address: 64 Julie St Crestmead, Q. 4132Tel: (07) 3489 4800 Fax: (07) 3803 4507 Email:** **pscrestmead@bne.catholic.edu.au** **Website:** [**http://www.sfcc.qld.edu**](http://www.sfcc.qld.edu/) |

## Course Organisation Four of the following religions will be studied over the course: Hinduism, Judaism, Buddhism, Christianity & Islam

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|  |  | **Suggested Areas and Questions for Inquiry** | **Assessment** |
| **Y****R****11****S****e****m****e****s****t****e****r****1** | **Religion-****State****Relationships** **6/7 weeks** | **Migration, Religion and the State**Examples of Inquiry Questions**Australian Religious Perspective**How does the Australian lifestyle impact on a person’s religious convictions?**World Religions**What are the religious backgrounds of migrants to Australia and of students at St Francis College whose families have come to Australia?Of the countries represented by students at St Francis which can be identified as religious or secular states?**Nature & Significance of Religion**To what extent are adherents of religions able to practise their beliefs in their home country and in Australia?What are the advantages/disadvantages of the separation of church and state?How does migration affect a person’s religious outlook? | Multimodal (based on an ethnographic investigation)5-7 minutes4-6 weeks noticeIndividually or in pairsCriteria 1,2,3Formative |
| **Ritual****6/7 weeks****6/7 weeks** | **The Significance of Ritual**Examples of Inquiry Questions**Australian Religious Perspective**What role does ritual in Aboriginal and Torres Strait Islander communities?What rituals are important/significant in the Australian context?**World Religions**What are the connections between beliefs and rituals in various world religions?**Nature & Significance of Religion**What are rituals? Why do we have rituals? What types of rituals exist?**Pilgrimages and Ritual Tourism****Australian Religious Perspective**What pilgrimages are important to Australian society today?**World Religions**What role do pilgrimages play in particular religious traditions?**Nature & Significance of Religion**What place do pilgrimages have in the religious experience of people?How do pilgrimages influence people’s beliefs? | Response(s) to Stimulus90 minutesSupervised exam conditions3-4 weeks noticeCriteria 1,2,3FormativeExtended Written Response800 to 1000 words4-6 weeks noticeCriteria 1,2,3Formative |

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|  |  | **Suggested Areas and Questions for Inquiry** | **Assessment** |
| **Y****R****11****S****e****m****e****s****t****e****r****2** | **Spirituality 8/10 weeks****School-based****topic** | **Youth Spirituality in a secular world**Examples of Inquiry Questions**Australian Religious Perspective*** What insights are found within Aboriginal spiritual experience?
* What are the diverse range of spiritual opportunities and pathways emerging in Australian society

**World Religions*** In what ways do the insights Christian & Buddhist writers support spiritual practices?

**Nature & Significance of Religion*** What is the relationship between spirituality and religion?
* How is action informed by spirituality?
 | Ethnographic Study: Research Assignment800-1000 words4-6 weeksCriteria 1,2,3Formative |
| **Sacred Texts****8/10 weeks** | **Sacred Texts: texts in context****Australian Religious Perspective*** How do sacred texts impact on Australian culture and lifestyle?
* How are women portrayed in sacred texts?

**World Religions*** What roles do sacred texts have in different religions?
* What similarities and differences are there between the sacred texts of religions?

**Nature & Significance of Religion*** How do sacred texts form and inform the adherent of a particular religion?
* What approaches might be available to study sacred texts?
 | Response(s) to Stimulus90 minutesSupervised exam conditions3-4 weeks noticeCriteria 1,2,3 |

## YEAR 12

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| **Semester Three – Year 12**1 |  | **Suggested Areas and Questions for Inquiry** | **Suggested Assessment Techniques, Criteria and Conditions** |
| **Religion, Values & Ethics – 16 wk****weeks** | **Ethics in everyday life** * What are values and ethics and how do they impact on how we live? How do people make ethical decisions(NSR)
* In what way do religious traditions shape ethics? In what ways do religious or ethical rules influence people’s lives? (WR)
* How are religious values and ethics reflected in the *Australian way*? (ARP)

**Ethical Frameworks and Value Systems*** What approaches/methodologies are available to assist in this investigation? What ethical frameworks exist? (NSR)
* How do religions transmit their values and ethics? (WR)
* What impact do ethical frameworks and value systems have on the way values and ethics are talked about in Australian society (ARP)
 | **Extended Written Response**Research Assignment, 1000 –1200 words; 4-6 weeks notice; Criteria 1, 2, 3. Summative**Multimodal presentation** 5-7 minutes; 4-6 weeks notice of topic; Criteria 1, 2, 3. Summative**Response/s to stimulus** Unseen question/s under supervised examination conditions; Criteria 1, 2, 3. Summative |

## YEAR 12

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| **Semester Four**1 |  | **Suggested Areas and Questions for Inquiry** | **Suggested Assessment Techniques, Criteria and Conditions** |
| **Ultimate Questions- 16 weeks** | **Ultimate questions: beliefs about living, dying and eternity*** How do religions explain the questions of living, dying and eternity? (WR)
* How do beliefs of living, dying and eternity affect lifestyles?(NSR)
* How do religious beliefs (ultimate questions) of adherents affect Australian culture? (ARP)

**Ultimate questions: beliefs about the origin of the universe*** What can be learnt from creation stories of Australian Indigenous peoples? (ARP)
* How do religions explain the question of origins? (WR)
* How can questions about the origin of the universe be informed by science and religion? (NSR)
 | This assessment instrument is linked to an ethnographic investigation:**Extended Written Response** (1000 - 1200 words; 4-6 weeks notice)For example, a feature article for a newspaper Criteria 1, 2, 3. Summative**POST VERIFICATION****Short Response/s** to unseen question/s under supervised exam conditions; 90 minutes Criteria 1, 2, 3. Summative |

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**SCHOOL-BASED UNIT: SPIRITUALITY**

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| Sem | Time | Topic | Area of Inquiry | Integration of Core/Key questions of Inquiry  | Assessment technique & Conditions |
| 2 | 8 - 10 weeks | **School Based Unit:** **Spirituality** | * Spirituality and Religion
* Youth Spirituality in a secular world
* Personality and Spirituality
* Australian Indigenous spirituality
* Spiritual traditions
* Relaxation, contemplation, meditation, mindfulness, awareness, reflection, prayer
 | **Australian Religious Perspective*** What insights are found within Aboriginal spiritual experience?
* What are the diverse range of spiritual opportunities and pathways emerging in Australian society

**World Religions*** In what ways do the insights Christian & Buddhist writers support spiritual practices?

**Nature & Significance of Religion*** What is the relationship between spirituality and religion?
* How is action informed by spirituality?
 | *Extended Written Response Research Assignment*: (1000-1200 words) over 4-6 weeksCriterion 1,2,3(Formative) |

**ASSESSMENT PLAN**

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| SEM | TECHNIQUE | INSTRUMENT | CRITERIA | CONDITIONS OF ASSESSMENT |
| 1 | **Multimodal Presentation****Short Response** **Extended Written Response** | *Variety of methods based on ethnographic investigation**Exam**Report* | 1,2,31,2,31,2,3 | 5-7 minutes; 4-6 wks notice;Individually or in pairs**Formative**90 minutes; supervised exam;3-4 weeks notice**Formative**800 to 1000 words4-6 weeks notice**Formative** |
| 2 | **Extended Written Response****Response to Stimulus**  | *Research Assignment:**Exam* | 1,2,31,2,3 | 800 to 1000 words over 4-6 weeks**Formative**Supervised exam conditions; unseen questions;3-4 wks notice; **Formative** |
| 3 | **Extended Written Response****Multimodal Presentation****Response to Stimulus** | *Research Assignment**Variety of methods**Exam* | 1,2,31,2,3 | 1000-1200 words; 4-6 wks; **Summative**5-7 minutes; 4-6 wks; **Summative**90 mins; unseen questions; supervised exam; **Summative** |
| 4 | **Extended Written Response****POST VERIFICATION****Short Response** | *Assignment linked to ethnographic investigation**Exam* | 1,2,31,2,3 | 1000-1200 words; 4-6 wks notice**Summative**Exam conditions; unseen questions; 90 mins**Summative** |

**Sample student profile, Year 11 and 12 — Study of Religion**

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| **Unit indicating topic studied** | **Assessment instruments** | **Knowledge & Understanding** | **Evaluative Processes** | **Research & Communication** |
| **Sem. 1****Religion–State Relationships** Migration, Religion and the State (6-7 wks)**Ritual** The Significance of Ritual (6-7 wks)Pilgrimages and Ritual Tourism (6-7 wks) | **Multimodal presentation** ( ethnographic investigation) 5-7 minutes; 4-6 week**’**s notice; individually or in pairs; Criteria 1, 2 & 3**Short Responses Exam (**Exam conditions, unseen questions, short response items; 150 words per response; 90 minutes)**Extended Written Response** (800 to 1000 words; 4-6 weeks notice) | **X****X****X** | **X****X****X** | **X****X****X** |
| **Sem. 2****Spirituality (school-based topic) (8-10 wks)**Youth Spirituality in a Secular World**Sacred Texts (8 wks)**Sacred Texts in Context | **Extended Written Response** (800 to 1000 words; 4-6 weeks notice)**Response to Stimulus** (90 mins; unseen questions; supervised exam questions; 3-4 wks notice | **X****X** | **X****X** | **X****X** |
|  **Standards achieved** |  |  |  |
|  **Interim level of achievement** |  |
| **Sem. 3: Religion, Values and Ethics (16 wks)*** Ethics in Everyday Life
* Ethical Frameworks and Value Systems
 | **Extended Written Response** (Research Assignment, 1000 –1200 words; 4-6 weeks notice)**Multimodal** (5-7 minutes; 4-6 weeks notice of topic)**Response to Stimulus** (using unseen questions under supervised examination conditions) | **X****X****X** | **X****X****X** | **X****X****X** |
|  **Proposed standards at verification** |  |  |  |
|  **Proposed level of achievement** |  |
| **Sem. 4: Ultimate Questions (16 wks)*** Beliefs about living, dying and eternity
* Beliefs about the origin of the universe
 | **Extended Written Response** (ethnographic investigation; (1000 to 1200 words; 4-6 weeks notice)**POST VERIFICATION - Short Response/s** to unseen questions under supervised exam conditions | **X****X** | **X****X** | **X****X** |
|  **Exit Standards** |  |  |  |
|  **Exit Level of Achievement** |  |

 School-based topic – Spirituality (8-10 weeks)

**Rationale**

This unit explores the expression of spirituality across the religious traditions of Christianity, Buddhism and Indigenous Spirituality. In the words of David Tacey, “Spirituality *is a desire for connectedness, which often expresses itself as an emotional relationship with an invisible sacred presence*.” Joan Chittister states that, “*Spirituality is what takes us beyond religious practice to the purpose of religion: the awareness of the sacred in the mundane, the consciousness of God everywhere, in everyone. The spiritual person is aware of the Essence that pervades everything - including ourselves.”*

In this unit students will be encouraged to explore their own spirituality in the context of the school and within their own communities. They will examine the relationship between religion, spirituality and action comparing and contrasting insights from two world religions.

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| Possible Areas of inquiry – Key Questions |
| Religion and Spirituality Mindfulness, Contemplation and MeditationSpirituality and the Arts Gender and SpiritualitySpirituality and Personality Spirituality and ActionSpiritual practices of individuals and communities? Different forms of spiritualitySpirituality and Religious traditions Spirituality in a secular worldSpiritual writers  |
| Integration of core components |
| **Australian religious perspectives**In Aboriginal spirituality, both the outer world of the land and the Inner World of the spirit are centered on the sacred. “Dadirri” is the deep listening of Aboriginal mysticism that contemplatively attends to the sense of oneness and harmony with the cosmos. Social researchers and commentators have noted that within the local community, and nationally, the Australian cultural emphasis on speed, efficiency, competition and material success obscures and disconnects individuals from attending to their inner life. However, a diverse range of spiritual opportunities and pathways have emerged in response to this hunger and restlessness.**World religions**Spirituality has become accessible to wider audiences through ‘Buddhist mindfulness’, reflected in the writing of Thich Nhat Hanh who suggests mindfulness as a way of recovering the gifts of the present moment. Likewise, this is seen in the writing of Jesuit priest, Anthony de Mello, who wrote about ‘Christian awareness’ which calls for deeper and more reflective or contemplative awareness and for people to be awake to the presence of the many gifts available every day. Both approaches along with the writings of figures such as Thomas Merton reveal an engagement and dialogue with other world religions. **The nature and significance of religion**Multiculturalism has enabled contemplative practices such as yoga, from Hinduism, and mindfulness, from Buddhism to migrate from specific cultural groups into mainstream Australian culture influencing individual and community religious and spiritual experience as well as lifestyle. |

| Inquiry process and questions | Ideas and concepts to investigate | Learning Experiences |
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| FramingWhat are some understandings of spirituality?What is the relationship between spirituality and religion?What kind of questions can be asked about spirituality?How do individuals and communities express their spirituality?Are there different types of spirituality?How might spiritual practices assist people to deal with life?What is the relationship between personality and spirituality? | Intensification of modern life;The meaning of spirituality in an increasingly secular world;Spirituality within different religious traditions e.g.* Dadirri,
* Mindfulness, Awareness,
* Presence;

Relaxation, contemplation, meditation, mindfulness, awareness, reflection, prayerContemplative living in the context of core relationships with self, God, others & nature | In the course of this unit of work students will explore:- familiar spiritual images as they attempt to define the concept.- evidence of a spirituality within the school - youth spirituality in an increasingly secular world- personality and spirituality- different expressions of spirituality- Australian Indigenous spirituality- traditions of spirituality within Christianity; Catholic Spirituality; spirituality within world religions - relaxation, contemplation, meditation, mindfulness, awareness, reflection, prayer  |
| InvestigatingWhat approaches/methodologies are available to assist in this investigation?What are some different spiritual traditions?What are the characteristics of these different approaches?How have these approaches changed over time?What is the diversity of practice around these spiritual approaches?What might be the effects of this ritual on insiders/outsiders?What is the place of contemplation within religious tradition?How are contemplation and action related?How have particular spiritual approaches influenced students within the school context? | Insights from the works of a Christian spiritual writer;Examples from literature of ‘inspirational’ writing;Icons and Religious Images;Factors influencing and affecting spiritual growth and developmentThe spirituality within a school community | Listening to people of different traditionsSelected readings for discussionInvestigate the use of religious images in contemplationInvestigation of the spirituality of a Catholic school with a diverse racial, cultural and religious student body. In particular, spiritual practices within the school in order to make connections, draw conclusions and make recommendations about practices within the school.Students will need to engage in:* Brainstorming;
* Self-generated individual and small group investigation;
* Collect various written and non-written texts e.g. take photographs, collect clippings, record interviews etc.
* Construct lists of questions for interviews, gather opinions etc.
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| ReasoningWhat evidence has been uncovered and how can it be used?What interrelationships have been identified?Does the data/information collected display bias?Does the hypothesis need reshaping?What is the most effective way to present the evidence gathered?How reliable are the sources used to investigate this issue?What do articles reveal about spirituality?Are there insights revealed that are helpful for spiritual growth and development?Are there aspects of religious experience that transcend context, time, tradition and culture?What is the relationship between spirituality and life?  | Arguing what spirituality is and is not;Drawing insights from readings, documentaries, discussion;Comparing and contrasting a range of experiences within and between traditions.Finding common threads across time, cultures etc.;Shaping and reshaping hypotheses to explain religious phenomena  | Collect and read personal accounts.Discuss, interpret and report observations, insights etc.Analyse audio-visula study material. |

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| JudgingHow might the investigation be improved?To what extent are some methodologies more useful for the inquiry process than others?What evidence has been gathered and what conclusions can be drawn?What evidence can be used to support or negate the hypothesis?Is the investigation complete or are there still unanswered questions or further actions to be taken?What is the relationship between spirituality and action?How might spirituality be relevant to modern life?What evidence is there that spiritual practices are beneficial? | Interpreting, synthesising a response, drawing and justifying conclusions from interview responses, observation, reading and other evidence.  | Interpretation of writing from the perspectives of different traditions. Independent ethnographic investigation inquiry exploring spirituality and its effects on people’s lives. |
| ReflectingHow did this study of spirituality change or expand students’ understanding?What spiritual practices appeal to students?What was the most challenging part of investigating this topic?  | Journaling/reflective writing and class discussion on insights and points of interest throughout the unit. |