# P-10 Religion Curriculum ▶ QCAA Study of Religion 2019 General Senior Syllabus

By the end of Year 10, students explain how the mystery of God can be named and understood. They explain how humans express an understanding of God as revealed in creation. Students analyse core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and explain how these reflect the human understanding of God or the 'Other'. They explain different representations of God from a range of sacred texts and evaluate their application for a modern Australian context. Students use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts. They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.

Students develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response. They analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience. Students explain the significance of various sources that nourish the spiritual life of believers, including the Eucharist, and individual and communal prayer for justice, peace and the environment. They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.
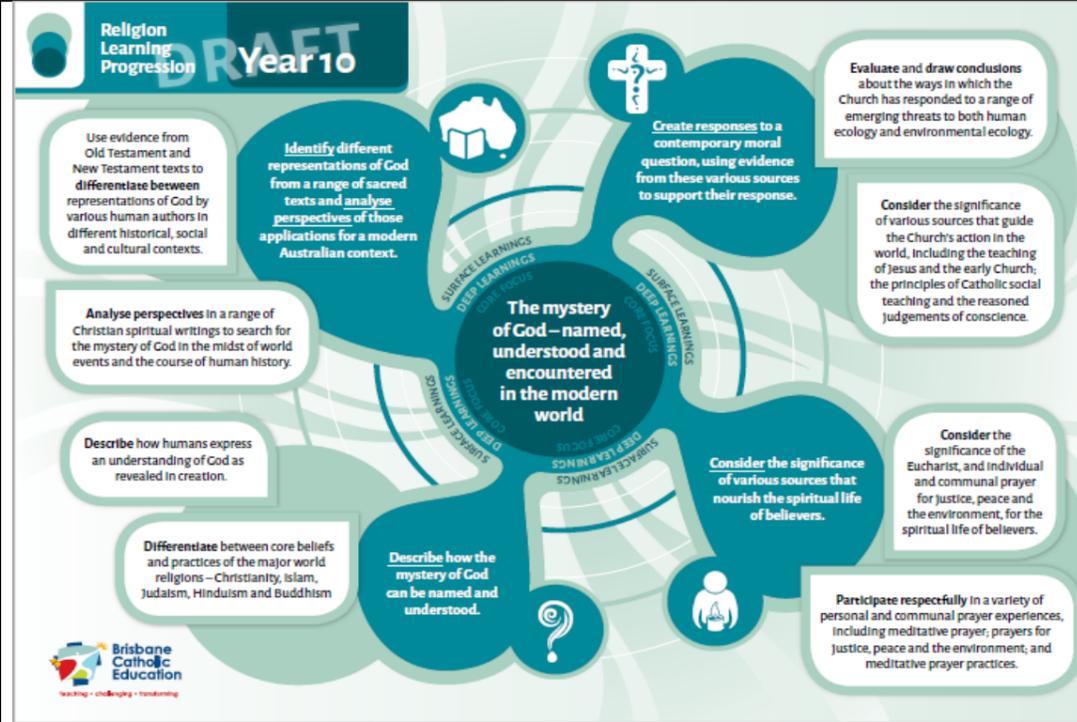
What knowledge, understanding and skills are student required to demonstrate?

What surface, deep and transfer learning is required?

How is learning made visible to students?

Categories of Cognitive Verbs

What cognitive demand is evident in the P-10 Religion Curriculum (see Year 10 Achievement Standard)?

Is the P-10 Religion Curriculum being implemented with the intended level of rigour?

Retrieval and comprehension	Analytical processes	Knowledge utilisation
The activation and transfer of knowledge from permanent memory to working memory, and the storage of critical features of information in permanent memory	Involves the reasoned extension of knowledge	About using knowledge — involves the processes individuals use when they wish to accomplish a specific task
Processes	**Processes**	**Processes**
• recognising • integrating • recalling • symbolising • executing	• matching • generalising • classifying • specifying • analysing error	• decision-making • problem-solving • experimental inquiry • investigating

Retrieval and Comprehension

- Describe how the mystery of God can be named and understood **(Recognising and recalling)**
- Describe how humans express an understanding of God as revealed in creation **(Recognising and recalling)**
- Describe how these core beliefs and practices reflect human understanding of God or the 'Other' **(Recognising and recalling)**
- Participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices. **(Executing)**
- Identify how these core beliefs and practices reflect human understanding of God or the 'Other' **(Integrating)**
- Identify different representations of God from a range of sacred texts **(Integrating)**

Analytical Processes

- Differentiate between core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism) **(Matching)**
- Analyse perspectives of those applications for a modern Australian context **(Generalising)**
- Differentiate between representations of God by various human authors in different historical, social and cultural contexts **(Matching)**
- Analyse perspectives in a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history **(Generalising)**
- Consider the significance of various sources that guide the Church's action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgments of conscience **(Specifying)**
- Consider the significance of various sources that nourish the spiritual life of believers, including the Eucharist, and individual and communal prayer for justice, peace and the environment. **(Specifying)**

Knowledge Utilisation

- Create responses to a contemporary moral question, using evidence from these various sources to support their responses **(Investigating)**
- Evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology **(Decision-making)**

Study of Religion Syllabus Objectives	Connections to Year 10 Religion Curriculum Achievement Standard	Study of Religion Reporting Standard – A Descriptor
1. **Describe the characteristics of religion and religious traditions:** When students describe the characteristics of religion and religious traditions, they identify and account for the distinguishing features of religion and religious traditions.		The student demonstrates understanding of religious traditions through accurate and thorough explanations of the ways in which religion is expressed in the lives of adherents. Descriptions of religion and religious traditions are comprehensive, with distinguishing features identified correctly.

The student differentiates between religious traditions by thoroughly and accurately identifying distinct characteristics and differences within and across religious traditions, and the ways individuals interpret and live these traditions. The analysis of perspectives from within religious traditions is thorough and accurate, and is convincingly supported through well-reasoned arguments that are informed by an in-depth understanding of a range of views.

The student effectively uses a diverse range of valid primary and secondary sources in response to a hypothesis. Discerning, thorough and justified judgments are made when evaluating and drawing conclusions about the significance of religion for adherents and the ways religion influences people, society and culture. The communication of ideas or arguments related to religion and religious traditions is succinct, fluent and logical, and adheres to genre, language and recognised referencing conventions. |
2. **Demonstrate an understanding of religious traditions**: When students demonstrate an understanding of religious traditions, they explain the ways in which religion is expressed in the lives of adherents.		
3. **Differentiate between religious traditions:** When students differentiate between religious traditions, they determine the distinct characteristics and differences evident within and across religious traditions, and the ways in which individuals interpret and live the tradition.		
4. **Analyse perspectives about religious expressions within traditions:** When students analyse perspectives about religious expressions within traditions, they identify, examine and consider religious characteristics to ascertain a range of views, and provide reasons for such views.		
5. **Consider and organise information about religion**: When students consider and organise information about religion, they interpret information from sources and decide on the validity of these sources.		
6. **Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture:** When students evaluate and draw conclusions about eh significance of religion for individuals and its influence In people, society and culture, they make judgments about the importance of religion for adherents and the ways religion influences people, society and culture.		
7. **Create responses that communicates meaning to suit purpose**: When students create responses that communicate meaning to suit purpose, they convey ideas of arguments using their understandings of religion and religious traditions. They use genre and language conventions, and recognised conventions of referencing.		

What is the relationship between the level of rigour and cognitive demand present in the Year 10 curriculum and that required in Senior Secondary?

How does enacting the P-10 curriculum with the intended rigour and emphasis on skills support learning within the General Senior subjects?

General Capabilities (P-10)	Underpinning Factors (Senior Secondary)

General Capabilities (P-10)

Literacy: Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. In religion, students develop literacy capability as they learn how to build religious knowledge and how to explore, analyse, question, discuss and communicate religious concepts and ideas. Students use and create a wide variety of print, visual, oral and digital texts. They recognise how contextual information and language features of a variety of religious texts assist in making meaning of these texts.

Numeracy: Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. In religion, students develop numeracy capability as they learn to interpret, analyse, respond to and create texts involving quantitative and spatial information (e.g. texts that present issues or arguments based on data; visual texts that incorporate graphic organisers such as Venn diagrams or flowcharts). They learn to organise and interpret historical events and developments in the Church, analysing numerical data to make meaning of the past (e.g. to understand cause and effect, and continuity and change). Students learn to use scaled timelines, calendars and dates to locate and record information on topics of historical significance in the Church.

Information and Communication Technology (ICT) Capability: Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems and work collaboratively in all learning areas at school and in their lives beyond school. The capability involves students learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. In religion, students develop ICT capability when they investigate, create and communicate religious ideas and concepts. Students employ ICT to access, interpret, modify and create a range of print, visual and multimodal texts including texts developed in digital publishing. They use their ICT capability to access, share and exchange information; to collaborate and communicate with others electronically; and to communicate, present and represent religious ideas and concepts.

Critical and Creative Thinking: Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions, such as reason, logic, resourcefulness, imagination and innovation, in all learning areas at school and in their lives beyond school. In religion, students develop critical and creative thinking as they investigate and develop understandings of religious concepts and ideas through active inquiry that involves imagining and exploring possibilities; shaping new ideas and theories; planning and selecting appropriate information; evaluating sources of information; and developing an argument using evidence. Students learn the value and process of developing creative questions and the importance of speculation. Students are encouraged to be curious and imaginative in their inquiry. Students evaluate and use evidence from a variety of sources; analyse different arguments, viewpoints, attitudes and perspectives; articulate and justify a response to moral issues; present a cohesive and logical argument; and think deeply about questions that do not have straightforward answers.
Through reading, viewing and listening, students critically analyse the opinions, points of view and unstated assumptions embedded in religious texts. Students employ critical and creative thinking through the creation of their own written, visual and multimodal texts that require logic, imagination and innovation.

Personal and Social Capability: Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including: recognising and regulating emotions; developing empathy for and understanding of others; establishing positive relationships; making responsible decisions; working effectively in teams and handling challenging situations constructively. In religion, students develop personal and social capability as they investigate and develop understandings of religious concepts and ideas through active inquiry that provides them with opportunities for directing their own learning; initiative taking, goal setting, decision making, planning and carrying out investigations; working independently and collaboratively; expressing and reflecting on their own opinions, beliefs, values and questions; and appreciating the different insights and perspectives of others. Through close reading and discussion of a variety of religious texts, students experience and evaluate a range of personal and social behaviours and perspectives and develop connections and empathy with others in different social, cultural, historical and religious contexts. They make connections between religious texts and their own experiences; consider the wellbeing of self, others and all creation; analyse implications for their own actions and those of the wider community; and make informed choices about issues that impact their own lives and that of contemporary society.

Ethical understanding: Students develop capability in their ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. In religion, students develop ethical understanding as they study the issues and dilemmas present in a range of religious texts, and explore how ethical principles affect the behaviour and judgment of those involved in issues and events. Students use points of reference in formation of conscience to inform ethical decisions about a range of emerging issues. These points of reference include: the teachings of Jesus; sacred texts; the Church's living tradition; authoritative Church teaching including Catholic social teaching; interiority; and prayer and reflection on the Word of God. Students analyse the connections between ethical frameworks of a religious tradition and responses to contemporary Students apply the skills of reasoning, empathy and imagination, consider and make judgments about actions and motives and speculate on how life experiences affect and influence people's decision making and whether particular ethical positions are reasonable or not. They critically explore the actions and motivations of significant people in the history of the Church that may be the result of different standards and expectations and changing societal attitudes.

Intercultural understanding: Students develop intercultural understanding as they learn to value their own and others' cultures, languages and beliefs. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. This capability involves students in learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. In religion, students develop intercultural understanding as they learn about religious concepts and ideas and the ways these have been influenced by different cultural groups, past and present. Students learn to appreciate the contribution that diverse cultural perspectives have made to the development of religious knowledge. Through a study of the origins and development of the Church, students are exposed to a range of cultural traditions, past and present, and learn about the perspectives, beliefs and values of these different cultural groups, and the importance of understanding their own and others' histories. Students learn how particular cultural influences have led to differences across Church communities (e.g. liturgical practice, sacramental life, church architecture). They learn about the influence on the beliefs, values and practices of Church communities, past and present; of particular cultural groups (e.g. Vietnamese communities, Sudanese communities, Aboriginal and Torres Strait Islander peoples); and individuals such as founders of religious orders; significant reformers; and lay and religious leaders. Students learn to appreciate and interpret different perspectives, challenge stereotypical or prejudiced representations of cultural groups, and demonstrate respect for cultural diversity and the human rights of all people.

Underpinning Factors (Senior Secondary)

Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Religion 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.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility	creative thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences	collaboration and teamwork	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
personal and social skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding	information & communication technologies (ICT) skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

What is the relationship between the General Capabilities in the P-10 Curriculum (Religion) and the Underpinning Factors of the Senior Secondary Curriculum?

What implications are there for learning and teaching?

Consider how system focus in P-10 e.g. literacy and numeracy support learning in Senior Secondary?