

Religious Studies

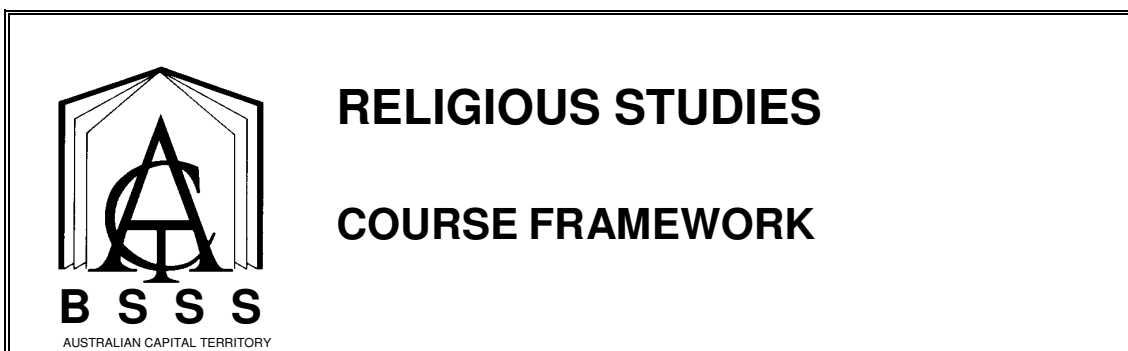
Religious Studies

Course

Framework

2008 Edition

For courses accredited from 2010



INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

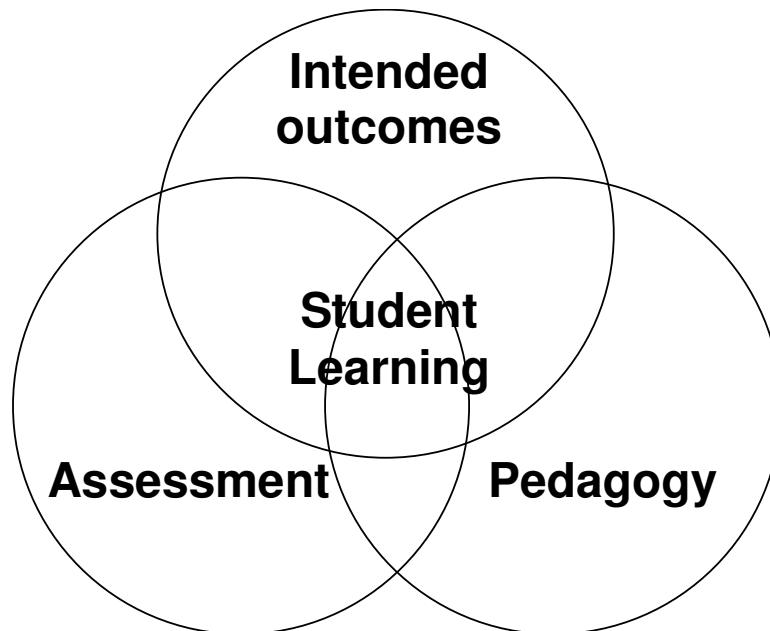
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix A**.*

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

RATIONALE

Religious Studies involves learning about the phenomenon of religion and individual and collective religious experiences. Through Religious Studies, students explore the search for meaning and purpose of human existence across different religious traditions and cultures in a complex and challenging world. The study of religion is intended to help students recognise, understand and appreciate that the human view of reality includes an awareness of spiritual and transcendent dimensions. These dimensions of human experience have also been the impetus for creative human endeavour, through artistic expression and service. Studying the beliefs and practices of different traditions facilitates understanding of the importance of the role of religious/spiritual experience.

Religious Studies calls for open inquiry while drawing on the personal and communal experiences of the students. Studying how adherents of different traditions apply their beliefs and experience to ethical, moral and social justice issues can enhance cross-cultural understanding and promote mutual enrichment. The understanding of alternative ways of viewing reality can facilitate cross-cultural harmony in contemporary Australian society, and enable full participation in the global community.

Religious Studies develops skills and understanding to help students in their personal search for meaning and formulation of their own understanding of ethical and social justice issues. These skills empower students to be committed, self-reliant and confident. Religious Studies encourages independent and critically reflective learners, in order to foster the link between students' well being and the well being of other members of society.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- Recognise and understand the nature of religion and spirituality
- Identify significant dimensions of religious expression by examining religious traditions including historical and socio-cultural features in a global context
- Interpret the expression of religion in contemporary society and the way belief systems and religious traditions affect people
- Critically appraise the values inherent in religious traditions, underlying philosophies and ethics in contemporary society
- Communicate effectively the results of appropriate enquiry and use the conventions of religious literacy in order to think analytically, critically and creatively about religious phenomena
- Respond creatively to concepts and issues within a context of religious literacy.

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs) all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts

Essential concepts within religious studies are expressed through study of religious faith and religious tradition. These include:

- Search for meaning
- Leadership and service
- Expression of beliefs
- Spirituality
- Social justice and stewardship
- Philosophy and ethics
- History and narrative

Skills

- Investigation
(Location, selection and interpretation of information from various sources)
- Critical reflection
(Analysis and evaluation of information, sacred texts, religious ideas and ethical issues)
- Participation
(Engaging and responding, both individually and collaboratively, with the key concepts of the course)
- Communication
(Presenting knowledge and ideas in a variety of forms appropriate to different audiences)

Recommended Content

Religions and religious traditions can be studied and expressed through:

- Sacred texts and stories, the arts, communal and historical narratives, philosophy and ethics
- Inspirational people, ministry, social justice and the environment
- The interaction and enrichment of individuals and faith communities through the expression of religious beliefs

Vocational Courses

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

Vocational courses are available from outside providers.

PEDAGOGY

Teaching strategies

Teaching strategies that are particularly relevant and effective in Religious Studies include:

- Direct instruction
- Cooperative learning
- Scaffolding
- Modelling
- Lecture/ tutorial/ seminar notes
- Excursions
- Guest speakers
- Exposure to a broad range of visual imagery
- Use of appropriate technology
- Regular and meaningful feedback
- Developing liturgies and retreat
- Service learning activities
- Research
- Surveys and questioning
- Opportunities to develop a wide range of practical skills
- Debates
- Discussion
- Narrative
- Role plays
- Creative responses
- Performance
- Review
- Dramatic interpretations
- Interviews
- Problem solving

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

Assessment Task Types for A Units:

For a 1.0 unit:

- A minimum of three (3) and a maximum of five (5) assessment tasks are recommended
- All units must include an assessment task from **EACH** task type
- Research/critical analysis tasks **OR** a creative/critical response tasks may be assessed in class
- Research/Critical Analysis tasks:
 - must be between 500 – 1000 words
 - must include correct referencing and a bibliography
 - require students to make discriminating use of sources
- Creative/Critical Response tasks:
 - must include a written rationale between 300 – 500 words
 - require students to respond creatively/ critically to sources
 - it is recommended that oral tasks should be a minimum 8 minutes and a maximum of 10 minutes
- Rationales must be examples of reflective writing that put the response into a correct context for the viewer

For a 0.5 unit:

- A minimum of 2 and a maximum of 3 assessment tasks are recommended
- Each assessment item must be a different task type
- An in-class written task must be included
- Where two half standard units are offered in sequence one half unit must contain an assessment item from the research/critical analysis and the other a creative/critical response.

A Units			
Task type	In-class written task	Research/ Critical Analysis	Creative/ Critical Response (Including rationale/ reflection)
	May include: Test Exam Document study Stimulus response In-class essay - open book/ 1 page of notes	May include: Essay Report Biography Research/ Survey/ Depth study	May include: Oral presentation Seminar Performance Debate Diary entries Review Poster Prayer service Narrative Model/ Diorama Website/ Web quest Game Interview Song/ poetry Community service project Liturgy creation and presentation
Weightings in 1.0 units	20 - 40%	20 - 30%	40 - 50%
Weightings in 0.5 units	40%	60%	

Assessment Task Types For T Units:

For a 1.0 unit:

- A minimum of three (3) and a maximum of five (5) assessment tasks are recommended
- All units must include an assessment task from **EACH** task type
- In-class written tasks:
 - must be completed in one continuous sitting
- Research/Critical Analysis tasks:
 - must be between 1000 – 1500 words
 - must include correct referencing and a bibliography
 - require students to make discriminating use of sources
- Creative/Critical Response tasks:
 - must include a written rationale between 500 – 800 words
 - require students to respond creatively/ critically to sources
 - it is recommended that oral tasks should be a minimum 10 minutes and a maximum of 15 minutes.
 - all creative tasks **MUST** be examples of original student work (Note: Creative/ Critical response tasks must reflect higher order thinking skills in both practical and written components)
- Rationales must be examples of reflective writing that put the response into a correct context for the viewer

For a 0.5 unit:

- A minimum of 2 and a maximum of 3 assessment tasks are recommended
- Each assessment item must be a different task type
- An in-class written task must be included
- Where two half standard units are offered in sequence one half unit must contain an assessment item from the research/critical analysis and the other a creative/critical response.

T Units			
Task type	In-class written task	Research/ Critical Analysis	Creative/ Critical Response (Including rationale/ reflection)
	May include: Test Exam Document study In-class essay Stimulus response	May include: Essay Report Biography Research/ Survey/ Depth study Portfolio	May include: Oral presentation Seminar Performance Debate Diary entries Review Promotional campaign Liturgy creation and presentation Narrative Model/ Diorama Website/ Web quest Game Interview Song/ poetry/ artwork Community service project
Weightings in 1.0 units	30-40%	30-40%	20-40%
Weightings in 0.5 units	40%	60%	

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- Understanding and applying knowledge
- Creative Thinking
- Critical Thinking
- Inquiry Skills
- Communication Skills

Assessment Rubrics will be developed for all of the Task Types.

Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following table shows these relationships.

GOALS	ASSESSMENT TASK TYPES	ASSESSMENT CRITERIA
Understand and recognise the nature of religion and spirituality	In-class written	<ul style="list-style-type: none"> • understanding and applying knowledge • critical thinking
Identify significant dimensions of religious expression by examining religious traditions including historical and socio-cultural features in a global context	Research/critical analysis	<ul style="list-style-type: none"> • understanding and applying knowledge • inquiry skills
Interpret the expression of religion in contemporary society and the way belief systems and religious traditions affect people	Research/critical analysis Creative/critical response	<ul style="list-style-type: none"> • understanding and applying knowledge • critical thinking • communication skills
Critically appraise the values inherent in religious traditions, underlying philosophies and ethics in contemporary society	In-class written Research/critical analysis	<ul style="list-style-type: none"> • understanding and applying knowledge • critical thinking • inquiry skills
Communicate effectively the results of appropriate enquiry and use the conventions of religious literacy in order to think analytically, critically and creatively about religious phenomena	In-class written Research/critical analysis Creative/critical response	<ul style="list-style-type: none"> • communication • inquiry skills
Respond creatively to concepts and issues within a context of religious literacy	Creative/critical response	<ul style="list-style-type: none"> • creative thinking • communication skills

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

GRADE DESCRIPTORS FOR A COURSES

	Understanding and applying knowledge	Critical Thinking	Creative Thinking	Inquiry Skills	Communication
A student who achieves an A grade typically	Demonstrates a confident and clear understanding and application of the key concepts and issues	Analyses and evaluates issues/values with a coherent approach	Displays imagination and insight in the application of key concepts	Displays initiative and proficiency in investigative and referencing skills	Communicates coherently and fluently with established technical skills
A student who achieves a B grade typically	Demonstrates competent understanding and application of the key concepts and issues	Analyses and/or evaluates issues with evidence of a thoughtful approach	Displays imagination in the application of key concepts	Displays initiative and developing proficiency in investigative and referencing skills	Communicates with developing fluency and technical skills
A student who achieves a C grade typically	Demonstrates understanding of the key concepts and issues through sound responses	Evaluates issues at a sound level	Displays some creative application of key concepts	Displays sound investigative and/or referencing skills	Communicates with sound technical skills
A student who achieves a D grade typically	Demonstrates limited understanding of the key concepts and issues	Demonstrates limited evidence of critical thinking	Displays limited evidence of creative thinking	Displays limited investigative and/or referencing skills	Communicates at a basic level with few or no technical skills
A student who achieves an E grade typically	Demonstrates very limited or no understanding of the key concepts and issues	Demonstrates no evidence of critical thinking	Displays no evidence of creative thinking	Displays little or no evidence of investigative or referencing skills	Displays very limited evidence of communication skills

GRADE DESCRIPTORS FOR T COURSES

	Understanding and applying knowledge	Critical Thinking	Creative Thinking	Inquiry Skills	Communication
A student who achieves an A grade typically	Demonstrates sophisticated understanding and application of the key concepts/ issues through highly perceptive and reflective responses	Critically analyses and evaluates issues and values by advancing and sustaining a complex position in a highly coherent manner	Displays a highly innovative, imaginative and cohesive approach to the application and elaboration of key concepts	Displays a high level of initiative and investigative skills, including a variety of apt resources and refined referencing skills	Demonstrates fluent and articulate communication skills
A student who achieves a B grade typically	Demonstrates competent understanding of the key concepts and issues through perceptive and reflective responses	Critically analyses and evaluates issues and values by sustaining a position in a coherent manner	Displays an imaginative and cohesive approach to the application and elaboration of key concepts	Displays initiative and competent investigative skills, including a variety of resources and appropriate referencing skills	Demonstrates competent and effective communication skills
A student who achieves a C grade typically	Demonstrates satisfactory understanding of relevant concepts and issues	Analyses or evaluates issues and values with evidence of a sound position	Displays elements of an imaginative approach to the application of key concepts	Displays satisfactory investigative skills and selects appropriate information derived from obvious sources, with evidence of satisfactory referencing skills	Demonstrates satisfactory communication skills
A student who achieves a D grade typically	Demonstrates limited understanding of the key concepts and issues	Demonstrates limited analysis of ideas or recount only	Displays a limited attempt to experiment with their approach to the key concepts	Displays limited investigative and referencing skills	Demonstrates limited communication skills
A student who achieves an E grade typically	Demonstrates little or no understanding of the key concepts and issues	Demonstrates unrelated or no analysis of ideas	Displays little or no experimentation with key concepts	Displays little or no evidence of investigative or referencing skills	Demonstrates few or no effective communication skills

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for ‘T’ courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

References for Curriculum Development

Websites from Australian states curriculum bodies:

New South Wales: <http://www.boardofstudies.nsw.edu.au/>

Victoria <http://www.vcaa.vic.edu.au/vce/studies/index.html>

Queensland: <http://www.qsa.qld.edu.au/>

South Australia : <http://www.ssabsa.sa.edu.au/teacher/teachersubject.php>

Tasmania: <http://www.tqa.tas.gov.au/>

Western Australia: <http://www.det.wa.edu.au/education/>

ACT: Every Chance to Learn: <http://activated.act.edu.au/ectl/>

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WEBSITES

ABC

<http://www.abc.net.au/rn/religionreport/>

<http://www.abc.net.au/religion/>

Archive

<http://www.artchive.com/>

BBC Religion and Ethics Website

<http://www.bbc.co.uk/religion/religions/>

Dialogue Australasia

<http://www.dialogueaustralasia.org/>

New Advent

<http://www.newadvent.org/>

United Nations – Landmark documents

<http://www.un.org/>

COURSE FRAMEWORK DEVELOPMENT GROUP

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The group gratefully acknowledges the work of previous groups who developed and revised the Religious Studies Course Framework.

RELIGIOUS STUDIES GENERIC A RUBRIC

	A	B	C	D	E
<p>Understanding and applying knowledge</p> <ul style="list-style-type: none"> • Depth and breadth of knowledge • Appropriate application of knowledge 	<ul style="list-style-type: none"> • Demonstrates well- developed understanding of the key concepts/ issues • Delivers relevant, detailed, accurate and broad information • Displays highly perceptive and reflective application 	<ul style="list-style-type: none"> • Demonstrates clear understanding of the key concepts and issues • Delivers relevant, detailed and accurate information • Displays perceptive and reflective application 	<ul style="list-style-type: none"> • Demonstrates sound understanding of the key concepts and issues • Delivers relevant and accurate information • Displays some perceptive and reflective application 	<ul style="list-style-type: none"> • Displays basic understanding of the key concepts and issues • Delivers limited information • Displays little perceptive and reflective application 	<ul style="list-style-type: none"> • Displays little or no understanding of the key concepts and issues • Delivers insufficient information • Displays little or no perception or reflection
<p>Critical Thinking</p> <ul style="list-style-type: none"> • Sustained position • Analysis and evaluation 	<ul style="list-style-type: none"> • Presents a coherent point of view that discriminates very effectively • Advances and sustains a well developed position • Evaluates with strong perception and purpose 	<ul style="list-style-type: none"> • Presents a coherent point of view that discriminates effectively • Advances and sustains a developed position • Evaluates with perception and purpose 	<ul style="list-style-type: none"> • Presents a coherent point of view • Advances a position • Evaluates with purpose 	<ul style="list-style-type: none"> • Presents a limited point of view • Advances a personal or incomplete position • Little evidence of evaluation 	<ul style="list-style-type: none"> • Presents little or no evidence of a point of view • Little or no evidence of a position • Little or no evidence of evaluation
<p>Creative Thinking</p> <ul style="list-style-type: none"> • Imagination • Insight 	<ul style="list-style-type: none"> • Displays fresh insight and originality of thought 	<ul style="list-style-type: none"> • Displays insight and originality of thought 	<ul style="list-style-type: none"> • Displays evidence of insight 	<ul style="list-style-type: none"> • Displays limited insight 	<ul style="list-style-type: none"> • Displays little or no insight
<p>Inquiry Skills</p> <ul style="list-style-type: none"> • Investigative skills • Referencing skills: bibliography • Referencing skills: footnotes or in-text citation 	<ul style="list-style-type: none"> • Displays initiative, proficiency and the ability to discriminate in selecting relevant information • Constructs bibliography and always cites sources according to designated method • Always references according to the designated method 	<ul style="list-style-type: none"> • Displays initiative and proficiency in selecting relevant information • Constructs bibliography and cites most sources according to designated method • Usually references according to the designated method 	<ul style="list-style-type: none"> • Displays proficiency in selecting relevant information • Constructs bibliography and cites sources according to designated method but with some errors • Shows evidence of referencing according to the designated method 	<ul style="list-style-type: none"> • Limited evidence of appropriate selection of material • Constructs bibliography without reference to the designated method or with significant errors • Shows limited evidence of referencing according to the designated method 	<ul style="list-style-type: none"> • No evidence of investigative skills • No evidence of appropriate bibliographic skills • No evidence of referencing skills

<p>Communication</p> <ul style="list-style-type: none"> • Written • Organisation • Sense of Audience • Engagement • Mode of delivery • Clarity • Collaboration • Use of time and word allowance • Religious Literacy 	<ul style="list-style-type: none"> • Writes with accurate, concise expression and strong technical competence • Demonstrates strong organisation and application of correct style and structure • Expresses original ideas confidently with a well developed sense of audience • Consistently demonstrates effective engagement with audience • Uses innovative and highly relevant media • Delivery is audible, very confident, well paced and modulated • Demonstrates coherent and well integrated collaboration • Very effective use of time and/or meets word limit • Consistently displays understanding and use of religious terminology and concepts 	<ul style="list-style-type: none"> • Writes with accurate expression and technical competence • Demonstrates good organisation and application of correct style and structure • Expresses original ideas clearly and with a good sense of audience • Consistently demonstrates engagement audience • Uses effective and relevant media • Delivery is audible, confident and well-paced • Demonstrates purposeful integration and collaboration • Effective use of time and/or meets word limit • Displays understanding and use of religious terminology and concepts 	<ul style="list-style-type: none"> • Writes with purpose; some technical errors • Demonstrates understanding and application of correct style and structure • Expresses some ideas with a sense of audience • Demonstrates some engagement with audience • Uses relevant media • Delivery is audible and purposeful • Demonstrates evidence of integration and collaboration • Awareness of time constraints and/or word limits • Displays some understanding and use of religious terminology and concepts 	<ul style="list-style-type: none"> • Writes with limited technical accuracy • Demonstrates limited understanding and application of correct style and structure • Expresses some ideas with little sense of audience • Demonstrates limited engagement with audience • Limited use of media • Delivery displays limited technique • Demonstrates limited evidence of collaboration • Ineffective use of time and/or does not meet word limit • Displays limited understanding or use of religious terminology and concepts 	<ul style="list-style-type: none"> • Writes with consistent technical errors • Demonstrates no understanding and application of correct style and structure • Expresses ideas and points of view with little or no sense of audience • Demonstrates little or no ability to engage audience • Little or no use of media • Did not present • Demonstrates little or no evidence of collaboration • Does not meet time and/or word limit • Displays little no understanding or use of religious terminology and concepts
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RELIGIOUS STUDIES GENERIC T RUBRIC

	A	B	C	D	E
<p>Understanding and applying knowledge</p> <ul style="list-style-type: none"> • Depth and breadth of knowledge • Appropriate application of knowledge 	<ul style="list-style-type: none"> • Demonstrates sophisticated understanding and application of the key concepts/ issues • Delivers extensive relevant, detailed and accurate information • Displays deep perception and reflection 	<ul style="list-style-type: none"> • Demonstrates thorough understanding and application of the key concepts and issues • Delivers relevant, detailed and accurate information • Displays effective perception and reflection 	<ul style="list-style-type: none"> • Demonstrates competent understanding and application of relevant concepts and issues • Delivers relevant and accurate information • Displays sound perception and reflection 	<ul style="list-style-type: none"> • Displays basic understanding and application of the key concepts and issues • Delivers limited relevant information • Displays limited perception and reflection 	<ul style="list-style-type: none"> • Displays little or no understanding and application of the key concepts and issues • Delivers insufficient information • Displays little or no perception or reflection
<p>Critical Thinking</p> <ul style="list-style-type: none"> • Sustained position • Critical appraisal 	<ul style="list-style-type: none"> • Comprehensively analyses, integrates and evaluates issues and values • Advances and sustains a complex position in a highly coherent manner • Argues with sophisticated insight and discrimination 	<ul style="list-style-type: none"> • Coherently analyses and evaluates issues and values • Advances and sustains a detailed position in a coherent manner • Argues with insight and discrimination 	<ul style="list-style-type: none"> • Analyses and evaluates issues and values • Advances and sustains a coherent position • Argues with purpose 	<ul style="list-style-type: none"> • Presents limited analysis of issues and values • Advances a limited position • Argument is limited 	<ul style="list-style-type: none"> • Little or no analysis and /or evaluation of issues • Little or no evidence of a position • Argument in not evident
<p>Creative Thinking</p> <ul style="list-style-type: none"> • Imagination • Insight 	<ul style="list-style-type: none"> • Displays fresh insight and originality of thought and approach 	<ul style="list-style-type: none"> • Displays insight and originality of thought and approach 	<ul style="list-style-type: none"> • Evidence of insight and originality 	<ul style="list-style-type: none"> • Limited evidence of insight and originality 	<ul style="list-style-type: none"> • Little or no evidence of insight and originality
<p>Inquiry Skills</p> <ul style="list-style-type: none"> • Investigative skills • Referencing skills: bibliography • Referencing skills: footnotes or in-text citation 	<ul style="list-style-type: none"> • Displays initiative, proficiency and ability to discriminate in sourcing information • Uses extensive range of highly appropriate material beyond that used in class • Constructs bibliography and always cites sources according to designated method • Always references according to the designated method 	<ul style="list-style-type: none"> • Displays initiative and proficiency in sourcing information • Uses appropriate material beyond that used in class • Constructs bibliography and cites most sources according to designated method • Usually references according to the designated method 	<ul style="list-style-type: none"> • Displays competency in sourcing information • Uses appropriate material from familiar sources • Constructs bibliography and cites sources according to designated method but with some errors • Shows evidence of referencing according to the designated method 	<ul style="list-style-type: none"> • Displays limited evidence of appropriate selection of material • Limited evidence of appropriate sources • Constructs bibliography without reference to the designated method or with significant errors • Shows little evidence of referencing according to the designated method 	<ul style="list-style-type: none"> • Displays inappropriate choice of material or no evidence of research • Little or no evidence of appropriate sources • Little or no evidence of appropriate bibliographic skills • Little or no evidence of referencing skills

<p>Communication</p> <ul style="list-style-type: none"> • Written • Organisation • Sense of audience • Engagement • Mode of delivery • Clarity • Collaboration • Use of time and word allowance • Religious Literacy 	<ul style="list-style-type: none"> • Writes with accurate, concise, fluent expression and strong technical competence • Demonstrates high levels of organisation and sophisticated application of essay style and structure • Expresses ideas confidently, independently with a well developed sense of audience • Uses innovative, engaging and highly relevant support materials • Uses a variety of media flexibly with expert management • Is highly articulate, confident, well paced and modulated • Demonstrates sophisticated, purposeful coherent and well integrated collaboration • Well paced and effective use of time and/or meets word length • Consistently displays a high level of awareness, understanding and use of religious terminology and concepts 	<ul style="list-style-type: none"> • Writes with accurate and fluent expression and technical competence • Demonstrates organisation and well developed application of essay style and structure • Expresses ideas clearly, independently and with a good sense of audience • Uses engaging and relevant support materials • Uses appropriate media with purposeful management • Is articulate and confident • Demonstrates coherent purposeful and integrated collaboration • Effective use of time and/or meets word length • Displays a good level of awareness, understanding and use of religious terminology and concepts 	<ul style="list-style-type: none"> • Writes clearly but with technical errors • Demonstrates sound understanding and application of essay style and structure • Expresses ideas clearly and with a sense of audience • Uses relevant support materials • Uses media with competency • Is audible and clear • Demonstrates some integration and collaboration • Meets time and/or word limits: • Displays some awareness, understanding and use of religious terminology and concepts 	<ul style="list-style-type: none"> • Writes with some technical errors that confuse meaning • Demonstrates little understanding and application of essay style and structure • Expresses Ideas with little sense of audience • Uses limited relevant support materials • Uses media with limited competency • Shows some command of voice technique • Demonstrates partial collaboration • Does not meet time and/or word limits • Displays little awareness, understanding or use of religious terminology and concepts 	<ul style="list-style-type: none"> • Writes with technical errors that obscure meaning • Demonstrates no understanding or application of essay style and structure • Expresses ideas with no sense of audience • Uses no relevant support material • Uses no media • Shows limited command of voice technique • Demonstrates little or no collaboration • Insufficient time and/or length • Displays no awareness, understanding or use of religious terminology and concepts
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All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
• informed and ethical decision-makers	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
• confident and capable users of technologies	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills
• independent and self-managing learners	eg understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
• collaborative team members	eg contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, work experience
• a basis for self-directed and lifelong learning	through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility
• personal attributes enabling effective participation in society	developing social skills and capabilities for citizenship, work experience and recognition of outside learning ; through understanding of a globalised knowledge society