

ACT Board of Senior Secondary Studies

Public Consultation Report

World Religions Course 2020

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Course writing team.
- Amendments to the Course have been made where required, as a result of the consultation process.

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Topic	Comment	Response
<p>Q3 COURSE RATIONALE</p> <p>The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.</p>	<p>Clear outcomes. Love the big ideas</p> <p>yes</p>	<p>Noted</p> <p>Noted</p>
<p>Q4 COURSE GOALS</p> <p>The course goals are clear about the intended learning but allow flexibility.</p>	<p>Identical to the Religious Studies course goals - I would have expected there to be some differentiation. Would the course goals of a History course differ from those of a Geography course? I would expect so.</p> <p>yes</p>	<p>Course goals are taken from the HASS framework and thus are the same for all courses written under the HASS framework. That is true of all BSSS courses developed under the current design specifications. Specific Unit Goals reflect the distinctive knowledge and skills of a particular course.</p>
<p>Q5 Unit Title:</p> <p>Religion and Popular Culture</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>yes</p>	<p>Noted</p>
<p>Q6 Unit Title:</p> <p>Religion and Popular Culture</p> <p>The specific unit goals are clearly outlined and appropriate to the unit.</p>	<p>The two unit goals are not distinct from each other. The second goal is a sub-set of the first goal.</p>	<p>Thank you. The goals were revised:</p> <ul style="list-style-type: none"> • critically analyse the relationship between popular cultures and religions and spiritual traditions • critically analyse how religions and spirituality appropriate affect and appropriate popular cultures, and how popular cultures create and re-enforce stereotypes

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Topic	Comment	Response
	yes	N/A
<p>Q7 Unit Title:</p> <p>Religion and Popular Culture</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>Content descriptions are repetitious and not strong enough for a whole semester</p> <p>Whilst I agree that the content descriptions do elaborate on the unit description, there are an overwhelming number of content descriptions. The language used seems to be the same whether referring to knowledge or skills; i.e. analyses is used regardless. I believe analysis is a skill and the content of that is the knowledge. Some wording is incorrect and will need to be edited. E.g. critically analyse representations of religious and spiritualities events and people in popular culture and how these have shaped opinion, values and attitudes</p> <p>yes</p>	<p>Course developers conclude that the descriptions elaborate on the complex and nuanced works of analysing religious phenomena in relation to popular culture. A fully developed Program of Learning will enable teachers to see the complexity and depth of this area of study.</p> <p>Course developers reviewed wording for errors</p> <p>Noted</p>
<p>Q8 Unit Title:</p> <p>Religion and Popular Culture</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>Yes, but only because they are repetitious and vague. That being said, in its current form there are too many content descriptions. That being said, in its current form there are too many content descriptions. Favours breadth over depth - we always aim for depth and this would be difficult given the current form of the unit. Consider core and elective elements.</p> <p>If we are able to choose a focus, then it does allow for flexibility. But, the overwhelming number of descriptions makes me stressed; that I will need to cover so much and provide opportunities for all knowledge and skills to be learnt and demonstrated.</p> <p>yes</p>	<p>Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Teachers will choose a focus. Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Noted</p>

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<p>Q9 Unit Title:</p> <p>Influence, Community, Culture and Power</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>'as evident in diverse cultures and communities'. There is an assumption in this second part of the sentence that has not been established. Currently appears to exclude power in homogeneous communities. Power is not just evident in diversity; in fact, diversity is more likely to be evidence of equality.</p> <p>yes</p>	<p>Thank you. Both homogeneous and multireligious communities were intended.</p> <p>It will be reworded to: "...as exemplified by a range of communities and cultures"</p> <p>Noted</p>
<p>Q10 Unit Title:</p> <p>Influence, Community, Culture and Power</p> <p>The specific unit goals are clearly outlined and appropriate.</p>	<p>Again, the two unit goals are not distinct from each other. The second goal is a sub-set of the first goal rather than a distinct goal in itself.</p> <p>yes</p>	<p>The first is between religions and spiritual traditions, and the second is within religions and spiritual traditions.</p> <p>Noted</p>
<p>Q11 Unit Title:</p> <p>Influence, Community, Culture and Power</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>Whilst I agree that the content descriptions do elaborate on the unit description, there are an overwhelming number of content descriptions. The language used seems to be the same whether referring to knowledge or skills; i.e. analyses is used regardless. I believe analysis is a skill and the content of that is the knowledge. Some wording is incorrect and will need to be edited. E.g. ...significant social issues, including, alleviate poverty...</p> <p>yes</p>	<p>Not all content descriptions are equal. The course content descriptions seek to elaborate on the complex and nuanced works of analysing religious phenomena.</p> <p>The use of terms such as significant social issues, including alleviate poverty, have been reviewed.</p> <p>Noted</p>

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<p>Q12 Unit Title: Influence, Community, Culture and Power</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>'critically analyse theories from history, sociology, politics, economics and/or psychology to understand power relationships among and within religions, cultures, and multicultural communities' - this is way too big. Which theories? How many? Better to provide further guidance here. ie. 'two theories from' That being said, in its current form there are too many content descriptions. Favours breadth over depth - we always aim for depth and this would be difficult given the current form of the unit. Consider core and elective elements.</p> <p>If we are able to choose a focus, then it does allow for flexibility. But, the overwhelming number of descriptions makes me stressed; that I will need to cover so much and provide opportunities for all knowledge and skills to be learnt and demonstrated.</p> <p>yes</p>	<p>Teachers will write programs of learning to reach an appropriate level of depth.</p> <p>Wording has been varied to provide more guidance: Critically analyse theories (from HASS disciplines e.g., from History....., Psychology)</p> <p>Teachers will choose a focus. Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Noted</p>
<p>Q13 Unit Title: Narrative and World Views</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>yes</p>	<p>Noted</p>

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<p>Q14 Unit Title: Narrative and World Views The specific unit goals are clearly outlined and appropriate.</p>	<p>'critically analyse how religious and spiritual narratives represent themes such as connection with the land, meaning and purpose' Why these examples? Quite limiting in scope. 'critically analyse how religious and spiritual narratives might help to make the world a better place'. How can this be a goal? How could you expect students to demonstrate increased knowledge in this area? It's totally speculation.</p> <p>yes</p>	<p>In the first example, the content description encompasses the general capabilities and cross curriculum perspectives with their prioritisation of Indigenous knowledge and culture, as well as their focus on sustainability, Further, these are in of themselves worthy topics of study. On the second example, the general capabilities emphasis on building ethical, personal and social capabilities has been incorporated enabling the students to problematise religious narratives and explore the ethical dimensions of narratives and their impact in the world around them.</p> <p>Noted</p>
<p>Q15 Unit Title: Narrative and World Views The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>Six content descriptions is a good number for a semester length unit. Each is discrete helpful to the teacher designing the programme</p> <p>Whilst I agree that the content descriptions do elaborate on the unit description, there are an overwhelming number of content descriptions. The language used seems to be the same whether referring to knowledge or skills; i.e. analyses is used regardless. I believe analysis is a skill and the content of that is the knowledge.</p> <p>yes</p>	<p>Noted</p> <p>Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Noted</p>
<p>Q16 Unit Title: Narrative and World Views The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>If we are able to choose a focus, then it does allow for flexibility. But, the overwhelming number of descriptions makes me stressed; that I will need to cover so much and provide opportunities for all knowledge and skills to be learnt and demonstrated</p> <p>yes</p>	<p>Teachers will choose a focus. Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Noted</p>

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<p>Q17 Unit Title: Globalisation and Religion The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>Why choose a concept such as 'globalisation'? If anything, the students would be better off looking at how groups within religious traditions usurp the tradition for their own ends. The content of this unit could easily be covered in Influence, Community, Culture and Power unit. Wasteful to devote one whole unit to 'globalisation'. The concept of "globalisation" is irrelevant. A term more akin to social science rather than World Religions. Overall, globalisation is a vague topic. It has both negative and positive connotations...see a lot of links here potentially with the "Exploring Meaning" unit, popular culture or ethics units, for example. Economies are moving away from the term "globalisation" as it has become more of a political or divisive statement. Recommend looking for another completely different unit.</p> <p>Religion and Science unit has been a very popular one with our students and is very topical with the potential to explore deep, often misunderstood, concepts. There are brilliant areas for investigation: ancient religions (Egypt, Mesopotamia, Persia), Mayan, Aztec, Confucianism, Hinduism, Christianity and Islam. A unit with the potential to develop deep respect in students for the intellectual endeavours of adherents across the centuries.</p> <p>yes</p>	<p>Globalisation is highly relevant to students, and a particular and specific topic that is worthy of study.</p> <p>The unit does allow for studying how religious groups participate in and use Globalisation, e.g. "critically analyse the paradox where religious and spiritual agents are both forces of globalisation and principals in its backlash", "critically analyse how religion and spiritualities have shaped and informed a global ethic and addressing negative outcomes of globalisation", "evaluate the impact of globalisation on the individual, culture and values of life, for example, people as consumers and transmitters of information, diminishing distance between religious and spiritual professionals and lay adherents", "critically analyse tensions created by globalisation for religions and spiritualities, for example, global vs local, homogeneity/heterogeneity, universal/particular"</p> <p><i>World Religions</i> is written under the Humanities and Social Sciences Framework</p> <p>Interactions between Religion and Science is a theme that might well be worked into a range of units. It may be examined in the Religious Studies course.</p> <p>Noted</p>

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Q18 Unit Title: Globalisation and Religion The specific unit goals are clearly outlined and appropriate.	<p>Global ethic very worthwhile exploring - but can be picked up as a goal in other units.</p> <p>yes</p>	<p>Noted</p> <p>Noted</p>
Q19 Unit Title: Globalisation and Religion The content descriptions clearly elaborate on the unit description and the specific unit goals.	<ol style="list-style-type: none"> 1. Even if I wanted to see this unit in the course (which I don't - see above) I don't think it would be possible to isolate the impact of religion on globalisation. What we do see of 'globalisation' has a lot more to do with trade, economics, politics, movement of capital, advertising, impact of war and conflict 2. Whilst I agree that the content descriptions do elaborate on the unit description, there are an overwhelming number of content descriptions. The language used seems to be the same whether referring to knowledge or skills; i.e. analyses is used regardless. I believe analysis is a skill and the content of that is the knowledge. 3. yes 	<p>Globalisation is a key theme in the learning area. It is highly relevant to students, and a particular and specific topic that is worthy of study.</p> <p>Teachers will choose a focus. Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Noted</p>
Q20 Unit Title: Globalisation and Religion The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	<ol style="list-style-type: none"> 1. See above 2. If we are able to choose a focus, then it does allow for flexibility. But, the overwhelming number of descriptions makes me stressed; that I will need to cover so much and provide opportunities for all knowledge and skills to be learnt and demonstrated 3. yes 	<p>Noted</p> <p>Teachers will choose a focus. Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Noted</p>

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<p>Q21 Unit Title: Negotiated Study The unit description clearly explains the purpose of a negotiated study.</p>	<p>1. Great flexibility to cater to the interests of individuals or a class along with the particular expertise of the teacher. I see wonderful opportunities here.</p> <p>2. yes</p>	<p>Noted</p> <p>Noted</p>
<p>Q22 Unit Title: Negotiated Study The specific unit goals are clearly outlined sufficiently flexible for developing a negotiated study.</p>	<p>yes</p>	<p>Noted</p>
<p>Q23 Unit Title: Negotiated Study The content descriptions clearly elaborate on the unit description and the specific unit goals for developing a negotiated study.</p>	<p>Whilst I agree that the content descriptions do elaborate on the unit description, there are an overwhelming number of content descriptions. The language used seems to be the same whether referring to knowledge or skills; i.e. analyses is used regardless. I believe analysis is a skill and the content of that is the knowledge.</p> <p>yes</p>	<p>Teachers will choose a focus. Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Noted</p>
<p>Q24 Unit Title: Negotiated Study The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p>	<p>If we are able to choose a focus, then it does allow for flexibility. But, the overwhelming number of descriptions makes me stressed; that I will need to cover so much and provide opportunities for all knowledge and skills to be learnt and demonstrated.</p> <p>yes</p>	<p>Teachers will choose a focus. Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Noted</p>

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<p>Q25 Unit Title: Negotiated Study The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>As previously stated, due to the large amount of descriptions which are stated as "must be taught," it may be overwhelming for teachers as they seek to plan for the needs of their students. Also, if a student is doing a negotiated study individually, opportunities for dialogue may be slim.</p> <p>yes</p>	<p>Teachers will choose a focus. Not all content descriptions are equal, and teachers will develop Programs of Learning that focus on the most significant elements through the chosen case studies.</p> <p>Even in the Negotiated Study, the course guides the quality and depth required for this level of study and also seeks to prevent duplication.</p> <p>Noted</p>
<p>Q26 Are the units in this course distinct and different from the Religious Studies course.</p>	<p>yes</p>	<p>Noted</p>

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