

**Resource material to assist in the
implementation of VCE Texts and Traditions**

April 2001

Introduction

This resource has been developed to assist teachers of Texts and Traditions with the ongoing implementation of the revised study design. A range of activities has been included to assist teachers in their planning. These activities may be used either by teachers individually or within a workshop setting.

These materials have been designed so that teachers may select the activity that best suits their needs. Some teachers may elect to work progressively through all the activities. Others may wish to focus on aspects of assessment. Each activity is designed to be a stand-alone activity so that teachers may choose whichever activity is appropriate for their teaching situation.

It is suggested that the following documents are available when using this resource so that teachers may choose whichever activity is appropriate for their teaching situation.

School-assessed coursework

For details regarding school-assessed coursework, teachers will need to refer to the following:

- *Texts and Traditions Study Design*, accredited 1999, accreditation period January 2001–December 2005.
- *Assessment Guide Revised VCE 2001: SOSE*. This booklet contains criteria and advice to assist teachers in assessing school coursework.

Examinations

For details regarding the end-of-year examination, teachers will need to refer to the following:

- *VCE Bulletin*, No. 160, Supplement 3 (Assessment Criteria for 2001 Examinations) March 2000.
- Sample Examination Material, Revised VCE Studies 2001, *VCE Bulletin*, No. 160, Supplement 1, December 2000. This supplement contains further advice including sample questions for VCE Texts and Traditions.
- *Report for Teachers*, from Chief Assessor, Board of Studies, 2001. Earlier editions of these reports (1995–1999) also contain information of value to teachers of the revised study.

This resource includes:

Activity 1: Issues to consider for Units 2 and 4. What have we learnt so far?

Activity 2: Scheduling for Semester 2

Activity 3: Using ICT in VCE Texts and Traditions – websites and activities

Activity 4: Sample course outline with sample assessment tasks for Unit 1: Narrative texts and traditions

Activity 5: Sample course outline with sample assessment tasks for Unit 2: Texts and society

Activity 6: Assessment issues Units 3 and 4

Activity 7: Sample course outlines with sample assessment tasks for Units 3 and 4

Activity 8: Examination advice and activities

Activity 1: Issues to consider for Units 2 and 4. What have we learnt so far?

This is an opportunity for teachers to reflect upon their experiences during Semester 1. Reflection may influence your planning for Semester 2. Work through the following questions:

1. What really worked for you and your class in Unit 3?
 - scheduling of assessment tasks?
 - resourcing assessment tasks?
 - school policies for coursework?
 - teaching the background/content to assessment tasks?
2. Given your experiences in Unit 3, what will you change in Unit 4?
 - scheduling of assessment tasks?
 - resourcing assessment tasks?
 - school policies for coursework?
 - teaching the background/content to assessment tasks?
3. How are you marking the assessment tasks?
 - a criteria sheet?
 - numerical grades?
 - internal marking scheme for your class?
 - verbal comments on the task?
 - written comments on the task?
4. What procedures/conditions have you set in place for students to sit the assessment task?
 - production of footnotes and bibliographies?
 - open or closed book?
 - how many pages of notes allowed?
 - student queries during task allowed?
5. What school commitments influenced the timing of assessment tasks?
 - Unit 1?
 - Unit 2?
 - Unit 3?
 - Unit 4?
6. How are you preparing your students for the end-of-the year examination?
 - progressively limiting the use of notes/books during assessment tasks?
 - varying assessment tasks as suggested by the study design?
 - using the structure of the sample questions to assist with setting assessment tasks?
 - reinforcing examination practice/technique/protocols, for example using their BOS number?
7. What links are there between Units 1 and 2 and Units 3 and 4?
 - what areas in Units 1 and 2 are preparing students for studying Units 3 and 4?
 - what skills need to be learned specifically in Units 1 and 2?

Scheduling for Semester 2

In activity 1 you reflected upon your experience during Semester 1. In the light of this experience consider your scheduling decisions for Semester 2.

Section A

- presented below are some questions/queries that need to be considered prior to making scheduling decisions
- document your responses to the queries.

Query	Decision
<ul style="list-style-type: none"> • when will each task be given to students? • when will each task finish? • what provision will be made for absentees? • will tasks be given at the same time for multiple classes? • how much time for each task will be allocated to out-of-school time? • what school commitments influence the timing of assessment tasks? 	

Section B

- select a Semester 2 unit of your VCE study
- shade in time planned for teaching each outcome
- insert 'X' for timing of assessment tasks (O1, O2, O3)
- annotate appropriate or significant activities (fieldwork, site visit, role-play etc.)
- locate school commitments on schedule.

Schedule key:

- A** Second Assessment File: Unit 3 School-assessed Coursework (30 July 2001)
- B** Third Assessment File: School-assessed Task scores (15 October 2001)
- C** November examinations begin on Friday 2 November and conclude Friday 23 November
- D** Fourth Assessment File: Unit 4 School-assessed Coursework (19 November 2001)

Semester 2: Unit 2/4 (circle one)

From:	Jun 18	Jun 25	Jul 2	Jul 16	Jul 23	Jul 30	Aug 6	Aug 13	Aug 20	Aug 27	Sept 3	Sept 10	Sept 17	Sept 24	Oct 8	Oct 15	Oct 22	Oct 29	Nov
To:	Jun 22	Jun 29	Jul 13	Jul 20	Jul 27	Aug 3	Aug 10	Aug 17	Aug 24	Aug 31	Sept 7	Sept 14	Sept 21	Oct 5	Oct 12	Oct 19	Oct 26	Nov 2	
O1						A										B		C	C, D
O2			Term 2 vacation											Term 3 vacation					
O3																			

Activity 3: Using ICT in VCE Texts and Traditions. Websites and activities

This activity has three components.

- 3a. An introduction to searching on the web.
- 3b. Samples of specific Texts and Traditions websites to browse.

Rationale

1. To familiarise teachers with the capabilities of Information and Communication Technology (ICT).
2. To use ICT to retrieve information useful for Unit 4.
3. To use this experience as a model to plan an activity for students to address an outcome in Unit 4.

Activity 3A**Searching on the web**

Using a search engine is an essential part of going online as this is the only way to find what you need in a hurry. When you do find what you are looking, it may not be there the next time you look! Such is the rapid turnover of material on the Internet.

Here are some useful tips on best use of a search engine:

- Be specific – the narrower the terms of reference, the more likely you are to get the result you want. For example, entering ‘Myths’ will find many sites (perhaps as many as 250,000), most of them irrelevant, but if you add the word ‘Sumerian’ (some 1800 sites through the same search engine) or ‘gospels’ (some 2500 sites), the results can be useful. The results are more manageable again if you name a specific myth like ‘Atrahasis’ (some 300 sites).
- ‘Natural language’ searches are supposed to be easy to use as you put questions directly to the engine, but you can easily be misled by key words such as ‘the’ early in the search terms. You are likely to get much of the Internet thrown back at you in the search results!
- When using more than one word use quotes such as ‘deuteronomistic history’ or ‘johannine community’. These create associations between words or block out unwanted words. Such searches are called ‘Boolean searches’ and are more effective still when used with advanced search areas that narrow the field even more.
- If there is a help file or menu in the search engine, open it and read it. It will often contain information to shortcuts that will save you time.
- Try alternative terms or synonyms for the terms you are searching. Don’t give up!
- Research the search engine that best suits your purpose for searching.

Some popular search engines

Name	URL	Description
Alta Vista	http://www.altavista.com	Broad search engine; need to know something about the search language to get the most benefit.
Ask Jeeves	http://www.askjeeves.com	Good for beginners.
Answers	http://www.answers.com.au	Australian search engine. Lets you select Australian, NZ as world sites.
Dog pile	http://www.dogpile.com	Searches through 13 other search engines and sorts results by the search engine that found them.
Excite	http://www.excite.com	Broad general search. Has set up Boolean type searches in a ready made format.
Go.com	http://www.go.com	List of web pages, newsgroups and news stories.
Google	http://www.google.com	Caches site results for faster checking and rejecting.
Hotbot	http://www.hotbot.lycos.com	Lets you limit your search to recently posted pages. Excellent for finding specific information.
Looksmart	http://www.looksmart.com	Lists in categories.
Lycos	http://www.lycos.com	Good for searching specific file types with advanced search capabilities.
Metacrawler	http://www.metacrawler.com	Searches through several search engines including Yahoo and Excite.
Northern Light	http://www.northernlight.com	Searches through websites as well as articles from periodicals and books (on a pay per view basis).
Wombat	http://www.webwombat.com.au	Advanced search engine allows searches in categories of Australian, NZ and world sites.
Yahoo	http://www.yahoo.com	Places results in categories. Simple to use.

Not all search engines are equally easy to use. Some give you very precise results while others give you general categories that allow you to narrow your search field. You need to experiment with several search engines until you find the one that best suits YOU!

For the beginner, I suggest you start with Yahoo:

- Type in the web address: www.yahoo.com
- Type in the key words 'synoptic problem', 'jerusalem archeology'.
- The search result comes up with links under a number of different categories.
- You can click onto any 7 of these to research many sites and links.

Once you have found some favourite sites you can bookmark them in folders according to category for easy future reference. How you do this will depend on the software you are using. Try the help files if you are having trouble.

Now, what about Unit 4?

- Refer to the study design – Unit 4, areas of study.
- Identify two areas suitable for study in Semester 2.
- Use a search engine to locate information from selected websites.
- Download the information onto disk.
- Store the information in an appropriately named file.
- Combine different data types to form linked files.

- Create new files and upload these to the school's webserver or Intranet (for students).
- Design activities for students to download files from the network to address Outcome 1.

Activity 3B

Samples of specific texts and traditions websites

Browse the listed sites for material relevant to the course you are developing. Bookmark sites which you would want to make available to students through the school's webserver. Uploading to the server will save much time during lessons, on some matters relating to studies of the Bible and its traditions the web provides a vast array of sites. Many of these sites present current academic material. Many other sites, however, provide enormous quantities of eighteenth and nineteenth century scholarship which is difficult to access and is of doubtful relevance to our studies. Other sites present contemporary material but represent one-sided or sectional interests in historical or theological debate, or they promote the causes of particular sects.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. However, teachers are strongly advised to prepare their own indexes of sites that are both suitable and applicable to the courses they teach, and to check these address prior to allowing student access.

Glossary and timeline

<http://mosaic.lk.net/glossary.html> presents a useful glossary of terms common in biblical studies. The site includes an equally useful timeline of the biblical era.

Maps

<http://www.bible.ca/maps/> requires Netscape to view high-resolution images.

Jerusalem, Temple, Synagogues

<http://www.virtualjerusalem.com> includes 360 degree images of the Western Wall and of the Temple Mount.

<http://www.templemount.org/> presents an overview of theories regarding the siting of the Second Temple and includes RealAudio lectures from noted archaeologists.

<http://www.uncc.edu/jdtabor/temples.html> treats of ancient temples in general.

<http://www.smu.edu/~dbinder/> surveys pre-70 CE synagogues, with illustrations and debate, and 'more than a thousand links' for study of Judaism and Christianity in Hellenistic and Roman periods, including translations of Early Church Fathers.

Bibles

<http://www.internetdynamics.com/pub/vc/bibles.html> contains a comprehensive list of online Bibles in English and other languages, both ancient and modern. Links include the Goshen.net Audio Bible Online (King James) and other sites containing classical commentaries and dictionaries.

<http://bible.gospelcom.net/bible?> provides access to multiple translations for passage and word search.

<http://unbound.biola.edu> provides a rapid verse search.

<http://www.crosswalk.com> contains links to numerous Bible Study Tools, including Archibald T. Robertson's interesting 'word pictures' for Luke and John (c. 1915), these being exegetical comment in the light of the Greek.

Jewish Scriptures

<http://www.torah.org> contains Project Genesis presenting a traditional perspective on Torah and Jewish way of life.

<http://jeru.huji.ac.il/eb35s.htm> is one of many sites on Jeremiah provided by a search engine; similar sites on Ezekiel and other prominent figures, but the sites need to be chosen with care.

First Century Judaism

<http://www.realtime.net/~wdoud/topics/judea.html> summarises history of Judea from Alexander the Great to Herod the Great.

<http://home.wxs.nl/~lendeo45/Judaism.htm> publishes Jona Lendering's succinct and informed essays on many topics, including sects, Herod, Pontius Pilate, and Jewish wars with the Romans from the advent of Pompey.

New Testament

<http://www.NTgateway.com> is a comprehensive site providing translations and links to discussion of many aspects of NT scholarship, including Judaica, Early Church, and Women and Gender.

<http://www.rylibweb.man.ac.uk/data1/dg/text/fragment.htm> contains an image of the earliest fragment of NT text, John 18:31-33,37-38. Useful in illustrating the history of biblical text.

<http://www-user.uni.bremen.de/~wie/texte/P66-1.jpg> is an excellent image of a Greek papyrus illustrating the transmission of text.

<http://www.earlygospels.net/main.html> contains translations of and bibliographies for all extant gospels written before the end of the second century.

http://www.faculty.bbc.edu/RDecker/nt_gospe.htm contains external links to helpful technical articles on matters related to the study of NT.

<http://womenpriests.org> is useful for issues of gender, including all church statements and comment on NT as well as statements from Church Fathers and medieval theologians. Well organised.

Dead Sea Scrolls

<http://religion.rutgers.edu/iho/dss.html> presents an excellent chronology and overview of developments in this area of study.

<http://mosaic.lk.net/g-qumran.html> illustrates the site of Qumran itself.

The Roman Empire

<http://ancienthistory.about.com> contains straightforward information about emperors, places and events.

<http://home.wxs.nl/~lende045/> presents informed articles on Rome, Greece, Judaism. (Has announced change of address to www.livius.org, not effective at time of writing.)

Coins

<http://www.wildwinds.com/coins/greece//judaea/i.html> with thumbnail images.

Activity 4: Sample Course Outline with Sample Assessment Tasks for Unit 1: Narrative Texts and Traditions

In the study of narrative, three outcomes are to be achieved:

1. Ability to recognise and explain different narratives and their role within a wider literary framework.
2. Ability to apply basic exegetical methods against the cultural background in which the narratives are set.
3. Ability to describe later traditional and artistic understandings of narrative text.

Of these, Outcome 3 is an aspect of the course which the study of narrative would not, of itself, require. As a component of VCE Texts and Traditions, however, study of later traditional and artistic understandings of a narrative provides valuable opportunities to undertake challenging investigations into historical experiences within a tradition. This study also enables students to engage in stimulating reflections upon responses which the narrative may have evoked within different art forms. Thus, this aspect of the study could usefully be developed as a topic over four or five weeks of the program, especially at the end of the course when students have developed an appreciation of the nature and various uses of narrative.

Outcomes 1 and 2, on the other hand, develop skills which are necessary for the study of narrative itself. Accordingly, teachers may choose to meet these outcomes by concurrently developing students' abilities in the key knowledge and skills identified in the description of the two outcomes.

The following program approaches all three outcomes concurrently. Teachers may find students entering more deeply into some narratives rather than into others, and should be sensitive to such responses in the extent of treatment they give to particular passages.

Sample Course in Narrative Texts and Traditions

		OUTCOMES					
		O1 LITERARY CHARACTER					
		O1 LITERARY CONTEXT					
		O2 CULTURAL SETTING		O2 EXEGESIS			
		O3 USES IN TRADITION					
WEEK		O3 USES IN ART					
1-3	GENESIS 6-9 <ul style="list-style-type: none"> • in the literary context of the Book of Genesis; • in the cultural setting of flood myths (GILGAMESH); • in the light of scientific history; • and in the light of its reception within popular culture today (children's story books; rainbow mythology; political cartoons) 	✓	✓	✓	✓	✓	✓
	ASSESSMENT TASK Short-answer test (15 marks)	Literary similarities and theological differences in Genesis 6-9 and Gilgamesh.					
4-7	GENESIS 1:1-2:4a and GENESIS 2:4b-25 <ul style="list-style-type: none"> • the literary context in the Book of Genesis; • differences in literary form, similarities of religious values; • in the light of the documentary hypothesis (P and J); • the cultural setting of the Babylonian Creation Myth (ENUMA ELISH); • their influence on credal statements (Creeds); • as source of theological conflict (Copernicus; Galileo); • artistic responses, both historical (Haydn; Michelangelo; John Milton; William Blake) and by students. 	✓	✓	✓	✓	✓	✓
	ASSESSMENT TASK Short report (20 marks). Bible may be used.	Literary differences and religious similarities in creation stories of Genesis.					

8–9	<p>The Joseph Narrative in GENESIS 37–50.</p> <ul style="list-style-type: none"> The story in the light of the patriarchal context (see genealogies in GENESIS 11; 35:22–26; EXODUS 1:6); the literary form and purpose of the narrative; cinematographic treatment of biblical narrative in <i>The Story of Jacob and Joseph</i> (Michael Cacoyannis 1974). 	✓		✓	✓	✓
	<p>ASSESSMENT TASK</p> <p>Short essay of 250–400 words (20 marks). Bible may be used.</p>					A personal response to the story as an ancient narrative and showing knowledge of its structure, context and purpose.
10–13	<p>The story of the Passover and the Crossing of the Red Sea in EXODUS 12–15:1.</p> <ul style="list-style-type: none"> The narrative in the context of Exodus 1–24; literary analysis of the parting of the Red Sea in EXODUS 14:21–29; contrast the cinematographic interpretation in <i>The Ten Commandments</i> (Cecil B. DeMille 1956); uses in Christian liturgies; the figure of Moses in Flavius Josephus; interpretation of the Moses of Michelangelo. 	✓	✓	✓	✓	✓
	<p>ASSESSMENT TASK</p> <p>Short-answer test (15 marks)</p>					Context and literary features of Exodus 14:21–29 in the light of cinematographic interpretation.
14–15	<p>The figure of David in the revolt of Absalom, 2 SAMUEL 13–20.</p> <ul style="list-style-type: none"> The cultural setting through the film <i>King David</i> (Bruce Beresford 1985); the role of Tamar in the literary structure; editorial treatment of David; religious themes of narrative; David in early Christian theology. 		✓	✓		✓
	<p>ESTHER</p> <ul style="list-style-type: none"> cultural setting; story; canonical status; use at the festival of Purim. 		✓		✓	✓
	<p>ASSESSMENT TASK</p> <p>Personal response in story or other art form (10 marks)</p>					The figure of David or of Esther
16–18	<p>Religious themes in the Passion Narrative of LUKE 22–23.</p> <ul style="list-style-type: none"> Literary form of Passion Narrative through comparison with literary arrangement of MARK 14:12–15:47; 1 MACCABEES 1–2, DANIEL 7, and ‘the Son of Man’ (LUKE 22:69) in the Passion Narrative; the theme of Passover in LUKE 22:7–16, etc.; the theme of Suffering Servant in LUKE 22:37; the theme of innocence in LUKE 23:4, 11, 14–16, 22, 47; the theme of Temple and salvation in LUKE 23:39–43; the theme of liturgy in LUKE 22:14–20; the narrative as chronicle or theology; artistic interpretations of the Passion (Grünwald, Velasquez etc.); cinematography of the Passion, notably <i>Jesus of Montreal</i> (Denys Arcand 1989); <i>Jesus Christ Superstar</i> (Norman Jewison 1973). 	✓	✓	✓	✓	✓
	<p>ASSESSMENT TASK</p> <p>Short open-book essay of 250–400 words (20 marks)</p>					Religious indicators in Luke’s Passion Narrative

Activity 5: Sample Course Outline with Sample Assessment Tasks for Unit 2: Texts and Society

This unit, Texts and Society, replaces the unit Texts and Justice. The change of title provides teachers and students with an opportunity to consider foundational texts in the light of a broader range of issues and not only justice. Thus it would be possible to develop a course which examined two, three or four issues. The following course provides an approach to issues of gender.

To satisfactorily complete the unit, students have to achieve two outcomes. 1. Ability to describe the origin and development of selected texts which express a tradition's relationship to society. 2. Ability to describe the kind of authority which a tradition attributes to its texts and how these texts affect the tradition's understanding of its relationship to society today.

Weeks	Gender issues in biblical traditions
1–3	Hebrew stories of women in a patriarchal culture Hagar: Gen 16; 21 Jephthah's daughter: Judges 11 The Levite's concubine: Judges 19 Tamar: 2 Samuel 13 The forms of folk story and fictive historical narrative Patriarchal culture Biblical genealogy and gender (Gen 11:10-30; 35:22–26; 2 Sam 3:2:5; Luke 3:23–38, etc.) Genealogy as legitimization of a social system
4–5	Earlier Hebrew mythology of gender Gen 2:4b–25 Later Hebrew mythology of gender Gen 1:1–2:4a
6–7	Later Hebrew values as a reaction against Babylonian values Babylonian <i>Enuma elish</i> and the origins of human beings in bondage to the gods The cultural and historical setting of the Babylonian exile
8–9	Reflecting Hellenistic values Jewish women as valiant exemplars in fictive historical narrative Judith Esther Heroic male rescues innocent victim Daniel 13 (Apocrypha/Deuteronomical) Patriarchal values re-emerging in Wisdom literature Proverbs 1; 5; 6:20–7:27; 31:10–31
11–13	Early Christian letters on women's public role in society 1 Corinthians 11:2–16 Romans 16 Later Christian instructions about women's subordinate role in society 1 Corinthians 14:33b–35 (as a post-Pauline gloss) Colossians 3:18–19 (as deuterio-Pauline) 1 Timothy 2:8–15 (as deuterio-Pauline) 1 Peter 3:1–6 Women in the Gospel tradition
14–15	The authority of the Bible in the Christian Church The Reformation, the Bible, and Tradition Patristic readings of Eve in Genesis 3 Medieval theologians on women in the Bible Contemporary churches, gender, and the authority of the Bible
16–18	Feminist re-readings of biblical texts on women Hermeneutics of suspicion Reconstruction of women's role in early Christian communities Gender and biblical language Ongoing debate with religious authorities

Sample Assessment Tasks for Unit 2 Gender Issues in Biblical Traditions

Assessment Task 1: An overview of four passages in which women feature as victims. The overview shall identify the literary character of each narrative, report the nature of each situation, and conclude with a personal response to the presence of such stories within a particular tradition. The task may include tabulated information, and shall not exceed 400 words. The biblical text may be used.

Assessment Task 2: Draw up a list of values relating to human life, gender, and relationships which you recognise in the two Hebrew creation stories.

Assessment Task 3: In two columns present contrasting values relating to human existence which are apparent to you in Hebrew and Babylonian creation stories.

Assessment Task 4: In no more than 300 words report on mixed messages about women reflected in the biblical tradition of the Hellenistic period.

Assessment Task 5: In no more than 300 words provide analytical comment upon Romans 16, drawing support from some academic authorities, to show that at this early period of the Christian movement women had prominent roles within Christian communities.

Assessment Task 6: From New Testament documents of the late first century C. E. provide evidence that women's roles within Christian communities were restricted.

Assessment Task 7: Write a report of no more than 300 words on some ways in which the Bible has been used within the Christian tradition to suppress public roles for women within the church.

Assessment Task 8: In an essay of no more than 600 words, and within the context of the whole course, discuss why feminist writers consider that the Bible can be problematic for many women in today's culture.

Activity 6: Assessment Issues Units 3 and 4

Types and nature of assessment

The types of assessment tasks are similar to the previous work requirements. The difference is that they are now shorter and completed mainly in class time. They are marked, not just given an S, and the marks will contribute to the final score which the student will receive for the study.

Nature of assessment

Assessment tasks are the product of teaching and learning. In word length the tasks range from 400 words minimum (Outcome 1), through 600 words (Outcome 2), to 1000 words maximum (Outcome 3 as a whole). The tasks are to be completed mainly in class time.

The allocation of time varies between 40/50–120/150 minutes, i.e. multiples of periods. This maximum is for Outcome 3, which, however, can be completed in two separate sessions of 40/50 minutes and 80/100 minutes. (On the convenience of adopting this division of the task, see *Assessment Guide Revised VCE 2001: SOSE*, p. 29.)

If multiple periods are used, individual tasks are to be covered within one week.

Types of assessment

Unit 3: Texts and the early tradition

Each task is assessed against three criteria, each criterion is worth a high of 10 marks. (See *Assessment Guide Revised VCE 2001: SOSE*, pp. 28–30.)

Outcome 1	A short-answer test or A short report	For the test, a bank of items can be developed and randomly selected from year to year.
Outcome 2	An essay or A report	The essay or report should be approached with the requirements in mind of Part A of the written examination.
Outcome 3	An exegetical exercise	This requires the range of exegetical skills cultivated in the previous course.

Unit 4: Texts and their teachings

See the note on criteria under Unit 3.

Outcome 1	An exegetical exercise and An essay on a theme within the prescribed text	The exegetical exercise will be completed under the same conditions as in Unit 3, except that students may have access to the text, commentaries, and study notes. The essay on a theme derives from the study of ‘major ideas and themes’ begun in area of study 3 in Unit 3 and continued in area of study 1 in Unit 4. Students should approach the task as preparation for tasks in Part A in the examination paper.
Outcome 2	A short report	The report shows how an idea or theme in the foundational text has been interpreted at a later stage in the tradition.

In assessing these tasks throughout Units 3 and 4, teachers must bear in mind that the students have completed their work in class and not (as stipulated in the previous study design) through an extended process of drafting, consultation, and revision over a protracted period of time.

Suggested spread of assessment

Semester 1 – Unit 3

Weeks 1–4	Background of the tradition
Week 5	Short-answer test or Short report (40/50 mins late in the week)
Weeks 5–9	Approaches to texts
Weeks 10–15	Interpreting texts (Part 1)
Week 10	An essay or a report on literary issues and themes (80/100 mins)

Week 16 **An exegetical exercise** (either one session of 120/150 mins or two sessions of, respectively, 40/50 mins and 80/100 mins)

Semester 2 – Unit 4

Weeks 17–24 **Interpreting texts (Part 2)**

Week 25 **An exegetical exercise** (either one session of 120/150 mins or two sessions of, respectively, 40/50 mins and 80/100 mins)

An essay on a theme within the prescribed text (120–150 mins)

Weeks 26–28 **Religious ideas, beliefs and social themes**

Week 28 **A short report** (80/100 mins)

For the purpose of introducing variety into extended exegetical studies, teachers may prefer to move material for Unit 4, Outcome 2 back to earlier in the semester.

In drawing up an assessment program for Texts and Traditions, teachers need to consider the timing of their own commitments in teaching and assessing and reporting in other teaching areas. They also need to align the program of assessment with the school's schedule of special activities, and make every effort to ensure that students are not disadvantaged or under pressure when tasks could be shifted to provide a more even workload.

Activity 7: Sample Courses for Units 3 and 4

VCE Texts and Traditions currently offers three fields of study: Jewish Scriptures and separate studies in John and Luke. The following program illustrates a possible approach to a study of the Gospel according to Luke and with special reference to the set chapters of 2001.

WEEK **TOPICS**

SEMESTER 1 – UNIT 3: TEXTS AND THE EARLY TRADITION

- | | |
|----------|--|
| 1 | <p>BACKGROUND OF THE TRADITION</p> <ul style="list-style-type: none"> • Tanakh and The Holy Bible compared in contents and structure • Jerusalem and the Temple <ul style="list-style-type: none"> – topography, symbolism – history, functions and theology of Temple |
| 2 | <ul style="list-style-type: none"> • Hellenism and Judaism <ul style="list-style-type: none"> – Antiochus Epiphanes IV, 1 Maccabees 1–2 – The Qumran Sect (Essenes) – Dead Sea Scrolls and Messianism – Synagogues |
| 3 | <ul style="list-style-type: none"> • Roman Empire and the Herod family <ul style="list-style-type: none"> – Augustus, Tiberias, Nero – Religion, wealth, power – Herod family and political arrangements in Palestine |
| 4 | <ul style="list-style-type: none"> • P6aul and the early house churches <ul style="list-style-type: none"> – Hellenistic character – Stages of tradition • Destruction of Jerusalem <ul style="list-style-type: none"> – Impact on early Christian thinking and practices |
| 5 | <p>APPROACHES TO TEXTS</p> <ul style="list-style-type: none"> • Synoptic tradition • Structure of Luke <p><input type="checkbox"/> Assessment of Outcome 1: Short-answer test on background of the tradition</p> |

- 6
 - The problem of Luke’s Preface
 - Luke’s audience and purpose
 - Theme of Journey in Luke-Acts
- 7
 - Theme of Temple and Household in Luke-Acts
 - Themes in the Infancy Narrative
- 8
 - Theme of the Marginalised in Luke
 - The place of women in Luke’s narrative
 - Luke’s Davidic Messiah
- 9
 - Son of Man in early Christian tradition
 - Theme of the Kingdom of God in Luke

10 INTERPRETING TEXTS (Part 1)

- Luke 1
- Assessment of Outcome 2: Essay on literary issues and themes**

- 11
 - Luke 1
- 12
 - Luke 4:14–30 in context
- 13
 - Luke 6 in context
- 14
 - Luke 6
 - Practice exegetical exercises
- 15
 - Revision and practice exegetical exercises

- 16
 - Assessment of Outcome 3: An exegetical exercise in relation to meeting Criteria 1 and 2**
 - Assessment of Outcome 3: An exegetical exercise in relation to meeting Criteria 3 and 4**

SEMESTER 2 – UNIT 4: TEXTS AND THEIR TEACHINGS

17 INTERPRETING TEXTS (Part 2)

- Luke 9:18–36 in context
- 18
 - The Messianic theme in Luke
 - Luke 10 in context
- 19
 - Luke 10
 - Discipleship and mission
 - Luke’s presentation of women
 - Luke on prayer
- 20
 - Practice exegetical exercises and short responses
 - Luke 12 in context
 - Literary form of sayings
 - The Gospel of Thomas
- 21
 - Luke 12
 - Conflict in Luke
 - Practice essay on conflict between Jesus and Pharisees
- 22
 - Luke 22 in context
 - Passion Narrative as a literary form
 - Luke 22
- 23
 - Luke 22
 - Passover
 - Suffering Servant
 - Son of Man
 - Innocence

- 24
- Discipleship
 - The Twelve
 - Practice exegetical exercises and short responses
- 25
- Assessment of Outcome 1: An exegetical exercise in relation to meeting Criteria 1 and 2
 - Assessment of Outcome 1: An exegetical exercise in relation to meeting Criteria 3 and 4
 - Assessment of Outcome 2: An essay on a theme within the prescribed text
- 26
- RELIGIOUS IDEAS, BELIEFS AND SOCIAL THEMES:**
- The role of women within the Christian tradition
- Pauline communities (Romans 16)
 - Controversial passages (1 Corinthians 11:2–16; 14:34–35)
 - Later practice (Colossians 3:18; 1 Timothy 2:9–15; 1 Peter 3:1–6)
 - Women in Luke-Acts
- 27
- Feminist readings of the foundational texts
 - John Paul II, *Ordinatio sacerdotalis* and the foundational texts
 - Ecumenical practice

Preparing for the examination

Introduction

The written examination in November is of two hours duration and contributes 50% to the student's final score. All areas of study and outcomes in Units 3 and 4 are examinable. The revised study design retains much of the key knowledge of the previous study design; as a result, teachers can still refer to past examination papers for questions relating to key knowledge that is not new to the revised study design. Previous Reports for Teachers on CAT 3 Written Examination may also contain helpful advice. Teachers will have to put thought, however, into training students to apply the key knowledge effectively in responding to new types of examination question which the revised study design has elicited.

Documents

All teachers should ensure they have a copy of the study design accredited until 2005, the Sample Examination Material, December 2000 *VCE Bulletin*, No. 160, Supplement 1 and the Assessment Criteria for 2001 Examinations, December 2000 *VCE Bulletin*, No. 160, Supplement 2.

The study design specifies the description of the task and the conditions under which the examination will be held. The examination will be 'set by an examination panel using criteria published annually by the Board of Studies'. For 2001, these criteria appear in the December 2000 *VCE Bulletin*, No. 160, Supplement 2.

Course coverage

The eight criteria published for the examination cover the five areas of study from Units 3 and 4 and the five outcomes studied by students. Accordingly, the questions on the paper will cover all outcomes.

Activity

Teachers should inspect the Sample Examination Material closely to identify changes from previous examination papers. Use the following chart to summarise the points of similarity and difference.

Points of comparison	2000 examination	2001 examination
Length of examination		
Extent of coverage of the course		
Number of criteria		
Structure of the page		

Teachers will realise that the tasks in Part A and Part B are similar to those in the previous examinations, but teachers should carefully note that the tasks have some features different from their previous descriptions.

The essay in Part A continues to be worth a maximum of 30 marks, but it is of critical importance for teachers to instruct students to read the topic sentences accurately. Teachers themselves need to note that the topic sentences are designed to require students to respond to several aspects of the topic. If students fail to respond to any single aspect, all of the marks proportionate to the missing aspect or aspects are automatically deducted. Students must therefore be trained to identify accurately every aspect written into the topic sentences, and to account for each one in their responses.

The next section of the paper continues to require extended responses also in the form of paragraphs, but the section now constitutes Part B (instead of being an extension of Part A as in the previous papers). In this section, teachers are to note that the number of paragraphs is now three out of four (instead of two out of four), each response contributing 10 marks to the total score. Part B, like Part A, is thus also worth a maximum of 30 marks, and this changes the weighting of the paper from previous papers in regard to extended responses.

In Part B the sample examination material also signals the possibility of a different type of extended response being required from students from the response teachers have been accustomed to training their students for. In addition to three sample topics which are similar to paragraph topics in earlier papers, one topic presents a passage from the chapters for special study and asks for ‘a commentary on the passage, discussing its context within the gospel, its Jewish background, and its meaning for the Lukan community’. Clearly teachers will have to direct some teaching towards the skills needed for this new exercise.

A more substantial change from previous practice is evident in the sample material provided for the new Part C. Here, three passages from set chapters are presented (instead of the five passages in previous papers), and students are to address two passages of their choice. However, instead of several short-answer responses to each of the five passages as in previous papers, students are to address each of their chosen two passages in the manner of ‘an exegesis’. Each piece of exegesis is worth a maximum of 20 marks, making a total of 40 marks for Part C.

The strength of the relationship between coursework and the examination in the revised study is easily recognisable when the skills required for ‘an exegesis’ are those which teachers need to develop in students in the course of preparing them to achieve Unit 3, Outcome 3 ‘An exegetical exercise, Part 1’ and Unit 4, Outcome 1 ‘An exegetical exercise, Part 2’. In addition, responses will require students to draw upon key knowledge from other areas of study because the sample examination material specifies that students must note, as appropriate, ‘the context of the passage; its Jewish background, people, places, religious and historical material of significance, its literary technique, the meaning of the passage’ for the respective audience or community. Since each response is worth a maximum of 20 marks, students must be assiduous in their attention to all such relevant detail.

Recommended strategies

Teachers should ensure that students develop and practise skills of time management in the written examination. The value of questions varies substantially (10, 20, and 30 marks), so that students need to be trained to allocate time appropriately. As well, students must develop skills to select information relevant to the question asked. By way of illustration, teachers will clearly recognise that the task of writing ‘a commentary’ on a passage in Part B to the value of only 10 marks is likely to make high demands on students’ skills if students are not to lose their way in writing a second essay-length response.

Accordingly, as students progress through the study of the selected text, teachers should provide ample exercises for students to respond to thematic questions relating to the selected text as a whole, to shorter questions relating especially to passages in sections for special study, and to exegetical exercises which require a broad range of skills. Such ongoing exercises would best be completed in students’ own study time.