

VCE Religion and Society 2023 - 2027


Implementation Webinar 2

Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.





Asking Questions

Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

Send

 Participant  QA

Webinars

- Session 1 (September 6)
 - Study Design 2023 – 2027

- Session 2 (September 13)
 - questions from session 1
 - teaching and learning activities

Question - Unit 3 Area of Study 1

Unit 3 Area of Study 1 - Key Knowledge last bullet point.

- *for one religious tradition or religious denomination, a range of religious beliefs related to... (page 21)*
 - *ultimate reality*
 - *the nature and purpose of human life*
 - *the meaning of suffering*
 - *death and the afterlife*
 - *the relationship between ultimate reality and humanity*
 - *the relationship between humans*
 - *the relationship between human life and the rest of the natural world*
 - *the connections between these religious beliefs*

Question - Unit 3 Area of Study 1

Are these also referred to as 'Categories of Belief'?

- *In this area of study students relate the beliefs to certain categories and explore the connection of the beliefs to each other.*

Are they related to 'big questions of life' referred to in second bullet point?

- *the nature and purpose of religion in the search for meaning, which includes questions and answers relating to the big questions of life*
- *Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death?*

Question - Unit 4

The Study design mentions specific contexts in the blurb of Unit 4: economic, environmental, political, social and technological.

- *These challenges and the religious tradition and religious denomination are influenced by broader contexts such as changing economic and environmental conditions, and political, social or technological developments.*

Question - Unit 4

Is it a requirement that of the challenges we choose for this unit, that the challenges touch on every one of these contexts, in addition to covering the three categories of challenge?

- *Challenges need to cover the categories of theology, ethics, continued existence*

For example, if my challenges do not include a specific environmental context, will this be an issue?

- *No, your specific challenges may not cover all contexts, but you should discuss the contextual features of challenges in general including “changing economic and environmental conditions, and political, social or technological developments”*

Teaching and Learning Activities

- Unit 1 – Area of Study 2 – Religion through the ages
- Unit 1 – Area of Study 3 – Religion in Australia
- Unit 2 – Area of Study 1 – Ethical decision making and moral judgement
- Unit 2 – Area of Study 3 – Ethical issues in society
- Unit 3 – Area of Study 1 – The search for meaning
- Unit 3 – Area of Study 2 – Expressing meaning
- Unit 4 – Area of Study 1 – Challenge and response
- Unit 4 – Area of Study 2 – Interaction of religion and society

Unit 1 – Area of Study 2

Religion through the ages

- Key knowledge
 - the reasons why spiritualities, religious traditions and religious denominations were resilient, changed or adapted, or ceased to exist

Activity

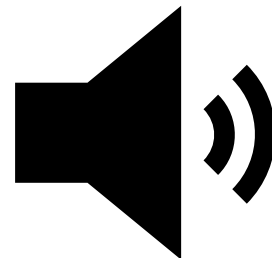
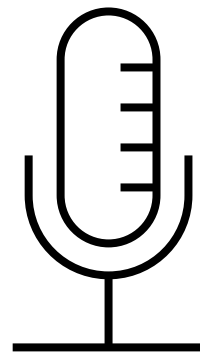
- Develop a multimedia presentation about the extent to which certain aspects of spiritual and religious traditions have adapted to new cultures and circumstances

Changes to Religions or Spiritualities

Beliefs

- Topic one
- Topic two
- Topic three
- Topic four
- Topic five

Rituals



Unit 1 – Area of Study 3

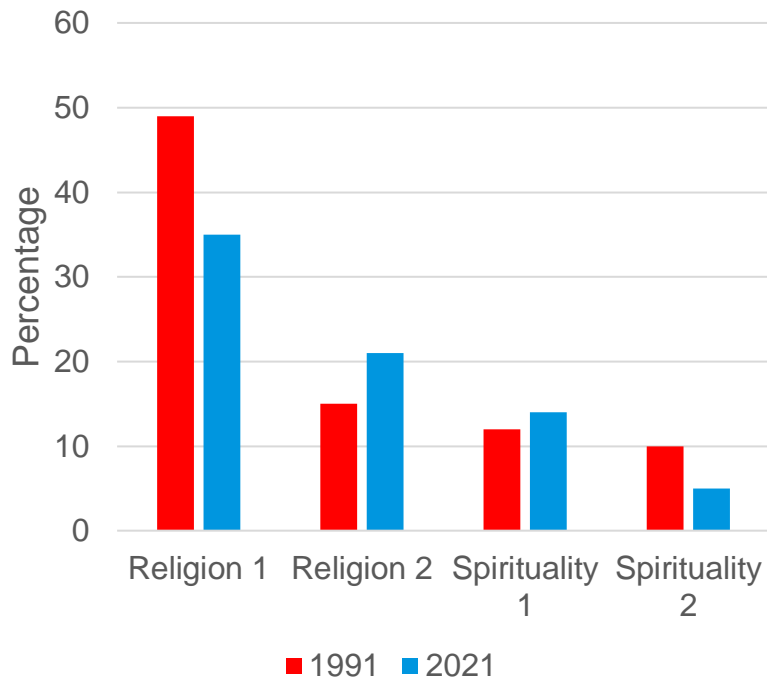
Religion in Australia

- Key skills
 - interpret data on the distribution of and adherence to spiritualities, major religious traditions and religious denominations in Australia, past and present

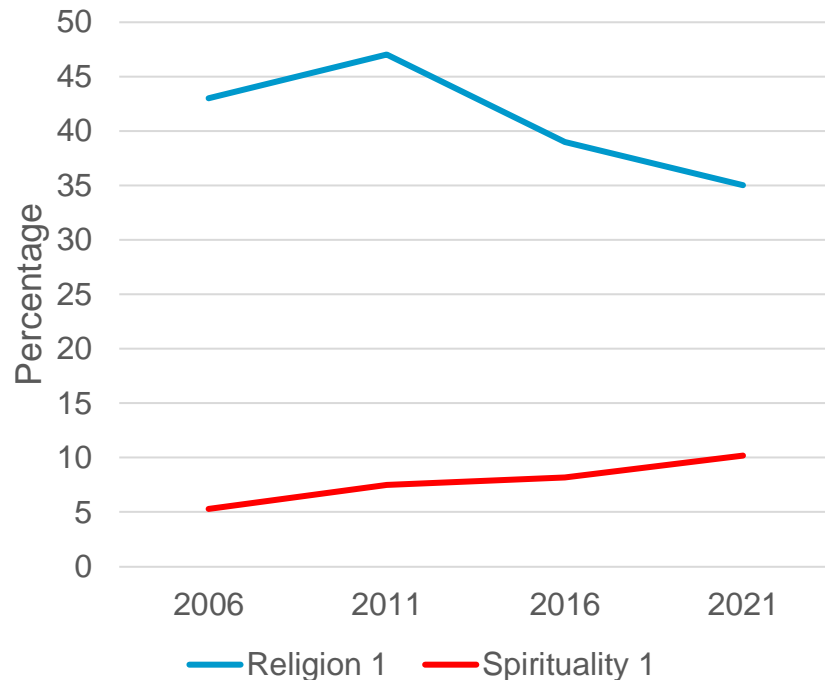
Activity

- Analyse Australian Census data over time to develop a picture of how the religious profile of Australia has changed over time

Australia and Religion or Spirituality (hypothetical)



Religion or Spirituality over time (hypothetical)

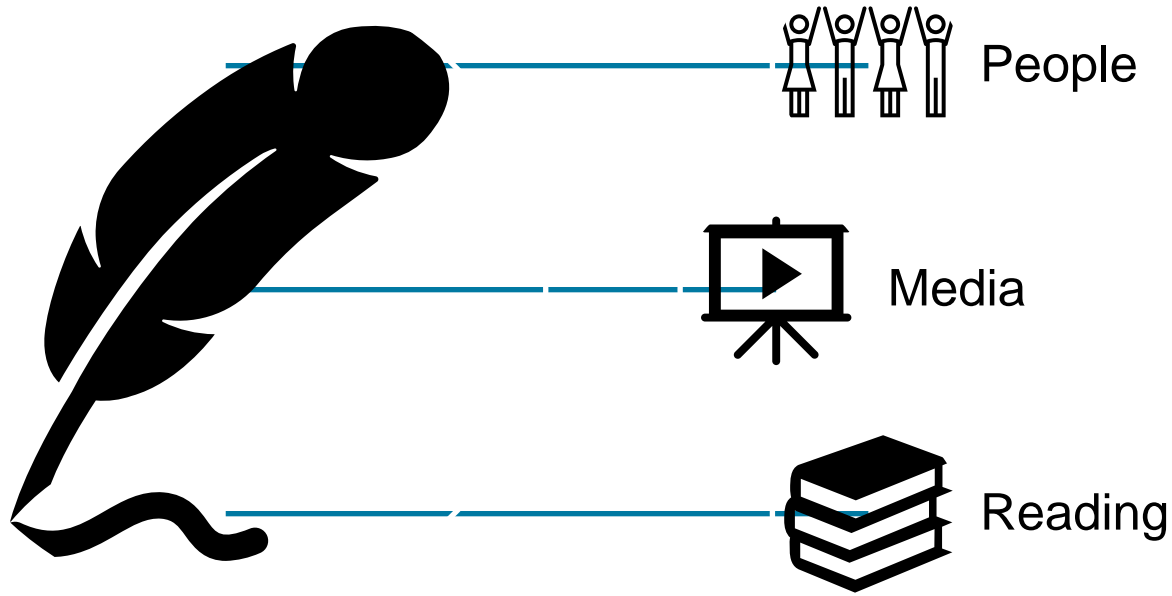


Note: This information was created as a hypothetical. Refer to official statistics or data from the Australian Bureau of Statistics

Unit 2 – Area of Study 1

Ethical decision making and moral judgement

- Key skills
 - explain the role of various influences involved in the process of forming practical moral judgments, including ethical methods of decision-making and other factors
- Activity
 - Write reflectively on personal beliefs and values that shape ethical decision-making; revisit this activity at the conclusion of the outcome.



Unit 2 – Area of Study 3

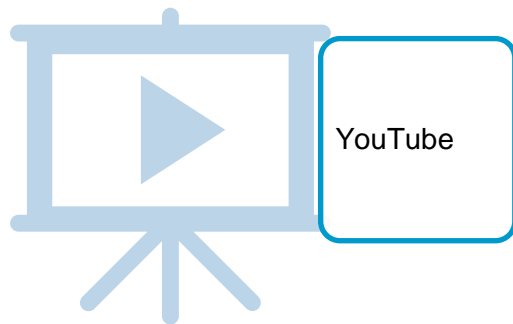
Ethical issues in society

- Key knowledge
 - the ethical perspectives and moral judgments presented in the arguments by those participating in the debates, including the authorities, norms, values and ideas on which the various ethical perspectives and moral judgments rest

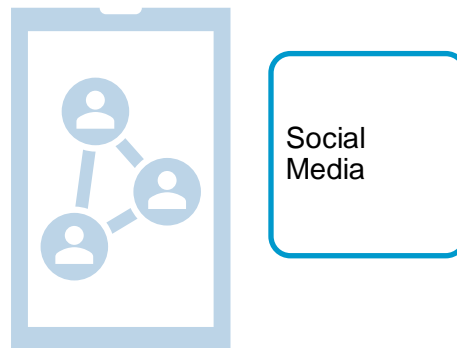
Activity

- Allocate particular ethical issues to small groups who survey the media over time; the groups collate short oral or multimedia reports on how various media outlets have presented the arguments of those participating in the debate.

Participant #1



Participant #2



Participant #3



Participant #4



Unit 3 – Area of Study 1

The search for meaning

- Key skills
 - the nature and purpose of religion in the search for meaning, which includes questions and answers relating to the big questions of life

Activity

- Survey peers and relatives on the big questions of life and compile a list of the most common questions that people seek answers for in their life; use this compilation of big questions to investigate what a specific religious tradition believes in relation to these questions.

The big questions of life

In my Religion and Society class we are looking at the big questions of life....

Submit

How often do you wonder about the existence of a god or higher power?

- Never
- Rarely
- Sometimes
- Often
- Always

Submit

Clear form



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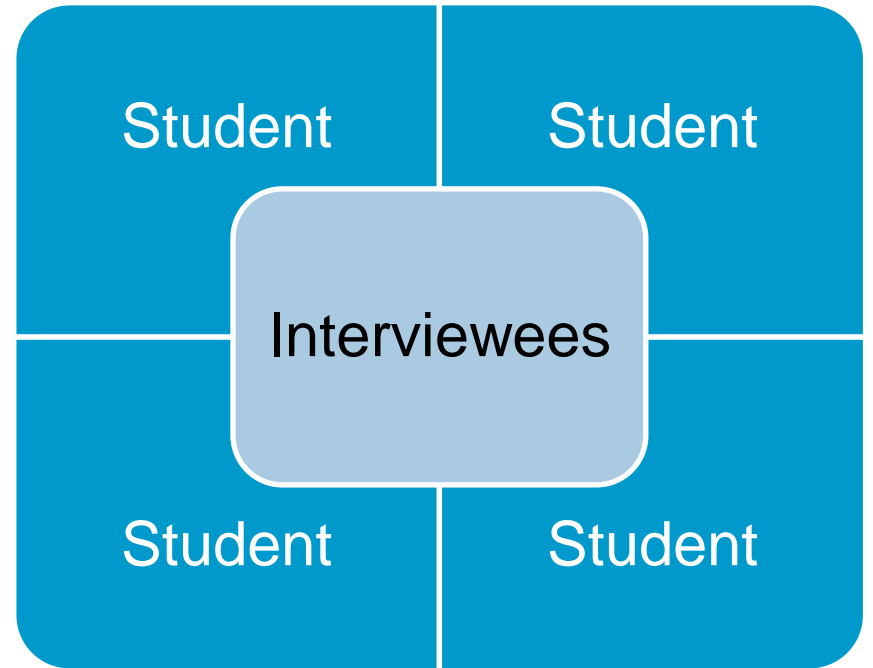
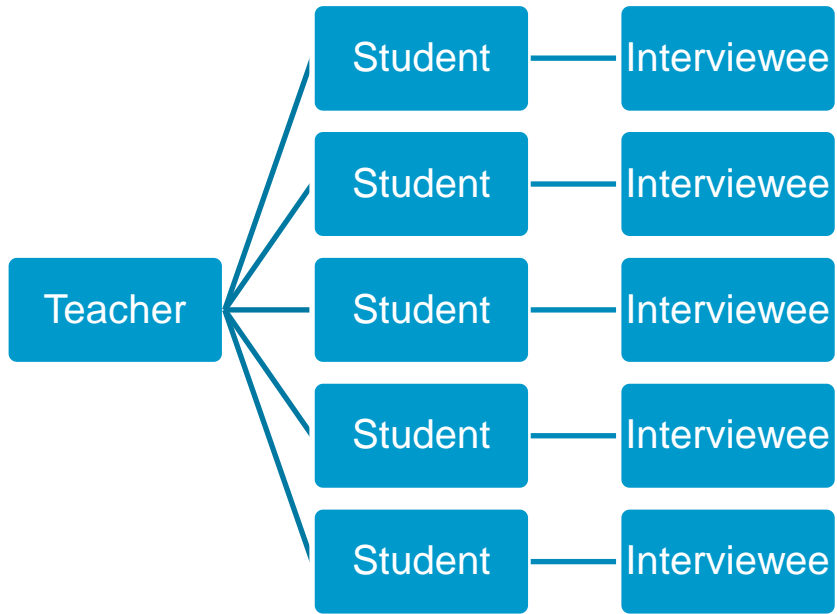
Unit 3 – Area of study 2

Expressing meaning

- Key skills
 - examine how the selected beliefs and their expression in each of the other aspects are intended by the selected religious tradition or religious denomination to support meaning

Activity

- Interview established members of a religious tradition or denomination to ask them about why they continue to participate in their religion especially with regard to how their ongoing participation helps to support meaning in life.



Unit 4 – Area of Study 1

Challenge and response

- Key skills
 - compare the sources of challenges, what makes a challenge significant and which aspects of religion are likely to be involved

Activity

- Develop a set of criteria for determining the level of significance posed by a challenge to a religious tradition or denomination; use this to discuss how dangerous or significant a select set of examples of challenges to religious traditions or denominations were.

Feature #1

- Challenge #1
- Challenge #2
- Challenge #3

Feature #2

- Challenge #1
- Challenge #2
- Challenge #3

Feature #3

- Challenge #1
- Challenge #2
- Challenge #3

Feature #4

- Challenge #1
- Challenge #2
- Challenge #3

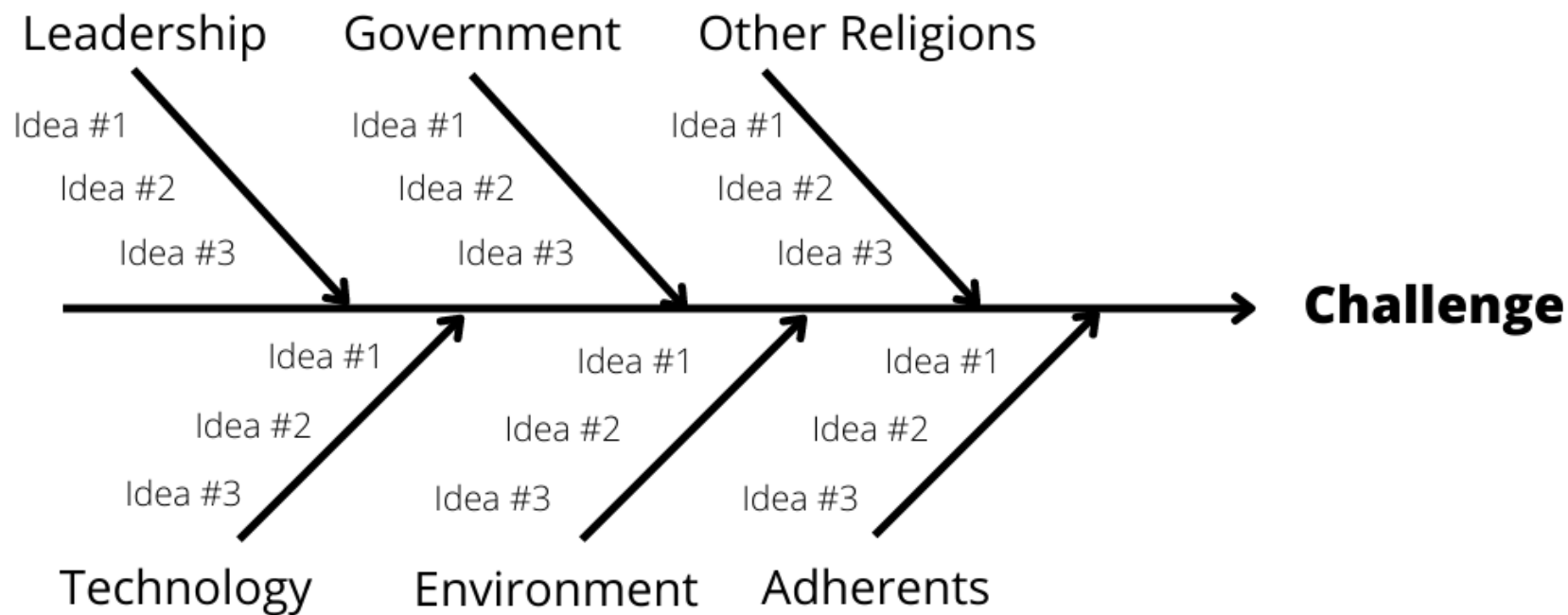
Unit 4 – Area of Study 2

Interaction of religion and society

- Key knowledge
 - the influence of the responses on the religious tradition or religious denomination and, where appropriate, on wider society

Activity

- Create a timeline or fishbone diagram of a significant challenge to a religious tradition or denomination to explore the key causes of the challenge and how it came to develop.



Questions

Thank you

Contact

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