Religion and Life

Years 11 & 12 ATAR

Religious Inquiry and Learning Skills

Teacher Background

June 2021 Edition

Religious inquiry and learning skills, specified in the Religion and Life syllabus, need to be explicitly included in programming, teaching and, where appropriate, assessment. However, the suggestions in this document are not prescriptive; rather they are provided to help teachers think about how to teach this content.

Religious Inquiry and Learning Skills

The Religious Inquiry and Learning Skills of the ATAR Religion & Life syllabus are common for Years 11 and 12 therefore they can be consolidated over an extended period.

CONTENTS

Terms and concepts

- use terms and concepts in appropriate contexts to demonstrate relevant knowledge and understanding

Demonstrating knowledge and understanding in any course requires the correct use of relevant terms and concepts. In Religion and Life, a deeper and broader religious literacy will better enable students to communicate their knowledge and understanding of the course.

Sophisticated users of subject specific language will select, when appropriate, the right language to use and seek to use this language in its proper context. They will also recognise that the ideas behind the language are not fixed by a set definition but that these ideas can vary and be contested depending on context.

A 'religious vocabulary' includes terms and concepts that relate to religion in general such as 'religion' and 'religious belief' as well as those associated with specific religions such as, 'Anglican', 'Imam', 'Magisterium' and 'Passover/Pesach'. For example,

***Religious belief**: a religious truth that is the basis for faith and life for believers, eg 'God created the entire universe and all humankind'.*

***Magisterium**: the living teaching office of the [Catholic] Church, whose task it is to give an authentic interpretation of the word of God, whether in its written form (Sacred Scripture), or in the form of Tradition. The Magisterium ensures the Church's fidelity to the teaching of the Apostles in matters of faith and morals (Glossary of the Catechism of the Catholic Church).*

Terms and concepts related to all parts of the syllabus, including Religious inquiry and learning skills, need to be learnt.

Teaching suggestions:

(i) Students maintain a personal glossary.
(ii) Illustrate the use of terms and concepts by example (see samples above).
(iii) Display a class glossary in the room (with or without definitions).
(iv) Assessment questions are posed in the language of the syllabus and using the SCSA glossary of key words (Appendix I).
(v) Students are encouraged to become familiar with and use key words from the syllabus in their notes and assessment tasks. For instance, Appendix IV provides an explanation of the concept of 'interplay' used in the Year 12 syllabus.

Research
- frame questions to guide inquiry and develop a coherent research plan for inquiry

Good research always has a clear focus. An important way to maintain focus is by the use of research questions that relate to the purpose of the research and focus questions that guide particular aspects of the research.

Research questions relate specifically to the focus of an identified issue, problem or area where further research is required. Two examples:
'Investigate the effects of the Reformation on Western Christianity'. A research question might be, *"What were the effects of the Protestant Reformation on the Western Church?"*

'Investigate the influence of religion on moral choices'. A research question might be, *"How does religion influence the choices people make on moral matters?"*

Focus questions clarify or 'fine-tune' the research task. For example, an investigation into the effects of the Reformation may use focus questions such as, *"What was the place of religion in Europe in the 15th Century?"* OR *"What brought about the Reformation?"*

Survey questions do **not** guide inquiry, rather they are used to gather information. For example, an investigation into the influence of religion on moral choices may use survey questions such as, *"Do you think it is ever OK to tell a lie?"* OR *"How does your religion influence you to tell the truth?*

Teaching suggestions:
(i) Students practise framing research and focus questions, following set examples.
(ii) Students may be provided with the focus and sub-foci of the research. They then use these to construct their own questions to guide inquiry.
(iii) Students could reflect on the quality of their questions by asking themselves, "How will this question help investigate the key features of the inquiry?" "What are its strengths/weaknesses?" "Does the set of focus questions have a logical progression? – explain." "Do I need to modify or change my questions?"

Another important way of maintaining focus is by using a research plan. For example, a basic research proposal or plan may include the following:
- The purpose of the research.
- Questions that will guide the inquiry.
- Where and how relevant information will be gathered, recorded and used.
- How ethical research issues are identified and addressed.
- How findings will be effectively communicated (see pp. 12-17).

Teaching suggestions:
(i) Students are provided with a research organiser (see sample in Appendix II).
(ii) Students provide a research proposal (see sample in Appendix III).

Research

- identify, locate and organise relevant information from a range of relevant sources

Relevant information needs to be identified, recorded, processed and organised in a way that will both facilitate the research process and achieve the intended purpose of the research. This will also show that the research is the individual's own work.

It is also important to recognise that as research proceeds problems will be encountered and new insights gained. Both are prompts to review how the research is being approached and an invitation to revise the research plan.

Begin identifying what is relevant information by asking, 'who?', 'what?', 'when?', 'why?', 'how?' or 'where?' type questions about the research topic. These first steps help identify what needs to be gathered and where relevant sources might be found.

Primary sources tend to be first hand or original sources and include Sacred Scripture and authoritative religious documents such as papal encyclicals. Original writings from other authors and statistics from reputable surveys are also primary sources.

Secondary sources draw on, explain or comment on primary sources and can include journal articles, newspaper reports, on-line commentaries, etc.

Teaching suggestions:

(i) Students have access to a set of suitable sources before they begin the task. A bank of school resources aligned with the syllabus can be compiled, so students have some or even all of the resources needed for research.

(ii) Close attention to ownership of websites is necessary to determine the suitability of on-line material. For students studying Catholicism, the Vatican website is a reliable repository of Church documents.

(iii) Students have clear instructions and are given regular feedback while they are gathering source material.

(iv) Students have the research procedure modelled to them by the teacher.

(v) Students brainstorm and record key ideas about the research then combine their ideas to form key words/terms to use in the research.

Research

- practise ethical scholarship when conducting research

Ethical scholarship is both a skill and an attitude needed for good research and is dependent on several standards being practised. It relates to how a researcher, or more broadly a scholar, ensures that their work is honest, fair and safe.

Practise ethical scholarship when referencing source material by:

- being honest about the source of information used
- acknowledging the words and ideas of others
- accurately listing all the sources used.

Practise ethical scholarship when conducting research by survey or interview by:

- respecting respondents' right to make an informed decision about taking part
- respecting respondents' right to confidentiality or anonymity; ensure they feel safe to respond openly and honestly
- respecting deeply personal matters such as cultural sensitivities, religious faith and spirituality
- presenting the results honestly by avoiding bias and acknowledging the limitations of the data.

Teaching suggestions:

(i) Student interest is stimulated by the use of examples – studies, video clips, surveys, activities, etc. In each case, the ethical considerations can be discussed[1].

(ii) Students are taught explicitly how to use a standard referencing technique(s).

(iii) Students are guided in their research by the use of web-quests, libguides or other suitable platforms that are correctly referenced.

(iv) Students are provided with models of ethical scholarship and apply these in their day to day practice.

[1]A staged presentation from the University of Notre Dame Australia on research and referencing skills, including recognising misconduct, can be viewed on-line at: https://www.nd.edu.au/university/projects/academic-integrity/academic-integrity-06

Sample ATAR Exam Questions:

- Comment on the importance of practising ethical scholarship when conducting a research inquiry dealing with religious matters. [Q2(c) 2020]
- Describe the importance of ethical data collection for research investigations on spirituality and religion. [Q1(d)(iii) 2019]

Analysis and use of sources
- identify the origin, purpose and context of particular sources

Analysing and using sources typically begins with the process of identifying the origin, purpose and context of particular sources.

Questions for students to consider when identifying the **origin** of a source focus on:
- authorship
- date
- the nature of the source (eg primary/secondary, official/unofficial source)
- format (eg interview, news article, novel, photo)
- literary style (eg editorial, academic argument, etc).

Questions for students to consider when identifying the **purpose** of a source focus on:
- intended audience
- intended or stated purpose
- the intended message(s).

Some aspects to consider and note when identifying the **context** of a source are:
- historical context
- religious context
- political context
- social/cultural/geographical context
- the 'in text' context of the 'text'
- the context of the 'text'
- the context of the 'user'.

Teaching suggestion:
Students are frequently reminded to discern the suitability and usefulness of sources in order to foster and develop a 'critical eye'. Questioning the origin, purpose and context of sources is an important step in the development of this skill.

Analysis and use of sources

- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an academic argument

To develop and sustain an academic argument requires access to and use of suitable sources of information. Relevant detail, ideas and understandings need to be extracted from the sources, processed and used in a way that supports the development and expression of an academic argument. It is important that clear connections are made between the source material and the argument being made.

Academic argument: purposeful, objective, well-reasoned case, supported by evidence. An academic argument defends, evaluates or develops a position.
Analyse: to 'break down' or 'pull apart' into component parts - to tease out the different ideas within a source and the ways they are connected.
Interpret: to make meaning out of – to explain – to understand in a particular way
Synthesise: to put things together to make a connected whole.

Questions to consider about a source include:

- Does it relate to, support or challenge existing ideas or generate new ideas?
- What is the perspective/point of view? Is it objective or subjective?
- Does it contain differing and/or conflicting views?
- What values and beliefs are expressed?
- How does it compare with other sources?
- Is the information free of bias (especially prejudice or distortion)?
- Are there gaps (relevant information left out)?
- Is the information general or specific?
- Is it trying to comfort, convince, convert or condemn?
- Are assumptions being made (without substantiating evidence)?
- Is the argument tentative or decisive?
- Does it draw conclusions?
- How does this position me? – ie do I accept it because it supports my opinion?
- What do I, as a user of the source material, bring to my 'reading' and 'use'?

Teaching suggestions:

(i) Students are presented with models of academic argument (see next page).
(ii) Students are led through the steps of analysis, interpretation and synthesis of evidence.
(iii) Students are shown how to use what they analyse, interpret or synthesise in order to develop an academic argument.

Example of an Academic Argument – "Is Australia a secular country?"

Whether or not you consider Australia to be secular will depend on the definition of secularism you use. Canadian philosopher Charles Taylor (2007) identified three different forms of secularism. The best fit for Australia is arguably Taylor's third version of secularism, where religious belief is just one option for both the state and its people. Religion is not removed from the public sphere; rather it is just one voice among many, including those with no religion.

Section 116 of the Australian Constitution provides that:

> *The Commonwealth shall not make any law for establishing any religion, or for imposing any religious observance, or for prohibiting the free exercise of any religion, and no religious test shall be required as a qualification for any office or public trust under the Commonwealth.*

As a result, the federal government cannot establish a state church. However, the state does interact with religion. For example, the federal government funds schools run by religious organisations and recognises marriages conducted by religious celebrants. This rules out Taylor's first form of secularism which has the complete removal of God from the public sphere.

Australia's population is still predominantly religious, although the number of people identifying as having no religion is growing. In the 2011 Census, 68.3% of the population had a religion and 61.1% of Australians identified as Christian. This rules out Taylor's second form of secularism – where the religiosity of the population is low - at least for now.

Australia is a secular country. But it is not one where the majority of the population has turned their backs on religion, even if the numbers doing so are increasing with each census. Nor is Australia a country where the state has no interaction with religion.

Secularism in Australia means no state church. It means giving people a choice between belief and un-belief. It means religious leaders may lobby for their point of view but so too may leaders of atheist, humanist and rationalist organisations.

Under Taylor's third form of secularism, accommodating Islamic or Christian (or any other religion's) practices, or permitting chaplains to operate in state schools, does not transform Australia into a Muslim or Christian country. Australia is still secular, but it has a form of secularism where religion is allowed in the public sphere. As long as religion remains one voice among many and one option among many Australia will remain a secular country.

For those who advocate a strict separation of church and state, as in Taylor's first form of secularism, this is likely to be an uncomfortable conclusion. For those who support this position the only way in which a country can truly live up to the ideals of secularism is if religion is completely separated from the state and as a consequence removed almost completely from the public sphere. Those who take this position are not wrong; this is one possible meaning of secularism. However, it is not the only meaning.

The definition of secularism you choose will ultimately determine your answer to the question: Is Australia a secular country?

NB: This example is adapted from a 2015 essay by Renae Barker, Lecturer in Law, University of Western Australia. See, https://theconversation.com/is-australia-a-secular-country-it-depends-what-you-mean-38222
Renae's ready agreement that her work be made available in adapted form is gratefully acknowledged.

Analysis and use of sources

- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an academic argument

The value or quality of source material for making informed judgements depends upon a number of considerations:

Reliability is the degree to which a source accurately expresses the views it claims to represent.

- reliability of text material can be tested using the following questions:
  - Is it authoritative? Who sponsored it? Who is the author?
  - Is it consistent or contradictory?
- reliability of survey data can be tested using the following questions:
  - Was the sample large enough and did it represent the population?
  - Was the data comprehensive enough to reflect the views of the population?
  - Was the methodology consistent with research principles?
  - Were the questions fair or were they leading, ambiguous, presumptuous, potentially embarrassing, relying on opinion or on possibly faulty memory?
  - Is the data from multiple sources consistent?
  - Was the report free of bias and did it acknowledge any limitations?

Usefulness refers to the degree of relevance or the degree to which the source serves the intended purpose.

- usefulness can be tested using the following questions:
  - informative - is it informative? Does it relate to the task? Is it up to date?
  - meaningful - does it arrive at any conclusions?
  - relevance - does it contribute anything to the course content?

Contestable nature refers to the degree to which particular interpretations are open to debate. This may be due to differing points of view or insufficient evidence. Such debate will often not be resolved but remain open to ongoing discussion.

- contestability can be evaluated using the following questions:
  - Does it critically question a held position?
  - Do alternative views on the matter exist?
  - Is there professional disagreement or a diversity of views on the subject?

Teaching suggestions:

(i) Students offer suggestions for the meaning of the words in the dot-point then discuss the definitions supplied.

(ii) Students view sources that exemplify each quality.

Analysis and use of sources
- analyse and evaluate different interpretations and points of view

Interpretations: the differing ways a subject may be understood.

Point-of-view: how one sees or thinks of something. **Point of view** refers to an attitude, standpoint, position or perspective of the creator or originator of the source and the context or circumstances from which this **point of view** originates.

To make sense of **point of view** it helps to consider the message, how the message is presented and techniques used. Ask the questions, "Whose 'voice' are we hearing?" and "What do they want us to 'hear'?"

The **point of view** expressed may be that of an individual. For instance, an atheist may see only the visible evidence of a religious experience and discount any spiritual effects. Or the **point of view** may be that of a group such as a religion, a political party or other group in society.

The analysis and evaluation of interpretations and points of view should be alert to bias, misinformation or gaps, such as missing interpretations, 'voices' or **point of view**.

Teaching suggestions:
(i) Students are given experience in comparing and contrasting different interpretations by asking, What? Where? When? etc.
(ii) Students are given experience in evaluating different points of view by asking questions like, Who? Why? How? ***and*** by evaluating the evidence that exists to support them.

Useful links:
- New Zealand Curriculum Guides: *Points of view, values, and perspectives in senior social studies* https://bit.ly/2MiDjUV
- Digital Chalkboard: *Historical Point of View/Perspective* (see video at bottom of the webpage) https://bit.ly/2n7EoUz

Explanation and communication

- develop reasoned and supported conclusions

A conclusion should be obvious, clear and consistent and arrived at by sound argument. That is, conclusions should always be able to be supported by coherent[1], logically sequenced reasoning that is easily followed. Conclusions should not be based on assumptions.

When necessary, conclusions should acknowledge the tentative nature of findings.

Reasoned: providing plausible and supported arguments and/or explanations.

Supported: conclusions should be substantiated by reasoning and/or corroborated by facts, ideas, evidence and/or arguments.

Teaching suggestions:

(i) Students can develop a logical sequence of points by linking each succeeding point to that which precedes it (eg syllogisms).

(ii) Students can swap compositions and each find and underline the conclusion(s) of the other. They then discuss the clarity and support for the conclusion.

[1]to cohere = to stick together 'like links in a chain'

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain, support and/or refute arguments

Students need to develop the skill of building arguments and developing ideas through the effective and appropriate use of evidence. Ideally such evidence will be gathered from a range of sources. Integrating evidence into a text may be in the form of quotations, paraphrased material and/or the ideas expressed within a source. The use of such evidence should fit the context of the argument and be acknowledged in a suitable manner. Producers of text should always remember that the purpose of evidence is to explain, support and/or refute arguments; for example:

Religion is a major part of society and therefore should be studied in many ways. However, there are advantages and disadvantages to studying religion from a sociological perspective.

An advantage to studying religion as part of society is that it can highlight the benefits of religion to society. This can help society and religion cooperate in mutually beneficial ways.

Source A argues that society needs religion for survival; to engender cooperation in a community and to give it a reason for existence. Source B supports this view by arguing that religion, as a belief system, is an institution that supports society. Emile Durkheim (Source C), sees religion as a tool to unify society as it creates cohesion and a sense of belonging. Max Webber (Source C) supports this view. He sees religion as a support to other social institutions and even a benefit to the economy. If religion is vital to society then freedom of religion is a necessary condition.

A disadvantage to studying religion from a sociological perspective is that a sociologist may be biased and give an unfair projection to the role of religion in society.

Karl Marx, for example, views religion as a totally human construct used either to mollify people or to oppress them (Sources C and D). Viewing religion in this way can lead to all its actions being suspect even when the people involved are acting with the best intentions. This was borne out by the severe persecution suffered by religions under various Communist regimes. A broader perspective is needed to protect the position of religion as a social institution.

I**ntegrate**: to combine parts into a consistent whole.

Appropriate: the quality of evidence depends to some degree on how it is used.

Teaching suggestions:

(i) Students can be exposed to examples of using source information to support an argument and analyse how this is done to best advantage.

(ii) Students develop this skill over a period of time ('perfect practice makes perfect').

Explanation and communication

- communicate understanding by selecting and using text forms appropriate to purpose and audience

When communicating an understanding it is important that an appropriate text form is selected and used. That is, the style, technique and structure of the text form should be used appropriately. An important part of what and how a text form is chosen and constructed will be the intended purpose(s) and the intended or potential audience(s) of the text.

Essays: Essays require:

Introduction: an introduction is ***not*** an overview of all that is to be said in the essay, rather, an effective introduction:

- demonstrates an understanding of the essay's purpose
- states clearly the thesis/point of view/position of the essay
- identifies how the essay will be developed/structured, eg

An important historical event for the Christian religion, particularly the Catholic denomination, was the Ecumenical Council held at the Vatican in Rome from 1962 to 1965. This was the 21st ecumenical council in the history of the Catholic Church and arguably the most important event in the Church in the last century. This essay will endeavour to evaluate its significance by discussing just two of a number of reforms to come out of the council; one to do with the role of the laity and the other to do with ecumenism.

Body: an essay consists of a series of connected paragraphs that logically develop the thesis. Paragraphs:

- start with a topic sentence
- expand on this one topic
- should not be overlong and include one main idea
- close with a brief statement that reinforces the main idea presented in the paragraph and ideally, sets up the next paragraph, eg

The Second Vatican Council was called 'ecumenical 'because it involved Catholic bishops from the whole world. During four sessions over four years they discussed and voted on a number of topics. While the Roman curia had prepared documents for the bishops to 'rubber stamp', the bishops chose to develop their own. They were assisted and advised by various experts and, for the first time, representatives of other denominations were invited to observe. These observers could not vote but they had an influence in discussions off site. This large representative body, discussing, arguing, and working collaboratively, all the time relying on the Holy Spirit, produced 16 documents which reshaped the Church for the modern world.

Continued …

Conclusion: a conclusion:

- reminds the reader of the essay's purpose
- restates/recalls the essay's thesis/point of view/position
- recalls how the essay developed this thesis/point of view/position, eg

This essay attempted to show that the Second Vatican Council was a significant historical event, not only for the Catholic Church but also for Christians generally, and for the world as a whole. The Council taught that all baptised members of the People of God have a role in the mission of the Church. This was a significant change in the Church's approach to the world as lay people became evangelisers in everyday life. Recognising other Christians as separated brothers and sisters was also significant as it changed the Catholic Church's approach to ecumenism. From being an isolated and aloof community, the Catholic Church changed to become actively involved in promoting Christian unity. For these reasons alone it is reasonable to claim that Vatican II was the most important religious event in the 20th Century.

Short answers: The purpose of a short answer response in an examination is to test knowledge and understanding. Short answer questions target specific areas of course learning. It is important that a written answer directly address the question. Rather than write an extended introduction, **get to the point** as quickly as possible.

eg Identify a religious structure and/or process used to address important issues.

The Australian Catholic Bishops Conference (ACBC) is a religious structure that addresses important issues.

eg *Describe the main features of this religious structure and/or process.*

The Australian Catholic Bishops Conference (ACBC) is the Bishops' Conference in Australia. It is a permanent institution that meets at least once a year. The Conference has a President and a Vice-President (each elected for two years), a Permanent Committee, various Bishop's Commissions (each member is elected for three years) and a General Secretariat. The President occasionally makes statements either on behalf of the whole conference, or by virtue of his position as President. The ACBC and its commissions also provide media releases and produce other publications (eg the annual Social Justice Statement). Bishops Conferences were established following the Second Vatican Council 's call for collegiality and provide for bishops to collaborate with other bishops to exercise their office more suitably and fruitfully. Meetings are held to address important issues.

eg *Outline one reason for differing ways in which religion is viewed in society.*

One reason for differing ways religion is viewed in society is because of differing worldviews. A worldview is how a person or group perceive the world. If a person accepts the existence of the divine then this will determine to a large degree how they respond to religion. For instance, they may be more willing to accept the place of religion in society than someone who does not accept the existence of the divine and therefore sees religion as superstitious nonsense.

eg Explain how a religious practice helps people in their search for freedom.

The Christian practice of pilgrimage responds to people's search for freedom by providing an opportunity to come closer to God. The pilgrim leaves his or her daily routine and goes on a journey, both an outer physical journey and an inner spiritual journey. By separating from distractions and cares of life, and by exercising physically, the person is disposed to reflect and spend time in prayer or other spiritual pursuits. This then enables an inner journey, to find what is truly important and build a closer relationship with God. By becoming closer to God and by reflecting on what God wants, the person is better attuned to follow God's will. The religious practice supports belief here because, according to Christian belief, it is in doing God's will that true freedom is found.

eg *Discuss the significance of one religious event from the past.*

The Second Vatican Council produced an important development in the Catholic understanding of marriage. Prior to Vatican II marriage was viewed essentially as a contract – legal and binding – between two parties. The Church spoke of the 'ends of marriage', the primary end being procreation and the secondary end being the mutual benefit of the couple. However, the Council Fathers decided not to speak of the 'ends of marriage', rather they defined marriage as a partnership, a sacred covenant, between two equal partners. It was a sign of God's love. While children were still seen as the fulfilment and 'crown' of marriage, procreation was not its only priority.

The Council did not introduce complete change however. Marriage retained its traditional structure of being heterosexual, monogamous, faithful and lifelong. Its sacramental nature was reinforced by the Council and seen to extend beyond the graces given to the couple. They were to be a living witness to others of God's grace at work.

Teaching suggestions:

(i) For suggestions using text forms appropriate to purpose and audience students can refer to:

http://det.wa.edu.au/stepsresources/detcms/navigation/stepping-out-literacy/

OR

http://www.schoolatoz.nsw.edu.au/homework-and-study/english/help-sheets#secondary

Explanation and communication
- apply appropriate referencing techniques accurately and consistently

It is OK to use the ideas of others but their work needs to be acknowledged. Plagiarism is stealing.

Referencing allows the reader to check where work comes from.

Referencing in prepared documents
In a prepared document, such as a research report, direct quotations and paraphrased material should be cited in-text. A reference list is included at the end.

There are different conventions for referencing. The referencing guide suggested by the school is appropriate but consider other conventions. In essence, choose one referencing convention and follow it consistently.

Referencing in examinations or tests
In an exam or test, where a quotation is used, a simplified in-text referencing system is sufficient and it is only necessary to cite the author or the title of the publication.

Is it necessary to use quotations in examinations or tests?
In an examination or test, reliable and relevant evidence can be very effective when used to substantiate or clarify a point. It can 'add weight' to a good argument.

Examples of evidence include direct or paraphrased quotations, the name of a significant person or document, a statistic or the date of an event.

However, including quotations in exam or test answers is not an absolute requirement. It is the relevance and quality of evidence used, including referenced quotations, rather than the quantity that is important.

A note of caution: It can be the case that memorising quotations becomes a preoccupation that results in 'prepared answers' that do not respond to the question being asked. Answering the question is always the priority!

Teaching suggestions:
(i) Plagiarism is addressed as soon as it appears.
(ii) Students should use the school referencing guide consistently.
(iii) The same referencing protocols are applied to teacher handouts.

Appendix I
Glossary of key words used in the formulation of examination questions

NB: This list is from SCSA. Some terms have a more course specific meaning that derives directly from the content and the language of the course.

Account	Account for: state reasons for, report on. Give an account of; narrate a series of events or transactions
Advise	Recommend or inform
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Argue	Make a case, based on appropriate evidence, for and/or against some given point of view
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Choose (multiple-choice)	Decide or select the most suitable from a number of different options
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Comment on	Make reference to and expand upon
Compare	Show how things are similar and different
Complete	Finish an outlined task
Consider	Reflect on and make a judgement/evaluation
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Correlate	Demonstrate a mutual or complementary relationship
Create	Make, invent something
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluate
Debate	Develop a logical (sometimes persuasive) argument, giving differing views in response to a topic
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Determine	Decide, find out
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; note differences between
Draw (diagrams etc.)	An instruction, as in *draw a circle*
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Explore	Investigate, search for or evaluate

Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Illustrate	Similar to 'explain' (see above), but requires the quoting of specific examples or statistics or possibly the drawing of maps, graphs, sketches, etc.
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion; give reasons for your statements or comments
Label (and annotate)	Identify by placing a name or word used to describe the object or thing
List	Provide a series of related words, names, numbers or items that are arranged in order, one after the other
Name	Provide a word or term used to identify an object, person, thing, place etc. (something that is known and distinguished from other people or things)
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Prepare (eg in Accounting)	Take the necessary action to put something into a state where it is fit for use or action, or for a particular event or purpose
Present (an argument)	Offer or convey something such as an argument or statement to somebody formally; a discussion that offers different points of view on an issue or topic; debate
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Respond	Provide an answer; reply
Select	Choose somebody or something from among several
Show	Give information; illustrate
Sketch	A picture or diagram that is done quickly, roughly; a brief outline
State	Express the main points of an idea or topic, perhaps in the manner of 'describe' or 'enumerate' (see above)
Summarise	Express, concisely, the relevant details
Synthesise	Put together various elements to make a whole; gather all ideas and combine them into a complex whole; combine all parts

Appendix II
Some examples of 'name' compared to 'identify'

NAME	IDENTIFY (specify context, time or place)
Abortion	The ongoing abortion debate in Australia
Domestic Violence	Domestic Violence against women
Euthanasia	The legalisation of Euthanasia in Western Australia
Fascism/Nazi Germany	Fascism in Germany between the wars
Same-sex marriage	The legalisation of same-sex marriage in Australia
Slavery	Trans-Atlantic slave trade (16^{th}-19^{th} centuries)
Stem-cell research	Using the stem-cells of human embryos for research

Appendix III
Record of research sample form

Record of Research

Investigation
<The task question>

Areas of research
<sub-sections of the research>

Focus questions
Develop a set of focus question (4 – 6) for this investigation.
In developing focus questions consider who, what, when, where, how, and why of this topic.

Steps in the process
1. Step one: complete some initial reading about the topic
2. Step two: frame as a class a set of focus questions
3. Step three: identify some suitable sources to read, note bibliographic detail and prepare summary notes of key points relevant to the research focus
4. Step four: using these summary notes, complete the record of research (expanded as required to accommodate the information you find)
5. Step five: plan as a class the structure of the report
6. Step six: draft the text for each section of the report
7. Step seven: complete the bibliography
8. Step eight: review all drafts (record of research and report); note any areas that are problematic
9. Step nine: rewrite all draft documents
10. Step ten: review, correct and edit all documents
11. Step eleven: publish all documents
12. Step twelve: complete in-class validation task.

Locating resources – library search

Search the library catalogue using keywords and search tools to locate and then record the title and call number (DDC number) of any texts you want to look at.

TITLE	Bibliography	In-text reference
Living Religion	Morrissey, Janet (2005). Living religion (3rd ed). Pearson Education, Melbourne	(Morrissey, 2005, p.X)

Locating resources – internet search

Search the internet for resources using keywords and search tools to locate and then record what you find.

Title of website	URL	Date retrieved	In-text reference

Notes/Quotations:

Author	Page(s)	(i) What does the source contribute towards understanding the research question? (ii) What does it say about a particular focus question?

Appendix IV
Research proposal sample form

Note: If the Research Proposal format is used it can be used beforehand as part of the planning process or afterwards to reflect on and record the planning process.

Research Proposal

This form is to be completed and signed before you begin researching.
Please submit this form (signed) with your completed Investigation on the due date.

Question:	
Definition: *Provide definitions for key terms in the proposition*	
Inquiry Questions: *Develop some key focus questions that will initially guide your inquiry and research*	
Proposal: *Form an Hypothesis or Project Summary that briefly argues your key points.*	*(This will form the basis for your introduction)*

Research	
What sources do you plan to use?	
Where are the sources located?	
How will you ensure the accuracy of your information?	

Ethical Conduct	
How will you ensure the ethical integrity of your inquiry - ensuring that ideas and words of others are appropriately recognised?	

Verification	
_____	_____
STUDENT SIGNATURE	**TEACHER SIGNATURE** (Required before beginning research)

Appendix V
Notes on interplay

The comments below relate to the syllabus dot-point,

- the interplay between the life of one significant religious person, their context and religion.

Issues to consider

Students writing about a religious person tend to do one of the following:

- Write a hagiography
- Write a biography
- Justify a contemporary perception about the person and/or present the person as someone that justifies an important contemporary point/idea

There are issues with each of these as explained in the following,

Hagiography

(i) Hagiography may refer to the biography of a saint, religious leader or highly developed spiritual being in any of the world's spiritual traditions.

(ii) Hagiography may be a very admiring book about someone or a description that presents them as perfect or much better than they really are.

In terms of the course, students often write a religious biography that is very uncritical, in an academic sense. The subject is presented as holy and destined for greatness from birth; a formulaic approach whereby the story always ends the same way … they became a saint. This is hagiography according to the second definition.

Biography

Knowing the life story of a person and the key moments in their life is important as it provides the factual detail needed for understanding. Mastery of this key detail is the first step in learning but it is not the end-point. When left as a time-line of a person's life (they were born, they did this and that, and then died) it is one-dimensional.

Justify a contemporary perception

Part of the task with this dot-point is to evaluate the significance/importance of the person studied. This includes their significance now as well as when they lived. It also involves asking the question, 'why are they considered significant?'

However, the focus of interplay is on the life of the person within their real context. The choices made or the way a person lives may appear strange, but are not necessarily strange when placed in the proper context.

Lessons can be drawn from the person's life. These are worth noting and commenting on, but the task is not to validate or argue for these lessons. Rather, the task is about immersing oneself in the realities of the life of the person and seeing the role religion has played.

What is Interplay?
Interplay is trying to draw out the three dimensional nature of a person's life.

Each person lives and acts within a context that includes social, cultural, political, and religious elements, which do not exist in isolation but interact and influence each other.

Questions to ask include: What forces (attitudes, ideas, events, people, experiences) are at work in a person's life? How do these interact? Are there examples that can be described and examined? What is the relationship between these forces? Can we see cause and effect at work? Can we sense something dynamic at work?

Getting practical
Get students to know the life story of the person, the biography.

Recall that all people live within a particular context and how people live is influenced and shaped by their context [note: this connects with Year 11 learning].

Pick out three or more examples from the person's life story that provide a rich opportunity to examine the 'interplay' between a number of elements, particularly what happens in their life, the context in which this is occurring and where religion is central. Maybe focus on a key event, issue, or episode from their life.

The combination of these three episodes should give a sense that religion in the life of a person is contextual, dynamic, and changing.

Further, a good student, will be able to identify a number of key factors that played an important role in the person's life and in the interplay between their life, their context and religion (eg: a particular parent/mentor/friend; an idea or conviction; a feature of the social/cultural setting such as 'poverty').

One last observation: The person's life should give a genuine sense of in the moment ('warts and all'), not provide a justification for why he/she is seen as so good now.

Conclusion
In addition to knowing the life story of the person and why they are considered a significant religious person, ask, do your examples:

- draw out and explain the contextual elements?
- convey a sense of a dynamic/reciprocal interaction between this person, religion and their context?
- demonstrate a sense of change over time and in differing contexts?

An example
The article on the next page provides examples of the points made above, including potential pitfalls. Analysing the source to address the dot-point calls on the student to apply a number of course skills as detailed in a list that follows the article.

How St Aloysius rejected toxic masculinity

https://jesuit.org.au/st-aloysius-rejected-toxic-masculinity/

The Feast Day of St Aloysius Gonzaga is on 21 June. The life of Aloysius speaks of the cost and the resilience involved in catching sight of something deeper and in breaking the mould, writes Fr Andrew Hamilton SJ.

In this Year of Youth, we celebrate a Jubilee Year of St Aloysius Gonzaga.

At a time when there is widespread concern in Australia about the preparation of young men for adult life, the story of St Aloysius Gonzaga merits reflection. His brief life – he died at 23 – was aggressively countercultural: crazily and repulsively so for many modern observers. But as with all countercultural behaviour, Aloysius' life points to elements in our prevailing culture that are themselves problematic.

Most of what we know about St Aloysius derives from his biography written a few years after his death by Jesuit Vergil Cepari. Cepari wrote partly to encourage young Jesuits in their austere way of life and partly as part of a campaign to have Aloysius declared a saint. (With another even younger Jesuit, also from the minor nobility, Stanislaus Kostka, he was beatified in 1605.)

Cepari's book highlights all the conventional features of youthful sanctity praised in the Catholic Church of the time: Aloysius' precocious devotional and penitential practices, his determination from childhood to become a priest, his adamantine rejection of the expectations placed on the eldest son of a noble family, and his avoidance of women's company. He died as a result of nursing a plague victim in a Roman hospital.

The expectations held of Aloysius as an adult male and heir were made clear to him from the age of four. He was presented with a miniature set of armour and guns and accompanied his father in military manoeuvres, so expanding his vocabulary. As a child at court he was exposed to the plotting, sexual entitlement, gambling, greed and corruption endemic in that culture.

His early life was marked by uncompromising dissociation from such an unreflective, aggressive and passion-driven future. As child and adolescent he cultivated interiority and refused to accept the expectations that went with his inheritance.

He infuriated his father by his lack of compliance but remained obdurate in his dedication to prayer and to fasting, avoidance of frivolity, and other penitential practices. When his father refused to allow him to enter the Jesuits without his permission, he simply waited him out.

At Jesuit Social Services we have some sympathy for Aloysius in his determination to reject the toxic masculinity of his culture. We know how difficult it is for vulnerable young men to imagine breaking with family example and peer group expectations of how they should act.

It is no wonder, when Aloysius joined the Jesuits, that he said of himself that he was a twisted piece of iron that needed to be straightened out. That was true. But what is also true is that what the culture regarded as straight was also warped. The life of Aloysius speaks of the cost and the resilience involved in catching sight of something deeper and in breaking the mould.

Hagiography? Biography? Justification? Interplay?