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Implementation year: 2015

School name: Ignatius Park College

Identify curriculum	Year level description	<p>Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The Year 10 component of this course explores Spirituality, Peace Studies, Social Justice and Men's Mental Health and how these topics are dealt with in various religious, spiritual and ethical traditions. Men's Mental Health is a course designed specifically to meet the needs of the boys at Ignatius Park College.</p> <p>In the context of this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the universe. The term ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours.</p> <p>Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. Within this syllabus, the focus is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.</p> <p>Learning experiences are both practical and experiential in emphasis. The Social Justice and Men's Mental Health units recognise the benefits of networking within the community and involve charities, welfare and service groups and organisations that are engaged in areas related to ethics and justice. It is important that students learn to respect and interact with members of the wider community who may express beliefs and values different from their own or who can assist with greater social issues.</p> <p style="text-align: right;">Religion and Ethics Subject Area Specific Syllabus – 2014</p> <p style="text-align: right;">QCAA</p>			
	Achievement standard	<p>Knowledge and Understanding By the end of Year 10, students recognise and describe concepts, ideas and terminology about religion, beliefs and ethics. They identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society. They also explain viewpoints and practices related to religion, beliefs and ethics.</p> <p>Applying and Examining Students organise information and material related to religion, beliefs and ethics. They analyse perspectives, viewpoints and practices related to religion, beliefs and ethics. They apply concepts and ideas to make decisions about inquiries. They also use language conventions and features to communicate ideas and information, according to purposes.</p> <p>Producing and evaluating Students plan and undertake inquiries about religion, values and ethics. They communicate outcomes of these inquiries to suit audiences. They also appraise the inquiry process and the outcome of the inquiries.</p>			
	Course Organisation	All students at Ignatius Park College study Religion as it is imperative to their development and also is where students are given an opportunity to engage in the philosophy and the vision of the College – a Catholic School in the Edmund Rice Tradition. In Year 10, students have six 50-minute lessons over a two week cycle. At Senior level, students will have the opportunity to continue Religion and Ethics or undertake Study of Religion.			
Teaching and learning	Term overview	Term 1	Term 2	Term 3	Term 4
		<p>Spirituality</p> <p>Through this unit, students will learn about spirituality and ritual in the Catholic Christian tradition. They will have the opportunity to explore, experience and express their own spirituality, and to learn about the spirituality of others. They will explore how:</p>	<p>Peace and Conflict</p> <p>Through this unit, students examine how Peace and Conflict is concerned with practical questions of how to realise peace and justice in the world. They explore how religion and in particular the Catholic Christian tradition can play an important part in establishing, promoting and maintaining peace. It will give</p>	<p>Social Justice</p> <p>Through this unit, students examine social justice issues in the world. Social justice issues should always evoke a religious and ethical response. In this unit, students will have the opportunity to investigate a diversity of local, national and international approaches to social justice concerns and link these with different</p>	<p>Men's Mental Health</p> <p>In this unit, students explore the issues concerning Men's Mental Health. In particular, they will consider resilience and the importance of developing resilience. They will explore what resiliency is, why people need to be able to be resilient and how people should attempt to develop resilience. They will also consider how</p>

		<ul style="list-style-type: none">- Spirituality gives meaning and direction to people’s lives.- Individuals and communities establish roles and promote particular ways of living using rituals and symbols that encourage the growth of a person’s spirituality.	students opportunities to investigate the causes of war, violence and injustice; explore non-violent and peaceful approaches at all levels of social organisation as well as the political, professional and personal behaviours necessary to bring about a more just and peaceful world. They consider the following concepts: <ul style="list-style-type: none">- Religion has been both a means of peace and conflict within the world.- Peace studies are concerned with practical questions of how to realise peace and justice in the world at all levels of social organisation — individual, family, small group, nation and the international community.- Resolution may be achieved through understanding and acceptance of religious, spiritual and ethical differences	ethical and religious responses. Students will explore active means of participation in responding to social justice concerns and reflect on personal involvement in social justice outreach. In particular, students will examine Human Rights breaches including: Homelessness, Gender Equality and Indigenous Rights. They will consider the following concepts: <ul style="list-style-type: none">- There are inequalities in the world and vast differences between the very poor and the very rich.- Religions provide a framework for examining such inequality.- Social justice issues have always evoked religious and ethical responses.	religion can help in this area and avenues where it is reflected in the scriptures. They will consider the following concepts: <ul style="list-style-type: none">- Resiliency- Self-efficacy- Decision making processes- Coping strategies- Networks of support- Mental health promotion			
General capabilities and cross-curriculum priorities	Opportunities to engage with:   	Opportunities to engage with:     	Opportunities to engage with:         	Opportunities to engage with:       				
Key to general capabilities and cross-curriculum priorities	 Literacy understanding  Numeracy  ICT competence  Critical and creative thinking  Ethical behaviour  Personal and social competence  Intercultural   Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia’s engagement with Asia  Sustainability							
Assessment	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
	8	<i>Oral Presentation: Students to choose the medium.</i> Students will consider their own spirituality and either using the Four Touchstones or collection of objects (these may include people or items) or another model, outline their journey to being spiritual or opportunities that Ignatius Park provides to assist in their spiritual development.	9	<i>Exam: Supervised Examination in Response to Stimulus</i> Students will use their understanding of the Social Justice Principles and concepts related to Peace and Conflict to answer a series of short response questions.	8	<i>Assignment: Brochure</i> Students will develop a Social Justice Advocacy Brochure on their selected topic. Their brochure must be in three columns and be two-sided. It must also have clear headings: <ul style="list-style-type: none">• What – What is the injustice and what Social Justice Principles are being violated?	6	<i>Assignment/Oral Presentation: Group or Individual – Task will depend on whether it is completed as a group or an individual</i> Students are to select one of the following options and complete the task. All tasks will be presented in an oral format. <ul style="list-style-type: none">a) Select a person who you think would be a good spokesman for Men’s Mental Health and discuss

						<ul style="list-style-type: none">• Who – Who is experiencing the injustice and what other groups are involved in the issue (victims, perpetrators, etc)? What role do they all play?• Why – Why is this a significant issue and why should we as a Catholic school be concerned? Discuss the severity of the issue.• What organisations are involved in assisting with the injustice? Identify and discuss at least 2 organisations and how they address the Social Justice Principles in their approach to the issue.• Activism Page – What can I do to assist? Provide at least 3 – 5 concrete ideas of ways people can help.• The brochure must include pictures and statistics.		<p>why they would be a relevant advocate.</p> <p>a) Individually or in pairs you are to create an advertisement promoting Men's Mental Health and its growing importance in today's society.</p>
Make judgments and use feedback	Moderation	<p>Teachers will ensure consistency in student achievement through the following procedures:</p> <ol style="list-style-type: none">1. <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks.2. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue.3. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback.4. <i>Team:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made.	<p>Teachers will ensure consistency in student achievement through the following procedures:</p> <ol style="list-style-type: none">1. <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks.2. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue.3. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback.4. <i>Teacher:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made.	<p>Teachers will ensure consistency in student achievement through the following procedures:</p> <ol style="list-style-type: none">1. <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks.2. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue.3. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback.4. <i>Teacher:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made.	<p>Teachers will ensure consistency in student achievement through the following procedures:</p> <ol style="list-style-type: none">1. <i>Team:</i> Cluster meetings to discuss expectations, plan unit of work and formulate assessment tasks.2. <i>Teacher:</i> Monitoring student achievement levels through cross marking and professional dialogue.3. <i>Teacher:</i> Peer marking students' spoken presentations.4. <i>Faculty Leader:</i> Reviewing student achievement through analysis and tracking of results and feedback.5. <i>Teacher:</i> Reflection on the progress of the assessment conducted in the unit and consideration of any adaptations that may need to be made.			

