

**Penola**  
CATHOLIC COLLEGE  
EST. 1995

# RELIGIOUS EDUCATION

Religion and Society  
Text and Traditions

Certificate III in Youth Ministry and Leadership (VET)



# RELIGIOUS EDUCATION PATHWAYS

## Pathway 1

Year 10 RE →	Year 11 RE →	Year 12 RE
Year 10 Religious Education or RE CLIL	<b>Semesters One and Two:</b> Religion and Society Units 1 and 2 or Text and Traditions Units 1 and 2 or Certificate III in Youth Ministry and Leadership Units 1 and 2	<b>Semester One and Two:</b> Religion and Society Units 3 and 4 or Text and Traditions Units 3 & 4 or Certificate III in Youth Ministry and Leadership Units 3 & 4 and/or Participation in the school based Religious Education program

## Pathway 2

Year 10 RE →	Year 11 RE Accelerated →	Year 12 RE
Year 10 Religion and Society Units 1 and 2 or Certificate III in Youth Ministry and Leadership Units 1 and 2	<b>Semesters One and Two:</b> <b>Religion and Society Units 3 and 4</b> or Certificate III in Youth Ministry and Leadership Units 3 and 4	Participation in the school based Religious Education program

## Possible Careers

People with Religious Studies/  
Theology Degrees work in a diverse  
range of professions:

- Education, Researchers
- Teaching
- Social Work/Counselling
- Ordained Ministry
- Youth Ministry
- Pastoral Associates
- Music/Drama Ministry
- Spirituality Centres
- TV, Radio and Print Journalism
- Museum Curators
- Publishing, Law
- Web and Software Designers
- Ethicists
- Social Justice Work
- Art Historians/Buyers, Artists
- Archaeologists
- Archivists





# RELIGIOUS EDUCATION

Penola Catholic College requires students in their first year of VCE to complete Religious Education for the whole year. The College offers students the choice of completing Unit 2 Religion and Society or undertaking a combination of Units 3 and 4 from either Texts and Traditions or from Religion and Society as an Accelerated study.

## First Year VCE

First year VCE students are to choose from the following selections:

### Selection One

- Religion and Society Units 1 & 2

### Selection Two\*

- Certificate III in Youth Ministry and Leadership (began in Year 10)

### Selection Three\*

- Religion and Society Units 3 and 4

## Certificate III in Youth Ministry and Leadership

The Catholic Schools Youth Ministry Australia program is offering as an R.E. elective in Years 10, 11 and 12. CSYMA is a Youth Ministry training program that aims to equip young people to become leaders of faith in their own communities. Students who choose the CSYMA elective will complete some mainstream RE units and also units focused on Youth Ministry skills and formation. These students will take an active role in the development of Faith and Mission and Youth Ministry Programs at Penola Catholic College and in our Catholic feeder Primary Schools, for example leading our whole College Liturgies, leading grade 6 Confirmation Retreats in our local Catholic Primary Schools.

\* **Note:** Students are required to apply for entry into Certificate III in Youth Ministry and Leadership and

Religion and Society Units 3 and 4 via the Accelerated program. Approval for accelerated studies is based on availability of places in the classes and demonstrated academic ability.

See page 29 for Accelerated Programs.

## Second Year VCE

In the second year of VCE students will be required to undertake the College-based program of Religious Education. This program requires students to choose units from a selection of electives. Each unit runs for 2 periods each week.

Students will also participate in one common unit in Term 3, a unit exploring the Religious response to contemporary issues. Each student will therefore undertake Religious Education for three terms in Year 12 for a double period each week.

Students will choose from the following units:

- Youth Ministry
- Faith and Social Justice
- Faith and Film
- Faith and Ministry
- Faith and Science
- Faith and Catechetics
- Faith and Christian Meditation
- Faith and Sacred Art
- Faith and Drama
- Faith and Mary MacKillop
- Faith and the Environment
- Faith and Inclusiveness
- Faith and Life Ethics
- Faith and Music
- Faith and Business Ethics
- Faith and History

In addition to the school based program, second year VCE students may also choose to study Units 3 and 4 of Religion and Society if they have not already completed these units in their first year of VCE.

Year 12 students who elect to undertake VCE studies in Religion and Society 3 & 4 are required to complete the school-based Religious Education electives.

## Retreats and Liturgies

All VCE students, both in their first and second years, will be required to attend a retreat. Opportunities are provided for students to reflect on their lives and participate in prayer and liturgy throughout the VCE.





# RELIGION AND SOCIETY

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals.

The study of religion and Society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. Religious traditions offer value systems that guide their interactions with society and influence society's decision making.

This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.

Through the study of VCE Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role.

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

## Unit 1: The Role of Religion in Society

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

## Unit 2: Ethics and Morality

Choosing which values to live by in principle and in practice is fundamental to being human. This is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices - identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions. The Christian Service Program provides an opportunity for students to investigate such ethical issues first hand as part of their studies in this unit.

## Unit 3: The Search for Meaning

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

## Unit 4: Religion, Challenge and Change

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies - both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

In this unit students explore challenge for religious traditions generally

## Assessment: Units 1 to 4

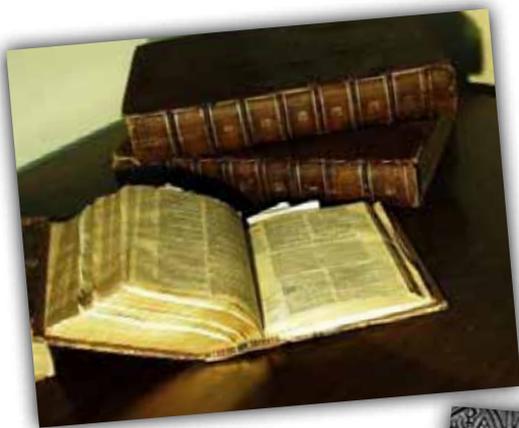
- Journal completion
- Tests
- Essays
- Case study
- Reports
- Examination



# TEXTS AND TRADITIONS

Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures.

Through this study, students come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, beliefs, values and behaviour, both historically and in the world today. Students will study the texts in their original historical and social setting, as well as investigate the impact such texts have had throughout history and on the world today. Different methods of interpretation are taken into account throughout this study. Students will also investigate the texts as pieces of literature and the inspiration others have found in the interpretation of such writings.

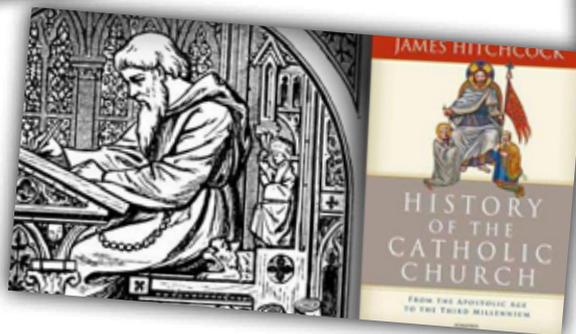


## Unit 3: Texts and the Early Tradition

The texts of a particular religious tradition can be seen to be foundational in that they recount specific events, narratives, laws and teachings that describe the beginnings and initial development of a religious tradition's history.

In this unit, students explore the history and culture from which the tradition being studied was formed. They gain an understanding that the historical milieu of these beginnings lent shape and content to the texts themselves.

Students develop an understanding of how the text is a response to particular contemporary and historical religious and social needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within the text. As a part of the understanding of the message or teaching of a text, the students also become familiar with the nature of exegetical methods being used by scholars today in the religious tradition of the particular text. One method of textual analysis important to this study is often called socio-historical criticism. It is based on the notion that an understanding of the original social and historical situation of the formation of the text can lead to an understanding of the original intention of the author, as well as the impact on, and understanding of the text by the original audience.



## Unit 4: Texts and their Teachings

In this unit students continue to apply, in greater depth, the exegetical method to the passages for special study begun in Unit 3. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through religious ideas, beliefs or social themes in the particular texts.

With the passing of time, some of the themes contained in the foundational texts have been reinterpreted at different times in the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in the light of the idea, belief or theme considered.

### Assessment: Units 3 and 4

- Tests
- Essays
- Case studies
- Examination

