

Year 4 Achievement Standard

By the end of Year 4, students

Explain₂ how knowledge of text and language features enhances a reader's understanding of Old Testament texts.

Explain₂ how free choices affect the individual and their community.

Represent₂ Jesus' vision of community using a modern day parable.

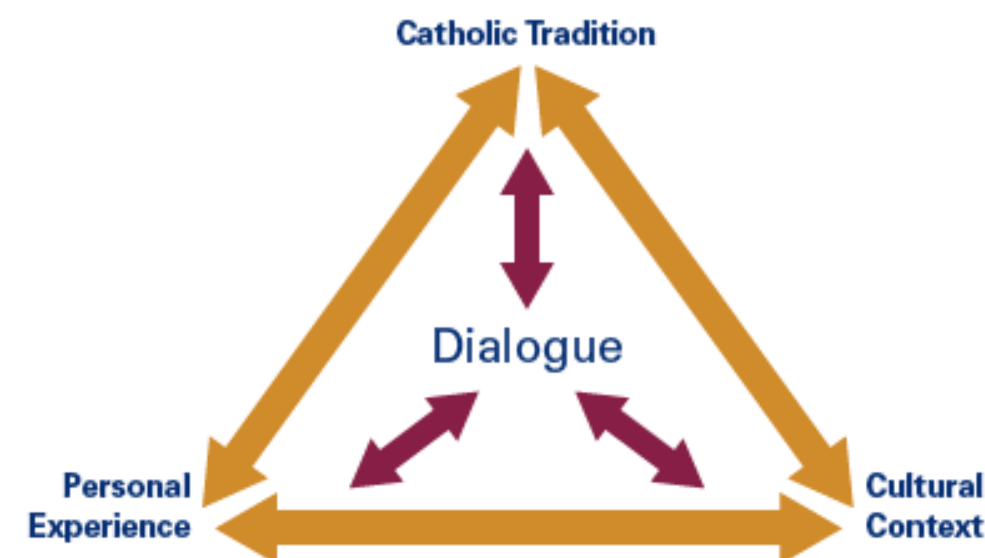
Infer₃ the purpose of miracle stories in the New Testament.

Understand₂ the Christian belief that God, as Trinity, is relational in nature.

Infer₃ the significance of prayers of petition, sorrow and praise for Christian communities today.

Develop₄ historical narratives about some key events and people's experiences in the early Church in Australia c.1770 CE - c.1850 CE.

Explain₂ how the sacrament of Anointing of the Sick continues Jesus' healing ministry today.



Short Learning Cycles

Achievement Standard Statements

Explain₂ how knowledge of text and language features enhances a reader's understanding of Old Testament texts.

Content Descriptors (content and skills that must be taught)

1. Why did biblical authors use different text types?

The books of the Old Testament contain a variety of text types including historical narratives, sacred myths, poetry, legal codes and wise sayings. For believers, God is revealed through understanding the books and text types of the Old Testament. The human author's choice of text type is important in determining the nature of the truth revealed in the text (historical truth, factual truth, religious truth). In order to appropriately interpret biblical texts it is important to understand the genre or text type. To make sense of the text the reader tunes in to what type of a text it is, and considers the author's intention.

- Use the Bible's referencing system (book, chapter and verse, headings and subheadings) to locate passages in the Bible. The contents and index of the Bible assist the reader to locate books, people, places and things.
- Identify typical structure and language features of text types in the Old Testament, including a sacred myth ([Genesis 1:1- 2:4a](#)) an historical narrative ([Genesis 35:1-15](#)) a poem ([Psalm 34:1-14](#)) a legal code ([Leviticus 24: 17-22](#)) and wise sayings ([Proverbs 13:20; 22:6; 25:25](#)).
- Recognise how knowledge of the typical structure and language features of an Old Testament text affects a reader's understanding of its message.

Explain₂ how free choices affect the individual and their community.

Represent₂ Jesus’ vision of community using a modern day parable.

Infer₃ the purpose of miracle stories in the New Testament.

Understand₂ the Christian belief that God, as Trinity, is relational in nature.

Infer₃ the significance of prayers of petition, sorrow and praise for Christian communities today.

Develop₄ historical narratives about some key events and people’s

2. How does God want people to live in community?

The Decalogue was written for a particular community, at a point in time when a new covenant was needed for a new generation. The People of Israel, out of the wilderness of Egypt, were moving to the promised land. Now that the people were free, it was time to rediscover how God wanted them to live, in this new context. The People of Israel understood these Commandments in the context of their relationship or covenant with their God. The Commandments give practical expression to ways in which this covenant is to be lived out in daily life. The Catholic Social Teaching of the common good includes rights and responsibilities which enable human flourishing today.

- Compare the commandments of the Decalogue ([Exodus 20: 1-17](#) and [Deuteronomy 5: 1-21](#)).
- Examine the language, structure and order of the commandments.
- Discuss whether communities of faith need to live by the same laws that were written thousands of years ago, or whether every generation needs to discern how God wants people to live in their particular time and place.
- Infer how the Catholic social teaching of the common good can be enacted through people’s choices.

3. How do parables reveal Jesus’ mission?

Much of Jesus’ most remembered and loved teaching comes in the form of parables. The parables show that Jesus was creative and challenging as he set out to enable the disciples and the people of his time to see the world in a different way, to imagine what the world should be like, a world he called the Kingdom of God, where God is in charge and the number one rule is loving God and loving one’s neighbour. Communities in the time of Jesus held prejudices and stereotypes about people, just as happens today. Some Scriptural texts were challenging for Jewish people in the time of Jesus and continue to challenge people today.

- Identify typical structure and language features of parables in the New Testament.
- Apply the worlds of the text interpretive framework to the parables of The Good Samaritan ([Luke 10:25-37](#)) and The Forgiving Father ([Luke 15:11-32](#)).
- Create a parable for a contemporary issue and context using the typical stages and language features of parables.

4. Why might biblical authors include miracle stories?

There are a variety of text types in the New Testament, each with particular textual features. Miracles are one form of New Testament text type. There are over 37 specific miracles of Jesus that are recorded in the Gospels and speak of Jesus’ power to heal, to restore, to cast out demons, and to command the forces of nature. There is one miracle story that is found in all four Gospels and that is the *Feeding of Year 5 the 5000*. The basic structure of a miracle story has three parts: a description of the problem, the miracle and the confirmation. Miracle stories are used to make specific theological points. The author of Mark uses miracle stories to make the point that Jesus is the Son of God; Matthew uses miracle stories to show that Jesus is not only a teacher but also a miracle worker; Luke connects miracles with the work of the Spirit and in the Gospel of John miracles are signs which are used to reveal Jesus’ true identity.

- Identify the typical structure and language features of the nature miracle story, The Calming of the Storm ([Mark 4:35-41](#)).
- Understand that miracles have a three part structure (a description of the problem, the miracle and the confirmation).
- Compare the typical structure and language features of the different accounts of the Feeding the 5000 ([Matthew 14:13-21](#); [Mark 6:30-44](#); [Luke 9:10-17](#) and [John 6:1-15](#)).
- Discuss the author’s purpose for including miracle stories in the Gospel.

5. How did people in New Testament times describe the relationship between God, Jesus and the Holy Spirit?

Christians believe that God is relational in nature. Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit. Christians name this understanding of God as Trinity. The Trinity is a way of talking about God. There is no actual mention of the word Trinity in Scripture, however, the stories of the baptism of Jesus bring together ideas about God, Jesus and the Holy Spirit as do other New Testament references.

- Identify references to God in Scripture that express God as Father, God as Son and God as Holy Spirit ([Matthew 3:13-17](#); [Mark 1: 9-11](#); [Luke 3:21-23](#)).
- Comprehend the ongoing relationship between God the Father, the Son and the Holy Spirit ([Luke 1:35](#); [John 15:26](#); [Matthew 28:18-19](#); [2 Corinthians: 13:13](#)).
- Communicate the relational nature of God’s presence in the world as Father, Son and Holy Spirit.

6. What are some essential forms of prayer for Christians?

The Psalms provide a model for prayer. The psalmists wrote from the heart, about whatever they were feeling and experiencing at a particular point in time (joy, gratitude, despair, sorrow). People’s experiences and feelings can be communicated to God in this authentic form of prayer. In the Christian tradition, essential forms of prayer, including prayers of praise, intercession (petition) and sorrow, nurture the spiritual life of believers. Some prayers acknowledge and praise God’s presence and action. Intercessions are prayers of petition in which Christians intercede for the needs of others (the community, the Church, the world) as well as for themselves. Through prayers of sorrow (contrition), Christians seek forgiveness and turn back to God.

- Identify the features (language, purpose, structures, context) of prayers of petition (intercession) ([Psalm 57](#)), sorrow ([Psalm 130](#)) and praise ([Psalm 150](#)).
- Understand the structure of the prayer of the faithful (prayers of petition) prayed during Mass.
- Explain the role of prayers of petition, intercession and praise in nurturing the spiritual life of Christians.

7. What are some of the key events in the Catholic Church’s early history in Australia?

experiences in the early Church in Australia c.1770 CE - c.1850 CE.

Explain₂ how the sacrament of Anointing of the Sick continues Jesus’ healing ministry today.

The majority of the first settlers in Australia came from England and belonged to the Church of England (Anglican Church). The first Catholics in Australia practised and preserved their faith often without the presence of priests. The first public Mass was said in Australia by Father Dixon in 1803. The appointment of Father John Joseph Therry and Father Philip Conolly as Chaplains and their arrival in 1820 can be regarded as the formal establishment of the Catholic Church in Australia. In 1835 Bede Polding was ordained as Australia’s first Catholic bishop and Father Ullathorne was the first vicar-general. Some Catholic laity and clergy were among the first to advocate for social change, such as the end of the transportation of convicts to Australia and recognising and responding to the impact of settlement and expansion on Aboriginal people.

- Identify advocates for social change in early colonial Australia (squatters, free settlers, convicts or clergy).
- Sequence some key people and events (secular and religious) from c.1770 CE - c.1850 CE and recognise their significance in Australia’s history.
- Investigate different points of view towards Aboriginal people in early colonial Australia (squatters, free settlers, convicts, clergy).

8. Why do Church communities offer sacraments of healing?

Much of what happens in Church communities today is drawn from the mission and ministry of Jesus, and the Scriptures are the primary source for people of faith to draw upon. Sacraments are important moments in the life of believers. Through the Sacraments, God offers believers gifts of new life, healing and forgiveness, nourishment and strength. In the sacraments of Anointing of the Sick, words, actions and symbols are used to communicate God’s healing of body and spirit. This sacrament continues Jesus’ healing ministry in the life of the Christian community today.

- Identify aspects of Jesus’ healing ministry in the Scriptures including giving sight to a blind man at Jericho ([Mark 10:46-52](#); [Luke 18:35-43](#)) and Jesus’ healing of a man with leprosy ([Mark 1:40-45](#); [Luke 5:12-16](#)).
- Recognise words, actions and symbols used in the Sacrament of Anointing of the Sick that continues Jesus’ healing ministry today (Scripture, laying on of hands, blessing with oil, prayer of thanks, sprinkling with holy water, Lord’s Prayer, presence of the priest).

Dialogue triangle taken from NatCathEd. (2018, September 24). *NCEC Framing paper on religious education* [Video File]. Retrieved online: https://www.youtube.com/watch?v=nseaKy_vBvo

Year 4 Achievement Standard Elaborations

(For Year 4, the achievement standards cognitive verbs are using QCAA definition)

Year 4 RELC1

A	B	C	D	E
Thorough explanation of how knowledge of text and language features enhances a reader’s understanding of Old Testament texts.	Detailed explanation of how knowledge of text and language features enhances a reader’s understanding of Old Testament texts.	Explanation of how knowledge of text and language features enhances a reader’s understanding of Old Testament texts.	Guided explanation of how knowledge of text and language features enhances a reader’s understanding of Old Testament texts.	Statements about text and language features of Old Testament texts.

Year 4 RELC2

A	B	C	D	E
Thorough explanation about how free choices affect the individual and their community.	Detailed explanation about how free choices affect the individual and their community.	Explanation about how free choices affect the individual and their community.	Guided explanation about how free choices affect the individual and their community.	Statements about free choice and individuals.

Year 4 RELC3

A	B	C	D	E
Clear and detailed representation of Jesus’ vision of community using a modern day parable.	Detailed representation of Jesus’ vision of community using a modern day parable.	Representation of Jesus’ vision of community using a modern day parable.	Partial representation of Jesus’ vision of community using a modern day parable.	Statements about Jesus’ vision of community

Year 4 RELC4

A	B	C	D	E
Purposeful inferences about the purpose of miracle stories in the New Testament.	Effective inferences about the purpose of miracle stories in the New Testament.	Inferences about the purpose of miracle stories in the New Testament.	Statements about the purpose of miracle stories in the New Testament.	Statements about miracle stories.

Year 4 RECL5

A	B	C	D	E
Clear and informed understanding about the Christian belief that God, as Trinity, is relational in nature.	Informed understanding about the Christian belief that God, as Trinity, is relational in nature.	Understanding about the Christian belief that God, as Trinity, is relational in nature.	Guided understanding about the Christian belief that God, as Trinity, is relational in nature.	Fragmented understanding about the Christian belief that God, as Trinity, is relational in nature.

Year 4 RELC6

A	B	C	D	E
Purposeful inferences about the significance of prayers of petition, sorrow and praise for Christian communities today.	Effective inferences about the significance of prayers of petition, sorrow and praise for Christian communities today.	Inferences about the significance of prayers of petition, sorrow and praise for Christian communities today.	Statements about prayers of petition, sorrow and praise for Christian communities today.	Statements about prayers.

Year 4 RELC7

A	B	C	D	E
Purposeful development of historical narratives about some key events and people’s experiences in the early Church in Australia c.1770 CE - c.1850 CE.	Effective development of historical narratives about some key events and people’s experiences in the early Church in Australia c.1770 CE - c.1850 CE.	Development of historical narratives about some key events and people’s experiences in the early Church in Australia c.1770 CE - c.1850 CE.	Guided development of historical narratives about some key events and people’s experiences in the early Church in Australia c.1770 CE - c.1850 CE.	Statements about some key events and people’s experiences in the early Church in Australia c.1770 CE - c.1850 CE.

Year 4 RELC8

A	B	C	D	E
Thorough explanation about how the sacrament of Anointing of the Sick continues Jesus’ healing ministry today.	Detailed explanation about how the sacrament of Anointing of the Sick continues Jesus’ healing ministry today.	Explanation about how the sacrament of Anointing of the Sick continues Jesus’ healing ministry today.	Guided explanation about how the sacrament of Anointing of the Sick continues Jesus’ healing ministry today.	Fragmented statements about the sacrament of Anointing of the Sick.

Term	Description
clear	easy to perceive, understand or interpret; without ambiguity
considered	thought about deliberately with a purpose
detailed	meticulous; including many of the parts
directed	following the instructions of the facilitator; <i>directed</i> means a student follows visual or verbal directions to support the individual actions related to the assessment
effective	capably meets the described requirements
fragmented	attempted; incomplete evidence provided

guided	visual and/or verbal prompts to facilitate or support independent action
informed	having relevant knowledge; being conversant with the topic; <i>informed</i> means referring to background knowledge and inquiry and skills
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
statement	a sentence or assertion
thorough	demonstrating depth and breadth, inclusive of relevant detail