

Year 7 Achievement Standard

By the end of Year 7, students

Identify ¹ the significance of sacred texts for the faith journey of believers.

Describe ² the beginnings of the Christian faith (c. 6 BCE – c. 650 CE).

Analyse ³ how sacred texts reflect the audience, purpose and context of their human authors.

Evaluate ⁴ how sacred texts influence the life of believers. (deep learning)

Explain ² how creeds as statements of faith used at significant moments within the lives of Catholic Christians.

Select ¹ ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam).

Examine ³ ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. (deep learning)

Critique ³ the significance of prayer, ritual and the sacraments in the faith journey of believers, personally and communally.

Select ¹ reasons for change and continuity in the life of the Church and religious communities over time and place.

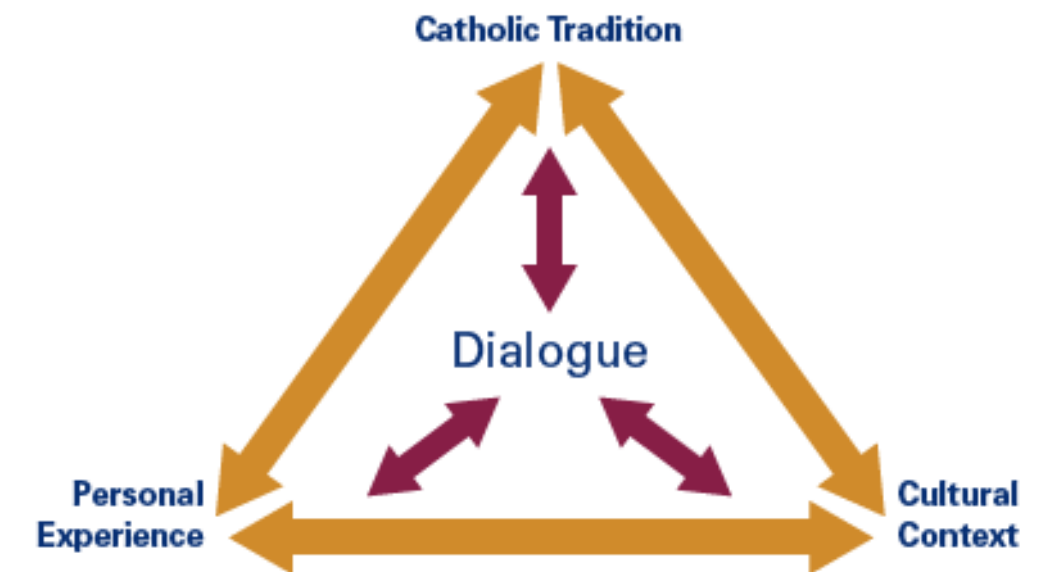
Explain ² the role of key people and events in the development of the Christian faith (c. 6 BCE – c. 650 CE)

Infer ⁴ the significance of prayer and ritual for year 7 students at your school. (deep learning)

Comprehend ² the basic principles of Christian morality for the ways believers live out their faith personally and communally.

Interpret ³ the significance of Church teaching for the way believers live out their faith, personally and communally.

Synthesise ⁴ the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith, personally and communally. (deep learning)



Through learning, students have the opportunity to make meaning.

*Adapted from NatCathEd. (2018, September 24). NCEC Framing paper on religious education from www.youtube.com/watch?v=nseaKy_vBvo

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

See below for the Year 7 RE Curriculum and Achievement Standard Elaborations

	Achievement Standard Statements	suggested timing	Content Descriptors <i>(what needs to be taught)</i>		<i>Understanding Religion 7 (possible resources)</i>
SACRED TEXTS: Christian Spiritual Writing & Wisdom	Analyse ³ how sacred texts reflect the audience, purpose and context of their human authors.	1 week	The writings and key messages of the founders of religious orders influence the way of life of religious communities (e.g. prayer life, apostolate, dress, spiritual practices, beliefs, symbols, daily life).	Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders.	Chapter 3 Christian Spiritual Writings and Wisdom 3.1 Spiritual Writings, 3.2 St Dominic, 3.3 Ignatius of Loyola 3.4 Teresa of Avila, 3.5 Mary Ward Teaching Scripture in Classroom
SACRED TEXTS: Old Testament	Identify ¹ the significance of sacred texts for the faith journey of believers.	2 weeks	The Old Testament is a collection of books containing many different aspects of the journey of faith of the people of ancient Israel. Most importantly, the stories in the bible are ‘sacred’ because they reflect the beliefs of the people. Christianity originated as a branch within Judaism and therefore The Christian Bible includes the books of the Jewish Bible (ordering them differently and sometimes splitting larger books into two sections) and the books of the Christian Scriptures or New Testament. The Old Testament consists of many different books composed by a variety of authors covering hundreds of years. Some of the stories were originally transmitted orally and then thousands of years later were written down. Eventually, editors or redactors combined the written texts for the believers of their time with the oral traditions to form the books of the Hebrew Scriptures. Contemporary believers continue to use the Old Testament to build their relationship with God.	- Identify the different structures of the Old Testament in Jewish, Protestant and Catholic Christian bibles - Comprehend that the Old Testament consists of many different books composed by a variety of authors covering hundreds of years. - Explain the process of the formation of the Old Testament.	Chapter 1 Old Testament 1.1 Writings and Texts 1.2 History of Ancient Israel 1.3 Authors 1.10 The Prophets Bible Project video TaNaK
SACRED TEXTS: New Testament	Describe ² the beginnings of the Christian faith (c. 6 BCE – c. 650 CE)	3 weeks	The New Testament consists of 27 books; four gospels, the Acts of the Apostles, 21 letters and the Book of Revelation. The Gospels predominantly record the story of the life, death and resurrection of Jesus. <i>(Understanding Religion 7 p. 33)</i> Three stages can be distinguished in the formation of the Gospels: the life and teaching of Jesus, the oral tradition, and the written Gospels. The Gospels are not simply eye witness accounts of the life of Jesus, but are post-resurrection texts intended for different audiences. Each Gospel depicts Jesus in a particular way. Contextual information (literary form, historical and cultural context and human author's intention) assists the reader to gain deeper awareness of New Testament texts.	- Explain the process of the formation of the Gospels. - Explore the world behind the text for the three synoptic gospels (Matthew, Mark and Luke) using the worlds of the text model. - Explain the purpose of the Gospels as post-resurrection texts.	Chapter 2 New Testament 2.1 New Testament, 2.2 Jesus, 2.3 The Formation of the Gospels 2.4 The Synoptic Gospels: Matthew, Mark and Luke 2.5 The Gospel of John 2.6 Literary Forms in the Gospels Teaching about Acts
Deep Learning: Evaluate ⁴ how sacred texts influence the life of believers.					
	Achievement Standard Statements	suggested timing	Content Descriptors <i>(what needs to be taught)</i>		<i>Understanding Religion 7 (possible resources)</i>
BELIEFS: Trinity, God, Jesus the Christ, Spirit	Explain ² how creeds as statements of faith are used at significant moments within the lives of Catholic Christians.	2 weeks	The Creeds of the apostolic and ancient Churches, including the Apostles Creed and Nicene Creed, expressed the Christian understanding of God. Through the Creeds, Christians are linked with the faith of believers throughout history.	- Recall that the word Creed comes from ‘credo’ meaning ‘I believe’. A creed provides a precise summary of the key theological teachings of the Catholic Church (p. 75). - Contrast statements of belief within the Apostles Creed and Nicene Creed that express a Christian understanding of God (e.g. God as Creator, Trinity, Mystery).	Chapter 4 Trinity: God, Jesus the Christ, Spirit 4.1 Beliefs 4.2 Creeds
BELIEFS: Human Existence	Select ¹ ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam).	3 weeks	People of every society develop rules to help the functioning of society. The Ten Commandments (also known as Decalogue, a latin word meaning ‘10 words’) are an ancient set of principles which outline how the Hebrew people were to live and interact in society. The Decalogue occurs twice in the Old Testament: in Exodus 20:1-20 at Mount Sinai and in the Book of Deuteronomy 5:6-21 just before the people enter the Promised Land. In the Book of Exodus, the Ten Commandments are given by God to Moses for the people. In Deuteronomy, the Ten Commandments are listed when Moses reminds the people of their relationship with God just before they enter the Promised Land <i>(Understanding Religion 7 p. 80)</i> . The Ten Commandments are a response to God’s favour, not a list of burdensome obligations. The commandments as symbols of love provide key principles which should govern people’s attitudes and actions towards God and others <i>(Understanding Religion 7 p. 89)</i> .	- Explain how the Decalogue describes a way of life faithful to God's love (Exodus 20:1-20) for the Hebrew people. - Compare the decalogue from Exodus (Ex 20:1-17), Deuteronomy (Deut 5:6-21) and Catechetical Formula. - Explain how the commandments provide key principles which should govern people’s attitudes and actions towards one another.	Chapter 5 Human Existence 5.1 The Ten Commandments 5.2 Laws in Ancient Cultures: Code of Hammurabi 84
BELIEFS: World Religions		2 weeks	The monotheistic religions (Christianity, Judaism and Islam) share common beginnings of faith which are found in the patriarchs, Moses and the prophets.	Explain the ways in which Christianity, Judaism and Islam are connected through the stories of the patriarchs, Moses and the prophets, including Genesis 17:1-22 (Abraham and Sarah) and Exodus 13:17-14:30 (Moses).	Chapter 6 World Religions 6.1 Three Monotheistic Religions, 6.2 Judaism, 6.3 Christianity, 6.4 Islam, 2.7 Festivals and Customs

Deep Learning: Examine 3 ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.					
	Achievement Standard Statements	suggested timing	Content Descriptors (<i>what needs to be taught</i>)		Understanding Religion 7 (<i>possible resources</i>)
CHURCH: Liturgy and Sacraments	Critique 3 the significance of prayer, ritual and the sacraments in the faith journey of believers, personally and communally.	3 weeks	Catholic Christianity experiences and sees the world through the lens of sacramentality: in other words, Catholics recognise and see the presence of God in all things. A Catholic Christian understanding of sacraments is grounded in an experience of God’s presence and care in people’s daily lives (<i>Understanding Religion 7 p. 122</i>). The Church's liturgical year unfolds through a framework of different seasons (Advent, Christmas, Lent, Easter, Ordinary Time) , significant feast days and Saints’ feast days. Each liturgical season has its own colour, customs and feel. (<i>Understanding Religion 7 p. 107</i>). The liturgical year begins with the first Sunday of Advent, which also marks the beginning of the cycle of readings used in the Liturgy. The three - year cycle is built around the synoptic gospels of Matthew, Mark and Luke. Year A - Matthew, Year B - Mark, Year C - Luke. The Gospel of John is used on particular feasts throughout all three cycles, particularly Easter (<i>Understanding Religion 7 p. 107</i>). The Sacraments of Initiation include Baptism, Confirmation and Eucharist welcome people and incorporate them into the life of The Church.	- Explore ways that adolescents can experience God’s presence in their everyday lives (events, places, people, environment). - Recall the seasons of the Church's liturgical year and its meaning for believers today: Ordinary time begins Monday after Pentecost and ends with 1st Sunday of Advent. Advent begins with the 1st Sunday of Advent and ends Christmas Eve / Day. Christmas begins with Christmas Day / Eve and ends with the Baptism of the Lord. Ordinary Time begins on Monday after the Baptism of the Lord and ends with Ash Wednesday. Lent begins with Ash Wednesday and with Holy Thursday. Easter begins with Easter Sunday and ends with Pentecost. - Investigate how the sacraments can enable believers to encounter God by nurturing spirituality and sacramentality.	Chapter 7 Liturgy and Sacraments 7.1 The Work of God 7.2 Liturgical Year 7.3 Ordinary Time 7.4 Sacraments
Prayer and Spirituality		2 weeks	Believers use a range of practices (including silence and stillness, and praying with icons and images) for preparing the body and the mind for meditative prayer, and engaging in the ‘work of meditation’. Christian iconography expresses in images the same Gospel message that Scripture communicates by word. There are a variety of ways to pray with scripture, including Lectio Divina (Benedictine tradition) and Ignatian Meditation.	- Identify and use practices that assist in preparing for and engaging in meditative prayer, including silence and stillness and praying with icons and images. - Identify the Scriptural basis of The Our Father (Matt 6:9-13; Luke 11:1-4). - Understand the Scriptural basis of the Hail Mary (Luke 1:28, Luke 1:42).	Chapter 12 Prayer and Spirituality 12.1 Prayers 12.2 Formal Prayers
CHURCH: People of God	Select 1 reasons for change and continuity in the life of the Church and religious communities over time and place.	2 weeks	Catholic Christians identify themselves as the People of God. As the People of God, Catholic Christians try to live their lives according to the teachings of Jesus and the traditions of the Catholic Church (<i>Understanding Religion 7 p. 133</i>).	- Identify and locate some Church communities belonging to the Catholic Church in Australia (dioceses, archdioceses and provinces). - Visit your local parish and interview parishioners about the roles they fill (consider taking photos and interviewing a variety of individuals). - Communicate your findings to your school and parish communities using a variety of methods.	Chapter 8 People of God 8.1 Identity of Catholic Christians 8.2 Pope, 8.3 Cardinals , 8.4 Archbishops and Bishops, 8.5 Priests and Deacons, 8.6 Laity, 8.7 Catholic Church in Australia
CHURCH: Church History	Explain 2 the role of key people and events in the development of the Christian faith (c. 6 BCE – c. 650 CE).	1 week	The beliefs, values and practices of early Church communities (c.6 BCE - c. 650 CE) were influenced by ancient Mediterranean societies such as Greece, Rome and Egypt. This influence is evident in the story of the early Church as it came to understand its nature and role in the world.	Sequence historical events and periods of time (e.g. Greek occupation, Roman occupation, life of Jesus, the early Church, journeys of Paul, destruction of the Temple, chronology of New Testament writings) using historical terms and concepts (e.g. BCE, CE,) and a range of sources (e.g. Bibles, Biblical commentaries, historical sources - Greek, Roman, Jewish).	Chapter 9 Church History 9.1 Christianity, 9.2 The Origin and Establishment of the Church 6 BCE – 650 CE, 9.3 Paul ,9.4 Christians in the Roman Empire
Deep Learning: Infer 4 the significance of prayer and ritual for year 7 students in your school.					
	Achievement Standard Statements	suggested timing	Content Descriptors (<i>what needs to be taught</i>)		Understanding Religion 7 (<i>possible resources</i>)
CHRISTIAN LIFE: Moral Formation	Comprehend 2 the basic principles of Christian morality for the ways believers live out their faith personally and communally.	3 weeks	Catholic Christianity encourages people to have faith and to believe, and it also encourages people to demonstrate by their life and actions that the message of God is central to their lives. (<i>Understanding Religion 7 p. 177</i>) Moral choice involves both discernment and judgement and acting according to that judgment. Doing good and avoiding evil is the basic principle of acting according to a properly formed conscience. Sin is a personal act with personal accountability. Sin also has a social dimension as each individual's sin in some way affects others.	- Consider how the Golden Rule Matthew 7:12 and Greatest Commandment John 13:34-35 provide a guide for believers. - Compare how The Beatitudes Matthew 5:1-12 and Luke 6:20-36 challenge believers in their everyday lives to live out their faith. - Examine sources (e.g. Church teaching, Word of God, contemporary media, human wisdom) to explain the basic principle of acting according to a properly formed conscience. - Explain the relationship between personal accountability and the social dimension of sin.	Chapter 10 Moral Formation 10.1 Morality 10.2 Making Moral Decisions 10.3 Personal and Social Sin
CHRISTIAN LIFE: Mission and Justice	Interpret 3 the significance of Church teaching for the way believers live out their faith, personally and communally.	3 weeks	According to Catholic social teaching (CST) the good of the community (global and local) can be protected and promoted in a variety of ways. The Catholic Church tries to assist its members to make the presence of Jesus felt in the world in a real and concrete way through showing concern for the good of the community to be at the service of others and for the common good.	- Investigate how Catholic Lay organisation St Vincent de Paul protects (charity, solidarity) and promotes (advocacy & action for justice) the common good in your school and local community. - Explore ways of serving the common good using personal gifts and talents. - Implement the See, Judge, Act process to identify the vulnerable people in your school and / or community and devise a plan as to how you might respond as a class.	Chapter 11 Mission and Justice 11.1 Justice, 11.2 Catholic Social Teaching (CST). 11.3 Common Good, 11.4 Charity and Justice, 11.5 Action for the Common Good

Deep Learning: Synthesise the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith, personally and communally.

teachers plan for 32 weeks of teaching, learning and assessment leaving 7-8 weeks for focus on liturgical seasons, feast days, school charism and culture [Assessment Tasks](#)
(For year 7, the achievement standards cognitive verbs are using QCAA definitions) November 2021

Year 7 Rockhampton Achievement Standard Elaborations

A	B	C	D	E
Thorough evaluation of how sacred texts influence the lives of believers.	Informed evaluation of how sacred texts influence the lives of believers.	Evaluation of how sacred texts influence the lives of believers.	Partial evaluation of how sacred texts influence the lives of believers.	Statements made about how sacred texts influence the lives of the believers.
Purposeful examination of ways in which the faith of believers is expressed, professed and lives out in communities past and present.	Effective examination of ways in which the faith of believers is expressed, professed and lives out in communities past and present.	Examination of ways in which the faith of believers is expressed, professed and lived out in different communities past and present.	Partial examination of ways in which the faith of believers is expressed, professed and / or lived out in communities.	Directed examination of ways in which the faith of believers is lived out in communities.
Reasoned inferences about the significance of prayer and ritual for year 7 students at your school.	Informed inferences about the significance of prayer and ritual for year 7 students at your school.	Inferences made about the significance of prayer and ritual for year 7 students at your school.	Partial inferences about the significance of prayer and ritual for year 7 students at your school.	Statements made about the significance of prayer and ritual for year 7 students at your school.
Purposeful synthesis of the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith, personally and communally.	Effective synthesis of the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith, personally and communally.	Synthesis of the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith, personally and communally.	Partial synthesis of the significance of Church teaching for the ways believers live out their faith.	Statements made about Church teaching.

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
reasoned	logical and sound; presented with justification
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

<https://www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/standards-elaborations/p-10-hass/p-7-hass>