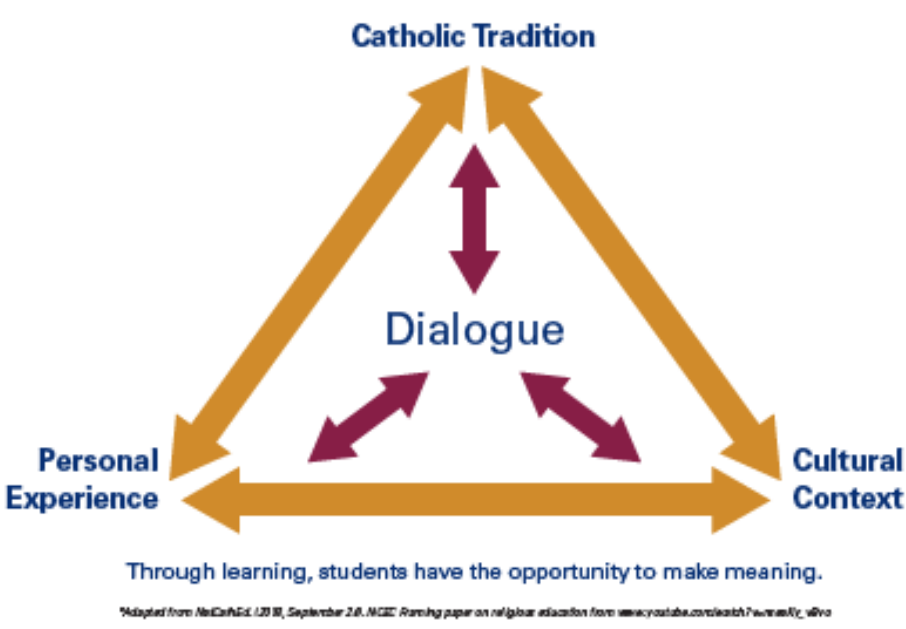


Year 6 Achievement Standard

- By the end of Year 6, students
- Describe₂** how the Eucharist helps and challenges believers to live a Eucharistic life.
 - Infer₃** how the commemoration of Holy Days can strengthen the faith life of Jewish believers.
 - Interpret₃** the Lord's Prayer and its application for Christians today.
 - Infer₃** what titles of Jesus might mean for believers and communities today.
 - Examine₃** ways in which faith can grow and mature in the complexity of life's experiences and challenges.
 - Interpret₃** key messages of some Old Testament prophets.
 - Examine₃** the contribution of significant people in striving for social justice in Australia.
 - Apply₃** Jesus' teaching of love to a contemporary issue for young people today.



Short Learning Cycles

Achievement Standard Statements

Describe₂ how the Eucharist helps and challenges believers to live a Eucharistic life.

Content Descriptors (content and skills that must be taught)

1. Why is Eucharist central to Catholic Christianity?

The word Eucharist means thanksgiving: believers give thanks for all that God has given, particularly the gift that is Jesus. The Catholic celebration of Eucharist is comprised of two main parts, the Liturgy of the Word and the Liturgy of the Eucharist. The Catholic Church teaches that in the celebration of Eucharist, Jesus is sacramentally present in four ways: the people gathered, in the Church's minister, in the Word proclaimed, and most profoundly in the gifts of bread and wine which become the Body and Blood of Christ. The celebration of the Eucharist for Catholics can be understood as memorial, sacrifice, prayer and nourishment to live the Good News that Jesus proclaimed. In liturgical celebrations, believers are encouraged to actively participate through actions (making the sign of the cross, the sign of peace and genuflecting), word (acclamations, responses, singing), posture (kneeling, bowing, standing) and observing a reverent silence at appropriate times.

- Identify ways in which believers actively participate in the parts of the Eucharist (Introductory Rite, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite, Concluding Rite).
- Recall the different ways in which Jesus is sacramentally present in the Eucharist (in the people gathered, in the Church's minister, in the Word proclaimed, in the gifts of bread and wine which, when consecrated, become the Body and Blood of Christ).
- Reflect on the scriptural basis of the Eucharist for believers ([Luke 24:13-35](#); [John 6:48-58](#)).

<p>Infer₃ how the commemoration of Holy Days strengthens the faith life of Jewish believers.</p>	<p>2. What is the significance of Jewish Holy Days?</p> <p>Jewish Holy Days are recorded in Scripture. These significant Holy Days are calendarised and give structure to people’s lives and provide opportunities for reflection and celebration of faith. The faith of Jewish believers is shared and strengthened through the commemoration of Holy Days, including Yom Kippur, Hanukkah, Sukkot and Pesach (Passover).</p> <ul style="list-style-type: none"> Recognise the commemoration of Holy Days (Leviticus 23:1-44) as an important aspect of Jewish faith life. Explore the Scriptural foundations for the observance of Holy days including: <ul style="list-style-type: none"> Pesach/Passover (Exodus 12:21-51). Sukkot/Festival of the Booths (Leviticus: 23:33-36; 39-43). Yom Kippur/Day of Atonement (Leviticus 16:29-34). Hanukkah/Festival of Lights (1 Maccabees 4:52-59; 2 Maccabees 10:5-8).
<p>Interpret₃ the Lord’s Prayer and its application for Christians today.</p>	<p>3. Why do Christians pray The Lord’s Prayer?</p> <p>The Our Father is a central prayer in Christianity and an integral part of Catholic liturgy. The origins of The Lord’s Prayer are deeply rooted in the Jewish tradition. When asked by his followers “Lord, teach us to pray as you do” Jesus responded with the Our Father or the Lord’s Prayer. There are seven petitions in The Lord’s Prayer: 1. Hallowed be your name, 2. Your kingdom come, 3. Your will be done on earth as it is in heaven, 4. Give us this day our daily bread, 5. Forgive us our trespasses as we forgive those who trespass against us, 6. Lead us not into temptation, 7. Deliver us from evil. The first three petitions praise God. The remaining four petitions present to God the needs of believers.</p> <ul style="list-style-type: none"> Use the worlds of the text interpretive framework to the Scriptural references of The Lord’s Prayer (Matthew 6:5-15; Luke 11:1-13). Compare the wording of The Lord’s Prayer from a number of Christian traditions. Investigate the use of The Lord’s Prayer in Catholic liturgy including the Communion Rite, the Sacraments of Baptism and Anointing of the Sick. Reflect on how the interpretation of The Lord’s Prayer is influenced by a person’s social and cultural context and life experiences.
<p>Infer₃ what titles of Jesus might mean for believers and communities today.</p>	<p>4. What titles for Jesus are found in the Gospels?</p> <p>There is not one single story about Jesus, but different portraits of Jesus, provided by different Gospel authors. Jesus’ relationship with God the Father and humanity is described in Scripture using a variety of titles and images (liberator, Son of God, Son of Man, Messiah, Anointed One, Lamb of God, Bread of Life, Rabbi, Saviour). Exploring what each title might mean for believers can bring rich insights for faith, religious identity and meaning for individuals and faith communities today.</p> <ul style="list-style-type: none"> Identify titles of Jesus in scripture including the Lamb of God, Rabbi, Teacher, Son of God, King of Israel, Son of Man and Messiah (John 1:35-51). Communicate how the ‘I am’ statements in the Gospel of John convey the author’s understanding of the person and mission of Jesus; Messiah “I am he/I am” (John 4:25-26) The Bread of Life (John 6:35, 48-51), The Light of the World (John 8:12), The Gate of the sheepfold (John 10:1-10), The Good Shepherd (John 10:11-18), The Resurrection and the Life (John 11:25) and The Way the Truth and the Life (John 14:5-6). Explain how different titles of Jesus provide insights into his relationship to God the Father and people. Reflect on how various titles of Jesus speak to different people in different times and places and how understandings of Jesus can grow and develop over time.
<p>Examine₃ ways in which faith can grow and mature in the complexity of life’s experiences and challenges.</p>	<p>5. What can people learn about faith?</p> <p>Faith is a free and personal response to God. Faith can grow and mature over the course of a lifetime. There may be challenges and issues to overcome in a person's life with regard to faith, and questioning was as normal in Biblical times as it is today.</p> <ul style="list-style-type: none"> Identify some of Jesus’ teachings in the Gospels regarding the importance of faith for believers (Mark 11:20-24, Luke 17:5-6). Apply the worlds of the text interpretive framework to the story of The Woman of Faith and Jairus' Daughter (Matthew 9:18-26; Mark 5:21-43; Luke 8:40-56). Discuss challenges that people experience in their journey of faith throughout their lifetime. Investigate how the community supports believers to mature and grow their faith in God.
<p>Interpret₃ key messages of some Old Testament prophets.</p>	<p>6. What is a prophet?</p> <p>A Biblical prophet is a person who is called by God to deliver God’s message to the people. Key messages of Old Testament prophets are identified within their social, cultural and historical contexts. In Scriptural terms, prophecy is not about predicting the future. Prophets speak out from their context. They challenged people who were unjust and indifferent to change their ways and turn back to God.</p> <ul style="list-style-type: none"> Use a range of Biblical tools to understand the social, cultural and historical contexts of the stories of Old Testament prophets including: <ul style="list-style-type: none"> Samuel (1 Samuel 3:1-4:1a; 1 Samuel 7:3-6, 15-17; 1 Samuel 16:1-13). Amos (Amos 1:1-2; Amos 3:12-15; Amos 6:4-6). Isaiah (Isaiah 1:1-3, Isaiah 2:1-4; Isaiah 9:1-7, 11:1-9).

	<ul style="list-style-type: none"> Communicate an understanding of some key messages of Old Testament prophets (repent and turn back to God, act justly, care for others in particular the poor and marginalised, observe the Law, God is compassionate and forgiving, God is always faithful). Discuss who might be considered prophets in the world today and how they deliver God’s message.
<p>Examine₃ the contribution of significant people in striving for social justice in Australia.</p>	<p>7. Who has contributed to social justice in Australia?</p> <p>Australia has been shaped by many people, places and events. Archbishop Mannix of Melbourne, in 1916, opposed conscription. In 1929 James Scullin was the first Catholic to be elected Prime Minister of Australia. Enid Lyons was the first woman elected to the House of Representatives in 1943. In 1962, the Goulburn Strike was undertaken in an effort to obtain State funding for Catholic schools. Pearl Gibbs and Faith Bandler (and others) engaged in political and social activism. Dr Evelyn Scott, Dr Miriam-Rose Ungunmerr and Aunty Joan Hendricks contributed significantly, striving for reconciliation through education and advocacy for Aboriginal and Torres Strait Islander people. The Catholic social teaching of subsidiarity and participation requires that all people have the right to participate in decisions that affect their lives and that decisions are made by the people closest and most affected by the issues and concerns of the community.</p> <ul style="list-style-type: none"> Sequence some key people and events (religious and secular) that contributed to the development of Australia as a nation (c.1900 CE to present). Investigate the contribution of peaceful activists such as Pearl Gibbs and Faith Bandler, Dr Evelyn Scott, Dr Miriam-Rose Ungunmerr and Aunty Joan Hendricks who worked for social justice and change in Australia for Aboriginal and Torres Strait Islander peoples. Comprehend the Catholic Social Teaching of subsidiarity and participation. Infer how the work of activists such as Pearl Gibbs and Faith Bandler, Dr Evelyn Scott, Dr Miriam-Rose Ungunmerr and Aunty Joan Hendricks can be linked to the Catholic Social Teaching of subsidiarity.
<p>Apply₃ Jesus' teaching of love to a contemporary issue for young people today.</p>	<p>8. How can Jesus’ teaching be applied to contemporary issues?</p> <p>Jesus calls people to live in respectful relationships at all times. For Christians, Jesus’ teachings on love (of God and neighbour) can guide decision making. Freedom, especially in moral and religious matters, is the right and responsibility of every human person. Taking into account the good of all is an important consideration for Christians. The Ignatian prayer practice, the Examen, is a process through which people can reflect on their actions or inaction throughout the day. Through the Examen, people come to know God’s love more deeply and gradually become more aware of God’s presence today and to discern direction for tomorrow.</p> <ul style="list-style-type: none"> Identify considerations people undertake regarding moral decision making, including a Catholic understanding of informed conscience. Recall that freedom of decision making involves both rights and responsibilities and that outcomes of decision making can have a direct or flow on effect on others. Discuss how Jesus’ teaching (Matthew 22:36-40) challenges contemporary issues such as consumerism and individualism. Infer how the Ignatian prayer process of the Examen can enable people to become more aware of God’s presence today and to discern direction for tomorrow.

Year 6 Achievement Standard Elaborations

(For Year 6, the achievement standards cognitive verbs are using QCAA definition)

Year 6 RELC1

A	B	C	D	E
Clear and detailed description of how the Eucharist helps and challenges believers to live a Eucharistic life.	Detailed description of how the Eucharist helps and challenges believers to live a Eucharistic life.	Description of how the Eucharist helps and challenges believers to live a Eucharistic life.	Partial description of how the Eucharist helps and challenges believers to live a Eucharistic life.	Statements about the Eucharist.

Year 6 RELC2

A	B	C	D	E
Purposeful inferences made about how the commemoration of High Holy Days strengthens the faith life of Jewish believers.	Effective inferences made about how the commemoration of High Holy Days strengthens the faith life of Jewish believers.	Inferences made about how the commemoration of High Holy Days strengthens the faith life of Jewish believers.	Guided inferences made about how the commemoration of High Holy Days strengthens the faith life of Jewish believers.	Statements made about Jewish High Holy Days.

Year 6 RELC3

A	B	C	D	E
Thorough interpretation of The Lord's Prayer and its application for Christians today.	Detailed interpretation of The Lord's Prayer and its application for Christians today.	Interpretation of The Lord's Prayer and its application for Christians today.	Partial interpretation of The Lord's Prayer and its application for Christians today.	Statements about The Lord's Prayer.

Year 6 RELC4

A	B	C	D	E
Purposeful inferences made about what images and titles of Jesus might mean for believers and communities today.	Effective inferences made about what images and titles of Jesus might mean for believers and communities today.	Inferences made about what images and titles of Jesus might mean for believers and communities today.	Guided inferences made about what images and titles of Jesus might mean for believers and communities today.	Statements about images and titles of Jesus.

Year 6 RELC5

A	B	C	D	E
Thorough examination of ways in which faith can grow and mature in the complexity of life's experiences and challenges.	Detailed examination of ways in which faith can grow and mature in the complexity of life's experiences and challenges.	Examination of ways in which faith can grow and mature in the complexity of life's experiences and challenges.	Guided examination of ways in which faith can grow and mature in the complexity of life's experiences and challenges.	Statements made about faith.

Year 6 RELC6

A	B	C	D	E
Reasoned interpretation of key messages of some Old Testament prophets.	Informed interpretation of key messages of some Old Testament prophets.	Interpretation of key messages of some Old Testament prophets.	Guided interpretation of key messages of some Old Testament prophets.	Fragmented understanding of key messages of some Old Testament prophets.

Year 6 RELC7

A	B	C	D	E
Thorough examination of the contribution of significant people in striving for social justice in Australia.	Detailed examination of the contribution of significant people in striving for social justice in Australia.	Examination of the contribution of significant people in striving for social justice in Australia.	Guided examination of the contribution of significant people in striving for social justice in Australia.	Statements about the contribution of people in striving for social justice in Australia.

Year 6 RELC8

A	B	C	D	E
Reasoned application of Jesus' teaching of love to a contemporary issue for young people today.	Informed application of Jesus' teaching of love to a contemporary issue for young people today.	Application of Jesus' teaching of love to a contemporary issue for young people today.	Guided application of Jesus' teaching of love to a contemporary issue for young people today.	Statements about Jesus' teaching of love.

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
reasoned	logical and sound;
statement	a sentence or assertion
thorough	demonstrating depth and breadth, inclusive of relevant detail