

### Year 8 Achievement Standard

#### By the end of Year 8, students:

**Identify** <sub>1</sub> the significance of Old Testament covenant narratives and the actions and messages of some Old Testament prophets.

**Explain** <sub>2</sub> the significance of some key events, individuals and groups using evidence from the Acts of the Apostles in the life of the early Church.

**Examine** <sub>3</sub> the impact of the writings and key messages of significant reformers in the Church from c. 650 CE – c. 1750 CE.

**Infer** <sub>4</sub> the unique relationship between God and God's people. (deep learning)

**Describe** <sub>2</sub> how words and images are used to represent the mystery of the Trinity.

**Explain** <sub>2</sub> the concept 'Kingdom of God' using evidence from Scriptural texts.

**Critique** <sub>3</sub> the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers.

**Analyse** <sub>3</sub> how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ. (deep learning)

**Examine** <sub>3</sub> the role of personal and communal prayer experiences in the Catholic Church.

**Identify** <sub>1</sub> ways in which the Catholic Church gives witness to the ecumenical spirit.

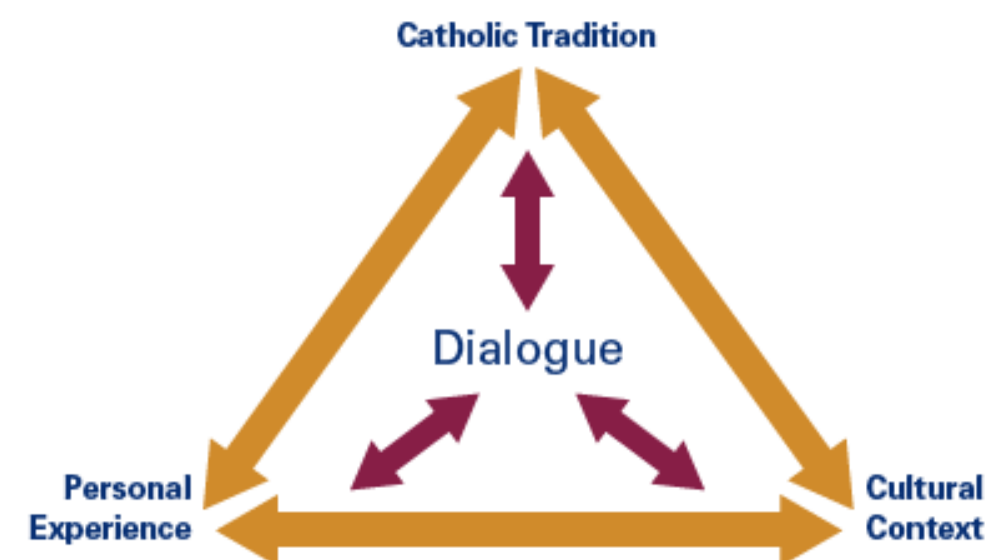
**Interpret** <sub>3</sub> patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE.

**Evaluate** <sub>4</sub> ways in which the Catholic Church is present and active in the world today. (deep learning)

**Examine** <sub>3</sub> how individuals can live the cardinal virtues in their everyday lives.

**Analyse** <sub>3</sub> ways in which the Church is present and active in the world today by responding to emerging moral questions.

**Synthesise** <sub>4</sub> how believers, past and present continue the mission of Jesus in the world, in times of challenge and change. (deep learning)



\*Adapted from NatCathEd. (2018, September 24). NCEC Framing paper on religious education from [www.youtube.com/watch?v=nseaKy\\_vBvo](https://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](https://www.youtube.com/watch?v=nseaKy_vBvo)

See below for the Year 8 RE Curriculum and Achievement Standard Elaborations

	Achievement Standard Statements	suggested timing	Content Descriptors <i>(what needs to be taught)</i>		Understanding Religion 8 <i>(possible resources)</i>
<b>SACRED TEXTS: Old Testament</b>	<b>Identify</b> the significance of Old Testament covenant narratives and the actions and messages of some Old Testament prophets.	<b>2 weeks</b>	Covenant is the sense of close relationship between God and God’s people; because of this relationship each party in the covenant promises to adopt certain attitudes and behaviours towards the other <i>(Understanding Religion 8 p. 13)</i> . Covenant is a style of writing that recorded recommended ways of interaction between the partners and were widely used as a formal recognition of peace negotiations. Covenants changed throughout the history of the Hebrew people in the Old Testament as their understanding of God changed (Abrahamic, Mosaic, Davidic, Post - Exile).	<ul style="list-style-type: none"> <li>Investigate how the covenant relationship changes through the Abrahamic covenant (Genesis 12:1-9) Mosaic covenant (Exodus 19:1-6, 22-25) Davidic covenant (2 Samuel 7:8-29) and the Post Exile covenant (Jeremiah 31:31-34), to identify common themes and features.</li> </ul>	<b>Chapter 1 Old Testament</b> 1.1 Covenant <a href="#">Teaching Scripture in Classroom</a> <a href="#">TR Handout Understandings of God</a> <a href="#">Teacher background</a>
<b>SACRED TEXTS: New Testament</b>	<b>Explain</b> the significance of some key events, individuals and groups in the life of the early Church.	<b>3 weeks</b>	The author of Luke is accredited with writing two volumes: the Gospel of Luke and the Book of the Acts of the Apostles. The author of Luke was probably a well-educated Greek Gentile Christian. The opening lines of the gospel indicate that he was not an eyewitness and that he carefully selected material from earlier writers and teachers. The Gospel is dated around the late 80’s CE, after the destruction of Jerusalem, and speaks of the inclusion of Gentiles in the Christian mission. <i>(Understanding Religion 7 p. 41)</i> Written approximately 50 years after the death and resurrection of Jesus, Acts of the Apostles is a narrative which tells the story of the struggles of the early church and includes some of the oldest Christian proclamations about Jesus and his identity and mission. It provides one account of the preaching, achievements, and challenges of the earliest followers of Jesus after Pentecost. Tradition holds that the first Gentile church was founded in Antioch, Acts 11:20-21, where it is recorded that the disciples of Jesus Christ were first called Christians (Acts 11:26). It was from Antioch that St. Paul started on his missionary journeys. The early followers of Jesus were Jews who followed specific rituals and rules related to food and dress. When non-Jews (Gentiles) began to join the group there was a debate as to whether they needed to follow all the rules relating to the Jewish Torah. Eventually, the Council of Jerusalem was called (c. 50CE) <i>(Understanding Religion 8 p. 34)</i> .	<ul style="list-style-type: none"> <li>Investigate the world behind the text of the Acts of the Apostles using the worlds of the text model.</li> <li>Describe some key events in the life of the early Church as related in the Acts of the Apostles, including: <ul style="list-style-type: none"> <li>The followers of Jesus at Pentecost (Acts 2:1-13)</li> <li>You will be my witnesses (Acts 1:8)</li> <li>Living in Christian community (Acts 2:42-47)</li> <li>Assistants appointed (Acts 6:1-7)</li> <li>Death of Stephen (Acts 6:8-15, 7:54-60, 8:1)</li> <li>Conversion of Saul/Paul (Acts 8:1-3, 9-19)</li> <li>Peter’s vision about the gentiles (Acts 10:9-23)</li> <li>Antioch where the term Christian is first used (Acts 11: 26)</li> </ul> </li> <li>Explain the significance of the Council of Jerusalem for the early Christian Church.</li> </ul>	<b>Chapter 2 New Testament</b> 2.1 Acts of the Apostles
<b>SACRED TEXTS: Christian Spiritual Writings &amp; Wisdom</b>	<b>Examine</b> the impact of the writings and key messages of significant reformers in the Church from c. 650 CE – c. 1750CE.	<b>1 week</b>	The writings and key messages of significant reformers (c.650CE-c.1750CE), such as Catherine of Siena, Clare of Assisi and Thomas Aquinas, challenged the Church to question its nature and role in the world.	<ul style="list-style-type: none"> <li>Identify the motives and actions of some significant reformers (c.650CE-c.1750CE) and the impact of their writings and key messages on the Church.</li> </ul>	<b>Chapter 3 Christian Spiritual Writings and Wisdom</b> 3.1 Spiritual Writings
<b>Deep Learning: Infer</b> <sup>4</sup> the unique relationship between God and God’s people.					
	Achievement Standard Statements	suggested timing	Content Descriptors <i>(what needs to be taught)</i>		Understanding Religion 8 <i>(possible resources)</i>
<b>BELIEFS: Trinity, God, Jesus the Christ, Spirit</b>	<b>Describe</b> how words and images are used to represent the mystery of the Trinity.	<b>2 weeks</b>	Trinity is a formal doctrine of Christianity which states that God is one but there are three persons in one God (Father, Son and Holy Spirit). The doctrine of the Trinity has been described as a mystery of faith. ‘Christ’ is the title given to Jesus after the resurrection <i>(Understanding Religion 8 p. 55)</i> . Christians believe that the mission of Jesus is continued in the world and in the Church through the activity of the Holy Spirit.	<ul style="list-style-type: none"> <li>Analyse ideas and images of the Trinity that communicate the fundamental Christian belief of Trinity as expressed in Church teachings (e.g. Scripture, Creeds).</li> <li>Investigate ways in which the Church continues the mission of Jesus and the action of the Holy Spirit.</li> </ul>	<b>Chapter 4 Trinity: God, Jesus the Christ, Spirit</b> 4.1 Beliefs, 4.2 Trinity
<b>BELIEFS: Human Existence</b>	<b>Explain</b> the concept ‘Kingdom of God’ using evidence from Scriptural texts.	<b>3 weeks</b>	Christians believe that God’s saving plan was accomplished through the life, death and resurrection of Jesus Christ. For Jesus the ‘kingdom of God’ (Matthew) or ‘reign of God’ (Luke) was a social vision and present reality. As a social vision, it points to a way of living together in which the poor are blessed and the hungry are filled. This vision is explicitly addressed in the Beatitudes which can be located in two Gospels, Luke and Matthew. Contemporary expressions of the Kingdom of God stress God’s presence and action in the world through compassion and service to others.	<ul style="list-style-type: none"> <li>Use examples from scripture, including Romans 1:1-7, Luke 4:16-21 to explain how God’s saving plan is revealed in the life, death and resurrection of Jesus.</li> <li>Compare the two versions of the Beatitudes Luke 6:20-26 and Matthew 5:1-12.</li> <li>Explore how the mission of Jesus (Luke 4:16-21) challenges people to live in right relationship.</li> </ul>	<b>Chapter 5 Human Existence</b> 5.1 Salvation The Kingdom or Reign of God
<b>BELIEFS: World Religions</b>	<b>Critique</b> the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers.	<b>2 weeks</b>	Although there is a strong connection between the ‘People of the Book’, there are distinct differences among their core beliefs and practices. Initiation rituals in the Abrahamic religions begin the journey of faith for believers. The three religions: Judaism, Christianity and Islam are all monotheistic religions, which means adherents believe in one God <i>(Understanding Religion 8 p.76)</i> .	<ul style="list-style-type: none"> <li>Compare the core beliefs of the monotheistic religions (Judaism - The Shema, Islam - The Five Pillars, Christianity - Creeds).</li> <li>Recognise key elements in the birth rituals of the Christian, Jewish and Islamic faith traditions.</li> <li>Describe how the initiation rituals of the three religions act as the foundation for the faith journey.</li> </ul>	<b>Chapter 6 World Religions</b> 6.1 Monotheistic religions 6.2 Judaism, 6.3 Christianity, 6.4 Islam
<b>Deep Learning: Analyse</b> <sup>3</sup> how God’s saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ.					

	Achievement Standard Statements	suggested timing	Content Descriptors <i>(what needs to be taught)</i>		Understanding Religion 8 <i>(possible resources)</i>
<b>CHURCH: Liturgy and Sacraments</b>	Examine the role of personal and communal prayer experiences in the Catholic Church.	4 weeks	Liturgy is always a public, communal activity which involves the full, conscious and active participation of believers. Liturgy is the public and official worship of the Church.	<ul style="list-style-type: none"> <li>Recall that there is a difference between liturgy and prayer.</li> <li>Express and explain a point of view about different ways to promote the full, conscious and active participation of adolescents in liturgy.</li> </ul>	<b>Chapter 7 Liturgy and Sacraments</b> 7.1 Church, 7.2 Ritual
<b>Prayer and Spirituality</b>			All forms of vocal and meditative prayer (which uses silence and stillness to assist believers to listen and talk to God) are intended to lead believers to contemplation. Contemplative prayer is the simple awareness of the presence of God. It is prayer without words or images. There are a variety of ways to pray with scripture, including Augustinian Prayer and Franciscan Contemplative prayer which believers nurture and develop their spiritual selves ( <i>Understanding Religion 8 p 169</i> ).	<ul style="list-style-type: none"> <li>Identify and use practices that assist preparing for and engaging in meditative prayer, including centred breathing and attending to posture. Listen and respond to God.</li> <li>Explore the WCCM (World Community of Christian Meditation) approach to meditation.</li> </ul>	<b>Chapter 12 Prayer and Spirituality</b> 2.2 Forms of Prayer <a href="#">Christian Meditation for Children</a>
<b>CHURCH: People of God</b>	Identify ways in which the Catholic Church gives witness to the ecumenical spirit.	2 weeks	Baptism is the basis of the whole Christian life and a common bond that unites all Christians. Through Baptism, people become members of the Body of Christ, the Church, and are called to hear God's word in faith and to respond by participating in the ongoing mission of Jesus. All Christians are united through their baptism (Galatians 3.27-29) in the name of Jesus Christ and receive the gift of the Holy Spirit (Acts 2:38). The term 'ecumenism' (from the Greek Oikoumene meaning ' <i>of the whole inhabited earth</i> ') refers to the movement which seeks to bring about the unity of all Christians. All Christians are called to give witness to the ecumenical spirit through praying and working for Christian unity throughout the world.	<ul style="list-style-type: none"> <li>Reflect on the role of prayer, symbol and ritual in their life and that of the faith community.</li> <li>Identify and describe the heart of Christian unity (e.g. Baptism; beliefs that stem from the life, teachings and mission of Jesus Christ; symbols; rituals; action for social justice).</li> <li>Explain the nature of prayer and ritual in a variety of faith traditions with attention to their distinctive characteristics and purpose.</li> </ul>	<b>Chapter 8 People of God</b> 8.1 Identity of Christians
<b>CHURCH: Church History</b>	Interpret patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE.	2 weeks	Recurring broad patterns of historical change are evident in the story of the Church in a time of challenge and change (c.650CE-c.1750CE) as it was forced to question its nature and role in the world.	<ul style="list-style-type: none"> <li>Sequence significant events and developments in Christianity (c.650CE-c.1750CE).</li> <li>Explain why the Orthodox, Roman Catholic and Protestant denominations within Christianity came to exist.</li> </ul>	<b>Chapter 9 Church History</b> 9.2 700 -1000 CE, 9.3 High Middle Ages 1000-1300 CE, 9.4 The Protestant Reformation
<b>Deep Learning: Evaluate</b> 4 ways in which the Catholic Church is present and active in the world today.					
	Achievement Standard Statements	suggested timing	Content Descriptors <i>(what needs to be taught)</i>		Understanding Religion 8 <i>(possible resources)</i>
<b>CHRISTIAN LIFE: Moral Formation</b>	Examine how individuals can live the cardinal virtues in their everyday lives.	3 weeks	As human beings, people are created in the image of God from which flows basic human dignity. People think and love in relation to others, they do not act as isolated people: all actions impact upon others whether we know it or not. As human beings, we are created fundamentally good but sometimes we make choices which can be considered bad. Our conscience helps us to direct the decisions we make in life and it is important that we shape and train our conscience to assist us in the best way possible. Doing good and living a good life require knowledge and understanding, patience, perseverance and practice ( <i>Understanding Religion 8 p. 169</i> ). The cardinal virtues are four moral qualities of temperance, fortitude, justice and prudence from which all other virtues flow ( <i>Understanding Religion 8 p. 169</i> ). The theological virtues are the virtues of faith, hope and love (or charity) and are considered gifts from God ( <i>Understanding Religion 8 p. 174</i> ).	<ul style="list-style-type: none"> <li>Interpret how a variety of sources (Matt 22:34-40, Deut 6:4-6 (Shema), Luke 4:16-21, Rom 1:1-7, Luke 6:20-26, Matt 5: 1-12) challenge believers to articulate Jesus' mission in the world.</li> <li>Create a text (e.g. poetry, visual art, song lyrics, script, psalm) to explain how the cardinal virtues can guide people in contemporary contexts.</li> <li>Propose ways of living a virtuous life.</li> </ul>	<b>Chapter 10 Moral Formation</b> 10.1 Christian Life
<b>CHRISTIAN LIFE: Mission and Justice</b>	Analyse ways in which the Church is present and active in the world today by responding to emerging moral questions.	3 weeks	The Catholic Church has a long history of teaching about and initiating change for justice and teaching how the principles of justice should be applied in everyday life. A consistent theme in Catholic social teaching is that the good of people be the criterion in making decisions about social and economic structures. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. Mission and justice is what people do to care for others and to ensure that all elements of society treat people justly ( <i>Understanding Religion 8 p. 169</i> ).	<ul style="list-style-type: none"> <li>Define Catholic social teaching.</li> <li>Apply the see, judge, act model to an issue in the school community.</li> <li>Investigate how the international mission agency of the Catholic Church in Australia Catholic mission protects (charity, solidarity) and promotes (advocacy &amp; action for justice) the common good in your school and local community.</li> </ul>	<b>Chapter 11 Mission and Justice</b> 11.1 Mission and Justice, 11.2 Ten Themes of CST, 11.3 Action for Mission and Justice
<b>Deep learning: Synthesise</b> 4 how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.					

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 8, the achievement standards cognitive verbs are using QCAA definitions)

November 2021

# Year 8 Rockhampton Achievement Standard Elaborations

A	B	C	D	E
Reasoned inferences about the unique relationship between God and God’s people.	Informed inferences about the unique relationship between God and God’s people.	Inferences made about the unique relationship between God and God’s people.	Partial inferences about the unique relationship between God and God’s people.	Statements made about the unique relationship between God and God’s people.
Purposeful analysis about how God’s saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ.	Effective analysis about how God’s saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ.	Analyse how God’s saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ.	Partial analysis about how God’s saving plan for all creation was accomplished, through the life, death and / or resurrection of Jesus Christ.	Directed analysis about how God’s saving plan for all creation was accomplished.
Thorough evaluation of ways in which the Catholic Church is present and active in the world today.	Informed evaluation of ways in which the Catholic Church is present and active in the world today.	Evaluation of ways in which the Catholic Church is present and active in the world today.	Partial evaluation of ways in which the Catholic Church is present and active in the world today.	Statements made about ways in which the Catholic Church is present and active in the world today.
Purposeful synthesis of how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.	Effective synthesis of how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.	Synthesis of how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.	Partial synthesis of how believers, past and/ or present continue the mission of Jesus in the world.	Statements made about how believers continue the mission of Jesus in the world.

Term	Description
<b>clear</b>	easy to perceive, understand or interpret; without ambiguity
<b>considered</b>	thought about deliberately with a purpose
<b>detailed</b>	meticulous; including many of the parts
<b>directed</b>	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
<b>effective</b>	capably meets the described requirements
<b>fragmented</b>	attempted; incomplete evidence provided
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>informed</b>	having relevant knowledge; being conversant with the topic; <i>informed</i> means referring to background knowledge and inquiry and skills

<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>statement</b>	a sentence or assertion
<b>thorough</b>	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>