

Year 9 Achievement Standard

By the end of Year 9, students

Apply ₃ Biblical criticism using the worlds of the text model to selected Old Testament texts.

Apply ₃ Biblical criticism using the worlds of the text model to selected New Testament texts.

Identify ₁ perspectives of the writings of various religious and lay leaders in the Church from c. 1750 CE – c. 1918 CE.

Evaluate ₄ the significance of sacred texts and Christian spiritual writings in the lives of believers.

Explain ₂ three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus.

Apply ₃ their own interpretation about the experience of sin in the world.

Identify ₁ perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam).

Evaluate ₄ the significance of foundational beliefs in the lives of believers. (deep learning)

Identify ₁ ways in which believers nurture their spiritual lives through personal and communal prayer experiences.

Critique ₃ the participation of believers in the priestly, prophetic and kingly work of Jesus Christ in living their Christian vocation.

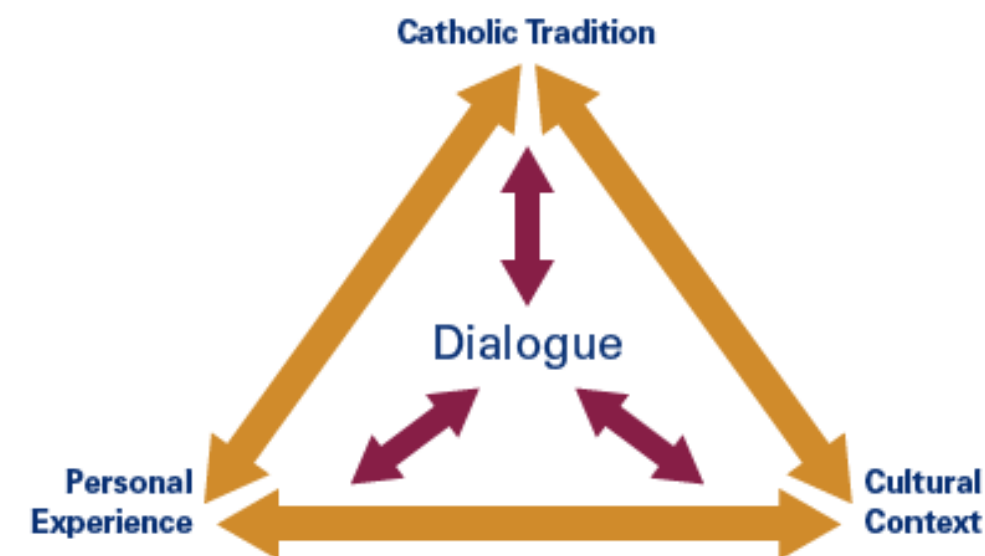
Comprehend ₂ the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and draw conclusions about their importance.

Synthesise ₄ ways in which the Catholic Church contributes to contemporary Australian society. (deep learning)

Describe ₂ the impact of Catholic social teaching on an individual's moral behaviour;

Critique ₃ the impact of Catholic social teaching on the Church's response to emerging moral questions.

Justify ₄ a response to a social justice issue using Catholic Social Teachings. (deep learning)



Through learning, students have the opportunity to make meaning.

*Adapted from NatCathEd. (2018, September 24). NCEC Framing paper on religious education [Video File]. Retrieved online: 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

See below for the Year 9 RE Curriculum and Achievement Standard Elaborations

	Achievement Standard Statements	suggested timings	Content Descriptors <i>(what needs to be taught)</i>		Understanding Religion 9 <i>(possible resources)</i>
SACRED TEXTS: Old Testament	Apply Biblical criticism using the worlds of the text model to selected Old Testament texts.	2 weeks	The opening chapters of the Book of Genesis (Chapters 1-11) are known as ‘prehistory’ or ‘universal history’ because they speak about events that allegedly preceded recorded history (<i>Understanding Religion 9 p. 24</i>). It is within this historical context that the writer(s) of the First Creation Story portray God as: creating all things: sun, moon, etc, creating according to a plan; declaring all creation to be ‘good’; blessing the Sabbath, making it special. The context of the creation story helps to clarify what the biblical writer(s) intended to teach - namely, that God is one, not many; God created by plan, not chance; God created everything good, not evil; God made the sabbath special (<i>Path Through Scripture p. 16-17</i>) The Second creation story teaches two revolutionary truths. God calls male and female to a dignity that makes them equal, and an intimacy that makes them one (<i>Path Through Scripture p.20</i>).	<ul style="list-style-type: none"> Determine the significance of knowing who composed the Torah/Pentateuch and when and for what purpose. Contrast the First Creation Story Genesis 1:1-2:4a with the Second Creation Story Genesis 2:4b-3:24) and consider the purpose and message of these two creation stories using the worlds of the text. Recognise the significance of myths for the journey of faith for the people of Israel including the flood (Genesis 6:10- 22; 7:11-16a, 18-21, 24; 8:1-5,7, 13a, 14-19), call of Abraham (Genesis 15:1-21). 	Chapter 1 Old Testament 1.1 Writings and Texts 1.2 History of Ancient Israel 1.3 Who Composed the Torah/Pentateuch? 1.4 Genesis Teaching Scripture in Classroom
SACRED TEXTS: New Testament	Apply Biblical criticism using the worlds of the text model to selected New Testament texts.	3 weeks	The miracle stories in the Bible are understood as special interventions by God into the world on behalf of people and have historical and cultural settings. Miracle stories are used to make specific theological points. The gospel writers retold the miracle accounts of Jesus in the light of their experience of the risen Jesus and within their religious tradition of 1st - century Judaism. Mark uses miracle stories to make the point that Jesus is the Son of God; Matthew has 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 Gospel of John miracles are used to reveal Jesus’ true identity (<i>Understanding Religion 9 p. 40</i>). The parables show us that Jesus was creative and challenging as he set out to get 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. Parables call for a response from the hearers or readers today.	<ul style="list-style-type: none"> Identify the three-fold structure of miracle stories (i.e. a description of the problem, the miracle and the confirmation) within the following (e.g. Cure of the paralysed man Mark 2:1-12; Matthew 9:1-8; Luke 5:17-26; Man by pool at Bethesda John 5:5-18; Wedding at Cana John 2:1-11; Multiplication of the Loaves John 6:1-15). Investigate for whom miracle stories might be relevant today and how a modern reader might gain a deeper awareness of these texts. Explain the purpose and meaning of the following parables using advent (what people expect); reversal of expectation (what Jesus says); the new vision and action (how people must change) (The Rich Fool Luke 12:13-34; The Lost Sheep Matthew 18:10-13; the Weeds Among the Wheat Matthew 13:24–30, 36-43, the Lost Coin Luke 15:8-10). 	Chapter 2 New Testament 2.1 Miracle Stories 2.2 Parables Worlds of the text model - in front of the text questions
SACRED TEXTS: Christian Spiritual Writings & Wisdom	Identify perspectives of the writings of various religious and lay leaders in the Church from c. 1750 CE – c. 1918 CE	1 week	The inspired writings of various religious and lay leaders (e.g. Catherine McAuley, Nano Nagle, Edmund Rice, Don Bosco, Elizabeth Seton and Mary MacKillop) responded in new ways to the needs of the faithful, especially through education, works of charity, and health care (c.1750CE-c.1918CE)	<ul style="list-style-type: none"> Explain how the writings and key messages of various religious and lay leaders (c.1750 CE-c.1918CE) inspired and empowered others to respond to the needs of the faithful. 	Chapter 3 Christian Spiritual Writings and Wisdom 3.2 Nagle, 3.3 McAuley, 3.4 Rice, 3.5 Don Bosco, 3.6 Seton, 3.7 MacKillop
Deep Learning: Evaluate the significance of sacred texts and Christian spiritual writings in the lives of believers.					
	Achievement Standard Statements	suggested timings	Content Descriptors <i>(what needs to be taught)</i>		Understanding Religion 9 <i>(possible resources)</i>
BELIEFS: Trinity, God, Jesus the Christ, Spirit	Explain three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus.	3 weeks	The Incarnation, Resurrection and Ascension of Jesus are foundational beliefs of Christianity. The Incarnation teaches that Jesus is fully human and fully divine. The resurrection of Jesus confirms his divinity and reveals God’s gift of eternal life to all. The Catholic Church teaches that Jesus’ risen body ascended into heaven. These beliefs are found in the New Testament and are clearly stated in the Apostles Creed and Nicene Creed, which are prayed by Christians worldwide (<i>Understanding Religion 9 p. 97</i>).	<ul style="list-style-type: none"> Identify the foundational beliefs of Christianity as expressed across a range of core Christian texts, including scriptural texts (Romans 1:1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39). Express ideas about the relevance and consequences of these foundational beliefs of Christianity for believers today (e.g. sacredness of human life, Church's teaching authority, commitment to continuing Jesus' mission to bring about the Kingdom). 	Chapter 4 Trinity: God, Jesus the Christ, Spirit 4.1 Incarnation 4.2 Resurrection 4.3 Ascension
BELIEFS: Human Existence	Apply their own interpretation about the experience of sin in the world.	2 weeks	Catholics believe God is good and everything that God creates is also good. In our world we generally see much more good than evil, and the good that happens in our society is often less reported. Media gives some examples of heroic action, but generally does not tell of the ordinary good neighbours whom we meet so often and who keep the local community going. It cannot be ignored that evil also exists, but if people become aware of evil, then individuals and communities can strive to make the world a better place. When a community becomes aware that something is wrong, it is possible for the community to bring about changes in society as a whole (<i>Understanding Religion 9 p. 117</i>).	<ul style="list-style-type: none"> Compare media texts on a current issue and identify bias and themes evident. Explore connections and disconnections between the experience of good and evil throughout human history, God’s gift of free will to humanity and the imperfect nature of God's created world (e.g. Racism in Australia, genocide). Investigate ways that communities acting together can bring about change in society as a whole (e.g. Family and domestic violence). 	Chapter 5 Human Existence 5.1 Faith and Morality 5.2 Existence of Evil
BELIEFS: World Religions	Identify perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam).	2 weeks	Christianity, Judaism and Islam are monotheistic religions that share a belief in the one God (G-d, God, Allah). The three monotheistic religions have divergent understandings of God that are reflected in their beliefs and practices.	<ul style="list-style-type: none"> Explain why Christianity, Judaism and Islam can be defined as monotheistic religions. Contrast the understanding of G-d, God, Allah in the monotheistic traditions that is reflected in the core beliefs and practices of the religion. 	Chapter 6 World Religions 6.1 Judaism 6.2 Christianity 6.3 Islam
Deep Learning: Evaluate the significance of foundational beliefs in the lives of believers.					

	Achievement Standard Statements	suggested timings	Content Descriptors <i>(what needs to be taught)</i>		Understanding Religion 9 <i>(possible resources)</i>
CHURCH: Liturgy and Sacraments	Identify ways in which believers nurture their spiritual lives through personal and communal prayer experiences.	4 weeks	<p>Penance (often referred to as Reconciliation) and Anointing of the Sick are two sacraments celebrated by the Catholic Church as a sign and instrument of God’s healing power <i>(Understanding Religion 9 p. 133)</i>.</p> <p>Through the Sacraments of Healing, the Catholic Christian community continues Jesus’ healing, care and compassion. The Catholic Church uses Jesus as a model: Jesus was a reconciler, a healer and the forgiver of sins - the Sacrament of Penance is about acknowledging sin, asking for forgiveness, being reconciled and healed, and resolving to do better in future <i>(Understanding Religion 9 p. 141)</i>. It is common practice in many parishes today to have healing Masses where the sick and elderly are anointed as part of the Mass and where the focus of the anointing is on healing and providing spiritual support for people for their life’s journey <i>(Understanding Religion 9 p. 141)</i>.</p>	<ul style="list-style-type: none"> Describe how Jesus' healing, care and compassion (Mark 1:29-31; Mark 1:40-50; Mark:2:1-12; Luke 5:12-16) are continued today through the Sacraments of Healing. Examine and explain the significance of the Sacraments of Healing in the lives of believers. 	Chapter 7 Liturgy and Sacraments 7.1 Church 7.2 Sacraments 7.3 Elements of Practice
Prayer and Spirituality			<p>Prayer is an experience through which we encounter God as individuals and community. In the Gospels, we read about the importance of prayer in Jesus’ life. His experience of prayer speaks resoundingly of: his desire to be in relationship with God, his love for justice, compassion and for all of creation. Prayer can take place in various settings and it can be expressed in various forms. Prayer involves silence (apophatic), word (kataphatic), movement and song. Prayer is an opportunity to celebrate personal faith, contemplate life, grow in relationship/ discipleship with Christ and deepen their awareness of God’s loving presence. Prayer is always invitational. Prayer is our response to God’s love that is found at the heart of our Creator’s cosmic reality. The practice of prayer enables individuals and communities to come to know Jesus, deepen their love for him and allow Jesus to become the window through which they live their lives</p>	<ul style="list-style-type: none"> Recall that prayer enables believers to recognise the presence of God in everyday life. Identify various settings where prayer can occur and can be expressed in various forms. Explore a variety of prayers including: praying with scripture (visio divina and lectio divina), dialoguing with scripture, mantra, mandala, Hildegard of Bingen, traditional prayers. 	Chapter 12 Prayer & Spirituality 12.1 Praying with Scripture 12.2 Penitential Prayers of the Catholic tradition 12.3 Prayers of Christian Spiritual Mothers and Fathers
CHURCH: People of God	Critique the participation of believers in the priestly, prophetic and kingly work of Jesus Christ in living their Christian vocation.	2 weeks	<p>Through their Baptism, people share in a Christian vocation (Latin ‘<i>vocatio</i>’ - ‘calling’) to live out the mission of Jesus Christ by being conscious of the needs of others and working to achieve a better world through the works of charity and justice <i>(Understanding Religion 9 p. 145)</i>. A Christian vocation calls all people to develop to their fullest potential, so that they may be able to share their own individual gifts, talents, abilities and blessings as fully as possible, for the sake of others.</p> <p>Lay people witness to Jesus Christ by participating in his priestly, prophetic and kingly roles and therefore bear responsibilities for mission and service.</p>	<ul style="list-style-type: none"> Examine different ways that people participate in the priestly, prophetic and kingly work of Jesus Christ, providing contemporary examples of how they live their Christian vocation today Explore the continuous witness of the women to Jesus’ mission (Mary’s Magnificat Prayer Luke 1:46-56, the visit of Mary to Elizabeth Luke 1:39-45, Mark 15:40-41 the caring for the disciples Mark 3: 12- 19, Luke 8:1-3, Romans 16:1-16). 	Chapter 8 People of God 8.1 Identity of Christians
CHURCH: Church History	Comprehend the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and draw conclusions about their importance.	1 week	In a time of great challenge and change (c.1750 CE - c.1918 CE), the Church had to respond to many internal and external threats to its physical existence, cultural influence, political influence, social structure, roles and relationships and economic power.	<ul style="list-style-type: none"> Compare different historical interpretations (including their own) about the Church's past (c. 1750 CE - c.1918 CE), using historical terms and concepts and acknowledging sources of information. 	Chapter 9 Church History 9.1 Catholic Church: 1750 - 1918 9.2 The Church in Australia
Deep Learning: Synthesise ways in which the Catholic Church contributes to contemporary Australian society.					
	Achievement Standard Statements	suggested timings	Content Descriptors <i>(what needs to be taught)</i>		Understanding Religion 9 <i>(possible resources)</i>
CHRISTIAN LIFE: Moral Formation	Describe the impact of Catholic social teaching on an individual’s moral behaviour.	3 weeks	<p>Catholics believe that human beings are created in the image and likeness of God and so should be accorded basic human dignity <i>(Understanding Religion 9 p. 177)</i>.</p> <p>Two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities, provide guidelines for developing a healthy understanding of one’s personal identity and of human relationships.</p>	<ul style="list-style-type: none"> Consider aspects of personal identity that enable holistic human development (physical, social, cultural, sexual, spiritual, emotional). Discuss the rights and responsibilities in a healthy relationships. 	Chapter 10 Moral Formation 10.1 Human Dignity 10.2 Human Rights and Responsibilities 10.3 Conclusion
CHRISTIAN LIFE: Mission and Justice	Critique the impact of Catholic social teaching on the Church’s response to emerging social questions.	3 weeks	<p>Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about scientific and technological advances. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action <i>(Understanding Religion 9 p. 214)</i>. The principles of Catholic social teaching, especially promotion of peace, human dignity, stewardship, and common good, provide guidelines for scientific and technological advancement.</p>	<ul style="list-style-type: none"> Explore how the Catholic Christian vision of the Kingdom of God reflects the mission of Jesus through service. Investigate how the official Catholic Church Overseas aid and development organisation Caritas Australia protects (charity, solidarity) and promotes (advocacy & action for justice) the common good. Analyse the impact of Catholic social teaching on the Church’s response to emerging moral and ethical questions. 	Chapter 11 Mission and Justice 11.1 Catholic Social Teaching, 11.2 Ten Themes of CST, 11.3 Action for Mission and Justice Audit tool
Deep Learning: Justify a response to a social justice issue using Catholic Social Teachings.					

Year 9 Rockhampton Achievement Standard Elaborations

A	B	C	D	E
Thorough evaluation of the significance of sacred texts and Christian spiritual writings in the lives of believers.	Informed evaluation of the significance of sacred texts and Christian spiritual writings in the lives of believers.	Evaluate the significance of sacred texts and Christian spiritual writings in the lives of believers.	Partial evaluation of the significance of sacred texts and / or Christian spiritual writings in the lives of believers.	Statements made about sacred texts and / or Christian spiritual writings.
Discerning evaluation of the significance of foundational beliefs in the lives of believers.	Effective evaluation of the significance of foundational beliefs in the lives of believers.	Evaluation of the significance of foundational beliefs in the lives of believers.	Partial evaluation of the significance of foundational beliefs.	Statements made about foundational beliefs.
Purposeful synthesis of ways in which the Catholic Church contributes to contemporary Australian society.	Effective synthesis of ways in which the Catholic Church contributes to contemporary Australian society.	Synthesise ways in which the Catholic Church contributes to contemporary Australian society.	Examples of ways in which the Catholic Church contributes to contemporary Australian society.	Statements made about the Catholic Church.
Discerning justification of a response to a social justice issue using Catholic Social Teachings.	Effective justification of a response to a social justice issue using Catholic Social Teachings	Justification of a response to a social justice issue using Catholic Social Teachings.	Statements made in response to a social justice issue using limited understanding of Catholic Social Teachings.	Statements made about a social justice issue.

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

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