

## *Year Level Scope and Sequence*

<b>Year 5 Level Description</b>				<b>Year 5 Achievement Standard</b>		
<p>In Year 5, students begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE - c.1900 CE). Using a range of Biblical tools, they begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. They broaden their appreciation of the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers); and the wisdom of the Saints (including St Mary of the Cross MacKillop) for communities of believers. They learn about the significance of Marian prayers (including the Hail Mary, the Rosary and the Litany of Mary of Nazareth) in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.</p>				<p>By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.</p>		
	<i>Semester 1 - Unit 1</i>	<i>Semester 1 - Unit 2</i>	<i>Semester 1 - Unit 3</i>	<i>Semester 2 – Unit 1</i>	<i>Semester 2 – Unit 2</i>	<i>Semester 2 – Unit 3</i>
<b>Topic/Focus</b>	Edmund Rice and St Patrick's	A Community of Believers and the Holy Spirit	Judaism	The Two Marys	Comparing Gospel Stories and Psalms	Confirmation, God's New Commandment and Moral Choice
<b>Unit Overview</b>	Students explore the lives of St. Patrick and Edmund Rice and analyse their significance within our school	Students understand why, where and how often Catholics gather as a community	Students develop an introductory understanding of the practices of Judaism	Students examine similarities between the lives of Mary Mackillop and Mary the Mother of God	Students explore the lives of the Gospel writers and how their experiences are conveyed in their writing	Students study the Sacrament of Confirmation and how this initiation is guided by strong moral choices
<b>Content Descriptors</b>	CLPS15 CHCH4	CLPS15 BEHE5	CLPS15 BEWR6	CLPS15 STCW6	CLPS15 STNT12	CLPS15 CHLS7

		BETR7	STNT13	STNT13 CHPG6 CLPS14	STOT9	CLMJ6 CLMF9
<b>Assessment Task/s</b>	Brochure	Chapel Activity	PowerPoint Photo Story	Marian Prayer	Create a Modern Day Parable	Oral Presentation
<b>Elements of the Achievement Standard Covered</b>	<p>Students identify many ways in which faith is shared and strengthened in communities of believers, past and present</p> <p>Students describe the wisdom of the saints</p> <p>They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer</p>	<p>Students identify many ways in which faith is shared and strengthened in communities of believers, past and present</p> <p>Students describe the significance of personal and communal prayer and worship</p> <p>Students analyse information from a variety of texts, including Scriptural references to the Holy Spirit</p> <p>Students explain the action of the Holy Spirit in the lives of believers</p>	<p>Students describe the significance of personal and communal prayer and worship (including the Sabbath rituals and prayers), for communities of believers</p> <p>They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer</p>	<p>Students describe the significance of personal and communal prayer and worship and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers</p> <p>Students locate and record information about the contribution of pioneering Catholics in Australia (c.1850 CE – c.1900 CE) to the preservation of faith</p> <p>Students examine Mary’s role as mother of Jesus and mother of the Church.</p> <p>Students analyse the elements and features of some Marian prayers (including the Hail Mary, the Rosary</p>	<p>Students analyse information from a variety of texts</p> <p>Students use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities</p>	<p>Students analyse information from a variety of texts, including the Catholic Rite of Confirmation</p> <p>Students describe ways in which believers live according to Jesus’ new commandment of charity (love); and make and act upon informed moral choices</p>

				and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present		
<b>Mandated Scripture</b>		1 Corinthians 2:9-15 Acts 2:1-15 Galatians 5:22-23 Luke 1:46-56 Deuteronomy 6:4-9, 11:13-21 Numbers 15:37-41		Luke 1:39-45	Luke 1:26-38, Matthew 1:18-25; Luke 2:1-14, Luke 2:15-20, Matthew 2:1-12, Matthew 2:13-15	Galatians 5:22-23 Leviticus 19:1-3; 9-18 Luke 6:20-36; Matthew 5:1-12 John 15: 9 - 17
<b>Explicit Prayer</b>	St Patrick's College Prayer	Meditative Prayer Sign of the Cross College Prayer	Meditative Prayer Sign of the Cross College Prayer	Hail Mary The Rosary The Litany of Mary of Nazareth	Psalms College Prayer	Personal Prayer College Prayer
<b>Religious Life of the School</b>	Year 5 Retreat St Patrick's Feast Day Men of Action Week Opening Mass and Commissioning of Year 12s Ash Wednesday House Mass (Fridays)		Edmund Rice Feast Day House Mass(Friday) ANZAC Liturgy End of Semester Liturgy Mother/Son Mass	Feast of St Mary Grandparents Mass Feast of the Assumption Father's Day End of Term Liturgy	House Mass (Fridays) Year 12 House Farewell Liturgy Year 12 Farewell Christmas Liturgy	
<b>CCE's Taught in the Unit</b>	11 Summarising, Condensing Written text. 13 Recording, Noting 20 Setting out, Presenting, Arranging, Displaying 26 Explaining to others 46 Creating Composing 48 Justifying	13 Recording, Note Taking 29 Comparing, Contrasting 43 Analysing	4 Interpreting the meaning of words or other symbols 5 Interpreting the meaning of pictures and illustrations 10 Using vocabulary appropriate to a context 26 Explaining to others	28 Empathising 29 Comparing, Contrasting 31 Interrelating ideas, themes, issues 46 Creating Composing	4 Interpreting the meaning of words or other symbols 7 Translating from one form to another 46 Creating Composing	28 Empathising 46 Creating Composing 55 Gesturing

### Year 6 Level Description

The *Religion Curriculum P-12* involves four strands: *Sacred Texts, Beliefs, Church and Christian Life*. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

In Year 6, students are introduced to the Christian understanding of faith and the term ‘communion of saints’. They develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present. They learn about the contexts and key messages of some Old Testament prophets and the contribution of some key people (laity, religious and clergy) to the shaping of the Church in Australia (c. 1900 CE to present). They understand the significance of Jesus’ New Law for the way believers live their faith, including an exploration of the spiritual and corporal works of mercy. They develop their understanding of the role of celebrations in the faith life of believers, including the commemoration of High Holy Days by Jewish believers and the Church’s liturgical celebrations (including the Eucharist). They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and meditative prayer practices including prayer journaling.

They are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament. Using a range of Biblical tools, they engage with a variety of Scriptural texts that describe Jesus’ relationship with God the Father and with humanity and proclaim Jesus as fulfilling all of God’s promises in the Old Testament.

### Year 6 Achievement Standard

By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus’ relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God’s promises in the Old Testament.

Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus’ New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church’s liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term ‘communion of saints’. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises.

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>	<i>Unit 5</i>	<i>Unit 6</i>
<b>Topic/Focus</b>	Lay People of the 20 <sup>th</sup> Century	Eucharist and Prayer	Exploring Judaism	A Communion of Saints	The Testaments	Jesus’ New Law
<b>Unit Overview</b>	Students investigate the lives of pioneering Catholics	Students explore the significance of the Eucharist as	Students study the significant rituals, places and events	Students understand that, through baptism,	Students explore the two Testaments outlining the work	Students understand Jesus’ new law and how it

	in Australia	well as other important Catholic prayers	of the Jewish Religion	they are initiated into the Communion of Saints	of the Prophets and their connection to the New Testament	can be applied to everyday life
<b>Content Descriptors</b>	STCW7 CHCH5 CLMJ7 CLPS17	CLPS16 CLPS17	BEWR7 CHLS9 CLPS17	BEHE6 CHPG7 CLPS17	STOT10 STOT11 STNT14 STNT15 CLPS17	BETR8 CLMF10 CLPS17
<b>Assessment Task/s</b>	Biography of an Pioneering Catholic	Examination – Multiple Choice and Short Answer	Assessment Portfolio	Stimulus Response	Adapted Concordance	Activity Design
<b>Elements of the Achievement Standard Covered</b>	<p>Students analyse information from a variety of texts, including the wisdom of Australian Catholic Christians</p> <p>Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present)</p> <p>Students examine the spiritual and corporal works of mercy</p>	<p>They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, the Church’s liturgical year and the celebration of Eucharist.</p> <p>Students explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer</p>	<p>Students analyse the key messages and contexts of some Old Testament prophets</p> <p>Students identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers</p>	<p>Students identify and describe many ways in which faith is celebrated in the lives of believers, past and present,</p> <p>Students demonstrate an understanding of the term communion of saints</p>	<p>Students analyse information from a variety of texts, including New Testament texts</p> <p>Students select and use evidence from Scriptural texts to show how these texts describe Jesus’ relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God’s promises in the Old Testament.</p> <p>Students analyse the key messages and contexts of some</p>	<p>Students analyse information from a variety of texts, including New Testament texts</p> <p>Students explain the significance of Jesus’ New Law for the way believers live their faith</p>

		journaling and the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises			Old Testament prophets	
<b>Mandated Scripture</b>	Matthew 25:31-46	I Corinthians 11:23-26 Matthew 6:5-15 Luke 11:1-13		Ephesians 1:1 Ephesians 2:19 Ephesians 3:1-21 Matthew 9:18-26 Mark 5:21-43 Luke 8:40-49	John 1:35-51 Matthew 16:16-17 Acts 17:2-3 Acts 1:29-33 1 Samuel 3:1-4:1a	Matthew 5:17
<b>Explicit Prayer</b>	Meditative Prayer Examen	College Prayer Lord's Prayer	Meditative Prayer Examen	Prayer Journaling	College Prayer Lord's Prayer	Prayer Journaling
<b>Religious Life of the School</b>	Year 6 Retreat St Patrick's Feast Day Men of Action Week Opening Mass and Commissioning of Year 12s Ash Wednesday House Mass (Fridays)	Edmund Rice Feast Day House Mass (Fridays) ANZAC Day Liturgy End of Semester Liturgy Mother/Son Mass (Fridays)	Feast of St Mary Mackillop Grandparents Mass Feast of the Assumption of Mary Father's Day End of Term Liturgy	House Mass (Fridays) Year 12 House Farewell Liturgy Year 12 Farewell Christmas Liturgy		
<b>CCE's Taught in the Unit</b>	9 Using correct spelling, punctuation  11 Summarising, Condensing written	4 Interpreting the meaning of words and symbols  5 Interpreting the	4 Interpreting the meaning of words and symbols  5 Interpreting the	3 Recalling, remembering  4 Interpreting the meaning of	1 Recognising letters, words and other symbols  4 Interpreting the	7 Translating from one form to another  20 Setting out, presenting

	text 13 Recording, Note Taking 27 Expounding a viewpoint 45 Judging 46 Creating	meaning of pictures, illustrations 10 Using vocabulary appropriate to a context 30 Classifying	meaning of pictures, illustrations 10 Using vocabulary appropriate to a context 28 Emphasising 31 Interrelating ideas, themes, issues	words, symbols 11 Summarising, condensing written text 29 Comparing, Contrasting 30 Classifying	meaning of words and other symbols 5 Interpreting the meaning of pictures, illustrations 7 Translating from one form to another 10 Using vocabulary appropriate to a context	26 Explaining to others 27 Expounding a viewpoint 28 Empathising 46 Creating
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<b>Year 7 Level Description</b>		<b>Year 7 Achievement Standard</b>		
<p>The <i>Religion Curriculum P-12</i> involves four strands: <i>Sacred Texts, Beliefs, Church and Christian Life</i>. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.</p> <p>In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God’s relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue.</p> <p>Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.</p> <p>Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.</p>		<p>By the end of Year 7, students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.</p> <p>Students investigate the beginnings of the Christian faith (c.6 BCE – c. 650 CE) and explain the role of key people and events in its development. They explain some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place. They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.</p>		
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic/Focus</b>	Edmund Rice	Where It All Began	The Power of Words	Sacraments and Sacramentality
<b>Unit Overview</b>	Students explore the founder of the Christian Brothers, Edmund Rice. They also investigate	Students investigate the concept of monotheism and how the relationship with	Students explore ways in which communities of believers, past and present,	Students examine ways in which believers nurture their spiritual life through

	College Patron St. Patrick and Our Mother of Perpetual Help to understand the impact of these influences on the development and history of the College.	one God was lived during the time of Jesus. Students explore how people came to believe in one God and the impact of important people such as Moses and Abraham.	express their understanding of God. In particular, they focus on the Apostles and Nicene Creed and the Decalogue.	prayer, ritual, the sacraments and sacred text. Students investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experience of believers.
<b>Content Descriptors</b>	STCW8 CHPG8 BEHE7 CLMJ8 CLPS18	STOT12 STNT16 CHCH6 CLPS18 BEWR8	STNT16 BETR9 STNT17 CLPS19	CHLS10 CLMF11 CHLS11
<b>Assessment Task/s</b>	A folio comprising of three tasks due at various intervals that respond to the three Core Content Questions using a variety of modes	A folio comprising of three tasks due at various intervals that respond to the three Core Content Questions using a variety of modes	Students compile a mini ethnographic presentation, determining the ways in which creeds and Scripture influence the lives of adherents.	Students complete a short response exam under supervised conditions
<b>Elements of the Achievement Standard Covered</b>	<p>Explain the role of key people and events in its development</p> <p>Describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present</p> <p>Participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father</p>	<p>Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers</p> <p>Students investigate the beginnings of the Christian faith and explain the role of key people and events in its development</p> <p>Explain some ways in which</p>	<p>Explain how sacred texts influence the life of believers</p> <p>Describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present</p> <p>Suggest reasons for change and continuity in the life of the Church and religious communities over time and place</p>	<p>Students explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally</p> <p>Students describe some ways in which the faith of believers is expressed, professed and lived out</p> <p>Students explain the</p>

		<p>Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam)</p> <p>Describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present</p>	<p>Participate in meditative prayer practices including silence and stillness, and praying with icons and images</p>	<p>significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally</p>
<b>Mandated Scripture</b>	1 Timothy 6:12, 2 Timothy 4:7	Genesis 17:1-22, Exodus 13:17-14:30, Exodus 12:1-4, Mark 14:12-26, Acts 2:1-4, Mark 2:23-28	The Apostles Creed The Nicene Creed The Decalogue	
<b>Explicit Prayer</b>	Sign of the Cross Hail Mary Our Father College Prayer	Sign of the Cross Hail Mary Our Father College Prayer	Meditative prayer practices	Meditative prayer practices
<b>Religious Life of the School</b>	St Patrick's Feast Day Men of Action Week Opening Mass and Commissioning of Year 12s Ash Wednesday House Mass (Fridays)	Yr 7 Retreats Edmund Rice Feast Day House Mass (Fridays) ANZAC Day Liturgy End of Semester Liturgy Mother/Son Mass (Fridays)	Feast of St Mary Mackillop Grandparents Mass Feast of the Assumption of Mary Father's Day End of Term Liturgy	House Mass (Fridays) Year 12 House Farewell Liturgy Year 12 Farewell Christmas Liturgy
<b>CCE's Taught in the Unit</b>	<p>4 Interpreting the meaning of words or other symbols</p> <p>9 Using correct spelling, punctuation, grammar</p> <p>10 Using vocabulary appropriate to context</p> <p>43 Analysing</p> <p>20 Setting</p>	<p>31 Interrelating ideas/themes/issues</p> <p>9 Using correct spelling, punctuation, grammar</p> <p>10 Using vocabulary appropriate to context</p> <p>41 Hypothesis</p>	<p>2 Finding material in an indexed collection</p> <p>52 Searching and locating information</p> <p>21 Structuring/organising extended written text</p> <p>38 Generalising from information</p>	<p>4 Interpreting the meaning of words or other symbols</p> <p>29 Comparing, contrasting</p> <p>30 Classifying</p> <p>43 Analysing</p> <p>10 Using vocabulary appropriate to a context</p>

	out/presenting/arranging/displaying	43 Analysing 52 Searching and locating information	33 Reaching a conclusion which is consistent with a given set of assumptions	
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**Year 8 Level Description**

The *Religion Curriculum P-12* involves four strands: *Sacred Texts, Beliefs, Church and Christian Life*. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

**Year 8 Achievement Standard**

By the end of Year 8, students explain how words and images are used to represent the mystery of the Trinity. They interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people. They select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.

Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change. They select evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church. They recognise and explain patterns of change and continuity in the Church from c.650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time. They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit. They explain the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers. They participate respectfully in a variety of prayer experiences, including prayers from The Liturgy of the Hours; praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic/Focus</b>	Covenant	Movers and Shakers	Mission Matters	Initiation
<b>Unit Overview</b>	Students explore the concept of covenant, as unique relationship between God and God's people, through an investigation of the	Students explore a key period of the Church's history between 650-1750CE and identify key reformers and their influence. They are	Students explore the concept of Christian Mission and investigate its successes and challenges in the 21 <sup>st</sup> century. Students investigate the many	Students explore the concept of ecumenism and initiation rituals between Christianity, Judaism and Islam. Students investigate the many ways in which the

	actions and messages of some Old Testament prophets. Students explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world.	introduced to the significant challenges and changes in the Church from c650CE-c1750CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today.	ways the Church is present and active in the world today, including participation in liturgy. Students continue to develop their understanding of prayer in the Christian tradition through meditative prayer, including praying with Scripture	Church is present and active in the world today and the impact of ecumenism on this work.
<b>Content Descriptors</b>	STOT13 BEHE8 CLPS21	STCW9 CHCH7 STNT18 BETR11 CLPS20	BETR10 CLPS21 CLMJ9 CLMF12 CHLS12	CHLS12 BEWR9 CHPG9
<b>Assessment Task/s</b>	Students write a feature article on a chosen covenant and movie. To make this concept relevant for contemporary audiences, students will need to relate the message and characteristics of their chosen covenant to a contemporary movie.	Students create a digistory about a chosen reformer who 'rocked the Church'. They must discuss their background, significant works, legacy and impact and significance for Catholics today.	Students create a report that investigates the activities of one organisation of the Catholic Church. Students describe the ways in which the Catholic Church is present and active in the world.	Students write an essay discussing the importance of initiation and comparing and contrasting initiation rituals from one Christian denomination with either Jewish or Islamic initiation rituals.
<b>Elements of the Achievement Standard Covered</b>	Students interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people  Students pray with Scripture	Students explain how believers past and present continue the mission of Jesus in the world in times of challenge and change  Students recognise and explain patterns of change and continuity in the Church from c650CE-c1750CE,	Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change  Students analyse ways in which the Church is present and active in the world today: participating in liturgy and	Students analyse ways in which the Church is present and active in the world today Students analyse how the Church gives witness to the ecumenical spirit  Students explain the significance of initiation rituals in the Abrahamic religions

	and utilise meditative prayer practises, including centred breathing and attending to posture	<p>identifying the impact of the writings and key messages of significant reformers in the Church at that time</p> <p>Students analyse ways in which the Church is present and active in the world today</p> <p>Students participate in a variety of prayer experiences, including prayers from The Liturgy of the Hours</p>	<p>other personal and communal prayer experiences; responding to emerging moral questions</p> <p>Students participate respectfully in a variety of prayer experiences including praying with Scripture and meditative prayer practices</p>	(Christianity, Judaism, Islam) for the faith journey of believers
<b>Mandated Scripture</b>	2 Samuel 7:8-29. Jeremiah 31:31-34.	Acts 2:1-13	Matthew 28:16-20. Matthew Chapter 5. 1 Corinthians 13:1-13. Romans 1:1-7.	Mark 1:9-11. Galatians 3:27-29. Acts 2:38.
<b>Explicit Prayer</b>	Praying with Scripture Meditative prayer practices	The Liturgy of the Hours	Meditative prayer practices Praying with Scripture	College Prayers
<b>Religious Life of the School</b>	St Patrick's Feast Day Men of Action Week Opening Mass and Commissioning of Year 12s Ash Wednesday House Mass (Fridays)	Year 8 Retreats Edmund Rice Feast Day House Mass (Fridays) ANZAC Day Liturgy End of Semester Liturgy Mother/Son Mass (Fridays)	Feast of St Mary Mackillop Grandparents Mass Feast of the Assumption of Mary Father's Day End of Term Liturgy	House Mass (Fridays) Year 12 House Farewell Liturgy Year 12 Farewell Christmas Liturgy
<b>CCE's Taught in the Unit</b>	<p>2 Finding material in an indexed collection</p> <p>52 Searching and locating items/information</p> <p>21 Structuring/organising extended written text</p> <p>29 Comparing/contrasting</p>	<p>13 Recording/noting data</p> <p>52 Searching and locating items/information</p> <p>38 Generalising from information</p> <p>43 Analysing</p>	<p>13 Recording/noting data</p> <p>52 Searching and locating items/information</p> <p>21 Structuring/organising extended written text</p> <p>43 Analysing</p>	<p>4 Interpreting the meaning of words or other symbols</p> <p>21 Structuring/organising extended written text</p> <p>29 Comparing/contrasting</p> <p>31 Interrelating ideas/themes/issues</p>

	<p>31 Interrelating ideas/themes/issues</p> <p>43 Analysing</p> <p>9 Using correct spelling, punctuation, grammar</p> <p>20 Setting out/presenting/arranging/displaying</p>	<p>44 Synthesising</p> <p>9 Using correct spelling, punctuation and grammar</p> <p>20 Setting out/presenting/arranging/displaying</p> <p>26 Explaining to others</p> <p>46 Creating/composing/devising</p>	<p>44 Synthesising</p> <p>48 Justifying</p> <p>9 Using correct spelling, punctuation, grammar</p> <p>10 Using vocabulary appropriate to a context</p> <p>20 Setting out/presenting/arranging/displaying</p>	<p>41 Hypothesising</p> <p>43 Analysing</p> <p>9 Using correct spelling, punctuation, grammar</p> <p>10 Using vocabulary appropriate to a context</p> <p>20 Setting out/presenting/arranging/displaying</p>
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**Year 9 Level Description**

The *Religion Curriculum P-12* involves four strands: *Sacred Texts, Beliefs, Church and Christian Life*. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.

Students learn about the divergent understandings of God (Allah, God, G\*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

**Year 9 Achievement Standard**

By the end of Year 9, students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts. They examine the divergent understandings of God (Allah, God, G\*d) in the monotheistic religions (Islam, Christianity, Judaism). They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.

Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world. They analyse the causes and effects of events and developments in the Church from c.1750 CE – c.1918 CE, and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present. They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic/Focus</b>	Making Sense of Jesus	Why Should I Care?	Good and Evil	Old Testament Understanding of God
<b>Unit Overview</b>	Students investigate the leadership of Jesus Christ.	Students investigate the concept of Christian Vocation	Students explore various secular and Christian	Students investigate a variety of perspectives on

	They will focus on the major events and key Scripture in the New Testament to understand the characteristics of effective leadership.	and Catholic Social Teaching. Students focus on current local and national social issues and explain how their particular vocation can help meet the needs of others.	understandings about the nature and purpose of the existence of evil and suffering in the 21 <sup>st</sup> century.	God from the view of Abrahamic religions such as Judaism, Islam and Christianity
<b>Content Descriptors</b>	STNT19 BETR12 CLPS23	STCW10 CHPG10 CHCH8 CLMF13 CLMJ10	STOT14 BEHE9 CHLS14 CLPS22	STOT14 BEWR10 CLPS23
<b>Assessment Task/s</b>	In groups of two or three, students construct an election campaign for Jesus as a leader in contemporary Christian society. They produce marketing material and each present an analytical speech to persuade the audience to vote for Jesus.	Students choose and research a Catholic social welfare organisation and a social issue. They present their findings to their peers, discussing the implication of the social issue for Australian's, how their chosen organisation is attempting to meet this need and how they can use their own vocation to help.	Students write a film review, elaborating on the theme of good and evil in film. They apply Christian teaching and understanding regarding good and evil and evaluate how Christianity can help people understand the existence of good and evil in contemporary society.	Short Response Exam
<b>Elements of the Achievement Standard Covered</b>	Students demonstrate how the application of Biblical criticism helps the reader's understanding  Students examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the	Students explain the significance of the writings of various religious and lay leaders  Students evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions	Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world  Students explain the significance of the three forms of penance and the celebration of the	Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament  Students examine the divergent understandings of God (Allah, God, G*d) in the monotheistic religious (Islam, Christianity, Judaism)

	lives of believers	Students examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ	Sacraments of Healing in the lives of believers past and present Students analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences	Students analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences
<b>Mandated Scripture</b>	Romans 1:1-7. 1 Corinthians 15:1-11. Acts 1-12. John 9:1-39. Mark 2:1-12. Matthew 13:24-30. Matthew 25:31-36.		Mark 1:29-41. Mark 1:40-45 Luke 5:12-16	
<b>Explicit Prayer</b>	Christian Meditation	Continue using Christian Meditation techniques	Prayers and writings of Christian spiritual fathers and mothers	Meditative prayer practices
<b>Religious Life of the School</b>	St Patrick's Feast Day Men of Action Week Opening Mass and Commissioning of Year 12s Ash Wednesday House Mass (Fridays)	Edmund Rice Feast Day House Mass (Fridays) ANZAC Day Liturgy End of Semester Liturgy Mother/Son Mass (Fridays)	Year 9 Retreat Feast of St Mary Mackillop Grandparents Mass Feast of the Assumption of Mary Father's Day End of Term Liturgy	House Mass (Fridays) Year 12 House Farewell Liturgy Year 12 Farewell Christmas Liturgy
<b>CCE's Taught in the Unit</b>	2 Finding material in an indexed collection  52 Searching and locating items/information  21 Structuring/organising extended written text  30 Classifying  43 Analysing	52 Searching and locating items/information  28 Empathising  55 Gesturing  43 Analysing  44 Synthesising  9 Using correct spelling, punctuation, grammar	52 Searching and locating items/information  21 Structuring/organising extended written text  29 Comparing, contrasting  31 Interrelating ideas/themes/issues  43 Analysing	52 Searching and locating items/information  21 Structuring/organising extended written text  29 Comparing, contrasting  31 Interrelating ideas/themes/issues  43 Analysing

	<p>9 Using correct spelling, punctuation, grammar</p> <p>20 Setting out/presenting/arranging/displaying</p> <p>46 Creating/composing/devising</p>	<p>10 Using vocabulary appropriate to a context</p> <p>26 Explaining to others</p>	<p>9 Using correct spelling, punctuation, grammar</p> <p>11 Using vocabulary</p>	<p>9 Using correct spelling, punctuation, grammar</p> <p>11 Using vocabulary</p>
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**Year 10 Level Description**

The *Religion Curriculum P-12* involves four strands: *Sacred Texts, Beliefs, Church and Christian Life*. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centring Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.

**Year 10 Achievement Standard**

By the end of Year 10, students explain how the mystery of God can be named and understood through the experience of the created world. They analyse core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and explain how these reflect the human understanding of God or the 'Other'. They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context. They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.

Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response. They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic/Focus</b>	Signs of the Times	Refugees and Asylum Seekers	The Mystery of God	Micah's Challenge
<b>Unit Overview</b>	Students investigate the role that religion plays in the modern world and reflect on the fertile question – 'Does religion contribute to making the world a better place?' They interview people in the local community to ascertain what the evidence shows.	Students investigate the plight of refugees and asylum seekers in the world today. They research Catholic Social Teachings and the Charter for Catholic Schools in the Edmund Rice Tradition and weigh up what we are called to do in response to this situation. They explore the role of advocacy for the poor and marginalised as a model for Christian life.	Students demonstrate different ways humans have understanding of the mystery of God / the 'Other' / the Sacred in life. Students explain how the mystery of God can be named and understood through the experience of the created world.	Students explore the role of the Prophets in the Hebrew Scriptures. Students explain how the prophetic model has relevance to our lives today by focusing on – Observing, Praying/listening and Challenging unjust structures.
<b>Content Descriptors</b>	BEWR11 STCW11	STCW11 CHCH9 CLMJ11 CLPS24	STOT15 STOT16 STCW11 BEHE10 BEWR11 BETR13 CLPS27	STOT15 STOT16 STCW11 BETR13 CHCH9
<b>Assessment Task/s</b>	Multi-modal presentation	Advocacy Letter	Art folio and analytical and reflective statement	Multi-modal presentation
<b>Elements of the Achievement Standard Covered</b>	They analyse core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and explain how these reflect the human understanding of God or the 'Other'.	They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response.  They participate respectfully in a variety of personal and	Students explain how the mystery of God can be named and understood through the experience of the created world.  They use evidence from Old Testament and New Testament texts to explain	Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology.  They explain the significance of various sources that guide

	<p>They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response.</p> <p>They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.</p>	communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.	<p>different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.</p> <p>They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.</p>	the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment).
<b>Mandated Scripture</b>			The Shema Israel Deut 6:4-9; 11: 1-27	Prophetic Writings especially – Micah 6:8
<b>Explicit Prayer</b>	Meditative prayer including Lectio of nature	Prayers for justice, peace and the environment- eg. The Prayer of St Francis	<p>Meditative prayer practices, including praying with the help of nature</p> <p>Contemplative prayer</p>	Prayers for justice, peace and the environment- eg. The Magnificat
<b>Religious Life of the School</b>	Lent Easter Triduum Feast of St Patrick	Feast of Edmund Rice ANZAC Day Mother/Son Mass National Sorry Day Pentecost	Feast of St Mary Mackillop Feast of the Assumption of Mary Father's Day	Year 10 Retreat
<b>CCE's Taught in the Unit</b>	<p>4 Interpreting the meaning of words or other symbols</p> <p>7 Translating from one form to another</p> <p>28 Empathising</p>	<p>4 Interpreting the meaning of words or other symbols</p> <p>7 Translating from one form to another</p> <p>28 Empathising</p>	<p>1 Recognising letters, words and other symbols</p> <p>4 Interpreting the meaning of words or other symbols</p> <p>5 Interpreting the meaning</p>	<p>4 Interpreting the meaning of words or other symbols</p> <p>7 Translating from one form to another</p> <p>52 Searching and locating</p>

	52 Searching and locating items/information	52 Searching and locating items/information	of pictures/illustrations	items/information
	21 Structuring/organising extended written text	21 Structuring/organising extended written text	7 Translating from one form to another	21 Structuring/organising extended written text
	30 Classifying	30 Classifying	52 Searching and locating items/information	30 Classifying
	42 Criticising	42 Criticising	21 Structuring/organising extended written text	31 Interrelating ideas/themes/issues
	44 Synthesising	44 Synthesising	42 Criticising	42 Criticising
	45 Judging	45 Judging	43 Analysing	28 Empathising
	48 Justifying	48 Justifying	44 Synthesising	43 Analysing
	9 Using Correct spelling, punctuation, grammar	9 Using Correct spelling, punctuation, grammar	48 Justifying	44 Synthesising
	10 Using vocabulary appropriate to a context	10 Using vocabulary appropriate to a context	10 Using vocabulary appropriate to a context	48 Justifying
	26 Explaining to others	26 Explaining to others	26 Explaining to others	9 Using Correct spelling, punctuation, grammar
	27 Expounding a viewpoint	27 Expounding a viewpoint	27 Expounding a viewpoint	10 Using vocabulary appropriate to a context
			46 Creating / composing / devising	26 Explaining to others
			29 Comparing, contrasting	27 Expounding a viewpoint
			50 Visualising	46 Creating / composing / devising

<b>Year 11 Religion and Ethics</b>				
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic/Focus</b>	The Australian Scene	Heroes and Role Models	Ethics and Morality	Spirituality
<b>Unit Overview</b>	<p>A variety of religious traditions, belief systems and spiritualities exist in Australia.</p> <p>Religious traditions and belief systems are influenced by an Australian view of life.</p> <p>Understandings and expressions of religions, belief systems and spiritualities in Australia have changed over the years.</p>	<p>Heroes and role models, both human and fictional, exhibit perfections and imperfections. Heroes and role models assist people to define ideals and assist with the universal desire to 'be our best'.</p> <p>What might I learn from heroes and role models that would help me to flourish?</p> <p>How do heroes and role models influence the ways in which people behave towards each other?</p> <p>How are hero and role model stories used by particular religions for teaching and highlighting important values and shared traditions?</p>	<p>The process of moral decision making is influenced by personal, cultural, historical and religious factors.</p>	<p>Spirituality gives meaning and direction to people's lives.</p> <p>Individuals and communities establish roles and promote particular ways of living using rituals and symbols that encourage the growth of a person's spirituality</p>
<b>Content Descriptors</b>	STCW12 BEWR12 CHCH10 CLPS26	STCW12 BETR14 CHPG12 CLMJ12	BEHE11 BEHE13 CLMF15	STCW12 BEHE11 CHLS16 CHLS17
<b>Assessment Task/s</b>	Multi-modal presentation	Feature Article	Exam – Short Response	Project – written and spoken
<b>Religious Life of the School</b>	Lent Easter Triduum Feast of St Patrick	Feast of Edmund Rice ANZAC Day Mother/Son Mass National Sorry Day	Feast of the Assumption of Mary Father's Day	Year 11 Leadership Retreat

		Pentecost		
<b>CCE's Taught in the Unit</b>	9 Using correct spelling, punctuation, grammar	9 Using correct spelling, punctuation, grammar	9 Using correct spelling, punctuation, grammar	9 Using correct spelling, punctuation, grammar
	10 Using vocabulary appropriate to a context	10 Using vocabulary appropriate to a context	10 Using vocabulary appropriate to a context	10 Using vocabulary appropriate to a context
	21 Structuring/organising extended written text	21 Structuring/organising extended written text	26 Explaining to others	21 Structuring/organising extended written text
	26 Explaining to others	26 Explaining to others	41 Hypothesising	26 Explaining to others
	27 Expounding a viewpoint	27 Expounding a viewpoint	42 Criticising	27 Expounding a viewpoint
	28 Empathising	28 Empathising	43 Analysing	28 Empathising
	41 Hypothesising	41 Hypothesising	45 Judging/Evaluating	41 Hypothesising
	42 Criticising	42 Criticising	48 Justifying	42 Criticising
	43 Analysing	43 Analysing		43 Analysing
	45 Judging/Evaluating	45 Judging/Evaluating		45 Judging/Evaluating
	48 Justifying	48 Justifying		48 Justifying
	52 Searching and locating items/information	52 Searching and locating items/information		52 Searching and locating items/information

<b>Year 12 Religion and Ethics</b>				
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic/Focus</b>	Religion in Contemporary Culture	Social Justice	Good and Evil	Meaning and Purpose
<b>Unit Overview</b>	<p>People seek meaning and values through the living systems of religion and culture.</p> <p>People explore and express meaning and values through culture.</p>	<p>There are inequalities in the world and vast differences between the very poor and the very rich.</p> <p>Religions provide a framework for examining such inequality.</p> <p>As a school in the Edmund Rice tradition we seek to live out a vision of education that tries to make the world a more just place.</p>	<p>An understanding of the realities of good and evil, and of truth and beauty provide ways for people to make sense of the good and bad aspects of human existence</p>	<p>Humanity's search for meaning and purpose is common across cultures and religions and has a profound influence on the decisions people make.</p> <p>People make significant choices that give life meaning and purpose, and these are the result of complex processes</p>
<b>Content Descriptors</b>	STNT21 BETR14 BEHE11 CHCH10	BEHE12 BEHE13 CHPG12 CLMJ12	STOT17 BETR14 BEWR12 CHCH10 CLMF16	STCW12 BETR15 CLPS26
<b>Assessment Task/s</b>	Examination – short responses	Investigation Research process Spoken	Extended Response to stimulus	Project Component 1: Artistic Response Component 2: written explanation
<b>Religious Life of the School</b>	Lent Easter Triduum Feast of St Patrick	Yr 12 Kairos Retreat Feast of Edmund Rice ANZAC Day Mother/Son Mass National Sorry Day Pentecost	Feast of St Mary Mackillop Feast of the Assumption of Mary Father's Day	Graduation
<b>CCE's Taught in the Unit</b>	9 Using correct spelling,	9 Using correct spelling,	9 Using correct spelling,	9 Using correct spelling,

	punctuation, grammar	punctuation, grammar	punctuation, grammar	punctuation, grammar
	10 Using vocabulary appropriate to a context	10 Using vocabulary appropriate to a context	10 Using vocabulary appropriate to a context	10 Using vocabulary appropriate to a context
	26 Explaining to others	21 Structuring/organising extended written text	21 Structuring/organising extended written text	21 Structuring/organising extended written text
	41 Hypothesising	26 Explaining to others	26 Explaining to others	26 Explaining to others
	42 Criticising	27 Expounding a viewpoint	27 Expounding a viewpoint	27 Expounding a viewpoint
	43 Analysing	28 Empathising	28 Empathising	28 Empathising
	45 Judging/Evaluating	41 Hypothesising	41 Hypothesising	41 Hypothesising
	48 Justifying	42 Criticising	42 Criticising	42 Criticising
		43 Analysing	43 Analysing	43 Analysing
		45 Judging/Evaluating	45 Judging/Evaluating	45 Judging/Evaluating
		48 Justifying	48 Justifying	48 Justifying
		52 Searching and locating items/information	52 Searching and locating items/information	52 Searching and locating items/information

<b>Year 11 Study of Religion</b>				
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic/Focus</b>	Religion-State Relationships	Ritual	Sacred Texts	Sacred Texts
<b>Unit Overview</b>	Students investigate strategies for the study of religions and apply this to Christianity, Buddhism and Islam. Students look at the ways in which religions impact on how societies work in the modern world.	Students investigate the nature of rituals and in particular the impact and purpose of rites of passage.	Students investigate strategies for interpreting sacred texts with a particular focus on the Catholic tradition of Biblical interpretation.	Students investigate the place of sacred texts in world religions, comparing the use of sacred texts in the Christian, Hindu and Muslim traditions.
<b>Content Descriptors</b>	BEWR12 CHPG12 CHCH10 CLMJ12	BEHE11 BEHE12 BEWR12 CHLS16 CHLS17 CHCH10	STOT17 STNT21 CLPS26	BEWR12 CLPS26
<b>Assessment Task/s</b>	1. Short Response to stimulus exam	2. Multimodal presentation	3. Short responses under exam conditions 4. Extended Written Response – research essay	5. Extended written response to stimulus – under exam conditions
<b>Religious Life of the School</b>	Lent Easter Triduum Feast of St Patrick	Feast of Edmund Rice ANZAC Day Mother/Son Mass National Sorry Day Pentecost	Feast of St Mary Mackillop Feast of the Assumption of Mary Father’s Day	Year 11 Leadership Retreat
<b>CCE’s Taught in the Unit</b>	1 Recognising letters, words and other symbols  4 Interpreting the meaning of words or other symbols  5 Interpreting the meaning of pictures/illustrations	9 Using correct spelling, punctuation, grammar  10 Using vocabulary appropriate to a context  21 Structuring/organising extended written text	9 Using correct spelling, punctuation, grammar  10 Using vocabulary appropriate to a context  21 Structuring/organising extended written text	1 Recognising letters, words and other symbols  4 Interpreting the meaning of words or other symbols  5 Interpreting the meaning of pictures/illustrations

	<p>9 Using correct spelling, punctuation, grammar</p> <p>10 Using vocabulary appropriate to a context</p> <p>21 Structuring/organising extended written text</p> <p>26 Explaining to others</p> <p>27 Expounding a viewpoint</p> <p>28 Empathising</p> <p>41 Hypothesising</p> <p>42 Criticising</p> <p>43 Analysing</p> <p>45 Judging/Evaluating</p> <p>48 Justifying</p> <p>52 Searching and locating items/information</p>	<p>26 Explaining to others</p> <p>27 Expounding a viewpoint</p> <p>28 Empathising</p> <p>41 Hypothesising</p> <p>42 Criticising</p> <p>43 Analysing</p> <p>45 Judging/Evaluating</p> <p>48 Justifying</p> <p>52 Searching and locating items/information</p>	<p>26 Explaining to others</p> <p>27 Expounding a viewpoint</p> <p>28 Empathising</p> <p>41 Hypothesising</p> <p>42 Criticising</p> <p>43 Analysing</p> <p>45 Judging/Evaluating</p> <p>48 Justifying</p> <p>52 Searching and locating items/information</p>	<p>9 Using correct spelling, punctuation, grammar</p> <p>10 Using vocabulary appropriate to a context</p> <p>21 Structuring/organising extended written text</p> <p>26 Explaining to others</p> <p>27 Expounding a viewpoint</p> <p>28 Empathising</p> <p>41 Hypothesising</p> <p>42 Criticising</p> <p>43 Analysing</p> <p>45 Judging/Evaluating</p> <p>48 Justifying</p> <p>52 Searching and locating items/information</p>
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<b>Year 12 Study of Religion</b>				
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Topic/Focus</b>	Religion, Values and Ethics – Ethical Frameworks	Religion, Values and Ethics – Ethical Scenarios	Ultimate Questions – Origins, Purpose	Ultimate Questions - Destiny
<b>Unit Overview</b>	Students explore ethical frameworks and concepts with a focus on the Catholic ethical tradition as well as the Great World Religions	Students research in depth an ethical scenario and apply Catholic Ethical teaching to that current ethical issue.	Students explore the nature of the ultimate questions of existence with a major focus on questions of origin and destiny. In depth study of the relationship between religion and science is a key element of this unit.	Students explore religious and secular concepts around the question of ultimate destiny of human life.
<b>Content Descriptors</b>	BEHE11 BEWR12 CHPG12 CLMF15 CLMF16 CLMJ12	STCW12 BEHE13 BEWR12	BETR14 BETR15 CLPS26	BETR14 BEWR12 CHPG12
<b>Assessment Task/s</b>	1. Response to Stimulus under exam conditions(S) – extended written	2. Multimodal(S) 3. Short Response exam conditions (S)	4. Extended written Response(S) – research assignment	5. Extended Written Response – Feature Article (S)
<b>Religious Life of the School</b>	Lent Easter Triduum Feast of St Patrick	Yr 12 Kairos Retreat Feast of Edmund Rice ANZAC Day Mother/Son Mass National Sorry Day Pentecost	Feast of St Mary Mackillop Feast of the Assumption of Mary Father’s Day	Graduation
<b>CCE’s Taught in the Unit</b>	1 Recognising letters, words and other symbols  4 Interpreting the meaning of words or other symbols  5 Interpreting the meaning	9 Using correct spelling, punctuation, grammar  10 Using vocabulary appropriate to a context  21 Structuring/organising	9 Using correct spelling, punctuation, grammar  10 Using vocabulary appropriate to a context  21 Structuring/organising	9 Using correct spelling, punctuation, grammar  10 Using vocabulary appropriate to a context  21 Structuring/organising

	of pictures/illustrations	extended written text	extended written text	extended written text
	9 Using correct spelling, punctuation, grammar	26 Explaining to others	26 Explaining to others	26 Explaining to others
	10 Using vocabulary appropriate to a context	27 Expounding a viewpoint	27 Expounding a viewpoint	27 Expounding a viewpoint
	21 Structuring/organising extended written text	28 Empathising	28 Empathising	28 Empathising
	26 Explaining to others	41 Hypothesising	41 Hypothesising	41 Hypothesising
	27 Expounding a viewpoint	42 Criticising	42 Criticising	42 Criticising
	28 Empathising	43 Analysing	43 Analysing	43 Analysing
	41 Hypothesising	45 Judging/Evaluating	45 Judging/Evaluating	45 Judging/Evaluating
	42 Criticising	48 Justifying	48 Justifying	48 Justifying
	43 Analysing	52 Searching and locating items/information	52 Searching and locating items/information	52 Searching and locating items/information
	45 Judging/Evaluating			
	48 Justifying			
	52 Searching and locating items/information			