

Year 7	Year 8	Year 9	Year 10	2019 Study of Religion <i>Sacred Texts & Religious Writings</i>
<p>The writings and key messages of the founders of religious orders influence the way of life of religious communities (e.g. prayer life, apostolate, dress, spiritual practices, beliefs, symbols, daily life). (STCW8)</p>	<p>Explore the relationship between the dramatic actions and challenging messages of some Old Testament prophets (e.g. Ezekiel, Jeremiah, Isaiah, Hosea). (STOT13)</p> <p>The Acts of the Apostles provides one account of the preaching, achievements, and challenges of the earliest followers of Jesus after Pentecost. Some early followers of Jesus, as depicted in the Acts of the Apostles, continued Jewish practices as part of their way of imitating the life and teaching of Jesus. (STNT14)</p> <p>Identify and describe some key events in the life of the early Church as related in the Acts of the Apostles, including the birth of the Church at Pentecost (Acts 2:1-13). (STNT18)</p>	<p>Analyse and examine selected texts from the Pentateuch, including creation stories (Genesis 1:1-2:4), 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), Passover (Ex 12:1-30), and escape from Egypt (Ex 13:17-14:31), to identify the four contributing authors (J, E, D, P) and the key themes). (STOT14)</p>		<p>Identify sacred texts & religious writings</p>
<p><i>Not identified in this year level</i></p>	<p>The Acts of the Apostles provides one account of the preaching, achievements, and challenges of the earliest followers of Jesus after Pentecost. Some early followers of Jesus, as depicted in the Acts of the Apostles, continued Jewish practices as part of their way of imitating the life and teaching of Jesus. (STNT18)</p> <p>Identify and describe some key events in the life of the early Church as related in the Acts of the Apostles, including the birth of the Church at Pentecost (Acts 2:1-13) (STNT18)</p>	<p><i>Not identified in this year level</i></p>		<p>Explain the origin and meaning of sacred texts</p>

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Cultural contexts of Old Testament and New Testament (STOT12, STNT16) Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders. (STCW8)	Identify examples of Jewish practices continued by the early Christians as described in the Acts of the Apostles. (STNT18)	<i>Not identified in this year level</i>		Sacred texts inform ritual, moral codes & relationships
Contextual information (literary form, historical and cultural context and human author's intention) assists the reader to gain deeper awareness of Old Testament and New Testament texts. (STOT12, STNT16)	Analyse and examine language features and text structures of some Old Testament covenant narratives, including the Davidic covenant (2 Samuel 7:8-29) and the Postexile covenant (Jeremiah 31:31-34), to identify common themes and features. (STOT13)	Analyse text structures and language features of selected miracle stories and parables using form criticism and narrative criticism. (STNT19)		Literary styles

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<p>The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). (STOT12, STNT16)</p>	<p>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. (STCW9) 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. (STCW9)</p>	<p>Investigate the main features of form criticism (classification of texts into text types, structure of texts, function of text in terms of intended audience) and narrative criticism (the story aspect of the text e.g. plot, setting, characters, literary techniques). (STNT19)</p> <p>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). (STCW10)</p> <p>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. (STCW10)</p>		<p style="text-align: center;">Interpretation</p>

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<p>The Decalogue (Exodus 20:1-20) affirms the relationship between God and humankind. It describes a way of life faithful to God’s love. (BEHE7)</p> <p>Illustrate how the Decalogue describes a way of life faithful to God’s love. (BEHE7)</p> <p>Explain the relationship between God and humankind that is revealed in the Decalogue. (BEHE7)</p> <p>The Creeds of the apostolic and ancient Churches, including the Apostles Creed and Nicene Creed, expressed the Christian understanding of God. Through the Creeds, Christians are linked with the faith of believers throughout history. (BETR9)</p> <p>Explore contextual information (e.g. historical, social, cultural) about the Creeds of the apostolic and ancient Churches. (BETR9)</p> <p>Distinguish statements of belief within the Creeds of the apostolic and ancient Churches that express a Christian understanding of God (e.g. God as Creator, Trinity, Mystery). (BETR9)</p>	<p>The theme of covenant, as unique relationship between God and God’s people, is central to understanding the Old Testament. Old Testament prophets used dramatic actions and challenging messages to call God’s people to be faithful to the Covenant (STOT13)</p> <p>Analyse ideas and images of the Trinity that communicate the fundamental Christian belief of Trinity as expressed in Church teachings (e.g. Scripture, Creeds). (BETR11)</p> <p>Scripture recounts God’s saving plan for all creation. Christians believe that God’s saving plan was accomplished through the life, death and resurrection of Jesus Christ. Believers become part of God’s saving plan through their faith and actions. (BEHE8)</p> <p>Make connections between scriptural texts and the Christian belief in God’s saving plan. (BEHE8)</p> <p>Use examples from scripture, including Romans 1:1-7, to explain how God’s saving plan is revealed in the life, death and resurrection of Jesus. (BEHE8)</p>	<p>Christianity, Judaism and Islam are monotheistic religions that share a belief in the one God (YHWH, God, Allah). The three monotheistic religions have divergent understandings of God that are reflected in their beliefs and practices.</p> <p>Explain why Christianity, Judaism and Islam can be defined as monotheistic religions.</p> <p>Examine and discuss the understanding of YHWH, God/Allah in the monotheistic traditions that is reflected in the core beliefs and practices of the religion (BEWR10)</p>		<p>God’s self-revelation through sacred texts</p>

<p>Sequence historical events and periods of Ancient Israel (e.g. prehistory, Patriarchs and Matriarchs, Exodus, Judges, Kings and Prophets, foreign domination) using historical terms and concepts (e.g. BCE, prehistory) and a range of sources (e.g. Bibles, Biblical commentaries) . (STOT12)</p> <p>The monotheistic religions (Christianity, Judaism and Islam) share common beginnings of faith which are found in the patriarchs, Moses and the prophets. (BEWR8)</p> <p>Analyse and explain the ways in which Christianity, Judaism and Islam are connected through the stories of the patriarchs, Moses and the prophets, including Genesis 17:1-22 (Abraham and Sarah) and Exodus 13:17-14:30 (Moses). (BEWR8)</p> <p>Sequence historical events and periods of time (e.g. Greek occupation, Roman occupation, life of Jesus, the early Church, journeys of Paul, destruction of the Temple, chronology of New Testament writings) using historical terms and concepts (e.g. BCE, CE,) and a range of sources (e.g. Bibles, Biblical commentaries, historical sources - Greek, Roman, Jewish). (STNT16)</p>	<p>The mystery of the Trinity is a fundamental belief of Christianity. The Trinity is One - one God in three interrelated persons: Father, Son and Holy Spirit.</p> <p>Skills Analyse ideas and images of the Trinity that communicate the fundamental Christian belief of Trinity as expressed in Church teachings (e.g. Scripture, Creeds).</p> <p>Evaluate images of the Trinity and explain how these images express the interrelatedness of Father, Son and Holy Spirit. (BETR11)</p> <p>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). (CHPG9)</p> <p>Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living Tradition to respond to emerging moral questions. (CLMJ9)</p> <p>Prayer in the Christian tradition, including the ancient monastic prayer of The Liturgy of the Hours, nurtures the spiritual life of believers. The Liturgy of the Hours follows a prescribed pattern of Psalms, Scripture and intercessions, and is prayed at set times throughout the day. Believers pray on behalf of others and with others. (CLPS20)</p>	<p>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, bearing the marks of crucifixion, ascended into heaven.</p> <p>Skills 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).</p> <p>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). (BETR12)</p> <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. (CLMJ10)</p> <p>Believers pray, drawing on the richness of scripture..(CLPS22)</p>		<p>Beliefs and practices emanating from texts of Judaism, Christianity & Islam</p>
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	<p>Praying with scripture is a form of meditative prayer in the Christian tradition. There are a variety of ways to pray with scripture, including Augustinian Prayer and Franciscan Contemplative prayer. (CLPS21)</p> <p>Participate respectfully in meditative prayer, including praying with scripture. (CLPS21)</p>			
<p>The Gospels are not simply eye witness accounts of the life of Jesus, but are post-resurrection texts intended for different audiences. Three stages can be distinguished in the formation of the Gospels: the life and teaching of Jesus, the oral tradition, and the written Gospels. Each Gospel depicts Jesus in a particular way. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth) (STNT17)</p>	<p><i>Not identified in this year level</i></p>	<p>Four sources combined to form the Pentateuch. They are: the Priestly source (P), Deuteronomist (D), the Elohist (E), and the Jahwist (J). Key themes of the Pentateuch include: creation, sin, covenant, law and promise, worship, and Chosen People.</p> <p>Research and examine the different textual features of the four primary sources for the stories and traditions in the <u>Pentateuch</u> (J, E, D, P).</p> <p>Analyse and examine selected texts from the Pentateuch, including creation stories (Genesis 1:1-2:4), 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), Passover (Ex 12:1-30), and escape from Egypt (Ex 13:17-14:31), to identify the four contributing authors (J,E, D, P) and the key themes). (STOT14)</p>		<p>Stages of development</p>

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<p>Explore some features of Gospel texts (e.g. vocabulary, narrative voice) which suggest they are post-resurrection texts rather than simply eye witness accounts.</p> <p>Explain the relationship between text features and structures, and audience and purpose of each of the Gospels. (STNT17)</p>	<p>Analyse and examine language features and text structures of some Old Testament covenant narratives, including the Davidic covenant (2 Samuel 7:8-29) and the Postexile covenant (Jeremiah 31:31-34), to identify common themes and features. (STOT13)</p> <p>Explore the relationship between the dramatic actions and challenging messages of some Old Testament prophets (e.g. Ezekiel, Jeremiah, Isaiah, Hosea). (STOT13)</p>	<p>The Church teaches that application of Biblical criticism (including form criticism and narrative criticism) helps the reader better understand the purpose and message of Biblical texts. The miracle stories and parables have historical and cultural settings, as well as well-defined structures. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). Understanding, interpretation and use of Biblical texts by Christians have evolved over time. (STNT19)</p>		<p>Worlds of the Text</p>