

<i>Current – tweaked version</i>	<i>M&K Version</i>
<p>By the end of Year 10, students explain how the mystery of God can be named and understood. They explain how humans express an understanding of God as revealed in creation. Students 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 explain different representations of God from a range of sacred texts and evaluate their application for a modern Australian context. Students 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. 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 develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response. They 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. Students explain the significance of various sources that nourish the spiritual life of believers, including the Eucharist, and individual and communal prayer for justice, peace and the environment. 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>	<p>By the end of Year 10, students describe how the mystery of God can be named and understood. They describe how humans express an understanding of God as revealed in creation. Students differentiate between the core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and describe and identify how these reflect the human understanding of God or the ‘Other’. They identify different representations of God from a range of sacred texts and analyse perspectives of those applications for a modern Australian context. Students use evidence from Old Testament and New Testament texts to differentiate between representations of God by various human authors in different historical, social and cultural contexts. They analyse perspectives in 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 create responses to a contemporary moral question, using evidence from these various sources to support their responses. They evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They consider 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. Students consider the significance of various sources that nourish the spiritual life of believers, including the Eucharist, and individual and communal prayer for justice, peace and the environment. 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>

