

Current – tweaked version	M&K Version
<p>By the end of Year 9, students draw conclusions about the significance of foundational beliefs in the lives of believers. They 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). Students understand the co-existence of good and evil in the world throughout human history. They 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. Students examine ways in which believers live their Christian vocation. 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. Students 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.</p>	<p>By the end of Year 9, students evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers. They consider and decide how the application of Biblical criticism helps the reader’s understanding, interpretation and use of Old Testament and New Testament texts. They analyse perspectives of the understandings of God (G*d, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam). They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus). Students demonstrate an understanding of the co-existence of good and evil in the world throughout human history. They propose 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 draw conclusions about their importance. They analyse perspectives in 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. Students consider ways in which believers live their Christian vocation. They evaluate and draw conclusions about 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. Students distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They differentiate between the 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.</p>