<table>
<thead>
<tr>
<th>TOPIC ONE</th>
<th>Vocation – called to be and become I</th>
<th>(WEEKS 1.1 – 1.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Driving Question:</strong> How can a person find meaning and purpose in life?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scripture: I Thessalonians 5:12-22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Catholic Content

**In this chapter you will be required to understand:**

**The Basic Human Vocation**
- Every person has a basic vocation or life-calling from God
- God has Given People the gifts needed for their vocation
- Work is participation in God's creative activity
- Work has a place in fulfilling one’s vocation
- People's vocations lead to different lifestyles.

**Discovering Personal Vocation**
- People can fail to recognise their vocations for a variety of reasons
- Christians are called to spiritual discernment
- Lent is a special time for Christians to reflect on their lives
- Salvation is God's saving action on behalf of the human race
- Christians experience salvation in their daily lives

**The Christian Vocation**
- Christians have a vocation to share in the mission of Jesus as priest
- Christians have a vocation to share in the mission of Jesus as prophet
- Christians have a vocation to share in the mission of Jesus as king
- The Christian promise is brought closer to fulfilment when people cooperate with God who calls them to their vocations

### RESOURCES

For this chapter these resources are available. Others may be included.

- Student Resource Booklet (Topic One)
- Schoology (LMS)
- Quizard (Vocabulary)
- Diigo (internet curating tool)
- Come Follow Me (Chapters 1-3)

**ASSESSMENT ONE: Topic Test**

**GENERAL CAPABILITIES SELF ASSESSMENT**
# TOPIC TWO

## Vocation – called to be and become II

**Driving Question:** What is the role of religion in a person’s life?

**Scripture:** I Peter 1:3-9

<table>
<thead>
<tr>
<th>Catholic Content</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marriage is a Vocation</strong></td>
<td>For this chapter these resources are available.</td>
</tr>
<tr>
<td>Jesus restored God’s original plan for marriage</td>
<td>Others may be included.</td>
</tr>
<tr>
<td>• The Sacrament of Marriage strengthens and guides people in their life together</td>
<td>Student Resource Booklet (Topic Two)</td>
</tr>
<tr>
<td>• Baptised people confer the Sacrament of Marriage upon one another</td>
<td>Schoology (LMS)</td>
</tr>
<tr>
<td><strong>Ministerial Priesthood is a Vocation</strong></td>
<td>Quizard (Vocabulary)</td>
</tr>
<tr>
<td>• Jesus supports his followers personally through the ordained priesthood</td>
<td>Diigo (internet curating tool)</td>
</tr>
<tr>
<td>• Jesus instituted the Sacrament of Holy Orders</td>
<td>Come Follow Me (Chapters 4-8)</td>
</tr>
<tr>
<td>• The call to follow God is personal</td>
<td></td>
</tr>
<tr>
<td>• The priestly vocation is a call to serve</td>
<td></td>
</tr>
<tr>
<td>• The priestly vocation is a call to celibate love</td>
<td></td>
</tr>
<tr>
<td><strong>Religious Life is a Vocation</strong></td>
<td></td>
</tr>
<tr>
<td>• People called to religious life seek to imitate Jesus by taking vows of poverty, chastity and obedience</td>
<td></td>
</tr>
<tr>
<td>• Religious sisters, brothers and priests work in many different apostolates</td>
<td></td>
</tr>
<tr>
<td><strong>Life Everlasting</strong></td>
<td></td>
</tr>
<tr>
<td>• The basic purpose of every person’s life is to experience a loving relationship with God</td>
<td>ASSESSMENT TWO: Topic Test</td>
</tr>
<tr>
<td>• Christians believe in life everlasting</td>
<td>GENERAL CAPABILITIES SELF ASSESSMENT</td>
</tr>
<tr>
<td>• Jesus revealed what happens after people die</td>
<td></td>
</tr>
</tbody>
</table>
# TOPIC THREE

## The Search for Freedom I

### (WEEKS 2.1 – 2.4)

**Driving Question:** What does it mean to be free?

**Scripture:** Galatians 5:2-15

### Catholic Content

**Freedom to make responsible moral choices**
- All people desire freedom
- Teenagers become increasingly capable of taking responsibility for their actions
- There are two questions required for responsible decision-making
- Responsible choices are moral choices
- People can find it difficult to make responsible choices
- Some people deliberately enter into situations that weaken their ability to make responsible decisions

**How can people know if their choices are morally good?**
- People need to learn moral principles
- Natural law expresses the moral law that God gave to people
- The revealed laws of God consist primarily of the Ten Commandments and the two Great Commandments of Jesus

**God begins to restore human freedom**
- The parents of the human race were created by God to be free
- People experience God's call through creation
- God initiated the Sinai Covenant so that the people of Israel would be free to relate more closely to Him
- God called humanity through the Israelites

**God revealed the old law**
- God gave the people of Israel commandments and laws
- The Ten Commandments identify responsibilities towards God and others
- The Ten Commandments summarise God's rules for human conduct

### RESOURCES

For this chapter these resources are available. Others may be included.

- Student Resource Booklet (Topic Three)
- Schoology (LMS)
- Quizard (Vocabulary)
- Diigo (internet curating tool)
- Come Follow Me (Chapters 1-4)

### GENERAL CAPABILITIES

**SELF ASSESSMENT**

**Revision for Semester One Examination**

**Assessment Task Three: Exam**

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Page 3

Last updated 31/03/2015
**TOPIC FOUR**  
**The Search for Freedom II**  
(WEEKS 2.7 – 2.11)

Driving Question: How does religion help a person become free?

Scripture: Matthew 22:34-40

<table>
<thead>
<tr>
<th>Catholic Content</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jesus gave the new law of freedom</strong></td>
<td>For this chapter these resources are available. Others may be included.</td>
</tr>
<tr>
<td>- Jesus gave a new law to empower His followers to live as God called.</td>
<td>Student Resource Booklet (Topic Four)</td>
</tr>
<tr>
<td>This law consists of four elements</td>
<td>Schoology (LMS)</td>
</tr>
<tr>
<td>- Jesus Shares with all who believe in Him the Holy Spirit who can change the human heart</td>
<td></td>
</tr>
<tr>
<td>- Jesus gives the gift of charity, the power of divine love, through baptism</td>
<td></td>
</tr>
<tr>
<td>- Jesus presented the Sermon on the Mount as the basic way Christians need to think and behave</td>
<td></td>
</tr>
<tr>
<td>- Jesus revealed the two Great Commandments which are about changing peoples’ hearts to live God’s laws</td>
<td></td>
</tr>
<tr>
<td>- Jesus calls all people to experience happiness and true freedom.</td>
<td>Quizard (Vocabulary)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The New Law of true freedom</th>
<th>Diigo (internet curating tool)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Charity frees people to live God’s commandments</td>
<td>Come Follow Me (Chapters 5-7)</td>
</tr>
<tr>
<td>- Loving God is the first great commandment of Jesus</td>
<td></td>
</tr>
<tr>
<td>- Loving one’s neighbour is the second great commandment of Jesus</td>
<td></td>
</tr>
</tbody>
</table>

| The sacraments of true freedom                                               | ASSESSMENT FOUR: Panel Discussion |
|--------------------------------------------------------------------------------| GENERAL CAPABILITIES SELF ASSESSMENT |
| - True freedom grows by drawing on the graces of the sacraments               |                                  |
| - People need to nourish the graces of the sacraments                         |                                  |
| - The New Law of Christ                                                      |                                  |
YEAR 10 RELIGIOUS EDUCATION  
Teaching Learning Programme 2015

<table>
<thead>
<tr>
<th>TOPIC FIVE</th>
<th>Conscience</th>
<th>(WEEKS 3.1 – 3.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving Question: How is conscience a challenge and a champion?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Catholic Content**

**In this chapter you will be required to understand:**

**Alone With God**
- Conscience is at the core or heart of every person
- People experience the call to goodness in a number of ways
- Human heart questions begin in the conscience

**Making judgements of conscience**
- Conscience calls people to do good and to avoid evil
- Natural Law is the law of God inscribed in human nature
- Divine Law includes the Ten Commandment in light of the teachings of Christ
- God wants to forgive and heal

**The Four Principles of Conscience**
- There are four principles of conscience
  - Everyone is obliged to form their conscience
  - Everyone is obliged to follow sincere conscience
  - Conscience does not decide right and wrong
  - A good end does not justify immoral ends

**Challenges to recognising the voice of conscience**
- There are many factors which can make it difficult for people to recognise the voice of God

**Jesus promised the Holy Spirit to guide conscience**
- The Holy Spirit guides conscience
- The Pope and the bishops seek to help form people's consciences through teaching and example
- There are different levels of teaching in the Church

**RESOURCES**

For this chapter these resources are available. Others may be included.
- Student Resource Booklet (Topic Five)
- Schoology (LMS)
- Quizard (Vocabulary)
- Diigo (internet curating tool)
- Come Follow Me (Chapters 1-4)

**ASSESSMENT FIVE: Extended Response**

**GENERAL CAPABILITIES SELF ASSESSMENT**
## TOPIC SIX

### The Church

(WEEKS 3.6 – 3.10)

Driving Question: What has been the foundation and development of a religion?

Scripture: Romans 12:1-8

<table>
<thead>
<tr>
<th>Catholic Content</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In this chapter you will be required to understand:</strong></td>
<td>For this chapter these resources are available. Others may be included.</td>
</tr>
<tr>
<td><strong>The Characteristics of the Church</strong></td>
<td>Student Resource Booklet (Topic Six)</td>
</tr>
<tr>
<td>• The Church is the Body of Christ</td>
<td>Schoology (LMS)</td>
</tr>
<tr>
<td>• The Church has the qualities of being One, Holy, Catholic and Apostolic</td>
<td>Quizard (Vocabulary)</td>
</tr>
<tr>
<td>• The Church is the universal sacrament of salvation</td>
<td>Diigo (internet curating tool)</td>
</tr>
<tr>
<td><strong>The growth of the Church</strong></td>
<td>Come Follow Me (Chapters 5-7)</td>
</tr>
<tr>
<td>• The Holy Spirit is the source of the Church’s growth</td>
<td><strong>ASSESSMENT SIX: Topic Test</strong></td>
</tr>
<tr>
<td>• The growth of the Church can be studied in five contexts, related to its growth and expansion:</td>
<td><strong>GENERAL CAPABILITIES SELF ASSESSMENT</strong></td>
</tr>
<tr>
<td>o In Jerusalem</td>
<td></td>
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<tr>
<td>o Beyond Jerusalem to Israel and Palestine</td>
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<tr>
<td>o Across the Roman Empire</td>
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<tr>
<td>o During the period of Christendom</td>
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<tr>
<td>o Expansion beyond Europe</td>
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</tr>
</tbody>
</table>
## TOPIC SEVEN

### Origins of Justice

( WEEKS 4.1 – 4.4 )

**Driving Question:** How does belief in justice lead religion to respond to issues in society?

**Scripture:** Micah 6:6-8

<table>
<thead>
<tr>
<th>Catholic Content</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>In this chapter you will be required to understand:</strong></td>
<td>For this chapter these resources are available. Others may be included.</td>
</tr>
<tr>
<td>God created in people a concern for justice</td>
<td>Student Resource Booklet (Topic Seven)</td>
</tr>
<tr>
<td>- God created within people the potential to love justly</td>
<td>Schoology (LMS)</td>
</tr>
<tr>
<td>- All people are members of the human family</td>
<td>Quizard (Vocabulary)</td>
</tr>
<tr>
<td>- Just love leads to peace</td>
<td>Diigo (internet curating tool)</td>
</tr>
<tr>
<td>Human injustice in the world</td>
<td>Come Follow Me (Chapters 1-4)</td>
</tr>
<tr>
<td>- People are capable of behaving unjustly</td>
<td></td>
</tr>
<tr>
<td>- Failure to recognise that disunity in the human family causes injustices in the world</td>
<td></td>
</tr>
<tr>
<td>Jesus – the realisation of God’s justice</td>
<td>ASSESSMENT SEVEN: Topic Test</td>
</tr>
<tr>
<td>- Originally, God created a just world</td>
<td>GENERAL CAPABILITIES SELF ASSESSMENT</td>
</tr>
<tr>
<td>- Original sin destroyed the state of original justice</td>
<td></td>
</tr>
<tr>
<td>- Justification restores the relationship between God and the human race</td>
<td></td>
</tr>
<tr>
<td>- God empowered people to promote a just world</td>
<td></td>
</tr>
<tr>
<td>Jesus restores justice in people’s hearts</td>
<td></td>
</tr>
<tr>
<td>- Jesus came to restore God’s original state of justice</td>
<td></td>
</tr>
<tr>
<td>- The Ten Commandments are related to the four harmonies of God’s justice</td>
<td></td>
</tr>
<tr>
<td>- Living in harmony with God</td>
<td></td>
</tr>
<tr>
<td>- Living in harmony within yourself</td>
<td></td>
</tr>
<tr>
<td>- Living in harmony with other people</td>
<td></td>
</tr>
<tr>
<td>- Living in harmony with creation</td>
<td></td>
</tr>
<tr>
<td>- Jesus restores relationships through the Sacrament of Reconciliation</td>
<td></td>
</tr>
</tbody>
</table>
### TOPIC EIGHT

#### The Practice of Justice

**(WEEKS 4.4 – 4.6)**

Driving Question: What is the place of religion in society?

Scripture: Matthew 25:31-46

#### Catholic Content

<table>
<thead>
<tr>
<th>In this chapter you will be required to understand:</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus calls Christians to promote social justice</td>
<td>For this chapter these resources are available. Others may be included.</td>
</tr>
<tr>
<td>• Every human person has basic developmental needs</td>
<td>Student Resource Booklet (Topic Eight)</td>
</tr>
<tr>
<td>• The earth’s resources are intended to meet every person’s basic needs</td>
<td>Schoology (LMS)</td>
</tr>
<tr>
<td>• Jesus taught about corporal works of mercy</td>
<td>Quizard (Vocabulary)</td>
</tr>
<tr>
<td>• The Eucharist nourishes commitment to the poor</td>
<td>Diigo (internet curating tool)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Church promotes social justice</th>
<th>Come Follow Me (Chapters 5-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Jesus calls his Church to promote social justice</td>
<td></td>
</tr>
<tr>
<td>• Social justice organisations within the Catholic Church help those in need</td>
<td></td>
</tr>
<tr>
<td>• The social teachings of the Catholic Church promote justice</td>
<td></td>
</tr>
</tbody>
</table>

#### GENERAL CAPABILITIES SELF ASSESSMENT

Revision for End of Year Examination

Assessment Task Eight: Exam

**(WEEKS 4.7)**

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Page 8

Last updated 31/03/2015
General capabilities in the Australian Curriculum

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the Religious Education learning area.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content mandated by the Catholic Education Office and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. For further details regarding the general capabilities follow the hyperlinks below to the ACARA website.

The Australian Curriculum includes seven general capabilities:

- **Literacy**
- **Numeracy**
- **Information and communication technology (ICT) capability**
- **Critical and creative thinking**
- **Personal and social capability**
- **Ethical understanding**
- **Intercultural understanding**.
Level 6  
Typically by the end of Year 10, students:

**Comprehending texts through listening, reading and viewing**

**Navigate, read and view learning area texts**
- navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations

Students will refer to a variety of texts including the Come Follow Me student resource, Scripture, Catechism of the Catholic Church and relevant articles and videos accessed online. Interpreting graphic representations of data will be a major focus.

**Listen and respond to learning area texts**
- listen to a range of extended spoken and audio texts, including audio-visual texts, and respond to, interpret and evaluate ideas, information and opinions

Students will participate in online discussions responding to a variety of audio and video texts in which they respond to, interpret and evaluate ideas, information and opinions

**Interpret and analyse learning area texts**
- interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies

Students will compare and contrast different sources as part of the investigation process. Source will include religious and non-religious

**Composing texts through speaking, writing and creating**

**Deliver presentations**
- plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience

Students will plan, research and deliver presentations in each investigation. A range of digital and non-digital tools will be used to creatively present findings

**Compose spoken, written, visual and multimodal learning area texts**
- compose and edit longer and more complex learning area texts

Students will compose texts, share with others for feedback and then edit a final draft for each investigation

**Use language to interact with others**
- use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts

**Students will interact with others in face-to-face group work and via the Schoology discussion pages as part of the investigation process**

**Text knowledge**

**Use knowledge of text structures**
- use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others

**Students will develop and use comprehensive knowledge of religious texts such as Scripture, Catechism and academic texts both theological and sociological**

**Use knowledge of text cohesion**
- use knowledge of how the cohesion in texts is improved by strengthening the internal structure

**Students will examine the internal cohesion of religious texts**

**Grammar knowledge**

**Use knowledge of words and word groups**
- develop higher order concepts in academic texts through language features that compact and generalise ideas

**Students will use higher order grammatical skills to compose texts in the form of investigation findings**

**Use knowledge of sentence structures**
- control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis

**Students will use higher order grammatical skills to compose texts and build arguments in the form of investigation findings**

**Express opinion and point of view**
- use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments

**Students will communicate the findings of their investigations in a way that expresses opinions and constructs representations of people and events, and consider expressed and implied judgments**

**Word Knowledge**
Understand learning area vocabulary
- use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning

Students will master religious vocabulary and use this vocabulary in both definitions and within the context of communicating findings of investigations

Use spelling knowledge
- use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words

Students will spell technical religious terms

Visual Knowledge

Understand how visual elements create meaning
- evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances

Students will access and create visual representations of findings
## ICT Outcomes

**Level 6**  
Typically by the end of Year 10, students:

### Applying social and ethical protocols and practices when using ICT

**Recognise intellectual property**
- identify and describe ethical dilemmas and consciously apply practices that protect intellectual property

**Students will recognise intellectual property when they access and use information from various sources**

**Identify the impacts of ICT in society**
- assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use

**Students will identify the impacts of ICT as they discuss the use of ICT in researching, analysing and communicating findings**

**Apply digital information security practices**
- use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct

**Students will use a range of strategies for securing and protecting information as they use digital tools such as Schoology, Diigo, Youtube and applications**

**Apply personal security protocols**
- independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities

**Students will apply personal security protocols as they use digital tools such as Schoology, Diigo, Youtube and applications**

### Investigating with ICT

**Select and evaluate data and information**
- develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources

**Students will develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources as they undertake the research and analysis stages of the investigations**
Define and plan information searches
- select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation

Students will define and plan information searches independently and collaboratively in the research stage of the topic investigations

Locate, generate and access data and information
- use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings

Students will locate, generate and access data and information in the research stage of the topic investigations

Creating with ICT

Generate solutions to challenges and learning area tasks
- Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes

Students will generate answers to driving questions as part of the investigation process

Generate ideas, plans and processes
- select and use ICT to articulate ideas and concepts, and plan the development of complex solutions

Students will select and use ICT to articulate ideas and concepts, and plan the development of complex solutions as they research the driving questions for each investigation

Communicating with ICT

Understand computer mediated communications
- understand that computer mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials

Students will use and understand a range of computer mediated communications

Collaborate, share and exchange
- select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge

Students will collaborate, share and exchange ideas using a range of ICT tools such as Schoology, Diigo, Youtube, webDav, etc
Managing and operating ICT

Select and use hardware and software
- justify the selection of, and optimise the operation of, a selected range of devices and software functions to complete specific tasks, for different purposes and in different social contexts

Students will select and use hardware and software at the various stages of the investigative process

Understand ICT systems
- apply an understanding of networked ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions

Students will use and understand ICT systems making decisions such as whether to use cloud, local server or local storage; deciding whether to use a webcam or digital video camera

Manage digital data
- manage and maintain data securely in a variety of storage mediums and formats

Students will manage digital data by designing and using logical and sustainable file/folder naming conventions; maintaining version control of documents; limiting access to data by location or password