

Achievement Standards Foundation–Senior Secondary STRANDS							
Strand	Foundation	Level 2	Level 4	Level 6	Level 8	Level 10	Senior Secondary
Triune God	By the end of Foundation, students can make the Sign of the Cross. They name God as Father, Son and Holy Spirit. They describe how God is experienced through the gift of creation.	By the end of Level 2, students identify that there are different names for God. They identify that people are precious, unique, and loved by God and others. They recognise God as the loving creator who gives life. They describe how their senses enable them to experience their world.	By the end of Level 4, students understand that Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit (Triune God). They recognise that all are created in God’s image and invited into right relationship with God and all people. Students describe how creation stories invite people to be responsible stewards of creation. Students recognise that for Christians, Jesus is the Son of God, the promised one of the Old Testament whose life, death and resurrection reveals God’s love. They identify some titles and images for the Holy Spirit. Students recognise that the Holy Spirit helps people to live according to Jesus’ teaching and ministry.	By the end of Level 6, students identify that Catholics recognise Jesus as both human and divine, the Son of God. They provide examples from Scripture that describe Jesus as Messiah and the fulfilment of the Old Testament promise. Identify Scripture passages about the life, death and resurrection of Jesus that reveals God’s boundless love. Students describe the Holy Spirit as the love expressed between the Father and the Son. They identify a variety of images and metaphors to describe God. Students recognise that God, the creator of all, entrusts people with the world and with the responsibility to respect and nurture life. Students describe how the human person, created in the image of God, has dignity which must be considered in morally challenging situations.	By the end of Level 8, students name some ways in which Triune God reaches out to humanity in loving relationship. Through an engagement with Scripture, they describe something about the covenantal relationship God has with humanity through the Hebrew people. They explain why God sent his Son, Jesus, and describe ways God sends the Holy Spirit into the world. They identify that the Father, Son, and Holy Spirit are three divine persons equal in nature and dignity who are bound together as one, in love.	By the end of Level 10, students provide examples of how people can experience God. They describe the Christian call to stewardship. They recognise that the Catholic doctrine of Triune God expresses God as love. They describe some of the ways in which Christians give witness to the Triune nature of God.	By the end of Level 12, students recognise Triune God as the central mystery of Christian faith. They describe the development of Church teaching on the Incarnation. Students describe how cultural contexts have influenced Christian understanding of Triune God and how this mystery is expressed through the arts and architecture.
The Life and Mission of Jesus	By the end of Foundation, students describe their own families and something about the family and life of Jesus.	By the end of Level 2, students identify something about how Jesus lived and what he taught. They recognise that God wants people, guided by Jesus’ life and mission, to live in loving relationships. They describe Mary’s special role in the life of Jesus.	By the end of Level 4, students describe Scriptural events that show something about Jesus the devout Jew and the historical and cultural setting in which he lived. They provide examples of how the mission and ministry of Jesus continues today through the Church. They describe how Mary was a woman of faith who allowed God to work through her.	By the end of Level 6, students describe how Christians today are building the Kingdom/Reign of God. Students recognise that Paul continued the mission of Jesus through his journeys and letters. Students provide examples from Scripture that describe Jesus as Messiah and the fulfilment of the Old Testament promise. They explain how Jesus’ parables give an insight into the Kingdom/Reign of God. Students explain Mary’s role as the Christian model of a faith-filled disciple.	By the end of Level 8, students describe the historical, social, political, and religious contexts in which Jesus lived. They describe what Jesus’ teachings, actions, and mission reveal about the Kingdom/Reign of God. Students identify practical ways the Kingdom/Reign of God can be lived out today.	By the end of Level 10, students describe how each of the Gospels describe Jesus. They understand through the study of Church teaching and Scripture that the resurrection of Jesus is foundational to Christian belief. Students explain how, for Christians, death has been transformed by Jesus.	By the end of Level 12, students understand the mystery of Jesus Christ as expressed through theological perspectives. They can distinguish between the Christology of each Gospel and express personal understandings, beliefs, and questions about Jesus Christ. Students explain the challenges faced by people in the world today and express how Christians might respond in order to bring about the Kingdom/Reign of God.

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Sacramental Church	By the end of Foundation, students describe something about belonging to a family, school, and Church community. They recognise that people celebrate in different ways and that Catholics have particular celebrations throughout the liturgical year. Students name Baptism as the sacrament that welcomes people into the Church community.	By the end of Level 2, students understand that everyone is invited to become members of the Church community. They describe something about local Church communities. Name some important liturgical celebrations in the Church. Students describe some of the ways that people celebrate religious traditions. Students identify sacraments as special celebrations in the life of the Church. They name some symbols and actions that are part of the celebration of Baptism. They understand something about the Sacrament of Penance (Reconciliation).	By the end of Level 4, students describe some different life experiences and different ways people celebrate. They describe the Catholic Church as a community of believers, called to celebrate and make present the saving ministry of Jesus. They can describe some elements of the Jewish feast of Passover (Pesach). They name ways that the mission of Jesus continues in the Church. They name the major feasts and seasons of the liturgical year that celebrate the life, death and resurrection of Jesus. They explain why Mary is a key figure in the Catholic Church. They can describe something about the Sacraments of Initiation and Healing.	By the end of Level 6, students name the major Catholic feasts and seasons in the liturgical year. They recognise that the mission of the Church is to bring about the Kingdom/Reign of God. They recall something about the Jewish feast of Shavuot (Pentecost). They explain the emergence of the Christian Church as described in Acts of the Apostles 2:1-13. They outline the history of the Catholic Church in Australia. They identify how the Church honours Mary as Mother of God. They recognise that the sacramental life of the Church nourishes the faith journey of its community. They identify the gifts and fruits of the Holy Spirit and explain how these can be animated in the life of people.	By the end of Level 8, students identify something about the birth of the Church and its mission. They describe how sacraments express and enrich the shared of the Christian community through initiation, healing, and service. They summarise the history of the seven sacraments of the Catholic Church. They explain the symbols and rituals of each sacrament and how these can promote an encounter with the divine.	By the end of Level 10, students understand how the Catholic Church worships and celebrates as a sacramental community. They describe the ongoing renewal of the Catholic Church, both locally and globally. They recognise the call to service that is implicit in the Sacrament of the Eucharist. They explain why the Church is called into dialogue with other Christian traditions and religions of the world.	By the end of Level 12, students provide examples of interfaith dialogue and assess its effectiveness. They identify and explain the Church’s institutional response to challenges it faces today and into the future. They explain the Sacraments of Commitment and provide examples of vocation as a call to service.
Christian Life and Catholic Social Teaching	By the end of Foundation, students describe how they are unique. They recognise they are loved by family and others. They describe how relationships can demonstrate the love of God.	By the end of Level 2, students identify their needs and the needs of others. Students describe how an appreciation of the beauty and wonder of creation can demonstrate the love of God. They recognise that God invites people to love and care for themselves, others, and the world. Students identify their own gifts and talents and explain how these can be used to help others. They describe how choices and actions affect themselves, others, and creation. They recognise that through right relationships with others, people may experience the love of God.	By the end of Level 4, students recognise that the Catholic Tradition calls people to love God and to love one another. Through their study of Jesus’ mission, Scripture, and Tradition, they demonstrate an understanding that all are invited to respond to God’s love. Students recognise how personal gifts and talents support the mission of Jesus. Students name some of the principles of CST, particularly focussing on the dignity of the human person. They recognise that people are called to make right choices and to take responsibility for their actions in their relationships with others and the environment.	By the end of Level 6, students explain the mission of Jesus and determine ways Christians can make a personal response now and in the future. They identify some of the challenges of following the mission of Jesus today. They explain the principles of CST. They describe some local and global challenges and their impact in light of CST.	By the end of Level 8, students provide examples of how people are inspired to lead Christians lives through the teachings, actions, and mission of Jesus. They identify how Christian life is nourished within a faith community. Students explain the principles of Catholic Social Teaching and how they promote right relationships with God, others and the environment.	By the end of Level 10, students describe how Christian life challenges Catholics to share in the mission of Christ. They explain how the Christian understanding of the dignity of the human person underpins Christian life and promotes a particular perspective with which to view the world. Students explain the inspirations for Christian decision making. They describe some of the key moral and ethical teachings of the Catholic Church. They provide examples of how these teachings influence a Christian response in moral decision making and recognise the importance of a fully informed conscience.	By the end of Level 12, students explain why moral decision making is part of Christian life. Students recognise that Christians are called to ‘read the signs of the times’ in light of Scripture and Tradition. They provide contemporary examples of what the Catholic Tradition has to say which may bring about a positive transformation in the world.

