

SYLLABUS DOCUMENT FOR

Studies in Catholic Thought



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Diocese of Armidale

Studies in Catholic Thought is unique in that it is the first course in Religious Education to be developed as a 'common' course for all dioceses in NSW. The genesis of this Board Endorsed Course, Studies in Catholic Thought, goes back to 2009. At that time and up till now, there were six different Catholic Studies Board Endorsed courses available for senior students in NSW Catholic Schools. In 2009

the Catholic Bishops of NSW and ACT agreed in principle to taking a coordinated approach to Religious Education in senior high schools, but it was to be some time before this agreement would translate into action.

In November 2015 the Bishops of NSW and ACT committed to developing a common Stage 6 Catholic Studies Curriculum for students in Years 11 and 12.

The project was steered by a Reference Group of which I was the chair, and the project was ably carried forward by the Project Coordinator Mrs Janina Starkey. Valuable input was provided by a Working Party consisting of teachers, principals, and academics, and the content for each module was developed by a number of Writing Teams consisting of teachers from every Diocese in NSW. I am most grateful to all who contributed their time and talents to this important development in Catholic Education in Australia.

Studies in Catholic Thought is underpinned by a Catholic liberal arts approach so that students do not simply examine the Catholic faith and way of life as outsiders looking in like scientists examining creatures under a microscope. Instead, the students explore the Catholic faith from within the religious tradition, through immersion in Sacred Scripture, theology, philosophy, history, and texts and artwork of the Catholic Tradition. This engagement provides the way to a deeper understanding of the Catholic faith, its beliefs and teachings and its way of being human in the world. This integrated approach helps the students to develop a holistic understanding of Catholic faith and life.

This new course aims to assist students to embark on a wonderful journey into the great questions of life and to come to know themselves better as well. We want our young people to develop critical thinking and moral reasoning and to be able to know, understand, celebrate, and live out their Catholic faith. Almost three years to the day the Bishops decided to embark on this project, (by Divine Providence I believe), Studies in Catholic Thought is being launched during the Australian "Year for Youth", immediately following the Universal Church's Synod on Young People held in Rome.

It is my realistic hope and expectation that, as the one common senior Catholic Religious Education course throughout the state that is theologically based and that appeals to both the head and the heart, Studies in Catholic Thought will help to lift the profile of Catholic Religious Education amongst our students and teachers. I look forward to a strengthening of the subject's appeal; to the immersion of more young people into the richness of our Catholic Tradition; and to increased opportunities for cooperation and sharing of resources and professional development between dioceses.

I now entrust Studies in Catholic Thought to our many dedicated Religious Education teachers. It is said that the best way to learn something is by teaching it. May your teaching of Studies in Catholic Thought assist you in your own life of faith. And through your teaching of this course may you be an instrument of God's grace for your students.

Yours in Christ,

Most Reverend Michael Kennedy

Bishop of Armidale

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Archbishop of Sydney

Date: 22 October 2018

The study of *Studies in Catholic Thought* develops students' understanding of the Catholic tradition. It offers students the opportunity to focus on one religion that has made a significant contribution to the world; spiritually, ethically, politically, and socially.

Studies in Catholic Thought requires students to engage with the theological, philosophical, ethical and aesthetic tradition of the Catholic Church. It equips students to engage with the richness of this faith tradition and the complex ways it continues to captivate people and ideas throughout the ages and in the modern world. *Studies in Catholic Thought* draws upon the liberal arts approach, to develop and challenge students' thinking and analytical skills as they engage with the depth and breadth of the Catholic tradition.

Studies in Catholic Thought will assist students to make sense of everyday life in the broader context of mystery, complexity, confusion and awe. It enables students to deepen their understandings about the Scriptures and the traditions of the Catholic community – its stories, experiences, ethics and teachings. *Studies in Catholic Thought* is a unique immersion in the largest Christian denomination. This course goes beyond the underlying principles of the *Studies of Religion* course, as it draws students into an immersion of the Catholic tradition.

Studies in Catholic Thought provides students with opportunities to satisfy their interest and curiosity about the theology, philosophy, ethics, history, people, art, architecture, music, poetry and doctrines that have shaped and defined the Catholic Church and its way of life. The course also provides an insight into the philosophical underpinnings of the Catholic Church. Students will develop an understanding of the motivation of individuals and groups within and around the Catholic Church as they have engaged in debates at significant moments in history and ethical thinking. *Studies in Catholic Thought* offers students the opportunity to engage in critical thinking about the moral sphere, science, faith, reason and how the Catholic faith has shaped and continues to shape and influence both adherents and wider society.

Studies in Catholic Thought continues to develop the skills and understandings developed in the *Religious Education* courses undertaken by students throughout K–10. Students develop skills that are transferrable to other areas, including the inquiry process, dealing with evidence and building sustainable arguments. Students will continue to develop skills in critical thinking, developing reasoned and evidenced based arguments.

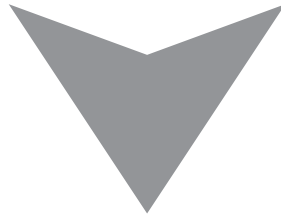
The skills, knowledge and understanding that students acquire through undertaking *Studies in Catholic Thought* provide a foundation for further study; the world of work; informed, responsible and active citizenship; and lifelong learning. It fosters a critical and intelligent approach to understanding and interpreting the teaching and thinking of the Catholic tradition, as well as the effective communication of informed accounts conveying detail, ideas and judgements.

Studies in Catholic Thought complements the pattern of study for students undertaking *Studies of Religion I* and *Studies of Religion II*. *Studies in Catholic Thought* provides students with added depth of knowledge concerning the Catholic Church within the broader Christian tradition.

Prior-to-School Learning

Students bring to school a range of knowledge, understanding and skills developed in home, Church and prior-to-school settings.

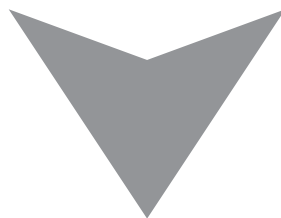
The *Early Years Learning Framework for Australia* describes a range of opportunities for students to develop a foundation for future success in learning.

**Early Stage 1–3**

Religious Education in Catholic schools

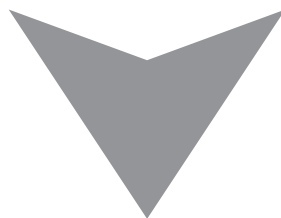
**Stage 4– 5**

Religious Education

**Stage 6**

Studies in Catholic Thought

Studies of Religion I
Studies of Religion II



Community, other education and learning and workplace pathways including ministry programs and theological studies.

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AIM

Studies in Catholic Thought seeks to develop students' knowledge and understanding of the Catholic Faith and of Christianity. It will explore the theology, Scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, *Studies in Catholic Thought* will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature

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OBJECTIVES

Through *Studies in Catholic Thought*, students will develop:

Knowledge and Understanding

Students develop:

- knowledge and understanding of Divine Revelation and of the relationship between Scripture and Tradition
- knowledge and understanding of the teachings of the Catholic Church
- an understanding of the relationship between the Catholic Church and the world
- an understanding of the richness of the Catholic tradition and its contribution to the cultural life of adherents
- an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents

Skills

Students:

- undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice

Values and Attitudes

Students will value and appreciate:

- the nature of Divine Revelation and the role of faith and reason in the Catholic tradition and lives of Catholics
- the contribution of the Catholic Church to the lives of believers and wider society
- the importance of active witness to the Catholic faith

Table of Objectives and Outcomes

KNOWLEDGE AND UNDERSTANDING

Objectives <i>Students develop:</i> <ul style="list-style-type: none"> • knowledge and understanding of Divine Revelation and of the relationship between Scripture and Tradition • knowledge and understanding of the teachings of the Catholic Church • an understanding of the relationship between the Catholic Church and the world • an understanding of the richness of the Catholic tradition and its contribution to the cultural life of adherents • an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents 	
Year 11 Course Outcomes <i>A student:</i>	Year 12 Course Outcomes <i>A student:</i>
Explains the place of Scripture and other relevant Church documents in the Catholic tradition (SCT11-1)	Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church (SCT12-1)
Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church (SCT11-2)	Describes the theology of the principle teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues (SCT12-2)
Describes the historical features and developments of Catholic Church (SCT11-3)	Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues (SCT12-3)
Explores what is good, true and beautiful in the Catholic tradition (SCT11-4)	Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples (SCT12-4)
Proposes ways the Catholic Church guides believers in facing the challenges of society (SCT11-5)	Analyses the role of the Catholic Church in guiding believers in facing the challenges of society (SCT12-5)

RELIGIOUS SKILLS

Objectives <i>Students:</i> <ul style="list-style-type: none"> undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church 	
Year 11 Course Outcomes <i>A student:</i>	Year 12 Course Outcomes <i>A student:</i>
Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT11-6)	Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT12-6)
Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT11-7)	Explains and evaluates developments in theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT12-7)
Identifies and describes the human expression of Catholic faith in culture (SCT11-8)	Explains and evaluates the human expression of Catholic faith in culture (SCT12-8)

SKILLS

Objectives <i>Students:</i> <ul style="list-style-type: none"> communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice 	
Year 11 Course Outcomes <i>A student:</i>	Year 12 Course Outcomes <i>A student:</i>
Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT11-9)	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT12-9)
Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT11-10)	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)

1 UNIT COURSE

Year 11 Course		Year 12 Course	
<i>The Human Person</i>		<i>The Good Life</i>	
Content	Hours	Content	Hours
Who is a Human Person?	20	Virtue, Vice, Salvation	20
The Trinitarian God and Humanity	20	The Good Works	20
The Re-imagining of Creation	20	The Common Good	20
Total: 60		Total: 60	

2 UNIT COURSE

Year 11 Course		Year 12 Course	
<i>The Human Person</i>		<i>The Good Life</i>	
Content	Hours	Content	Hours
Who is a Human Person?	20	Virtue, Vice, Salvation	20
The Trinitarian God and Humanity	20	The Good Works	20
The Re-imagining of Creation	20	The Common Good	20
Faith, Reason & Science	30	2 unit undertakes two of the following units, which are 30 hours each: <ul style="list-style-type: none"> • Set Text Study • The Church and the Arts • The Church and First Peoples • The Church and the Contemporary World 	30 each
To be Fully Human	30		
Total: 120		Total: 120	

The components and weightings for Year 11 and Year 12 are mandatory.

Year 11

- There will be 3 formal tasks
- The maximum weighting for each formal assessment task is 40%
- One task may be a formal written examination

Component	1 unit Weighting /50	2 unit Weighting %
Knowledge and understanding of course content	20	40
Religious skills in: <ul style="list-style-type: none"> • using Scripture and Catholic Church documents • analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources 	10	20
Inquiry and research skills	10	20
Communication of religious ideas and understanding in appropriate forms	10	20
Total	50	100%

Year 11 Assessment Task Outline

1 unit and 2 unit courses

Task		Description	Weighting %	
			1 unit	2 unit
1	Research Task		15	30
2	Presentation	ICT task or blog. This task may be related to outreach activities if undertaken by the school	15	30
3	Class Test		20	40
Total Weighting of Tasks			50	100

Year 12

- There will be no more than 3 formal tasks for 1 unit and 4 formal tasks for 2 unit
- The minimum weighting for an individual task is 10%
- The maximum weighting for an individual task is 40%
- The task may be a formal written examination e.g. a Year 12 Course Final Examination, with a maximum weighting of 30%

Component	1 unit Weighting /50	2 unit Weighting %
Knowledge and understanding of course content	20	40
Religious skills in: <ul style="list-style-type: none">• using Scripture and Catholic Church documents• analysis, synthesis and evaluation based on evidence from theology, philosophy, Scripture and other relevant sources		20
Inquiry and research skills	10	20
Communication of religious ideas and understanding in appropriate forms	10	20
Total	50	100%

Year 12 Assessment Task Outline

1 unit course

Task	Description	Weighting /50
1	Multi-modal Presentation	15
2	Research Task	20
3	End of Course Examination	15
Total Weighting of Tasks		50

2 unit course

Task		Description	Weighting %
1	Multi-modal Presentation	The development and/or production of a spoken or written task or, a combination of these, in print or digital forms	15
2	Research Task		20
3	Analytical Response	Close study of literature or arts: responding to an issue or concern arising from one of the 2 unit options undertaken	35
4	End of Course Examination		30
Total Weighting of Tasks			100

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STUDIES IN CATHOLIC THOUGHT FEEDBACK AND EVALUATION OF UNITS

Regular evaluation of the Studies in Catholic Thought course will be undertaken by teachers and students. Formal evaluation of course modules will be undertaken at the end of each module. Teachers will be required to complete an evaluation form to record the effectiveness of assessment tasks, teaching strategies, resources and learning experiences. Teachers are encouraged to have students complete an evaluation form upon the completion of each module. Informal evaluation of the course and student performance will be undertaken by teachers during events such as parent/teacher interviews and meetings of Religious Education teachers and coordinators. It is anticipated that an electronic survey will be undertaken to evaluate the course at a system level at the end of Year 11 course and end of Year 12 course.

From the NESA framework

NSW syllabuses provide context within which to develop core skills, knowledge and understanding considered important for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, communication and information technology skills.

Learning across the curriculum content including the cross-curriculum priorities and general capabilities, assists students achieve the broad learning outcomes defined in the NESA Statement of Equity Principles, the Melbourne Declaration on Educational Goals for Young Australians (December 2008) and in the Australian Government's Core Skills for Work Developmental Framework (2013).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours that assist students live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated and identified by icons in the content of the *Studies in Catholic Thought* Stage 6 Syllabus in the following ways.

Aboriginal and Torres Strait Islander Histories and Cultures

The study of *Studies in Catholic Thought* includes the investigation of the missionary and evangelising mission of the Catholic Church, which had a direct effect on Aboriginal and Torres Strait Islander people, and influenced the development of uniquely Australian expressions of the Catholic faith in First Peoples communities.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Catholic Aboriginal communities and/or appropriate knowledge holders (including the Office Indigenous Liaison Officer) in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities
(adapted from NESAs documents)

Asia and Australia's Engagement with Asia

In *Studies in Catholic Thought*, the study of Asia includes an opportunity to engage in the missionary and evangelising mission of the Catholic Church and the choice of texts to be undertaken as study by students. Each of these highlight the influence of the Catholic Church on the world throughout different periods in history.

Sustainability

In *Studies in Catholic Thought*, sustainability provides opportunities to study both the Scriptural underpinnings of the sacredness of the environment as well as the Magisterium of the Catholic Church, which has culminated in Pope Francis' recent work 'Laudato Si' calling all the Catholic faithful to an environmental conversion.

Critical and Creative Thinking

Critical and creative thinking is essential to developing an understanding of how faith and reason are essential perspectives, and provide a balance between understanding the parts and understanding the whole. This concept is woven through the Studies in Catholic Thought course through the investigation of not just the theology (faith seeking understanding) and ethical teachings of the Catholic Church, but how they are anchored in Scripture, history and the reasoning (philosophy) of people as they grapple with seeking to know and understand God.

Ethical Understanding

In *Studies in Catholic Thought*, students explore the perspectives and circumstances, the Scripture, theology and philosophy that gave rise to the strong ethical and moral framework that exists in the Catholic Church today to guide believers as they face decisions in their everyday lives. Students have the opportunity of studying and investigating various issues where the Catholic Church has reasoned an approach to complex issues.

Information and Communication Technology Capability

Information and communication technology capability is important in the study of *Studies in Catholic Thought*, particularly in relation to investigation, analysis and communication. In *Studies in Catholic Thought*, students will use digital skills to locate, access, process and analyse information, especially key texts relevant to their study.

Intercultural Understanding

Intercultural understanding is a vital part of learning in *Studies in Catholic Thought*. Students explore how the Catholic Church has been influenced by a range of cultural groups and, in turn, influenced them. The diversity of the Catholic faith is reflected in the study of the various churches that exist within the Catholic communion, and the contribution these Churches have made to the understanding of Divine Revelation and the teaching tradition of the Catholic Church.

Literacy

Literacy is of fundamental importance in the study of *Studies in Catholic Thought*. Students access religious content through a variety of print, oral, visual, spatial, aural and electronic forms, including Scripture, Papal encyclicals, key Church Councils and documents, speeches, texts, art and films. They have opportunities to extrapolate meaning from a variety of sources for evidence in religious inquiry. Students have opportunities to create a wide range of texts to communicate, explore and discuss a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They can monitor their own language for accuracy in the use of religious terms, clarity of ideas and explanations and conciseness of expression.

(adapted from NESAs documents)

Numeracy

Numeracy is useful in the religious inquiry process, which requires students to recognise patterns and relationships chronologically and spatially through the use of scaled timelines and maps.

(adapted from NESAs documents)

Personal and Social Capability

Personal and social capability is developed in *Studies in Catholic Thought* by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in *Studies in Catholic Thought*. Students have opportunities to develop advanced research and presentation skills to express and justify their views effectively to others.

(adapted from NESAs documents)

Civics and Citizenship

In *Studies in Catholic Thought*, students have the opportunity to study the Catholic Church as a key contributor to developing the understanding that human beings are entitled to religious, social and political freedoms and the Catholic Church's emphasis on individuals making a contribution to the common good.

Difference and Diversity

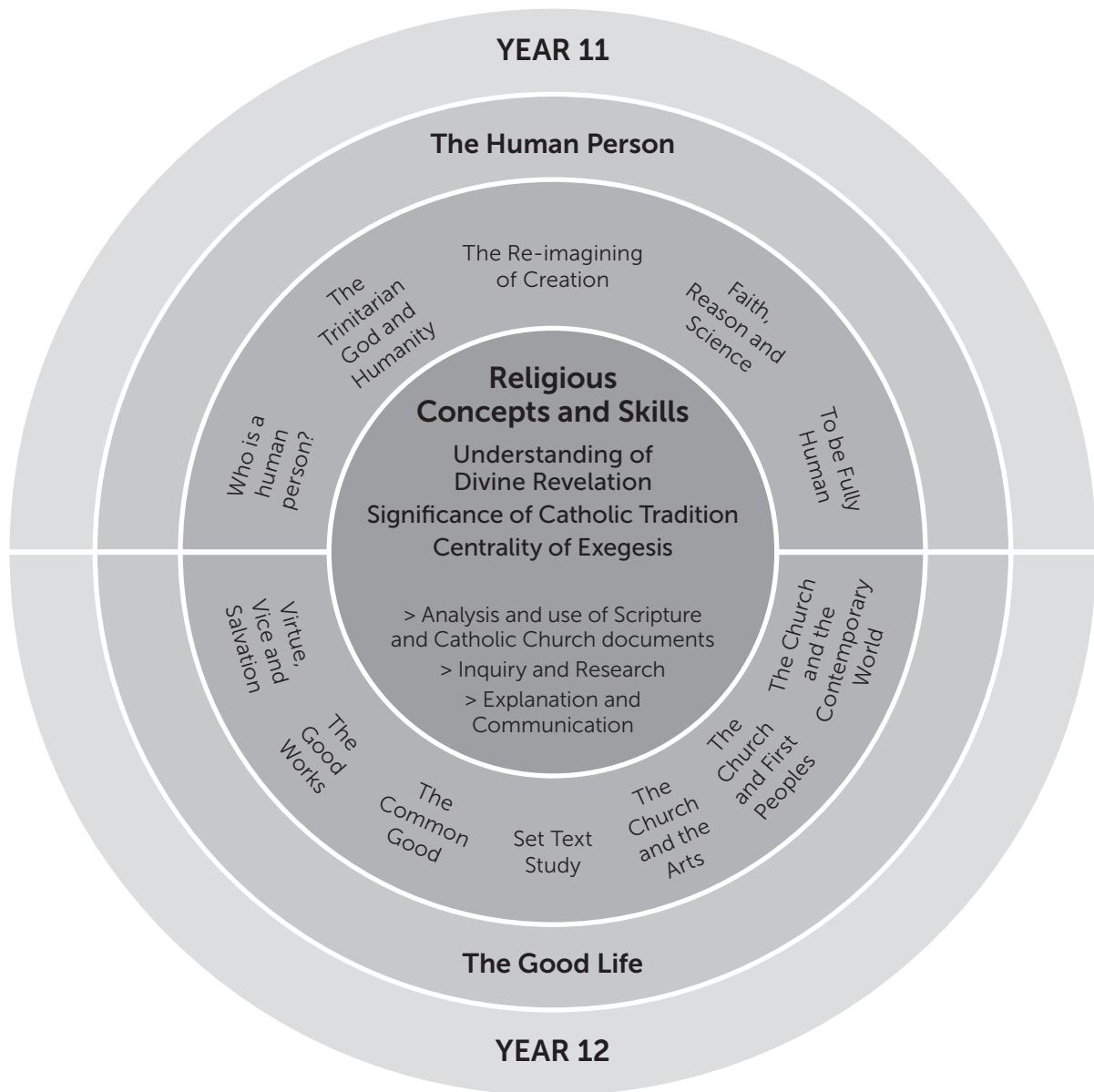
The study of *Studies in Catholic Thought* involves investigation of difference and diversity within the Catholic Church and the various Churches within the Catholic communion. Students explore the varying perspectives of individuals and groups and endeavour to understand the actions, values and attitudes of the Catholic Church in relation to the world.

Work and Enterprise

In *Studies in Catholic Thought*, there are opportunities to investigate living and working conditions in the past and how people's experiences were shaped by changing social, economic and technological developments. Students will reflect on the Catholic Church's response to these experiences, particularly in relation to Catholic Social Teaching.

10

ORGANISATION OF CONTENT



11

COURSE STRUCTURE OVERVIEW

This course contains 6 core modules with 3 allocated to each year of study. Each of the core modules will be studied for 20 hours and will on their own comprise the 1 unit course in Year 11 and 12. The 2 unit course will undertake the core units and two additional 30-hour modules in Year 11 and two additional 30-hour modules in Year 12.

Studies in Catholic Thought Course Content Overview

The Year 11 course is structured to provide students with an understanding of humanhood and personhood understood by the Catholic tradition. The human person is a foundational concept of the Catholic Church, founded in Scripture and informed by philosophy and theology.

The Year 12 course is structured to provide students with an understanding of how a moral and ethical life naturally flows from the Catholic Church's understanding of what it is to be human.

Year 11 course 1 unit 60 indicative hours	Studies in Catholic Thought	Indicative Hours
	Who is a Human Person?	20
	The Trinitarian God and Humanity	20
	The Re-imagining of Creation	20
Year 12 course 1 unit 60 indicative hours	Virtue, Vice and Salvation	20
	The Good Works	20
	The Common Good	20

Year 11 course 2 unit 120 indicative hours	Studies in Catholic Thought	Indicative Hours
	Who is a Human Person?	20
	The Trinitarian God and Humanity	20
	The Re-imagining of Creation	20
	Faith, Reason and Science	30
	To Be Fully Human	30
Year 12 course 2 unit 120 indicative hours	Virtue, Vice and Salvation	20
	The Good Works	20
	The Common Good	20
	Students will select TWO of the following 30-hour units, to complete the 2 unit course: <ul style="list-style-type: none"> • Set Text Study • The Church and the Arts • The Church and First Peoples • The Church and the Contemporary World 	30 each

Studies in Catholic Thought Life Skills

Aim

The aim of the Studies in Catholic Thought Life Skills course is to provide opportunities for students to learn about the Catholic faith and its rich tradition of Scripture, teaching, ethics and culture. Through their studies, students will develop an appreciation of the richness of the Catholic tradition and the expression of the Catholic faith.

Who Should Undertake the Life Skills Program?

Guidance regarding who should undertake the Life Skills program is provided by NESA, and is as follows.

Before deciding that a student should study a Life Skills course, consider other ways of helping the student to engage with regular course outcomes. This may include a range of adjustments to teaching, learning and assessment activities. If the adjustments do not provide a student with sufficient access to some or all outcomes in Stage 4–6, one or more Life Skills courses might be appropriate. All decisions about curriculum options for students with special education needs should be made through the collaborative curriculum planning process. syllabus.nesa.nsw.edu.au/special-education/

Additional guidance can be found at:

www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/life-skills

Objectives

Teachers have the flexibility to determine the depth to which the outcomes and content are studied, based on the priorities, needs and interests of individual students.

Students will:

- develop knowledge, understanding and skills about Divine Revelation and the link between Scripture and Tradition in the Catholic Church
- develop knowledge, understanding and skills about the teachings of the Catholic Church
- develop an understanding of the richness of selected cultural and historical expressions of Catholic Faith
- develop knowledge, understanding and skills about the Catholic response to human questions and contemporary social and moral issues
- develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church

Outcomes

Objectives Students will develop	Outcomes A student
knowledge, understanding and skills about Divine Revelation and the link between Scripture and Tradition in the Catholic Church	Year 11: locates and explores Scripture linked to key teachings of the Catholic Church (SCTLS11-1)
	Year 12: explores links between Scripture and Catholic Church documents and the Tradition of the Catholic Church (SCTLS12-1)
knowledge, understanding and skills about the teachings of the Catholic Church and the relationship between faith and reason	Year 11: outlines key teachings of the Catholic Church with reference to the Human Person (SCTLS11-2)
	Year 12: outlines key teachings of the Catholic Church with reference to the Good Life and identify the application of this in your life (SCTLS12-2)
an understanding of the richness of selected cultural and historical expressions of Catholic faith	Year 11: explores various examples of selected cultural, historical and contemporary expressions of the Catholic faith (SCTLS11-3)
	Year 12: investigates the relationship between Catholic faith and aspects of selected cultural, historical and contemporary expressions of the Catholic faith (SCTLS12-3)
knowledge, understanding and skills about the Catholic response to human questions and contemporary social and moral issues	Year 11: identifies and investigates issues related to the human person and contemporary social and moral issues (SCTLS11-4)
	Year 12: engages with the Catholic response to human questions and contemporary social and moral issues (SCTLS12-4)
knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church	Year 11: communicates and applies their understanding of the Catholic Church (SCTLS11-5)
	Year 12: communicates and applies their understanding of the Catholic Church (SCTLS12-5)

Values and Attitudes

Students will value and appreciate:

- the nature of Divine Revelation and the role of faith and reason in the Catholic tradition and lives of Catholics
- the contribution of the Catholic Church to the lives of believers and wider society
- the importance of active witness to the Catholic faith

Assessment in Life Skills

From NESA documents: www.boardofstudies.nsw.edu.au/syllabus_Year_12/pdf_doc/life-skills/hsie-st6-lifeskills-syl.pdf

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course.

The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide opportunities for teachers to make judgements about student achievement in relation to outcomes.

Assessment should take account of the individual ways in which students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used. Such assessment strategies may include:

- observation of engagement in learning experiences, such as:
 - fieldwork investigations
 - group work discussions
 - case studies
 - observation of a physical response responses using augmentative and alternative communication (AAC) systems
- responses using assistive technology
- videos and photographs
- interviews and role-plays
- class debates
- information reports
- visual displays
- exhibitions
- oral/written reports presentations, including oral, PowerPoint, multimedia completed design projects recording of activities and learning in a portfolio, book, diary or journal

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments, including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments. Stage 6 Life Skills courses have no Year 12 examinations and results cannot be used in the calculation of a student's ATAR.

Students entered for Stage 6 Life Skills courses may achieve the designated outcomes independently or with support. The following information is designed to assist teachers in determining whether outcomes have been or achieved with support.

An outcome should be considered as achieved independently if there is evidence that a student can demonstrate the achievement of an outcome either:

- without adjustments or
- with the adjustments that enable the student to access coursework and/or demonstrate achievement during assessment opportunities. These adjustments will have been determined through the collaborative curriculum planning process.

Examples of such adjustments might include:

- the positioning of a student in a classroom
- additional time to communicate
- use of assistive technology
- provision of accessible/alternative formats, e.g. large print or braille
- provision of a reader or writer

Some students will only be able to demonstrate achievement if they are provided with additional support. This type of adjustment is provided when a student requires assistance to demonstrate the achievement of an outcome. In such cases an outcome should be considered as 'achieved with support'.

Examples of additional support include:

- verbal prompts
- visual prompts
- physical assistance
- provision of partial responses

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support.

Sample assessment opportunities

Individual student profiles would be completed by the class teacher for each student so as to assess the student's ability to achieve the outcomes either independently or with support.

A range of assessment strategies will be used which cater for individual student learning needs. Strategies could include teacher observations, surveys, group work, interviews, writing tasks and/or presentations.

- *Who is a Human Person?:* a group task reflecting on an understanding of being made in the image of God using a creation story from Genesis 1 and 2
- *The Trinitarian God and Humanity:* on what the Nicene Creed tells us about the Trinity (presentation may be visual, oral or multimedia)
- *The Re-imagining of Creation:* a visual display of one of the stories of the human encounters with God
- *Virtue, Vice and Salvation:* a role play task about participating in the sacraments or prayer
- *The Good Works:* a research portfolio task on everyday situations, for example collecting news articles about people helping others like Jesus did
- *The Good Life:* a visual display about Catholic organisations who help others

Reporting in Life Skills

Life Skills courses are reported on the Higher School Certificate Record of Achievement without a mark and with the notation *Refer to the Profile of Student Achievement*.

The Profile of Student Achievement is a permanent record of all Life Skills outcomes achieved by the student during Stage 6 and will be issued by the school before he or she leaves school.

Schools use the profile to report on student achievement of the syllabus outcomes identified in the planning process, indicating whether the student has achieved the designated outcomes independently or with support.

The following scaffold could be used to assess the Life Skills student’s capabilities

Year 11 Course Outcomes A student	Achieved Independently	Achieved with support	Developing	Notes
locates and explores Scripture linked to key teachings of the Catholic Church (SCTLS11-1)				
outlines key teachings of the Catholic Church with reference to the Human Person (SCTLS11-2)				
explores various examples of selected cultural, historical and contemporary expressions of the Catholic faith (SCTLS11-3)				
identifies and outlines issues related to the human person and contemporary social and moral issues (SCTLS11-4)				
communicates and applies their understanding of the Catholic Church (SCTLS11-5)				

Studies in Catholic Thought Year 11 Course Content: The Human Person

Year 11 Core Module 1: Who is a human person?

Indicative Hours: 20

Objectives:

A student will:

- develop knowledge and understanding of Divine Revelation and of the relationship between Scripture and Tradition
- develop knowledge and understanding of the teaching of the Catholic Church
- undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- value and appreciate the nature of Divine Revelation and the role of faith and reason in the Catholic Tradition and lives of Catholics

Outcomes:

- Explains the place of Scripture and other relevant Church documents in the Catholic tradition (SCT11-1)
- Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church (SCT11-2)
- Describes the historical features and developments of Catholic Church (SCT11-3)
- Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT11-6)
- Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT11-7)
- Communicates religious understanding using theological knowledge, religious concepts and terms in appropriate and well-structured forms (SCT11-10)

Content Focus:

Students break open the Catholic Church's understanding of what it is to be human through an exploration of Scriptural texts and the work of early philosophers. Students develop an understanding of the links between early Greek thought and the Christian notion of being human, both in the person of Jesus Christ and the writings of St Paul and the New Testament.

Key Inquiry Questions:

1. What does it mean to be a human person?
2. What can we learn from the Hebrew Scriptures about being human and being in a relationship with God?
3. How does the person of Christ bring a renewed understanding of being human and in a relationship with God?
4. What are the implications of the early Christian understanding of what it means to be a human person?

Content:**Students will:**

- Investigate what it means to be a human person in Catholic thinking
 - discuss contemporary understandings of what it is to be human
 - define philosophy
 - name the key Ancient Greek philosophers including Socrates, Plato, Aristotle and the context of the world of Ancient Greece
 - identify the philosophers' understandings of the human as soul, body/substance, will, intellect, and perfection, and how these were new ideas and language
 - clarify the need to appreciate the contribution of Ancient Greek philosophy as foundational concepts in Catholic theology
 - identify the implications of a God-centred understanding of being human

- Discuss what the Hebrew Scriptures reveal about being human and being in a relationship with God
 - explore what Genesis 1 and 2 and selected Church documents reveal about being human for example; Imago Dei, male and female, called to relationship with God, creation, self and others
 - define the understanding of covenant
 - describe the covenants made with Noah, Abraham, Moses and King David
 - appreciate how in the early Biblical tradition being human is understood as being faithful in relationship with God

- Appreciate how the person of Christ brings a renewed understanding of being human and in a relationship with God
 - discuss responses to the question asked by Jesus, "Who do you say I am?" in Scripture and the arts through time
 - explore examples of how the Gospel of John portrays Jesus as the Word made flesh
 - define the teaching of the Incarnation
 - articulate the importance of the Incarnation in relation to the story of creation and the relationship between humans and God
 - appreciate how Jesus embodies how sacrificial love is a part of being fully human

- Explore the implications of the early Christian understanding of what it means to be human
 - outline the conversion of Saul to Paul
 - examine selected Pauline writings relating to the question of what it means to be human
 - articulate how Paul explored with and for communities, the practical implications of faith in Christ
 - appreciate the implications of what it means to be human following Christ in the emerging Church and today

Year 11 Core Module 2: The Trinitarian God and Humanity

Indicative Hours: 20

Objectives:

A student will:

- develop knowledge and understanding of Divine Revelation and of the relationship between Scripture and Tradition
- develop knowledge and understanding of the teaching of the Catholic Church
- undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- value and appreciate the nature of Divine Revelation and the role of faith and reason in the Catholic Tradition and lives of Catholics
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society

Outcomes:

- Explains the place of Scripture and other relevant Church documents in the Catholic tradition (SCT11-1)
- Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church (SCT11-2)
- Describes the historical features and developments of the Catholic Church (SCT11-3)
- Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT11-6)
- Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT11-7)
- Identifies and describes the human expression of Catholic faith in culture (SCT11-8)
- Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT11-9)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT11-10)

Content Focus:

Students begin to explore the emerging understanding of the nature of the Trinitarian God and the nature of Jesus as being both human and divine that took place in response to the heresies in the early Church. In addition, students will begin to develop an understanding of the emerging concept of the human person as being rational and relational through the appropriation of early thought by theologians.

Key Inquiry Questions

1. What did people think about Jesus?
2. Who does the Catholic Church say Jesus is?
3. What did Jesus say about the Father and the Holy Spirit?
4. What does the Catholic Church's understanding of the Trinity say about the human person?

Content:**Students will:**

- Explore what people thought about the nature of Jesus
 - outline specific heresies that emerged in the early Church including, Gnosticism, Docetism, Arianism and Nestorianism
 - explore Scriptural writings that point to an understanding of the nature of Jesus
 - compare the Scriptural understandings of Jesus with those of one heresy, for example Docetism

- Investigate the Catholic Church's response to the question of the nature of Jesus
 - describe the emergence of Church Councils as a response to the needs of the Church at the time
 - discuss the specific challenges of understanding the nature of Jesus in relation to God
 - Explore the writings of theologians on the Trinity including St Gregory of Nyssa, St Augustine of Hippo, St Basil the Great and St Thomas Aquinas
 - reflect on the Apostles' Creed and Nicene Creed as clarifying Church teaching about Jesus Christ in relation to the God the Father and the Holy Spirit
 - outline how the Holy Trinity is the core of the Church's living faith
 - explore how the language and symbolism of the liturgy gives expression to the mystery of God and the Trinity

- Explore what Jesus said about the Father and the Holy Spirit
 - examine Scriptural examples where Jesus refers to the Father and the Holy Spirit
 - articulate the relationship between Jesus, the Father and the Holy Spirit as apparent in the Scriptures
 - reflect how the Scriptures provide a foundation for the Catholic Church's teaching of the Trinity
 - discuss how humanity is able to know the triune God as revealed through Jesus
 - examine how the mystery of God has been expressed in various works of art, music and architecture including, Michelangelo's Sistine Chapel, Clarise Nampijinpa Poulson's "Wapirra", La Sagrada Familia by Gaudi and the Rublev Icon

- Investigate the Catholic Church's understanding of the human person as a result of the Trinity
 - examine authoritative works that explore the human person and the Trinity including; excerpts from St Augustine's Sermon on the Trinity 52 (Paragraphs 17-22)
 - explore the relationship of the person of Jesus with the Father and the Spirit
 - discuss how the identity of Jesus as inherently communal
 - explain the link between this identity of Jesus as God incarnate and our human identity

Year 11 Core Module 3: The Re-imagining of Creation

Indicative Hours: 20

Objectives:

A student will:

- develop knowledge and understanding of the teaching of the Catholic Church
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- the nature of Divine Revelation and the role of faith and reason in the Catholic Tradition and lives of Catholics
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society
- value and appreciate the importance of active witness to the Catholic faith

Outcomes:

- Explains the place of Scripture and other relevant Church documents in the Catholic tradition (SCT11-1)
- Describes the historical features and developments of Catholic Church (SCT11-3)
- Explore the importance of what is good, true and beautiful in the Catholic tradition (SCT11-4)
- Proposes ways the Catholic Church guides believers in facing the challenges of society (SCT11-5)
- Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT11-6)
- Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT11-7)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT11-10)

Content Focus:

Students begin to explore how the Catholic understanding of the human person has shaped an understanding of the universe, creation, the human relationship with God, self and others, and how this led to early scientific thought. In addition, students explore the beginnings of the challenges to Catholic thinking that emerged as a result of the Enlightenment and the Catholic response in two key ages, the Post-Reformation Church and Vatican II.

Key Inquiry Questions:

1. What are the characteristics of the human encounter with God?
2. How have Catholics sought an understanding of God in the universe and creation?
3. What are the challenges to the Catholic understanding of the human relationship with God and the evolving understanding of the human person?
4. Why is the Catholic Church reimagining its encounter with the divine and the human in the contemporary world?

Content:**Students will:**

- Investigate the characteristics of the human encounter with God
 - identify a process of the human encounter with God
 - explore stories of human encounters with God that may include; Moses, King David, St Thomas the Apostle, St Francis of Assisi, Thomas Merton, Dorothy Day, Mother Teresa
 - examine the Christian response that comes from an encounter with God
- Explore how Catholics have sought an understanding of God in the universe and creation
 - identify the link between the encounter and the human need to know God more deeply
 - name ways Catholic individuals and organisations have sought to know God in creation
 - research Catholic individuals and organisations who have sought to know God through reason and science, for example; Copernicus, Descartes, Teilhard de'Chardin, Vatican Observatory
 - explore one of St Thomas Aquinas proofs for the existence of God
 - assess the contribution of Catholic individuals and organisations to understand the links between God and creation
 - appreciate the eternal mystery of God
- Examine the challenges faced by the Post-Reformation Church
 - outline the significant moments in the Post-Reformation Church including; Council of Trent, The Enlightenment, Discovery of the New World
 - describe the challenges posed by the significant moments in the Post-Reformation Church
 - identify the Catholic Church's response to the challenges of the new ways of thinking that emerged Post-Reformation
 - name the ideals that emerged during periods of social and political upheaval for example, the French Revolution, the Industrial Revolution and the Secular State
 - describe the Church's experience in each of the periods of upheaval
 - discuss how the Church clarified the concept of the dignity of the human person as a result of periods of upheaval, for example, Rerum Novarum

- Investigate how the Catholic Church is reimagining its encounter with the divine and the human in the contemporary world
 - explore the understandings of Church that emerged from the Second Vatican Council for example, pilgrim Church, herald, community, Church as sacrament, servant
 - describe the Church's broadening engagement with the Eastern Orthodox Churches and other Christian Communion through ecumenism; with non-Christian religions through interreligious dialogue; and with the world through ongoing dialogue
 - discuss the emergence of Catholic teachings regarding the human person as a result of engagement with the world for example, Theology of the Body, Evangelii Gaudium, Laudato Si
 - appreciate the need to be a people of faith in the world today in light of people and contemporary issues

Year 11 2 unit module: Faith, Reason and Science

Indicative Hours: 30

Objectives:

A student will:

- develop knowledge and understanding of the teachings of the Catholic Church
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the richness of the Catholic tradition and its contribution to the cultural life of adherents
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- value and appreciate the nature of Divine Revelation and the role of faith and reason in the Catholic tradition and lives of Catholics
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society

Outcomes:

- Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church (SCT11-2)
- Describes the historical features and developments of Catholic Church (SCT11-3)
- Explores the importance of what is good, true and beautiful in the Catholic tradition (SCT11-4)
- Identifies and describes the human expression of Catholic faith in culture (SCT11-8)
- Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT11-9)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT11-10)

Content Focus:

Students explore the 'religion versus science' debate that is prevalent in society today. Students investigate the rich history of the contribution of the Catholic Church to science as well as engage in an understanding of the Catholic view of the world and creation. Students will respond to the questions 'Can a scientist be a person of faith?' and 'Can a religious person accept a scientific worldview?'

Key Inquiry Questions:

1. How do faith, reason and science seek to know truth?
2. Can we know the deepest truths of reality?
3. How did Christianity nurture the rise of modern science?
4. Are faith and science friends or enemies?
5. What is the Catholic view of the world and creation?

Content:**Students will:**

- Investigate the purpose and practice of faith, reason and science
 - suggest how faith tries to answer questions about life, love and beauty and why the universe exists and spiritual realities like love and beauty, and suffering and death
 - discuss how nothing that is contrary to reason can be contrary to faith or truth
 - explore how science tries to answer questions about visible and material reality and how the universe works
 - describe how faith grows through spiritual experience, discernment, insight, theology and practice
 - describe how science grows through experience, observation, insight, theory and practice
- Explore the limitations and possibilities of scientific truth
 - express how the experimental method means science is constantly revising its findings
 - how some scientific theories are often at first unproven and rest as much on insight as on evidence
 - articulate how the deep truths such as the Incarnation or the Trinity, whether in science or theology, are mysteries
 - explore how these deep truths require complex descriptions, including metaphors
 - explain how religious truths and scientific truths must ultimately converge, because what is true must be of God
- Draw out the nature of the rise of modern science in Christian Europe
 - explain the growth of the medieval schools of Theology as the first universities
 - articulate how the interest in the world as God's creation which bears traces of the divine, drew scientists into an exploration of the world
 - describe the increased respect for the human intellect
 - appraise the influence of Muslim learning in the areas of philosophy, mathematics and science
 - outline the movement in some cultures from magic and alchemy to science and the Royal Society
- Study the dynamic of conflict to coherence in the relationship between Christianity and science
 - describe the cases of Copernicus, Galileo, and Darwin
 - explain the authority of the Church and the Bible, and the authority of science, through a case study of creation - Genesis and the Big Bang
 - explore the perceived conflict between the new atheists the understandings of both science and theism in regard to the human person and nature
 - discuss the harmony of faith and science today through case studies of Christians who are notable scientists for example; Georges Lemaître, José Gabriel Funes, Gregor Mendel and Jerome Lejeune
- Consider the teaching in Pope Francis' encyclical *Laudato Si'* on the Catholic view of the world and creation
 - articulate how the universe is a place of God's presence
 - describe how nature cannot be regarded as something separate from ourselves
 - explain how the interplay of time and space and the physical, chemical and biological components of our world, form a harmonious network
 - assess how this interdependence obliges us to think of one world with a common plan

Year 11 2 unit module: To Be Fully Human

Indicative Hours: 30

Objectives:

A student will:

- develop knowledge and understanding of the teachings of the Catholic Church
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society
- value and appreciate the importance of active witness to the Catholic faith

Outcomes:

- Explains the place of Scripture and other relevant Church documents in the Catholic tradition (SCT11-1)
- Describes the theology of the principle teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church (SCT11-2)
- Explores the importance of what is good, true and beautiful in the Catholic tradition (SCT11-4)
- Proposes ways the Catholic Church guides believers in facing the challenges of society (SCT11-5)
- Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT11-6)
- Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT11-9)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT11-10)

Content Focus:

Students explore the challenge of the new atheists and the arguments of postmodernity which present an understanding that the human is merely a rational being. Students engage with the question of what is allowable or what can occur when the dualist notion of a 'soul' or 'personhood' is removed from an understanding of being human, and the Catholic Church's response to the consequences.

Key Inquiry Questions

1. What is the Catholic teaching on the human person?
2. How is free will understood in the Catholic context?
3. What is human freedom in the context of Christ's sacrifice?
4. What are some challenges to being fully human?
5. What is the Christian response to the challenges of being fully human?

Content:**Students will:**

- Review the threefold understanding of the Catholic Church's teaching on the human person and the teaching of Imago Dei
 - articulate the notion of body, soul and spirit as taught by St Thomas Aquinas
 - appreciate the Christian teaching of Imago Dei – the human person made in the image and likeness of God

- Develop an understanding of free will in the Christian context
 - define the Catholic Church's understanding of free will
 - explore key Christian texts that name and describe an understanding of free will
 - articulate how free will is a gift to humanity
 - explore the relationship between free will, conscience and the Natural Law

- Examine the challenge of humanity remaining free
 - explore the Pauline understanding of the crucifixion and its implications for life in Christ and the Kingdom of God
 - articulate the implications for adherents in living a life worthy of Christ and the Kingdom
 - define the concept of 'actual' versus 'potential' capacity of the human person in the Christian context
 - link actual and potential capacity to an understanding of human freedom

- Explore how the challenge of remaining free has been and might be lived by Christians through an investigation of each of the following approaches, Ideological: Nazism during the Holocaust, Situational: Surrogacy, Philosophical: New Atheism
 - define each of the approaches
 - investigate the example named for each approach
 - recognise how actual capacity of the human person is emphasised

- Critically appreciate the primacy of the Catholic perspective on the potential and dignity of the human person
 - apply the Christian position to each of the approaches and examples explored; Ideological: Nazism during the Holocaust, Situational: Surrogacy, Philosophical: New Atheism
 - articulate a clear understanding of the challenge of being human for a contemporary Catholic in light of Imago Dei, free will, actual and potential capacity, and dignity of the human person

Studies in Catholic Thought Year 12 Course Content: The Good Life

Year 12 Core Module 1: Virtue, Vice and Salvation

Indicative Hours: 20

Objectives:

A student will:

- develop knowledge and understanding of Divine Revelation and of the relationship between Scripture and Tradition
- develop knowledge and understanding of the teachings of the Catholic Church
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- value and appreciate the nature of Divine Revelation and the role of faith and reason in the Catholic Tradition and lives of Catholics
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society

Outcomes:

- Analyses how Scripture and other relevant Church documents, with the integration of faith and reason continues to guide the Church (SCT12-1)
- Describes the theology of the principle teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues (SCT12-2)
- Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples (SCT12-4)
- Analyses the role of the Catholic Church in guiding believers in facing the challenges of society (SCT12-5)
- Explains and evaluates developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT12-7)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)

Content Focus:

Students investigate the challenge of evil and suffering in the world. Students consider where God is in both 'the good' and 'the evil'. Students explore the works of St Paul and other theologians and encyclicals, which developed a Christian framework for understanding what is the good, how to be good and the gift of grace.

Key Inquiry Questions

1. What is the 'good' life and some of its challenges?
2. What did original goodness look like and how was it disrupted?
3. How do faith and reason contribute to the path back to the good life?
4. What are the rewards for the good life?

Content:**Students will:**

- Investigate what is meant by 'The Good Life' and examine its challenges
 - discuss contemporary understandings of the good life
 - explore a range of contemporary global challenges to the good life
 - outline a Judeo-Christian understanding of the good life

- Develop an understanding of original goodness and how it was disrupted by 'The Fall'
 - examine the good of creation and humanity as Imago Dei
 - explain the harmony that existed within relationships for example; God and humanity, within humanity with humanity and creation
 - outline God's plan of law and life for humanity
 - articulate how free will is a gift to humanity to follow God's plan
 - describe The Fall as expressed in Genesis 3 and explain how this illustrates a misuse of freedom
 - analyse the consequences of The Fall for humanity including, estrangement from God, disruption in human relationships, disharmony with nature
 - discuss the brokenness of humanity due to Original Sin

- Examine how faith and reason contribute to the path back to the good life
 - clarify the need to appreciate the contribution of Greek philosophy as foundational concepts in Catholic theology
 - outline the Greek philosophical understanding of the good life as articulated by Socrates, Plato and Aristotle
 - outline the emerging Christian understanding of the good life as articulated by St Paul, St Augustine of Hippo and St Thomas Aquinas
 - explore the synthesis of faith and reason in understanding the good life
 - outline how God initiates the restoration of relationships with humanity through the Redemption
 - discuss how humanity is able to know the good life through the person and teachings of Jesus Christ
 - identify the role of the Church, sacraments and prayer in leading the good life
 - examine how grace restores the human person and assists in leading the good life

- Develop a deeper awareness of the rewards for the good life
 - clarify God's offer of eternal good life to humanity
 - define salvation and the meaning of the 'Four Last Things'
 - explain the nature and purpose of heaven, hell and purgatory
 - discuss humanity's role in determining its final destiny
 - appreciate how Christ offers humanity the fullness of life in the here and now

Year 12 Core Module 2: The Good Works

Indicative Hours: 20

Objectives:

A student will:

- develop knowledge and understanding of the teachings of the Catholic Church
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- the contribution of the Catholic Church to the lives of believers and wider society
- the importance of active witness to the Catholic faith

Outcomes:

- Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church (SCT12-1)
- Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues (SCT12-3)
- Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples (SCT12-4)
- Analyses the role of the Catholic Church in guiding believers in facing the challenges of society (SCT12-5)
- Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT12-6)
- Explains and evaluates the human expression of Catholic faith in culture (SCT12-8)
- Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT12-9)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)

Content Focus:

Students engage with the ethical principles that underpin the Catholic tradition and inform the Catholic decision making process, and look to the understanding of the redemptive power of faith in Christ. Students investigate various people through history who have embodied faith and good works and have left an indelible mark on the theology and practice of the Catholic Church.

Key Inquiry Questions

1. What ethical sources guide Catholics and what is the context in which they developed?
2. What calls people to a life of service and self-sacrifice?
3. Who are the people and groups within the church who live a life of faith and good works?
4. How do the sources of Catholic ethical teaching apply in the context of our lives?

Content:

Students will:

- Examine ethical sources that guide Catholics and reflect on the context in which they developed
 - identify the sources that inform the ethical tradition of the Church including; Natural Law, The Ten Commandments, Beatitudes, Greatest Commandment, The Catechism of the Catholic Church (Part Three: Life in Christ)
 - reflect on the context in which these sources were developed
 - discuss the common message contained within these sources

- Explore what calls people to a life of service and self-sacrifice
 - examine how Jesus' disciples responded to the call of Christ including Matthew 4:18-22, Luke 5:1-11 and Early Church community in Acts 4:32-37
 - explain the relationship between faith and good works as shown through the life and teachings of St Paul including Galatians 5: 6, Colossians 3:14 and 1 Corinthians 13:1-3
 - appreciate how St Mary MacKillop's philosophy of "never seeing a need without doing something about it" is an Australian model of service and self-sacrifice

- Investigate the people and groups within the church who live a life of faith and good works
 - discuss how *The Joy of the Gospel* (2012, 273) frames a life of faith and good works
 - explore key people/organisations who have taken in the notions of faith and good works in different periods of history and used it in various forms. These may include significant people within your local charism and context.
 - assess how these people/groups live the joy of the Gospel
 - map the understanding of faith, good works and sources of ethical principles

- Evaluate how the sources of Catholic ethical teaching apply in the context of our lives
 - identify contemporary social issues in the local, national and/or international context that invite a Catholic witness
 - apply the principles of Catholic ethical teachings to the area investigated
 - explore the implications of Catholic ethical teachings on individuals and the challenges of living a faithful life in contemporary society
 - name opportunities for individuals to be an active witness to the Catholic faith

Year 12 Core Module 3: The Common Good

Indicative Hours: 20

Objectives:

A student will:

- develop knowledge and understanding of the teachings of the Catholic Church
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society
- value and appreciate the importance of active witness to the Catholic faith

Outcomes:

- Analyses how Scripture and other relevant Church documents with the integration of faith and reason continues to guide the Church (SCT12-1)
- Describes the theology of the principle teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues (SCT12-2)
- Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples (SCT12-4)
- Analyses the role of the Catholic Church in guiding believers in facing the challenges of society (SCT12-5)
- Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT12-6)
- Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT12-9)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)

Content Focus:

Students explore the understanding of the gospel demands of Christian living, and develop an understanding of the moral life as a part of the life of Catholics. Students will engage in understanding the Catholic approach to issues facing the human person, human society and the environment in a secular world, and how the Church informs and supports ethical endeavours. Students investigate the challenge of evil and suffering in the world as well as the good.

Key Inquiry Questions

1. What are the foundations of the Catholic Church's teachings on the common good and how to live a good life?
2. How is the common good expressed in Catholic Social Teaching?
3. How does the Natural Law apply to the common good?
4. How can the common good be lived?

Content:**Students will:**

- Explore the foundations of the Catholic Church's teachings on the common good and how to live a good life
 - review the Catholic teachings on the human person, including dignity, value, Imago Dei
 - explore other ways in which the human person is devalued in the material and secular contexts for example; Marxism, Utilitarianism and Individualism
 - outline various understandings of 'the good life' including Aristotle, St Augustine of Hippo and St Thomas Aquinas
 - identify key Scriptural passages that underpin the Catholic Church's teachings on the common good
 - define the common good
 - describe the relationship between living a 'good life' and the common good

- Investigate how the common good is expressed in Catholic Social Teaching
 - make connections between specific Scriptural passages and particular social issues and their context, for example, Matthew 25:31-46, John 4:1 - 42, Matthew 15:21-28, Luke 10:25-37
 - explore Church statements addressing social issues from the period of the Industrial Revolution onwards, including Rerum Novarum and Gaudium et Spes
 - define the Pillars of Catholic Social Teaching
 - appreciate how Catholic Social Teaching gives expression to the common good

- Explore how the Natural Law applies to the common good
 - outline ways in which common good thinking depends on the Natural Law
 - describe Natural Law precepts such as Distributive Justice and the Principle of Subsidiarity and how they apply in human society
 - discuss how Natural Law principles have influenced Catholic social teachings

- Assess the extent to which the common good is lived by individuals, society and the Catholic Church
 - synthesise the understanding of the good life, the common good and Catholic Social Teaching
 - investigate ONE specific area where Catholic Social Teaching may be applied for example; Work and Employment, Government, Slavery, Poverty
 - apply the principles of Catholic Social Teaching to the area investigated
 - explore the implications of Catholic Social Teaching on individuals and society
 - names opportunities for individuals to be an active witness to the Catholic faith

2 unit Year 12 Option A: Set Text Study

Indicative Hours: 30

Objectives:

A student will:

- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the richness of the Catholic tradition and its contribution to the cultural life of adherents
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society
- value and appreciate the importance of active witness to the Catholic faith

Outcomes:

- Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples (SCT12-4)
- Analyses the role of the Catholic Church in guiding believers in facing the challenges of society (SCT12-5)
- Explains and evaluates the human expression of Catholic faith in culture (SCT12-8)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)

Content Focus:

In this unit, students will explore key texts in the Catholic tradition and critically evaluate the way they reflect Catholic thought, liturgy, prayer, sacramental life, theology and ethics. Students will develop an appreciation for the richness of the written and creative tradition of the Church through the study of key texts, and reflect on how they reveal a deeper engagement of the Good Life in the Catholic Church.

Selected Texts:

Teacher selects ONE of the following categories of text:

- Spiritual Writings OR
- Writings That Respond to Issues or Concerns OR
- Catholic Literature OR
- Film

Teacher then selects ONE text from those listed in the table below.

Category of Text	Texts		
<i>Spiritual Writings</i>	"The Story of a Soul" by St Therese of the Child Jesus	"The Little Flowers of St Francis of Assisi"	"Seven Storey Mountain" by Thomas Merton
<i>Writings That Respond to Issues or Concerns</i>	"Didache"	"Laudato Si" by Pope Francis	"Nostra Aetate" Vatican II
<i>Catholic Literature</i>	"An Absolutely Ordinary Rainbow", "Once in a Lifetime, Snow", "The Broad Bean Sermon", "Blood", "The Abomination", "The Buladelah-Taree Holiday Song Cycle", "Poetry and Religion", "Animal Nativity" in Collected Poems by Les Murray	"The Song at the Scaffold" by Gertrud von le Fort	"The Power and the Glory" by Graham Greene
<i>Film</i>	Risen	The Way	Babette's Feast

Key Inquiry Questions:

1. How do texts within the Catholic tradition reveal and shape Catholic identity?
2. With regard to one text, how does the text emerge from a distinctive Catholic culture?
3. What are the main themes in the selected text?
4. How does the author/director explore these themes?
5. How do these themes develop a deeper understanding of The Good Life?
6. How does the text enlarge a sense of the possibilities of the Catholic tradition?

Content:**Students will:**

- Investigate the role of texts and how they reveal and shape Catholic identity
 - explore what a text tells us about what it means to be part of the Catholic people
 - study the relationship between spiritual and cultural expressions of the Catholic faith
 - evaluate the ways in which a text influences the internal and external perception of Catholic identity

- Explore one key text (from the list provided), from a specific part of the Catholic tradition
 - explain the historical circumstances in which the text was created, in relation to the regional and national expressions of the faith
 - identify the personal circumstances of the composer that inspired the creation of the work
 - describe the ecclesial context that was present at the time of the creation of the work

- Identify the main themes explored in the selected text
 - name the issues addressed in the text
 - articulate the nature of the issues addressed in the text
 - explore the relationship between the main themes identified in the text
 - describe the relationship between the themes of the text and the context in which the text was created

- Articulate the various techniques employed by the composer to convey the theme in the selected texts
 - explain how a particular mode of expression (literary, doctrinal, cinematic) helps a composer to advance and develop a theme
 - study, with a given mode of expression, the relationship between the structure of a text and its main themes
 - assess the extent to which the particular technique assist the composer to develop the main themes

- Draw out aspects of *The Good Life* promoted by the selected text
 - name and explore the virtues addressed in the text
 - describe the relationship between the virtues explored in the text and the economy of salvation
 - examine the aspects of grace addressed in the text

- Evaluate the ways a text enlarges their sense of the possibilities of the Catholic tradition
 - reflect on the change in understanding of the Catholic Church, as a result of encountering the text, for the faithful and the Catholic Church
 - discuss how the text might facilitate a deeper understanding of faith for believers and the Catholic Church
 - consider the role of texts in conveying the message of Christ and his Church

2 unit Year 12 Option B: The Church and the Arts

Indicative Hours: 30

Objectives:

A student will:

- develop knowledge and understanding of the teaching of the Catholic Church
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the richness of the Catholic tradition and its contribution to the cultural life of adherents
- undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society

Outcomes:

- Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples (SCT12-4)
- Explains and evaluates the human expression of Catholic faith in culture (SCT12-8)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)

Content Focus:

Students explore how the natural human expression of faith and revelation grew to become a rich tradition of art, sculpture, music and architecture within the Catholic tradition. Students engage in a study of various art forms including painting, sculpture, architecture and music that have been inspired by faith and reflect the glory of God and creation whilst deepening the human understanding of the Good Life or experience of faith.

Works to be studied

Teacher selects ONE of the following Catholic Beliefs:

- Marian Theology OR
- Eucharist OR
- Grace and Mercy

Teachers then study the art mediums related to the belief selected.

Belief	Musical Links	Artistic Links	Architecture	Cultural Context
Marian Theology	Magnificat - Mozart Mary, did you know? - Pentatonix	She went in haste to the hill country - Frank Mesaric Annunciation - Fra Angelico	Basilica of the National Shrine of the Immaculate Conception, Washington	The Nativity Story, Catherine Hardwicke
Eucharist	Ave Verum Corpus - Mozart Missa Luba (1965)	The Sacrament of the Last Supper - Dali The Last Supper - Michael Galovic	La Sagrada Familia, Barcelona	Romero, John Duigan
Grace and Mercy	Mozart Requiem Agnus Dei Your Grace is Enough - Matt Maher	Ghent Altarpiece (Adoration of the Mystic Lamb) The Return of the Prodigal Son - Rembrandt	Sanctuary of the Divine Mercy, Krakow	Amadeus, Milos Forman

Key Inquiry Questions

1. How are the Arts a reflection of human experience?
2. Why has the Church fostered the use of the Arts as an expression of the faith?
3. With regard to ONE Catholic belief, how are the Arts a reflection of the search for spiritual meaning and purpose across time and place?
4. With regard to ONE Catholic belief, how do the Arts communicate the truth and beauty of the Catholic faith?
5. How do the Arts promote a deeper engagement with the Catholic faith?

Content:**Students will:**

- Develop an understanding of how the Arts are a reflection of human experience
 - discuss how art is an expression of human emotion
 - describe how early artistic expressions portrayed an idealised human form, for example, Michelangelo's David
 - explain how art has continued to provide an expression of the human experience in contemporary times

- Explore why the Church has fostered the use of the Arts as an expression of the faith
 - discuss the special place that the Arts have in expressing the beauty of God's creation
 - describe how the Arts have been used to communicate an understanding of the key beliefs of the Catholic Church

- Communicate how the Arts are a reflection of the search for spiritual meaning and purpose across time and place of ONE belief
 - explain how culture influences the artist's creation with regard to time and place.
 - describe how cultural symbols and sounds are used to give expression to ONE belief

- Assess the extent to which the Arts communicate the truth and beauty of the Catholic faith of ONE belief
 - describe how the Church teachings underpin the selected belief
 - explore how the belief is expressed in a range of artistic mediums
 - reflect on how artistic expression brings about a fullness of understanding of the Catholic faith

- Appreciate how the Arts promote a deeper engagement with the Catholic faith
 - discuss how the Arts might facilitate a deeper understanding of faith
 - consider the role of the Arts in facilitating an encounter with Christ and his Church

2 unit Year 12 Option C: The Church and First Peoples

Indicative Hours: 30

Objectives:

A student will:

- develop knowledge and understanding of the teachings of the Catholic Church
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- the contribution of the Catholic Church to the lives of believers and wider society
- the importance of active witness to the Catholic faith

Outcomes:

- Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church (SCT12-1)
- Describes the theology of the principle teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues (SCT12-2)
- Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues (SCT12-3)
- Analyses the role of the Catholic Church in guiding believers in facing the challenges of society (SCT12-5)
- Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT12-6)
- Explains and evaluates developments in theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT12-7)
- Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT12-9)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)

Content Focus:

Students explore and discuss the introduction of the Catholic faith to the First Peoples as a part of the missionary and evangelising works of the Catholic Church. Students examine how this work is an extension of the Catholic Church's understanding of the Good Life. Students research the development of Aboriginal Catholic Ministry in Australia, and assess the features of this ministry in the wider Australian Catholic Church.

Key Inquiry Questions

1. How did the Catholic Church fulfil Jesus' command to preach the Gospel to the ends of the earth (Acts 1:8)?
2. What was the historical development of the theology of mission?
3. How has the Church participated in the mission of God?
4. How has the Church participated in the mission of God in Australia?
5. How have Aboriginal and Torres Strait Islander peoples given expression to the Catholic faith?
6. How can the missionary work of the Church be prophetic?

Content:

Students will:

- Explore an understanding of the Church emerging in Mission
 - identify key Scriptural understandings of the call to mission including Matthew 4:18-22, 28:19-20, Acts 1:8
 - outline how the early Church became missionary by nature through examining Acts 12-28
 - reflect on key Church documents that clarify that the Church is missionary by its very nature, including *Ad Gentes* (AD 6, 1965), *Evangelii Nuntiandi* (1975) and *Redemptoris Missio* (RM 1,1990)

- Describe the historical progression of the theology of mission in the Catholic Church
 - outline how the purpose of mission was understood as salvation and expansion
 - discuss the evolving understanding of mission as drawing all people to the truth of God's love
 - appreciate the evolving understanding of mission as a commitment to redemption, liberation and transformation

- Investigate the lived expression of the missionary Church in the world in one of the following missionary regions; Africa, Melanesia, China, Japan, Korea, India, Latin America
 - identify the religious, social and political context of the missionary country
 - outline who responded to the call of mission and their theology of mission
 - explore why various individuals and orders undertook missionary work
 - evaluate the impact of the missionary experience on First Peoples

- Investigate the experience of the Catholic missionary Church in Australia through one of the following case studies, Stradbroke Island, New Norcia, Daly River, Beagle Bay Mission or one from your local context
 - identify the religious, social and political context of the time
 - outline who responded to the call of mission and their theology of mission
 - explore why various individuals and orders undertook missionary work
 - evaluate the impact of the missionary experience on the Aboriginal and Torres Strait Islander peoples

- Explore the Aboriginal and Torres Strait Islander expression of the Catholic faith discuss how inculturation of the Catholic faith can occur
 - examine Saint John Paul II's understanding of the Catholic faith for Aboriginal and Torres Strait Islanders through his Alice Springs 1986 address
 - demonstrate how Aboriginal and Torres Strait Islanders give expression to the Catholic faith through architecture, rituals, art, story, language, symbolism, prayer, dance, song

- Analyse mission as prophetic in Australia today
 - explore how the Christian mission commitment focuses on the justice of God's reign and being a witness to Jesus Christ
 - describe how dialogue is a key component of mission
 - explain how Australian Catholics are called to fulfil their mission in relation to the poor, culture and other religions
 - appreciate the need for individuals to participate fully in the shared mission of the Catholic Church

2 unit Year 12 Option D: The Church and the Contemporary World

Indicative Hours: 30

Objectives:

A student will:

- develop knowledge and understanding of Divine Revelation and of the relationship between Scripture and Tradition
- develop an understanding of the relationship between the Catholic Church and the world
- develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents
- communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
- value and appreciate the contribution of the Catholic Church to the lives of believers and wider society
- value and appreciate the importance of active witness to the Catholic faith

Outcomes:

- Analyses how Scripture and other relevant Church documents with the integration of faith and reason continues to guide the Church (SCT12-1)
- Analyses the role of the Catholic Church in guiding believers in facing the challenges of society (SCT12-5)
- Synthesises and interprets a range of writings including Scripture and encyclicals that inform Catholic theology (SCT12-6)
- Explains and evaluates the human expression of Catholic faith in culture (SCT12-8)
- Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)

Content Focus:

Students will explore and discuss the challenge of giving an account of faith in the contemporary world. Students will reflect on growing secularism and the influence of individualism, media, technology and scientific advancement on people and the response of the Catholic Church in providing guidance for people of the faith.

Key Inquiry Questions

1. How is Catholicism the expression of amazement born of encounter with Christ and the Revelation it bears?
2. How does the Church unite the Kingdom of God and the Christ event?
3. What is the context of the contemporary Church?
4. What is the response of the Church to the challenges of the contemporary world?

Content:

Students will:

- Explore the story of the Samaritan Woman at the Well, John 4:1-42
 - describe the Samaritan Woman's encounter with Christ at the well
 - explain the moments of increasing recognition of who Jesus is in John 4:9, 12, 19 and 25
 - discuss the Samaritan Woman's response to the encounter with Jesus in the light of her historical context and the message Christ gives her
 - appreciate how the Samaritan Woman's testimony to the Samaritans led to conversion
 - reflect how the story of the Well embodies the central purpose of mission, to bring people together to hear the Gospel

- Describe how the Catholic Church unites the Kingdom of God and the Christ event through the missionary mandate, word, witness and dialogue
 - explore key Scripture and authoritative texts which highlight the missionary mandate given by Christ for example, Matthew 4:19, Mark 1:16-20, Luke 5:1-11, Matthew 28, 18-20; Mark 16:15-18; Luke 24:46-49; John 20:21-23, and *Redemptoris Missio* 1990, 22 and 23
 - describe how the missionary mandate comes from a personal encounter with the Word or kerygma of Christ for example to preach the Gospel in Mark 16:15, to acknowledge Jesus as Christ in Mark 8:29 and the Son of God in Mark 15:39
 - express how witness is a response to the kerygma of Christ for example, St Paul's idea of *Christ in me*, Galatians 2:20
 - appreciate how dialogue and encounter is word and witness in various cultural, political, religious and historical contexts
- Investigate the context of the Church in the contemporary world
 - extrapolate current statistics to gain an understanding of a global and Australian religious context
 - examine reasons and implications for the current global and Australian religious context including:
 - Secularisation and individualism
 - Mass media
 - Population mobility
 - Skepticism as a result of the New Atheists and acceptance of scientific method
 - Spiral of silence regarding a lack of willingness to speak openly about one's faith
 - appreciate the reach and impact of Catholicism by its good works including charitable organisations, schools, hospitals
- Examine the response of the Church to the challenges of the contemporary world
 - appreciate the Church's need to engage in the contemporary world in a re-imagined way as articulated by St Pope John Paul II in Haiti in 1983
 - define and explain the concept of the New Evangelisation
 - reflect on authoritative texts that explore the New Evangelisation such as *Evangelii Nuntiandi* (1975), *Evangelii Gaudium* (2013), *Porta Fidei* (2011), *Lumen Fidei* (2013)
 - compare the similarities of the New Evangelisation with the Scriptural passage of the Samaritan Woman at the Well

New Evangelisation Paradigm	Samaritan Woman at the Well
God knocks	John 4:7
We question	John 4:9
Hear the kerygma	John 4:10-27, 31-38
Give witness	John 4:28-30, 39
Becoming disciple	John 4:40-42

- explore the ways in which the Church offers avenues for encountering Christ that are deeply Catholic including ecclesial movements, youth events, retreat experiences, prayer such as Eucharistic Adoration and *Lectio Divina*, sacramental life, social outreach
- develop a framework for the Church's response to one of the challenges of the contemporary Church, selected from:
 - secularisation and individualism
 - mass media
 - population mobility
 - skepticism as a result of the New Atheists and acceptance of scientific method
 - spiral of silence regarding a willingness to speak openly about one's faith

Year 11 1 unit

Who is a Human Person?	
Objectives	<ol style="list-style-type: none"> 1. Develop knowledge, understanding and skills about Divine Revelation and the link between Scripture and Tradition in the Catholic Church 2. Develop knowledge, understanding and skills about the teachings of the Catholic Church 5. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Locates and explores Scripture to which is linked to key teachings of the Catholic Church (SCTLS11-1) • Outlines key teachings of the Catholic Church with reference to the Human Person (SCTLS11-2)
Inquiry Questions	<ol style="list-style-type: none"> 1. What does it mean to be human in the Catholic context?
Content	<ul style="list-style-type: none"> • Explore Genesis 1 and 2 <ul style="list-style-type: none"> - Name what the stories say about being human, for example; made in the image of God, called to relationship with God, creation, self and others • Appreciate how being human is understood as being faithful in partnership with God in the early Biblical tradition <ul style="list-style-type: none"> - For example, doing what God asks • Explore examples of how Jesus is shown to be fully human in the Gospels <ul style="list-style-type: none"> - For example, praying, sharing meals with friends, being with family

The Trinitarian God and Humanity

Objectives	<ol style="list-style-type: none"> 1. Develop knowledge, understanding and skills about Divine Revelation and the link between Scripture and Tradition in the Catholic Church 2. Develop knowledge, understanding and skills about the teachings of the Catholic Church 5. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Locates and explores Scripture to which is linked to key teachings of the Catholic Church (SCTLS11-1) • Outlines key teachings of the Catholic Church with reference to the Human Person (SCTLS11-2) • Engages with information about the Catholic Church (SCTLS11-5)
Inquiry Questions	<ol style="list-style-type: none"> 1. Who does the Church say Jesus is?
Content	<ul style="list-style-type: none"> • Explore Scriptural writings that point to an understanding of the nature of Jesus <ul style="list-style-type: none"> - Including naming that Jesus was human, for example born, celebrated Jewish festivals, died and buried - Including naming that Jesus was divine, for example performed miracles of healing • State what the Apostles' Creed and Nicene Creed say about Jesus Christ, God the Father and the Holy Spirit <ul style="list-style-type: none"> - This may include using or drawing images of Father, Son and Spirit

The Re-imagining of Creation

Objectives	<ol style="list-style-type: none"> 3. Develop an understanding of the richness of selected cultural, historical and contemporary expressions of Catholic faith 4. Develop knowledge, understanding and skills about the Catholic response to human questions and contemporary social and moral issues 5. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Explores various examples of selected cultural, historical and contemporary expressions of the Catholic faith (SCTLS11-3) • Identifies and investigates issues related to the human person and contemporary social and moral issues (SCTLS11-4) • Communicates and applies their understanding of the Catholic Church (SCTLS11-5)
Inquiry Questions	<ol style="list-style-type: none"> 1. How are humans in relationship with God and others?
Content	<ul style="list-style-type: none"> • Explore stories of human encounters with God which may include; Moses, Jonah, St Thomas the Apostle, St Francis of Assisi, Thomas Merton, Dorothy Day, Mother Theresa <ul style="list-style-type: none"> - Name how they were called by God to undertake a mission for Him - State what they were asked to do by God • Identify the link between the encounter and the human need to know God more deeply <ul style="list-style-type: none"> - Use experiences of prayer and liturgy, music and art to be closer to God

Year 11 2 unit Additional

Faith, Reason and Science	
Objectives	<ol style="list-style-type: none"> 3. Develop an understanding of the richness of selected cultural, historical and contemporary expressions of Catholic faith 5. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Explores various examples of selected cultural, historical and contemporary expressions of the Catholic faith (SCTLS11-3) • Communicates and applies their understanding of the Catholic Church (SCTLS11-5)
Inquiry Questions	<ol style="list-style-type: none"> 1. Are faith and science friends or enemies? 2. What is the Catholic view of the world and creation?
Content	<ul style="list-style-type: none"> • Investigate the purpose and practice of faith, reason and science, for example <ul style="list-style-type: none"> - Suggest how faith tries to answer questions about life, love and beauty and why the universe exists and spiritual realities like love and beauty, and suffering and death - Explore how science tries to answer questions about visible and material reality and how the universe works • Appreciate how the universe is a place of God's presence <ul style="list-style-type: none"> - Use an artistic response to show how God may be in creation

To be Fully Human	
Objectives	<ol style="list-style-type: none"> 2. Develop knowledge, understanding and skills about the teachings of the Catholic Church 4. Develop knowledge, understanding and skills about the Catholic response to human questions and contemporary social and moral issues 5. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Outlines key teachings of the Catholic Church with reference to the Human Person (SCTLS11-2) • Identifies and investigates issues related to the human person and contemporary social and moral issues (SCTLS11-4) • Communicates and applies their understanding of the Catholic Church (SCTLS11-5)
Inquiry Questions	<ol style="list-style-type: none"> 1. What are some challenges to being fully human?
Content	<ul style="list-style-type: none"> • Appreciate the Christian teaching of Imago Dei – the human person made in the image and likeness of God <ul style="list-style-type: none"> - Including re-telling one of the creation stories from Genesis • Articulate an understanding of the challenge of being human for a Christian in light of Imago Dei; free will and dignity of the human person, <ul style="list-style-type: none"> - This might include telling a story about making decisions that respect the human person

Year 12 Life Skills 1 unit

Virtue, Vice and Salvation	
Objectives	<ol style="list-style-type: none"> 1. Develop knowledge, understanding and skills about the teachings of the Catholic Church and the relationship between faith and reason 1. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Outlines key teachings of the Catholic Church with reference to the Good Life and identify the application of this in your life (SCTLS12-2) • Communicates and applies their understanding of the Catholic Church (SCTLS12-5)
Inquiry Questions	<ol style="list-style-type: none"> 1. What is the 'good' life and some of its challenges? 5. How does God help us to lead the good life?
Content	<ul style="list-style-type: none"> • Investigate what is meant by the 'good life' and examine its challenges <ul style="list-style-type: none"> - Name what is 'good' that God created - Retell examples of things that make it hard for humans to be 'good' • Appreciate how God helps humanity to lead the good life <ul style="list-style-type: none"> - Recount stories of God helping humans to be 'good', for example, giving the Ten Commandments and examples from Jesus' life

The Good Works

Objectives	<ol style="list-style-type: none"> 2. Develop knowledge, understanding and skills about the teachings of the Catholic Church and the relationship between faith and reason 3. Develop an understanding of the richness of selected cultural, historical and contemporary expressions of Catholic faith 4. Develop knowledge, understanding and skills about the Catholic response to human questions and contemporary social and moral issues 5. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Outlines key teachings of the Catholic Church with reference to the Good Life and identify the application of this in your life (SCTLS12-2) • Investigates the relationship between Catholic faith and aspects of selected cultural, historical and contemporary expressions of the Catholic faith (SCTLS12-3) • Engages with the Catholic response to human questions and contemporary social and moral issues (SCTLS12-4) • Communicates and applies their understanding of the Catholic Church (SCTLS12-5)
Inquiry Questions	<ol style="list-style-type: none"> 1. What ethical sources guide Catholics? 5. How do the sources of Catholic ethical teaching apply in the context of our lives?
Content	<ul style="list-style-type: none"> • Examine ethical sources that guide Catholics <ul style="list-style-type: none"> - Retell stories where humanity was given guidelines by God, including the Ten Commandments, the Beatitudes and the Greatest Commandment - Simply outline the common message contained within these sources, which includes living according to God’s law, human dignity, respect for others, respect for property, respect for relationships • Reflect on how the sources of Catholic ethical teaching apply in the context of our lives <ul style="list-style-type: none"> - This may include looking at simple scenarios and using the Ten Commandments to decide how to act

The Common Good	
Objectives	<ol style="list-style-type: none"> 2. Develop knowledge, understanding and skills about the teachings of the Catholic Church 4. Develop knowledge, understanding and skills about the Catholic response to human questions and contemporary social and moral issues
Outcomes	<ul style="list-style-type: none"> • Outlines key teachings of the Catholic Church with reference to the Good Life (SCTLS12-2) • Engages with the Catholic response to human questions and contemporary social and moral issues (SCTLS12-4)
Inquiry Questions	<ol style="list-style-type: none"> 1. What is Catholic Social Teaching?
Content	<ul style="list-style-type: none"> • Explore the foundations of the Catholic Church's teachings on the common good and how to live a good life including, the value and dignity of the human person and a definition of the common good <ul style="list-style-type: none"> - This may be a group activity using Scripture passages showing how Jesus treats the poor and outcast • Define Catholic Social Teaching. This may include, <ul style="list-style-type: none"> - Using the YOUCAT to develop a short definition

Year 12 Life Skills 2 unit Additional

Set Text Study <i>Select a film from the options provided in the 2 unit list</i>	
Objectives	<ol style="list-style-type: none"> 3. Develop an understanding of the richness of selected cultural and historical expressions of Catholic faith 4. Develop knowledge, understanding and skills about the Catholic response to human questions and contemporary social and moral issues
Outcomes	<ul style="list-style-type: none"> • Explores aspects of selected cultural and historical expressions of the Catholic faith (SCTLS12-3) • Engages with the Catholic response to human questions and contemporary social and moral issues (SCTLS12-4)
Inquiry Questions	<ol style="list-style-type: none"> 1. How do texts within the Catholic tradition reveal and shape Catholic identity?
Content	<ul style="list-style-type: none"> • Name one issue from the text • Discuss how the text might facilitate a deeper understanding of faith for believers and the Catholic Church • This may include a recount what the text says about the issue named

The Church and the Arts

Select ONE Catholic Belief to be studied. The art mediums relate to the belief selected.

Objectives	<ol style="list-style-type: none">1. Develop knowledge, understanding and skills about Divine Revelation and the link between Scripture and Tradition in the Catholic Church3. Develop an understanding of the richness of selected cultural and historical expressions of Catholic faith5. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none">• Explores links between Scripture and Catholic Church documents and the Tradition of the Catholic Church (SCTLS12-1)• Explores aspects of selected cultural and historical expressions of the Catholic faith (SCTLS12-3)• Communicates their understanding of the Catholic Church (SCTLS12-5)
Inquiry Questions	<ol style="list-style-type: none">2. Why has the Church fostered the use of the Arts as an expression of the faith?4. With regard to ONE belief, how do the Arts communicate the truth and beauty of the Catholic faith?
Content	<ul style="list-style-type: none">• Explore why the Church has fostered the use of the Arts as an expression of the faith<ul style="list-style-type: none">- This might include looking at various artworks and drawing a response• Describe how the Arts communicate the truth and beauty of the Catholic faith of ONE belief<ul style="list-style-type: none">- This might include naming a Catholic Church teaching or belief that is expressed in the image/music

The Church and First Peoples

Objectives	<ul style="list-style-type: none"> • Develop knowledge, understanding and skills about Divine Revelation and the link between Scripture and Tradition in the Catholic Church • Develop knowledge, understanding and skills about the teachings of the Catholic Church • Develop an understanding of the richness of selected cultural and historical expressions of Catholic Faith • Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Explores links between Scripture and Catholic Church documents and the Tradition of the Catholic Church (SCTLS12-1) • Investigates the relationship between Catholic faith and aspects of selected cultural, historical and contemporary expressions of the Catholic faith (SCTLS12-3) • Engages with the Catholic response to human questions and contemporary social and moral issues (SCTLS12-4) • Communicates and applies their understanding of the Catholic Church (SCTLS12-5)
Inquiry Questions	<ol style="list-style-type: none"> 1. What does Jesus' command to preach the Gospel to the ends of the earth (Acts 1:8) mean? 4. How has the Church participated in the mission of God in Australia? 5. How have Aboriginal and Torres Strait Islander peoples given expression to the Catholic faith?
Content	<ul style="list-style-type: none"> • Explore an understanding of the Church emerging in mission • Identify key Scriptural understandings of the call to mission including Matthew 4:18-22, OR Matthew 28:19-20, OR Acts 1:8 • Investigate the experience of the Catholic Missionary Church in Australia through ONE of the following case studies, Stradbroke Island, New Norcia, Daly River, Beagle Bay Mission or one from your local context <p>Recount a story of individuals and orders undertook missionary work</p> <ul style="list-style-type: none"> • Explore the Aboriginal and Torres Strait Islander expression of the Catholic faith <p>Appreciate how Aboriginal and Torres Strait Islanders give expression to the Catholic faith through architecture, rituals, art, story, language, symbolism, prayer, dance, song through his Alice Springs 1986 address</p>

The Church and the Contemporary World

Objectives	<ol style="list-style-type: none"> 3. Develop an understanding of the richness of selected cultural, historical and contemporary expressions of Catholic faith 4. Develop knowledge, understanding and skills about the Catholic response to human questions and contemporary social and moral issues 5. Develop knowledge, understanding and skills about effective gathering and communicating of information about the Catholic Church
Outcomes	<ul style="list-style-type: none"> • Investigates the relationship between Catholic faith and aspects of selected cultural, historical and contemporary expressions of the Catholic faith (SCTLS12-3) • Engages with the Catholic response to human questions and contemporary social and moral issues (SCTLS12-4) • Communicates and applies their understanding of the Catholic Church (SCTLS12-5)
Inquiry Questions	<ol style="list-style-type: none"> 4. What is the response of the Church to the challenges of the contemporary world?
Content	<ul style="list-style-type: none"> • Investigate the context of the Church in the contemporary world <ul style="list-style-type: none"> - Appreciate the reach and impact of Catholicism by its good works including charitable organisations, schools, hospitals • Explore the ways in which the Church offers avenues for encountering Christ that are deeply Catholic including ecclesial movements, youth events, retreat experiences, prayer such as Eucharistic Adoration and Lectio Divina, sacramental life, social outreach <ul style="list-style-type: none"> - This might include participating in prayer and liturgical experiences

Glossary Term	Definition
Amoris Laetitia	"The Joy of Love" 2016 Apostolic Exhortation by Pope Francis, on the challenges and opportunities of Catholic family life.
Ascetic	The practice of spiritual things for the purpose of acquiring the habits of virtue. www.newadvent.org/cathen/01767c.htm
Beliefs	Tenets, creeds or faith.
Bible	Also called Sacred Scripture or the Scriptures, the Bible is a collection of books accepted by the Church as the inspired, authentic account of God's revelation and plan of salvation for the human race. <i>The Essential Catholic Handbook</i>
Catholic Liberal Arts	The Catholic liberal arts approach promotes critical thinking and moral reasoning within the framework of Religious Education. It requires students to engage with the whole tradition of the Catholic Church through the study of history, theology, philosophy, literature, art, music and liturgy. The Catholic liberal arts model is one where all disciplines of the traditional liberal arts are drawn together, the culmination of which is theology and ultimately helps the faithful better know God.
Catholic Social Teaching	Catholic Social Teaching is based on the belief that God has a plan for creation, a plan to build his kingdom of peace, love and justice. It is the tradition of papal reflection about how we live this vocation (the call to treat everyone as your brothers and sisters) for the common good in our world. www.catholicsocialteaching.org.uk/principles
Common Good	"The sum total of social conditions, which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily." The common good concerns the life of all. It calls for prudence from each, and even more from those who exercise the office of authority. It has three essential elements (CCC1906): <ol style="list-style-type: none"> 1. <i>presupposes respect for the person (CCC1907)</i> 2. <i>requires the social well-being and development of the group itself. (CCC1908)</i> 3. <i>requires peace, that is, the stability and security of a just order (CCC1909)</i>
Doctrine	Something that is taught. An individual teaching or collection of teachings. The doctrine of the church includes the beliefs and the teachings that are based on the person and work of Jesus Christ. <i>The Collins Dove Dictionary for Young Catholics</i>
Dogma	A teaching or doctrine authoritatively and explicitly proposed by the Church as revealed by God and requiring the belief of the people of God. <i>The Essential Catholic Handbook</i>
Ecclesial	That which pertains to the Church as the community of believers, with stress on their faith and union through love, and on the invisible operations of divine grace among the faithful.

Ecology	The Catholic understanding of ecology is drawn from Genesis whereby the Catechism of the Catholic Church, in the explanation of the Seventh Commandment, states respect for the integrity of creation. Animals, like plants and inanimate beings, are by nature destined for the common good of past, present, and future humanity. Use of the mineral, vegetable, and animal resources of the universe cannot be divorced from respect for moral imperatives. Man's dominion over inanimate and other living beings granted by the Creator is not absolute; it is limited by concern for the quality of life of his neighbour, including generations to come; it requires a religious respect for the integrity of creation. (CCC2415)
Economy of Salvation	The great plan of God by which his will and work is accomplished even without the help of human beings. This plan of salvation is described in Ephesians 1:3-14 <i>The Essential Catholic Handbook</i>
Encyclical	A 'circular letter' addressed by the Pope to all members of the Church or to a specific group in the Church, or as is common for recent Popes, to all men and women of good will. The subject of an encyclical is traditionally serious and important, a matter of doctrine or morals or discipline in the Church or a matter of grave importance to the whole world. <i>The Essential Catholic Handbook</i>
Enlightenment	The period in the history of western thought and culture, stretching roughly from the mid-decades of the seventeenth century through the eighteenth century, characterised by dramatic revolutions in science, philosophy, society and politics. plato.stanford.edu/entries/enlightenment/
Exegesis	Exegesis is the branch of theology that investigates and expresses the true sense of Sacred Scripture. In the process of exegesis, a passage must be viewed in its historical and grammatical context with its time/purpose of writing taken into account. This is often accomplished by asking: <ul style="list-style-type: none"> ● Who wrote the text and who is the intended readership? ● What is the context of the text, i.e., how does it fit in with the author's larger thought process, purpose, or argument in the chapter and book where it resides? ● Is the choice of words, wording, or word order significant in the particular passage? ● Why was the text written (e.g., to correct, encourage, or explain, etc.)? ● When was the text written? www.newadvent.org/cathen/05692b.htm and www.theopedia.com/exegesis
Ethics	A system of moral principles, the rules of conduct or approaches to making decisions for the good of the individual and society.
Evangelii Gaudium	2013 apostolic exhortation by Pope Francis on "the church's primary mission of evangelisation in the modern world."
Evangelii Nuntiandi	An apostolic exhortation issued on 8 December 1975 by Pope Paul VI on the theme of Catholic evangelisation.
The Fall	A term used to describe the original sin of Adam and Eve as described in Genesis. (CCC 55) <i>The Essential Catholic Handbook</i>

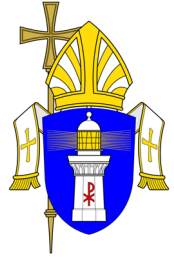
Grace	<p>God's loving, undeserved gift to us of a share in his life. <i>What Catholics Believe</i></p> <p>Actual grace is given by God as a help for particular human actions. Sanctifying grace is the presence of God within a person. <i>The Collins Dove Dictionary for Young Catholics</i></p>
Heaven	<p>The state of eternal happiness in God's presence. <i>What Catholics Believe</i></p> <p>Those who die in God's grace and friendship and are perfectly purified live forever with Christ. They are like God for ever, for they "see him as he is," face to face. This perfect life with the Most Holy Trinity – this communion of life and love with the Trinity, with the Virgin Mary, the angels and all the blessed – is called 'heaven'. Heaven is the ultimate end and fulfillment of the deepest human longings, the state of supreme, definitive happiness. (CCC 1023-1024)</p>
Hell	[A] state of definitive self-exclusion from communion with God and the blessed is called 'hell'. (CCC 1033)
Heresy	The obstinate post-baptismal denial of some truth that must be believed with divine and catholic faith, or it is likewise an obstinate doubt concerning the same. (CCC 2089)
Historical-Critical Method	A method of studying the Scriptures from the historical point of view so as to better understand literary genres, source history and textual composition; the penetration of ancient languages and cultural settings to advance biblical knowledge.
Icon	The Greek word for 'image'. An icon is an image of our Lord, our Lady, or one of the saints, painted or glazed on a flat surface and used in Eastern Churches in place of statues. (CCC 1159-1162) <i>The Essential Catholic Handbook</i>
Ideological	Based on or relating to a system of ideas and ideals, especially concerning economic or political theory and policy.
Imago Dei	('Image of God'): A theological term, applied uniquely to humans, which denotes the symbolical relation between God and humanity. The term has its roots in Genesis 1:27, wherein "God created man in his own image. . ." This Scriptural passage does not mean that God is in human form, but rather, that humans are in the image of God in their moral, spiritual, and intellectual nature. www.pbs.org/faithandreason/theogloss/imago-body.html
Incarnation	The basic Christian doctrine which affirms that Jesus Christ, took human flesh from his human mother Mary, and that he is at one and the same time fully God and fully man. <i>The Essential Catholic Handbook</i>
Laudato Si'	The second encyclical of Pope Francis. The encyclical has the subtitle "On Care For Our Common Home", 2015.
Lumen Fidei	"The Light of Faith" is the first encyclical of Pope Francis, issued on 29 June 2013.

Natural Law (also: Divine Law, Revealed Law)	The moral law presupposes the rational order, established among creatures for their good and to serve their final end, by the power, wisdom, and goodness of the Creator. All law finds its first and ultimate truth in the eternal law. Law is declared and established by reason as a participation in the providence of the living God, Creator and Redeemer of all. There are different expressions of the moral law, all of them interrelated: eternal law – the source, in God, of all law; natural law; revealed law, comprising the Old Law and the New Law, or Law of the Gospel; finally, civil and ecclesiastical laws. (CCC 1950-1952)
New Evangelisation	The New Evangelisation refers to the Church's outreach to baptised Catholics who have become distant from the faith and the life of the Church. The term was coined by St John Paul II referring to situations: 1. "where entire groups of the baptised have lost a living sense of the faith, or even no longer consider themselves members of the Church, and 2. and live a life far removed from Christ and his Gospel. In this case, what is needed is a 'new evangelisation' or a 're-evangelisation'". www.catholic-social-teaching.org.uk/principles
Original Sin	The sin that occurred at the origins of the human race; the personal sin of Adam, as described in Genesis 2:8-3:24, passed onto all persons (with the exception of Jesus Christ and the Blessed Virgin Mary) as a privation of grace. <i>The Essential Catholic Handbook</i> "The doctrine of original sin is, so to speak, the 'reverse side' of the Good News that Jesus is the Savior of all men, that all need salvation and that salvation is offered to all through Christ." (CCC389)
Philosophy	The rational investigation of the truths and principles of being, knowledge, or conduct. www.dictionary.com/browse/philosophy
Porta Fidei	"The door of faith" an apostolic letter by Pope Benedict XVI, proclaiming a 'Year of Faith' to run from October 2012 up to the feast of Christ the King in 2013.
Purgatory	A state of existence in which those who have died are cleansed of imperfections and selfishness before being united with God. <i>A Dictionary for Catholics</i>
Redemption	1. The action of God in saving the Hebrew people from disaster. 2. The action of the life, death and resurrection of Jesus, which 'buys us back' from sin into the grace of God. Redemption is a gift from God by which we have been saved from the power of evil. <i>A Dictionary for Catholics</i>
Religion	A faith based tradition based on a common understanding of beliefs and practices.
Rerum Novarum	'Rights and Duties of Capital and Labor', is an encyclical issued by Pope Leo XIII on 15 May 1891.
Revelation	A most fundamental principle of Christianity describing the process by which God, through words and actions, reveals himself to us, and also reveals his plans for friendship with us and his invitation to communion of life with him. Revelation can refer to the communication of some particular truth by God, but the fullness of revelation shines forth in Jesus Christ, the sum total of revelation. CF: Dei Verbum #2

Salvation	Deliverance from sin and eternal union with God in heaven made possible by the paschal mystery of Jesus Christ and by its fruits offered in the Church, especially through the sacraments. <i>The Essential Catholic Handbook</i>
Theology	"Faith seeking understanding" St Anselm.
Theology of the Body	St John Paul II's integrated vision of the human person. The human body has a specific meaning, making visible an invisible reality, and is capable of revealing answers regarding fundamental questions about us and our lives. www.theologyofthebody.net
Virtue	A virtue is a habitual and firm disposition to do good. It allows the person not only to perform good acts, but to give the best of himself. (CCC 1083)



CATHOLIC
ARCHDIOCESE
OF SYDNEY



DIOCESE of
PARRAMATTA

