

WORK SAMPLE COVER SHEET CTJ

Learning Area	<input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> History <input type="checkbox"/> Geography <input checked="" type="checkbox"/> Religion
Name of student	KASEY SEAWRIGHT
School and suburb	ST. FRANCIS COLLEGE, CRESTMEAD
School CTJ Co-ordinator	CATHY BARRETT
Year level	<input type="checkbox"/> Prep <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 6 <input type="checkbox"/> Year 7 <input type="checkbox"/> Year 8 <input checked="" type="checkbox"/> Year 9 <input type="checkbox"/> Year 10
Standard of work	<input type="checkbox"/> At standard <input checked="" type="checkbox"/> Above standard
Cluster site	TRINITY COLLEGE, BEENLEIGH

HIGHLIGHT THE APPROPRIATE YEAR LEVEL ACHIEVEMENT STANDARD BELOW INDICATING THE RELEVANT PART OF THE ACHIEVEMENT STANDARD FOR THE ASSESSMENT TASK.

Year 7 Achievement Standard

By the end of Year 7, students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.

Students investigate the beginnings of the Christian faith (c.6 BCE – c. 650 CE) and explain the role of key people and events in its development. They explain some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place. They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

Year 8 Achievement Standard

By the end of Year 8, students explain how words and images are used to represent the mystery of the Trinity. They interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people. They select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.

Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change. They select evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church. They recognise and explain patterns of change and continuity in the Church from c.650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time. They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit. They explain the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers. They participate respectfully in a variety of prayer experiences, including prayers from The Liturgy of the Hours; praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.



Year 9 Achievement Standard

By the end of Year 9, students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts. They examine the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.

Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world. They analyse the causes and effects of events and developments in the Church from c.1750 CE – c.1918 CE, and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present. They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

Year 10 Achievement Standard

By the end of Year 10, students explain how the mystery of God can be named and understood through the experience of the created world. They analyse core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and explain how these reflect the human understanding of God or the 'Other'. They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context. They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.

Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response. They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.



CRITERIA SHEET – YEAR 9 IN CLASS PORTFOLIO – SCRIPTURE ANALYSIS: THREE WORLDS OF THE TEXT

Achievement Standard: Students demonstrate how the application of biblical criticism helps the readers' understanding, interpretation and use of Old Testament and New Testament texts.

Year Level Description: Students are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts.

Religious Knowledge and Deep Understanding

The Church teaches that application of Biblical criticism (including form criticism and narrative criticism) helps the reader better understand the purpose and message of Biblical texts. The miracle stories and parables have historical and cultural settings, as well as well-defined structures. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). Understanding, interpretation and use of Biblical texts by Christians have evolved over time.

Skills

Investigate the main features of form criticism (classification of texts into text types, structure of texts, function of text in terms of intended audience) and narrative criticism (the story aspect of the text e.g. plot, setting, characters, literary techniques).

Analyse text structures and language features of selected miracle stories and parables using form criticism and narrative criticism.

(STNT19 Year 9 Sacred Texts/New Testament)

English:

Literature and context

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)

Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

CCE's: 11 – Summarising/condensing written text;

26 – Explaining to others

43 – Analysing

44 – Synthesising

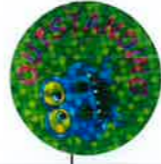
45 – Judging/Evaluating

52 – Searching and locating items/information

YEAR 9 – RE ASSESSMENT TASK – In class portfolio tasks: **ACHIEVEMENT STANDARD** (see over)

Date: SEPT '14

Name: Kasey Seawright



A

CRITERIA	A	B	C	D	E
Knowledge Processes: <ul style="list-style-type: none"> • Knowledge and understanding 	Demonstrates clear and in-depth knowledge and understanding of Biblical criticism as a tool to better understand the purpose and message of Biblical texts. Is able to clearly state and accurately explain the Three worlds of the text with strong supporting evidence. Demonstrates clear and in-depth knowledge and understanding of the pattern of healing stories in scripture.	Demonstrates generally accurate knowledge and understanding of Biblical criticism as a tool to better understand the purpose and message of Biblical texts. Is able to state and explain the Three worlds of the text with some supporting evidence. Demonstrates a sound knowledge and understanding of the pattern of healing stories in scripture.	Demonstrates some knowledge and understanding of Biblical criticism as a tool to better understand the purpose and message of Biblical texts. Is able to state and explain the Three worlds of the text. Demonstrates a basic knowledge and understanding of the pattern of healing stories in scripture.	Demonstrates developing knowledge and understanding of Biblical criticism as a tool to better understand the purpose and message of Biblical texts. Attempts to state and explain the Three worlds of the text. Is beginning to demonstrate some knowledge and understanding of the pattern of healing stories in scripture.	Attempts to demonstrate some knowledge and understanding of Biblical criticism as a tool to better understand the purpose and message of Biblical texts. Requires support. Attempts to accurately state and explain the Three worlds of the text. Requires support. Attempts to demonstrate some knowledge and understanding of the pattern of healing stories in scripture. Requires support.
Evaluative Processes: <ul style="list-style-type: none"> Analysis, Synthesis, Evaluate 	Competently and perceptively applies the skills of biblical criticism to analyse, interpret and evaluate scriptural text.	Thoughtfully applies the skills of biblical criticism to analyse, interpret and evaluate scriptural text.	Applies the skills of biblical criticism to analyse, interpret and evaluate scriptural text.	Is beginning to apply Biblical criticism to analyse, interpret and evaluate scriptural text at a basic level.	Attempts to apply Biblical criticism to analyse, interpret and evaluate scriptural text at a foundational level. Requires support.
LITERACY – Research and Communication skills:	Independently and competently: * accesses, selects and uses relevant information to complete set tasks. *explores, reflects on and communicates personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts.	Effectively and thoughtfully: * accesses, selects and uses relevant information to complete set tasks. *explores, reflects on and communicates personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts.	With some independence, is able to: *access, select and use information to complete set tasks. *explore, reflect on and communicate personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts.	Is beginning to: * accesses, selects and uses some information to complete set tasks. *explore, reflect on and communicate personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts at a basic level.	Attempts to: *access, select and use information to complete set tasks. *explore, reflect on and communicate personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts. Requires support.

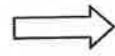


Comments: Well Done, Kasey! Some thoughtful responses to this lengthy and challenging scriptural text. You have expressed some clear understanding of the use of Biblical criticism to interpret text for today's believers with relevant examples in your own. It could be improved by connecting clearly the relationship between sin & illness as seen in time of Jesus, & significance of healing on the Sabbath and consequences for Jesus. Also make use of vocab & sentence structures

Making text



to



world connections



The text said . . .

Jews were seeking all the more to kill him.

At once the man was made well

Sir, I have no one to put me into the pool when the water is stirred up; and while I am making my way, someone else steps down ahead of me.

This reminds me of . . .

People in society ~~today~~ today look for reasons to tear others down. ✓

Interpreting in today's context.

When you forgive someone or when you help them you can see their mood lift and brighten. ✓

I believe that there are two types of excuses in life, the real ones which come when life gets in the way and the fake one which are ones people make when they are just too lazy to do something. ✓

Competent & perceptive analysis of scriptural text.

Character Connections

Instructions: Choose a character from your reading. How are you and this character alike? How are you different? Complete the

Venn diagram below to show your connections with the character.

Title:
Author:

MY NAME:

Kasey

- I can only forgive people for doing the wrong thing
- I am a girl
- I can't heal diseases

CHARACTER'S NAME:

JESUS

- He can make illness go away
- He is a man

HOW WE ARE CONNECTED:

- We have both forgiven people for their sins
- We have both been persecuted for doing the right thing.
- We both like doing the right thing.

B: World Of the Text: (Answer on your A3 SHEET – under the heading World of the Text)

- i. Read the scripture passage you have chosen and then **write or draw with captions, a summary** of the text in your own words onto the A3 sheet of paper.
- ii. Choose **at least 5 key words** from the text and find their meaning within the context of the scripture passage.
- iii. Complete the retrieval chart below about this text:

Characters - Present and Absent	Setting	Key words and actions of Jesus	Key words and actions of others
<ul style="list-style-type: none"> - Jesus ^{Present} ✓ - The man who is sick ✓ - Jews ✓ - Disciples ^{Non-Present} ✓ 	<p>Beside the pool is where the story takes place ✓</p> <p>but it also part of the story also occurs in a temple ✓</p>	<p>"Stand up, take your mat and walk" (v 8) ✓</p> <p>"My Father is still working, and I am also working (v 17) ✓</p>	<p>"It is the sabbath; it is not lawful for you to carry your mat." (v 10) ✓</p>

iv) Analyse your chosen passage in terms of its text structure:

- a) Introduction b) Conflict c) Action d) Confirmation e) Reaction

* Shows ability to analyse text with narrative criticism skills - sound knowledge

<p>Introduction:</p> <ul style="list-style-type: none"> - We are introduced to a man who had been ill for 38 years. 	<p>Conflict:</p> <ul style="list-style-type: none"> - Jesus asks the man if he wants to be well ✓ - The Jews confront Jesus and accuse him of breaking the sabbath ✓
<p>Action:</p> <ul style="list-style-type: none"> - Jesus heals the man by saying "Stand up, take your mat and walk." - Jesus' defense to the accusation is that his Father (God) is still working so should he. ✓ <p>* Also Jesus says to sick man "You have been made well! Do not sin any more, so nothing worse happens to you!"</p>	<p>Confirmation:</p> <ul style="list-style-type: none"> - The man becomes well and picks up his mat and walks. ✓
<p>Reaction: - The Jews notice a man is carrying his mat on the day of the Sabbath</p> <p>Jews Challenge Jesus and persecute him.</p>	

* Analyses one section of healing story -



ASSESSMENT LEARNING OPPORTUNITY: TERM 3

Q1. **Name** the Three Worlds of the Text and **explain** what you understand about each one. Give examples where you can, to help your explanation:

a) The World Behind The Text ✓

- The World Behind the Text is about the background information, such as information on the author, the geographic location, the audience, etc. ✓

* Includes strong supporting evidence.

b) The World of the Text ✓

- The World of the Text is about the English of the text such as the Structure/sequence, the characters, the locations in the story, the events that occur, etc. ✓

c) The World ~~is~~ ~~in~~ In Front of the Text

- the World ~~is~~ in Front of the Text is about what this story means for us today. How can we take the meaning of this story and apply it in our lives today. ✓ Well Done!

Q2. Choose **one** of the following scripture passages and using any of the handouts, on-line resources and your own class notes, complete the Three Worlds of the Text analysis on it according to the directions provided:

- Mk 1: 40 – 45 (Jesus heals a leper) * Lk 13: 10 – 17 (Jesus heals a crippled woman)
- Mk 1: 29 – 34 (Jesus heals many at Simon's house) * Mth 18: 10 – 13 (Parable of Lost Sheep)
- **(Challenge)** Jn 5: 5 – 18 (Healing of man by the Pool at Bethesda)

Possible resources to use: **Class booklet; class handouts, personal notes; on-line resources** such as:

- <https://www.biblegateway.com/>, <http://bible.oremus.org/>, <http://www.thesacredheart.com/dictionary.htm#R>
- www.oxforddictionaries.com/words/for-children-and-schools



A Template for Exploring the Worlds of Scripture Texts

The Text

The World Behind the Text

1. The author of this text is John. ✓
 2. It is believed that the Gospel of John was written between 90AD to 100AD. ✓
 3. The audience John was writing for was all Christians of the world. ✓
 4. John portrayed Jesus as a noble man who was powerful and in control of his destiny. ✓
- 7 important features Importance of Sabbath
Connection between sin & illness
- John portrayed Jesus' death as him returning to his father instead of looking at the negative side of his death. ✓
 - John's target audience was Christians all over the world this can be interpreted that he wants everyone to know Jesus' story and to

The World of the Text

Summary of passage

Jesus was by the pool one day when he saw a man lying down who was very ill. Jesus approached him and asked if the man wanted to become well. The man said he had no one to help him and he couldn't help himself as he was so sick. Jesus told him "Stand up, take your mat and walk." The man was made well and got up and walked away with his mat.

This occurred on the day of the Sabbath. When other Jews saw the healed man carry his mat they reminded him it was not lawful for him to carry his mat. The man replied saying that the man who healed him told him to take his mat and walk. The other Jews questioned him about who this man was but the healed man didn't know it was Jesus. Jesus later found the man in the temple and told him not to sin again, the man then left the temple realizing the man was Jesus. He told the other Jews who then began accusing Jesus of breaking the Sabbath. Jesus then told them that God his father was still at work so he is to be as well. This

The World in Front of the Text

1. I believe that key messages of this passage include that no matter your sins, you can be forgiven, you just need to seek forgiveness. ~~Another~~ Another key message that can be ^{interpreted} from this passage is that you should always do the right thing no matter what day it is. Jesus broke the Sabbath to heal a man who was ill. This shows that having compassion for others matters most. Expresses perceptive interpretation of healing process
2. My ~~own~~ experience that I believe relates to this passage is when I was in the role of Jesus. In grade seven ~~one~~ one of my very close friends did something horrible ~~to~~ to me and I forgave her even though I was told I shouldn't. Application of key message interpreted from text
3. I believe God is trying to tell us that we can always be forgiven no matter how much time has passed. In the passage this man is ill for 38 years but Jesus heals him and forgives him of his sins. ✓

(A)

World of the Text

Summary Continued
making himself equal to
God. ✓

5 key words and their
meanings:

1. Lawful - acting or living according to the law;
law-abiding ✓
2. Sin - To be disconnected ~~to~~ from God through failure
to love ✓
3. Temple - a synagogue. ~~is~~ ✓
4. Persecuting - to pursue with harassing or oppressive treatment,
especially because of religion, race or beliefs; harass persistently
5. Sabbath - the seventh day, Saturday, as the day of rest
and religious observance among Jews and some Christians

Q4. ~~The~~ Dear God,
We pray that all those who
have made mistakes are
forgiven and that like Jesus we
are able to forgive those who
seek forgiveness for their sins
Amen. ✓✓