

Year Five Achievement Standard elaborations

Achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year.

Year Five Achievement Standard

By the end of Year Five, students identify and demonstrate ways of being reconciling with others and the world. Students read, recall and wonder about key healing miracles and how Jesus responded to people in need in first century Palestine. Students examine the Bible and identify Biblical texts such as narratives, parables and miracles. They locate the lands of the Bible and name some significant geographical locations in Jesus' time. Students recognise aspects of Marian Spirituality through liturgical feasts days, Marian prayer and images.

By the end of Year Five, students identify and describe the parts of the mass. Students examine ways Jesus is present in the Eucharist.

By the end of Year Five, students use a variety of tools and techniques to explore and communicate how Jesus gives us the beatitudes as a guide to service and justice. They research ways the Church and its organisations reach out to others with justice e.g. Catholic Earthcare, Caritas, Children's Mission, St Vincent de Paul Society.

By the end of Year Five, students can understand and say in unison and individually, a number of traditional prayers including the Confiteor, Apostles' Creed as a decade of the Luminous mysteries of the Rosary. Students engage in and experience various forms of meditation. They prayerfully and creatively respond to God through art, poetry, movement, word and silence.

The standards elaborations should be used in conjunction with the Religion Curriculum achievement standard and content descriptions for the relevant year level. They provide additional clarity about using the Religion achievement standard to make judgments on a five-point scale. The standard elaborations for Religion have been developed using the Religion Curriculum content descriptions and the achievement standard. They promote:

- Alignment of curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
- Continuity of skill development from one year of schooling to another.

The standard elaborations for Religion support:

- Making judgments on a five-point scale based on evidence of learning in a folio of a child's work.
- Planning an assessment program and individual assessments
- Developing task specific standards¹

¹ Queensland Curriculum & Assessment Authority (QCAA), Standards Elaborations <https://www.qcaa.qld.edu.au/27953.html>. The information on this page regarding standard elaborations for Religion is written in alignment with the standards elaborations written by QCAA for the Australian Curriculum.

Year Five Religion standard elaborations

		A	B	C	D	E
The folio of a child's work has the following characteristics.						
K N O W L E D G E U N D E R S T A N D I N G S	Knowledge	Comprehensive explanations of:	Explanation of:	Descriptions of:	Partial descriptions of:	Statements about:
		<ul style="list-style-type: none"> •Ways of being reconciling with others •Ways of being reconciling with the world •Actions to build peace and justice in everyday activities •Parts of the mass •Ways the community participates in the Eucharist. •Significant words and actions of the priest during the Eucharist •Significant words and actions of the community during the Eucharist. •Liturgical items used during the Eucharist. •Ways people can love and serve God and one another. 	<ul style="list-style-type: none"> •Ways of being reconciling with others •Ways of being reconciling with the world •Actions to build peace and justice in everyday activities •Parts of the mass •Ways the community participates in the Eucharist. •Significant words and actions of the priest during the Eucharist •Significant words and actions of the community during the Eucharist. •Liturgical items used during the Eucharist. •Ways people can love and serve God and one another. 	<ul style="list-style-type: none"> •Ways of being reconciling with others • Ways of being reconciling with the world • Actions to build peace and justice in everyday activities •Parts of the mass •Ways the community participates in the Eucharist. •Significant words and actions of the priest during the Eucharist •Significant words and actions of the community during the Eucharist. •Liturgical items used during the Eucharist. • Liturgical items used during the Eucharist. • Ways people can love and serve God and 	<ul style="list-style-type: none"> • Ways of being reconciling with others • Ways of being reconciling with the world •Actions to build peace and justice in everyday activities •Parts of the mass •Ways the community participates in the Eucharist. •Significant words and actions of the priest during the Eucharist •Significant words and actions of the community during the Eucharist. •Liturgical items used during the Eucharist. •Ways people can love and serve God and one another. 	<ul style="list-style-type: none"> • Ways of being reconciling with others • Ways of being reconciling with the world • Actions to build peace and justice in everyday activities • Parts of the mass • Ways the community participates in the Eucharist. • Significant words and actions of the priest during the Eucharist • Significant words and actions of the community during the Eucharist. • Liturgical items used during the Eucharist. • Ways people can love and serve God and one another.

A N D S K I L L S		•Biblical texts such as narratives, parables and miracles	•Biblical texts such as narratives, parables and miracles	one another. • Biblical texts such as narratives, parables and miracles	•Biblical texts such as narratives, parables and miracles	• Biblical texts such as narratives, parables and miracles	
		Considered recall and explanation of key healing miracles of Jesus in the Bible	Effective recall and explanation of key healing miracles of Jesus in the Bible	Recall key healing miracles of Jesus in the Bible	Some recall of key healing miracles of Jesus.	Partial recall of key healing miracles of Jesus	
		Identify and explain aspects of the Beatitudes that can be transferred into significant social justice actions today	Identify and describe aspects of the Beatitudes that can be transferred into relevant social justice actions today	Identify aspects of the Beatitudes that can be transferred into social justice actions today	Identify some aspects of the Beatitudes that are relevant social justice items today	Identify some aspects of the Beatitudes.	
	Skills		Effective and consistent location and correct naming of many significant geographical features in Jesus' time.	Consistent location and correct naming of significant geographical features in Jesus' time	Satisfactory location and naming of significant geographical features in Jesus' time.	Location and naming of some geographical features in Jesus' time	Some location and naming of obvious geographical features in Jesus' time.
			Name the two testaments of the Bible and identify and describe a range of text types in each .	Name the two testaments of the Bible and identify range of text types in each .	Name the two testaments of the Bible and identify some text types in the New Testament.	Name the two testaments of the Bible and identify obvious text types in the Gospels.	Name the two testaments of the Bible and identify some text types in the Gospels.
			Considered explanation of ways Jesus is present in the Eucharist.	Effective explanation of ways Jesus is present in the Eucharist.	Explanation of ways Jesus is present in the Eucharist.	Description of ways Jesus is present in the Eucharist.	Identification of some ways Jesus is present in the Eucharist.
			Clear and purposeful presentation of findings that show how Catholic organisations reach out justly to those in need.	Effective presentation of findings that show how Catholic organisations reach out justly to those in need.	Presentations of findings that show how Catholic organisations reach out justly to those in need.	Narrow presentation of findings that show how Catholic organisations reach out justly to those in need.	Fragmented presentation of findings that show how Catholic organisations reach out justly to those in need.

		Clear and purposeful participation in various forms of mediation.	Effective participation in various forms of meditation.	Satisfactory participation in various forms of meditation.	Participation in various forms of meditation	Some participation in a few forms of meditation
		Clear and purposeful communication of a response to prayer using a variety of creative media	Effective communication of a response to prayer using a variety of creative media	Communication of a response to prayer using some creative media.	Communication of a response to prayer using limited creative media	Communication of a response to prayer using simple media strategies.

Key

- A** Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- B** Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- C** Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- D** Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- E** Evidence in a student’s work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

The following terms and key words are used in the Year five Religion standard elaborations. They help to clarify the descriptors.

Term	Description
Appropriate	Fitting, suitable to the context
Aspects	Particular parts or features
Clear; Clearly	Easy to perceive, understand or interpret
Communicate	Conveying information or ideas to others through appropriate representations, text types and modes.
Comparison: Compare	Estimate, measure or note how things are similar or dissimilar
Consideration Considered	Thought about deliberately with a response
Describe	Give an account of characteristics or features
Development: Develop	To elaborate on or expand on in detail; to create or construct
Directed	Following the instructions of the facilitator
Effective	Capably meets the described requirements
Examination; Examine	Determine the nature of conditions of
Explanation: Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Fragmented	Disjointed, incomplete or isolated.
Guided	Visual and/or verbal prompts to facilitate or support independent action

Identification	Establish or indicate who or what someone or something is
Interpretation	Explaining the meaning of information or actions
Narrow	Limited in range
Obvious	Evident; apparent
Partial	Attempted; incomplete evidence provided
Purposeful	Intentional, done by design; focused and clearly linked to the goals of the task.
Relevance, relevant	Applicable and pertinent
Significant	Includes all that is important.
Simple	Involving few elements, components or steps; obvious data or outcomes
thoughtful	Thorough, precise and accurate
Use of	To operate or put into effect
Variety	A number of different things