

Year Four 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 Four Achievement Standard

By the end of Year Four, students will demonstrate ways of living in harmony with and caring for God's creation: themselves, others and the environment. Students locate texts within the Bible by book, chapter and verse. Students identify and reflect upon key parables from the new Testament.

By the end of Year Four, students explore lived celebrations and compare them to the structure of a religious ritual. Students compare the celebrations of the Eucharist to the structure of a religious ritual. Students listen, read and wonder about the Holy Spirit in key scripture passages. Students explain significant aspects of the Confirmation rite.

By the end of Year Four, students recall ways Jesus reached out to the poor, the lonely and the outcast. Students identify ways Christians can reach out to those in need.

By the end of Year Four, students can understand and say, in unison, a number of traditional prayers including the prayer of St Francis and a decade of the Sorrowful Mysteries of the Rosary. Students compose, read and pray different forms of Christian prayer.

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

Year Four 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	Knowledge	Considered explanation of significant aspects of the Confirmation Rite.	Effective explanation of significant aspects of the Confirmation Rite.	Explanation of significant aspects of the Confirmation Rite.	Identification of significant aspects of the Confirmation Rite.	Identification of aspects of the Confirmation Rite.
		Comprehensive explanations of ways individuals can live in harmony with people and the environment.	Explanations of ways individuals can live in harmony with people and the environment.	Descriptions of ways individuals can live in harmony with people and the environment.	Partial descriptions of how individuals can live in harmony with people and with the environment.	Statements of how individuals can live in harmony with people and with the environment.
		Connection and description of ways Jesus reached out to the poor, the lonely and the outcast in a range of situations in scriptural texts.	Connection and description of ways Jesus reached out to the poor, the lonely and the outcast.	Recognition and identification of ways Jesus reached out to the poor, the lonely and the outcast.	Some identification of ways Jesus reached out to the poor, the lonely and the outcast.	Statements about ways Jesus reached out to the poor, the lonely and the outcast.
	U N D E R S T A N D	Skills	Comprehensive explanations of ways Christians can reach out to those in need.	Explanations of ways Christians can reach out to those in need.	Descriptions of ways Christians can reach out to those in need.	Partial description of ways Christians can reach out to those in need.
Considered identification and reflection on			Effective identification and reflection on information in key	Identification and reflection on information in key	Location of information in key parables of the New Testament.	Location with guidance of information in key parables of the New

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.

I N G S A N D S K I L L S	information in key parables of the New Testament.	parables of the New Testament.	parables from the New Testament		Testament.
	Considered identification and location of texts in the Bible using book , chapter and verse.	Effective identification and location of texts in the Bible using book, chapter and verse.	Identification and location of texts within the Bible using book, chapter and verse.	Location of texts within the Bible using book chapter and verse.	Location, with guidance, of text within the Bible.
	Clear explanation of a lived celebration	Explanation of a lived celebration	Description of a lived celebration	Statements about a lived celebration	Isolated statements about lived celebrations.
	Effective and clear use of knowledge of the structure of religious rituals to compare to the structure of the Eucharist.	Consistent use of knowledge of the structure of religious rituals to compare to the structure of the Eucharist.	Satisfactory use of knowledge of the structure of religious rituals to Compare to the structure of the Eucharist.	Use of knowledge of the structure of religious ritual to make some comparisons to the structure of the Eucharist.	Use of knowledge of the structure of the religious rituals to make limited comparisons to the structure of the Eucharist.
	Clear and supported interpretation of literal and symbolic meaning of the Holy Spirit in key scriptural texts.	Supported interpretation of literal ad symbolic meaning of the Holy Spirit in key scriptural texts.	Description of literal and symbolic meaning of the Holy Spirit in key scriptural texts.	Identification of literal meaning of the Holy Spirit in key scriptural texts.	Restatement of information from key scriptural texts.
	Effective and accurate recitation in unison a number of traditional prayers including the Prayer of St Francis and a decade of the sorrowful mysteries of the Rosary.	Accurate recitation in unison a number of traditional prayers including the Prayer of St Francis and a decade of the sorrowful mysteries of the rosary	Recitation in unison a number of traditional prayers including the Prayer of St Francis and a decade of the sorrowful mysteries of the Rosary.	Directed recitation in unison a number of traditional prayers including the Prayer of St Francis and a decade of the sorrowful mysteries of the Rosary.	Guided recitation of a number of traditional prayers.
	Considered selection as use of different forms	Effective selection and use of different forms	Selection and use of different forms of	Use of different forms of Christian prayer.	Use of some of the different forms of

		of Christian prayer. Blessing and adoration, petition and intercession, and thanksgiving and praise.	of Christian prayer. blessing and adoration, petition and intercession, and thanksgiving and praise.	Christian prayer; blessing and adoration, petition and intercession, and thanksgiving and praise.	blessing and adoration, petition and intercession, and thanksgiving and praise.	Christian prayer: blessing and adoration, petition and intercession, and thanksgiving and praise.
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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 four Religion standard elaborations. They help to clarify the descriptors.

Term	Description
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
Describe	Give an account of characteristics or features
Directed	Following the instructions of the facilitator
Effective	Capably meets the described requirements
Examination; Examine	Determine the nature of conditions of
Explanation	Provide additional information that demonstrates understanding of reasoning and /or application
Guided	Visual and/or verbal prompts to facilitate or support independent action
Identification	Establish or indicate who or what someone or something is
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.
Use of	To operate or put into effect