

# Year One Achievement Standard elaborations

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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 One Achievement Standard

By the end of Year One, students can illustrate their images of God and God's loving presence in creation. Students identify that they belong to various communities. Students demonstrate their knowledge of Mary as mother of Jesus.

By the end of Year One, students identify common elements of the sacrament of Baptism. Students recall scripture stories of Jesus' birth death and resurrection.

By the end of Year One, students express feelings and identify actions that show forgiveness. They recall biblical information about Jesus and how he cared for people.

By the end of Year One, students name Father, Son and Holy Spirit when they pray and demonstrate an understanding of the Hail Mary. Students recite the Hail Mary and Our Father in unison. Students contribute creatively to prayers and identify reasons to pray.

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 standards<sup>1</sup>

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<sup>1</sup> 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 One Religion standard elaborations

		Very high	High	Sound	Developing	Support required
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	<p><i>Clear description of:</i></p> <ul style="list-style-type: none"> <li>• God as a loving creator using creative visual images</li> <li>• belonging to a community and showing care for others in the community</li> <li>• Mary as the mother of Jesus</li> <li>• Important words, symbols and actions in the sacrament of Baptism</li> <li>• How, when and why we pray</li> </ul> <p><b>Clear description and identification of:</b></p> <ul style="list-style-type: none"> <li>• actions that show forgiveness in familiar and unfamiliar situations</li> </ul>	<p><i>Description of:</i></p> <ul style="list-style-type: none"> <li>• God as a loving creator using creative visual images</li> <li>• belonging to a community and showing care for others in the community</li> <li>• Mary as the mother of Jesus</li> <li>• Important words, symbols and actions in the sacrament of Baptism</li> <li>• How, when and why we pray</li> </ul> <p><b>Description and identification of:</b></p> <ul style="list-style-type: none"> <li>• actions that show forgiveness in familiar situations</li> </ul>	<p><i>Identification of:</i></p> <ul style="list-style-type: none"> <li>• God as a loving creator using a variety of visual images</li> <li>• belonging to a community and being a caring person</li> <li>• Mary as the mother of Jesus</li> <li>• Important words, symbols and actions in the sacrament of Baptism</li> <li>• How, when and why we pray.</li> </ul> <p><b>Recognition of:</b></p> <ul style="list-style-type: none"> <li>• actions that show forgiveness</li> </ul>	<p><i>Guided identification of:</i></p> <ul style="list-style-type: none"> <li>• God as a loving creator using some visual images</li> <li>• belonging to a community and being caring</li> <li>• Mary as the mother of Jesus</li> <li>• Important words, symbols and actions in the sacrament of Baptism</li> <li>• How, when and why we pray.</li> </ul> <p><b>Guided recognition of:</b></p> <ul style="list-style-type: none"> <li>• actions that show forgiveness</li> </ul>	<p><i>Directed identification of:</i></p> <ul style="list-style-type: none"> <li>• God as a loving creator using visual images.</li> <li>• belonging to a community and being caring</li> <li>• Mary as the mother of Jesus</li> <li>• Words, symbols and actions in the sacrament of Baptism</li> <li>• How when and why we pray.</li> </ul> <p><b>Directed recognition of:</b></p> <ul style="list-style-type: none"> <li>• actions that show forgiveness</li> </ul>

A N D  S K I L L S		<ul style="list-style-type: none"> <li>• scripture stories of Jesus' birth death and resurrection</li> <li>• how Jesus cared for people.</li> </ul>	<ul style="list-style-type: none"> <li>• scripture stories of Jesus' birth, death and resurrection</li> <li>• how Jesus cared for people</li> </ul>	<ul style="list-style-type: none"> <li>• scripture stories of Jesus' birth, death and resurrection</li> <li>• how Jesus cared for people</li> </ul>	<ul style="list-style-type: none"> <li>• scripture stories of Jesus' birth, death and resurrection</li> <li>• how Jesus cared for people</li> </ul>	<ul style="list-style-type: none"> <li>• scripture stories of Jesus' birth, death and resurrection</li> <li>• how Jesus cared for people</li> </ul>
	Skills	Clear use of: the names Father, Son and Holy Spirit when they pray.	Effective use of: the names Father , Son and Holy Spirit when they pray	Use of: the names Father, Son and Holy Spirit when they pray.	Demonstration of growing use of: the names Father, Son and Holy Spirit when they pray.	Directed use of: The names Father, Son and Holy Spirit when they pray.
		Sharing feelings that express forgiveness and accurately express God's love to others	Sharing feelings that express forgiveness and show links to God's love to others	Sharing feelings that express forgiveness	Guided sharing of feelings that express forgiveness	Directed sharing of feelings that express forgiveness.
		Clear and purposeful recitation of the Hail Mary and the Our Father.	Clear recitation in unison of the Hail Mary and the Our Father	Recitation in unison of the Hail Mary and Our Father	Guided recitation in unison of the Hail Mary and the Our Father	Directed recitation in unison of the Hail Mary and the Our Father
		Creative contribution to pray using clear and effective words, songs, dance, symbols and actions.	Creative contribution to prayer using effective words, songs, dance, symbols and actions.	Creative contribution to prayer	Guided creative contribution to prayer	Directed contribution to prayer

## Key

<b>Very High</b>	<i>The student consistently demonstrates a very high level of knowledge, skills and understanding and is able to apply them.</i>
<b>High</b>	<i>The student consistently demonstrates a high level of knowledge, skills and understanding and is able to apply them.</i>
<b>Sound</b>	<i>The student consistently demonstrates a sound level of knowledge, skills and understanding and is able to apply them.</i>
<b>Developing</b>	<i>The student is developing knowledge, skills and understanding and is able to apply them, with support.</i>
<b>Support Required</b>	<i>The student requires significant support to develop knowledge, skills and understanding.</i>

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

Term	Description
Clear; Clearly	Easy to perceive, understand or interpret
Describe	Give an account of characteristics or features
Directed	Following the instructions of the facilitator
Effective	Capably meets the described requirements
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
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