

# Year Six 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 Six Achievement Standard

*By the end of Year Six*, students can express an understanding of various Biblical images of the Holy Spirit. Students describe and explain how the Holy Spirit gives courage to the disciples and to people today. They listen, read, and recount key scripture that tells of the early Christian communities. Students compare different understandings of Mary in scripture, images and titles.

*By the end of Year Six*, students explain the meaning of and how they experience the gifts and fruits of the Holy Spirit. Students creatively communicate information on Spirit-filled people. Students communicate ways they can be signs of life, hope, healing, nourishment, reconciliation, and service. Students demonstrate understanding of symbols, seasons and feasts of the liturgical year.

*By the end of Year Six*, students research key figures in the Bible, for example, Peter and Paul. Students demonstrate ways to respond to those in need. Students explain the implications of and give suggestions for the continuation of the mission of Jesus today.

*By the end of Year Six*, students can understand and say, in unison and individually, a number of traditional prayers including Hail Holy Queen and a decade of the Glorious mysteries of the Rosary. They identify, explore and compose various kinds of psalms – psalms of lament, thanksgiving and praise.

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.



<b>A N D  S K I L L S</b>		Comprehensive description of times when the Spirit of Jesus gave courage to the followers of Jesus after his death.	Detailed description of times when the Spirit of Jesus gave courage to the followers of Jesus after his death.	Description of times when the Spirit of Jesus gave courage to the followers of Jesus after his death.	Description of some of the times when the Spirit of Jesus gave courage to the followers of Jesus after his death.	Statements about some of the times when the Spirit of Jesus gave courage to the followers of Jesus after his death.
	<b>Skills</b>	Purposeful presentation of ways people can be signs of life, hope, healing and service in the world today in a range of communication forms.	Effective presentation of ways people can be signs of life, hope, healing and service in the world today in a range of communication forms.	Presentation of ways people can be signs of life, hope, healing and service in the world today in a range of communication forms.	Partial presentation of ways people can be signs of life, hope, healing and service in the world today in a range of communication forms.	Fragmented presentation of ways people can be signs of life, hope, healing and service in the world today in a range of communication forms.
		Considered explanation supported by scriptural evidence, of the role of Peter in the development of the early Church.	Effective explanation, supported by scriptural evidence, of the role of Peter in the development of the early Church.	Explanation supported by scriptural evidence, of the role of Peter in the development of the early Church.	Description, supported by scriptural evidence, of the role of Peter in the development of the early Church.	Identification of the role of Peter in the development of the early Church.
		Location and comprehensive description of scriptural passages in the Acts of the Apostles that recount the development of the early Church from Jesus' death to Pentecost.	Location and detailed description of scriptural passages in the Acts of the Apostles that recount the development of the early Church from Jesus' death to Pentecost.	Locate and describe scripture passages from Acts of the Apostles that recount the development of the early Church from Jesus' death to Pentecost.	Location and description of some scriptural passages from Acts of the Apostles that recount the development of the early Church from Jesus' death to Pentecost.	Location of some scriptural passages from Acts of the Apostles that recount the development of the early Church from Jesus' death to Pentecost.
		Reasoned proposal of an action in response to a Catholic social justice challenge for	Informed proposal of an action in response to a Catholic social justice challenge for	Proposal of an action in response to a Catholic social justice challenge for Christians today.	Identification of an action in response to a Catholic social justice challenge for Christians	Statements about actions in response to a social justice challenge for Christians today

		Christians today.	Christians today.		today.	
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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 six 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
Complexity: Complex	Involving a number of elements, components or steps.
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
Informed	Having relevant knowledge; being conversant with the topic.
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.
Recall	Remember information, ideas or experiences
Relevance, relevant	Applicable and pertinent
Selection: Select	Choose in preference to another or others
Significant	Includes all that is important.
Simple	Involving few elements, components or steps; obvious data or outcomes
Statements	A sentence or assertion
Thoughtful	Thorough, precise and accurate
Use of	To operate or put into effect
Variety	A number of different things

