

Year Two 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 Two Achievement Standard

By the end of Year Two, students explain that the Bible is important to Christians. They know that a narrative tells a story about Jesus and parables are stories or riddles that Jesus told to help teach people about God and they can retell a narrative or a parable. They compare and contrast some of the cultural and social background of the Gospels with ours e.g. family, food, housing and transport.

By the end of Year Two, students name the most common sacramental elements, words and actions from the rite of Baptism.

By the end of Year Two, students recall scripture that shows Jesus as loving and just. Students name ways they can show love and act responsibly in family, school and community.

By the end of Year Two, students recite the Hail Mary and Our Father. Students identify reasons to pray. Students select appropriate symbols for prayer. Students know that Lent begins on Ash Wednesday; students demonstrate an understanding of the life of Mary.

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 Two 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>Clear explanation to show understanding of:</p> <ul style="list-style-type: none"> • biblical narratives to tell a stories about Jesus • parables to teach people about God • Mary is the mother of Jesus • Loving choices Mary made in her life. 	<p>Explanation to show understanding of:</p> <ul style="list-style-type: none"> • biblical narratives to tell a stories about Jesus • parables to teach people about God • Mary is the mother of Jesus • Loving choices Mary made in her life 	<p>Statements that show understanding of:</p> <ul style="list-style-type: none"> • biblical narratives to tell stories about Jesus • parables to teach people about God • Mary is the mother of Jesus • Loving choices Mary made in her life 	<p>Guided identification of:</p> <ul style="list-style-type: none"> • common characteristics of biblical narratives to tell stories about Jesus and parables to teach people about God • Mary as the mother of Jesus • Loving choices Mary made in her life 	<p>Directed identification of</p> <ul style="list-style-type: none"> • common characteristics of biblical narratives to tell stories about Jesus and parables to teach people about God. • Mary as the mother of Jesus. • Loving choices Mary made in her life
		<p>Clear description of:</p> <ul style="list-style-type: none"> • The pouring of water on a person's head as the essential rite of Baptism • The most common sacramental elements of water, sign of the cross, anointing with oil, white garment, candle • Praying to the Father, Son and Holy Spirit as an essential rite of Baptism • Ways they can show 	<p>Description of:</p> <ul style="list-style-type: none"> • The pouring of water on a person's head as the essential rite of Baptism • The most common sacramental elements of water, sign of the cross, anointing with oil, white garment, candle • Praying to the Father, Son and Holy Spirit as an essential rite of Baptism • Ways they can show 	<p>Identification of:</p> <ul style="list-style-type: none"> • The pouring of water on a person's head as the essential rite of Baptism • The most common sacramental elements of water, sign of the cross, anointing with oil, white garment, candle • Praying to the Father, Son and Holy Spirit as an essential rite of Baptism • Ways they can show 	<p>Guided identification of:</p> <ul style="list-style-type: none"> • The pouring of water on a person's head as the essential rite of Baptism • The most common sacramental elements of water, sign of the cross, anointing with oil, white garment, candle • Praying to the Father, Son and Holy Spirit as an essential rite of Baptism 	<p>Directed identification of:</p> <ul style="list-style-type: none"> • The pouring of water on a person's head as the essential rite of Baptism • The most common sacramental elements of water, sign of the cross, anointing with oil, white garment, candle • Praying to the Father, Son and Holy Spirit as an essential rite of Baptism

A N D S K I L L S		love and act responsibly in family, school and community • Reasons to pray • Ash Wednesday is the beginning of Lent	love and act responsibly in family, school and community • Reasons to pray • Ash Wednesday is the beginning of lent	love and act responsibly in family, school and community • Reasons to pray • Ash Wednesday is the beginning of Lent	• Ways they can show love and act responsibly in family, school and community • Reasons to pray • Ash Wednesday is the beginning of Lent	• Reasons to pray • Ash Wednesday is the beginning of Lent.
	Skills	Clear and effective explanation of the importance of the Bible to teach about Jesus.	Effective explanation of the importance of the Bible to teach about Jesus.	Explanation of the importance of the Bible to teach about Jesus.	Guided explanation of the importance of the Bible to teach about Jesus	Directed explanation of the importance of the Bible to teach about Jesus.
		Clear and effective examination of information in supplied texts to: compare and contrast cultural and social backgrounds of the past and present.	Effective examination of information in supplied texts to: Compare and contrast cultural and social backgrounds of the past and present.	Examination of information in supplied texts to: Compare and contrast cultural and social backgrounds of the past and present.	Guided examination of information in supplied texts to: Compare and contrast cultural and social backgrounds of the past and present.	Directed use of information in supplied texts to: Compare and contrast cultural and social backgrounds of the past and present.
		Clear and effective selection and use of relevant scriptural text that shows Jesus as loving and just.	Effective selection and use of relevant scriptural text that shows Jesus as loving and just	Selection and use of relevant scriptural text that shows Jesus as loving and just.	Guided selection and use of scriptural text that shows Jesus as loving and just.	Directed selection and use of scriptural text that shows Jesus as loving and just.
		Clear and effective individual recitation of the Hail Mary and the Our Father.	Effective individual recitation of the Hail Mary and the Our Father	Individual recitation of the Hail Mary and Our Father	Guided individual recitation of the Hail Mary and the Our Father	Directed recitation of the Hail Mary and the Our Father
		Clear and effective selection and use of relevant and appropriate symbols for prayer.	Effective selection and use of relevant and appropriate symbols or prayer.	Selection and use of relevant and appropriate symbols for prayer.	Guided selection and use of relevant and appropriate symbols for prayer.	Directed selection and use of relevant symbols for prayer.

Key

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

The following terms and key words are used in the Year Two 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