

Year 10 Religious Education Achievement Standard Elaborations

A	B	C	D	E
Discerning, thorough and justified judgments are made when evaluating the relevance of representations of God by various human authors for a modern Australian context.	Considered and reasoned judgments are made when evaluating the relevance of representations of God by various human authors for a modern Australian context.	Applicable judgments are made when evaluating the relevance of representations of God by various human authors for a modern Australian context.	Judgements made about the relevance of representations of God by various human authors for a modern Australian context are simplistic.	Statements made about representations of God by various human authors.
The analysis of how world religions express an understanding of God or the 'Other' is thorough and accurate, and is convincingly supported through well-reasoned arguments that are informed by an in-depth understanding of a range of views.	The analysis of how world religions express an understanding of God or the 'Other' is accurate, and is supported through reasoned arguments that are informed by a considered understanding of a range of views.	The analysis of how world religions express an understanding of God or the 'Other' is supported by some reasons being provided for the views identified.	Statements made about beliefs and perspectives based on a simplistic understanding of world religions.	Statements made about beliefs and perspectives that are often based on an erroneous understanding of world religions.
Discerning, thorough and justified judgments are made when evaluating the relevance of various sources that nourish the spiritual life of believers for a modern Australian context.	Considered and reasoned judgments are made when evaluating the relevance of various sources that nourish the spiritual life of believers for a modern Australian context.	Applicable judgments are made when evaluating the relevance of various sources that nourish the spiritual life of believers for a modern Australian context.	Judgements made about the relevance of various sources that nourish the spiritual life of believers.	Statements made about various sources that nourish the spiritual life of believers.
The communication of responses to a contemporary moral question informed by Catholic teaching is succinct, fluent and logical, and adheres to genre, language and recognised referencing conventions.	The communication of responses to a contemporary moral question informed by Catholic teaching is clear and logical, with few errors in genre, language and recognised referencing conventions.	The communication of responses to a contemporary moral question informed by Catholic teaching is characterised by some errors in genre, language and recognised referencing conventions.	The communication of responses to a contemporary moral question informed by Catholic teaching has significant errors in genre, language and/or recognised referencing conventions.	The communication of responses to a contemporary moral question informed by Catholic teaching has frequent and/or significant errors in genre, language and recognised referencing conventions.

In year 10 the achievement standards cognitive verbs are using SOR definitions:

**Describe the characteristics of religion and religious traditions**

When students describe the characteristics of religion and religious traditions, they identify and account for the distinguishing features of religion and religious traditions.

**Demonstrate an understanding of religious traditions**

When students demonstrate an understanding of religious traditions, they explain the ways in which religion is expressed in the lives of adherents.

**Differentiate between religious traditions**

When students differentiate between religious traditions, they determine the distinct characteristics and differences evident within and across religious traditions, and the ways in which individuals interpret and live the tradition.

**Analyse perspectives about religious expressions within traditions**

When students analyse perspectives about religious expressions within traditions, they identify, examine and consider religious characteristics to ascertain a range of views, and provide reasons for such views.

**Consider and organise information about religion**

When students consider and organise information about religion, they interpret information from sources and decide on the validity of these sources.

**Evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture**

When students evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture, they make judgments about the importance of religion for adherents and the ways religion influences people, society and culture.

**Create responses that communicate meaning to suit purpose**

When students create responses that communicate meaning to suit purpose, they convey ideas or arguments using their understandings of religion and religious traditions. They use genre and language conventions, and recognised conventions of referencing.

