

# Skills Guide to Age-related Standards

## THE WAY, THE TRUTH & THE LIFE

### Module 3.4 Celebrating the Mass

|   |                                 |  |
|---|---------------------------------|--|
| Identify, name or label something or someone previously seen, heard or encountered  | <b>Recognise</b>                | What is happening in the pictures on page 54?                                  |
| Tell a religious story again in any form  | <b>Retell</b>                   | Tell what happened at the Last Supper. (PB page 55)                            |
| Give an accurate account in any form of the role of a person, a religious rite or symbol  | <b>Describe</b>                 | Describe what the priest does at the Consecration in the Mass. (PB pp. 63-64)  |
| Show the relationship between a variety of sources as evidence to inform knowledge & understanding  | <b>Make links/connections</b>   | Teacher's Book 3 page 117<br>Assessment Task 3<br>(PB pp. 55 & 63-64)          |
| Correctly perceive the meaning of beliefs, practices and sources, and the links between them.   | <b>Understand</b>               | Teacher's Book 3 page 117<br>Assessment Task 2<br>(PB p. 61)                   |
| Make something clear and easy to understand by giving a detailed account focusing specifically on causes and reasons. To show the meaning of a text or area of study in context | <b>Explain</b>                  | Teacher's Book 3 page 117<br>Assessment Task 5<br>(For guidance see TB p. 120) |
| Present a logical chain of reasoning, supported by appropriate knowledge, understanding & evidence in support of a particular position  | <b>Construct arguments</b>      |  |
| To synthesise, evaluate & weigh the relative strengths & weaknesses of arguments & evidence to arrive at a logical and justified conclusion                                     | <b>Make reasoned judgements</b> |  |
| In this context, diversity refers to the differences of belief & practice that exist between denominations of Christianity & between Christianity & other religions             | <b>Recognise diversity</b>      |  |
| Examine methodically & in detail, typically to explain & interpret  | <b>Analyse</b>                  |  |
|   | <b>Interpret</b>                |  |
|   | <b>Evaluate</b>                 |  |

