Achievement Standard

Subject Reference   Religious Studies 2.3

Title   Explain how a contemporary social action derives from the ethical principles of a religious tradition

Level   2   **Credits**   6   **Assessment**   Internal

Subfield   Religious Studies

Domain   Understanding Religion

Status   Proposed   **Status date**   XX Month 20XX

Planned review date   31 December 2016   **Date version published**   XX Month 20XX

This achievement standard involves explaining how a contemporary social action derives from the ethical principles of a religious tradition.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Explain how a contemporary social action derives from the ethical principles of a religious tradition.	• Explain in detail how a contemporary social action derives from the ethical principles of a religious tradition.	• Comprehensively explain how a contemporary social action derives from the ethical principles of a religious tradition.

Explanatory Notes

1   This achievement standard aligns with Level 7 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.

2   *Explain how a contemporary social action derives from the ethical principles of a religious tradition* involves:
   • outlining the details of the ethical principles of the religious tradition and how they give rise to the social action
   • drawing conclusions
   • providing supporting evidence.

   Explain in detail how a contemporary social action derives from the ethical principles of a religious tradition involves:

- making clear points that show the significance of how a contemporary social action derives from the ethical principles of a religious tradition
- drawing conclusions based on a range of supporting evidence relevant to the context.

Comprehensively explain how a contemporary social action derives from the ethical principles of a religious tradition involves:
- showing insight or originality in thought or interpretation about how a contemporary social action derives from the ethical principles of a religious tradition
- drawing developed conclusions that address the wider implications of the way a contemporary social action derives from the ethical principles of a religious tradition
- using a wide range of supporting evidence relevant to the context.

3   *Religious tradition* means a world religion, or a division of a world religion, or an indigenous religion.

4   A *world religion* is a religious belief system that is generally recognised as having independent status from any other religion. Buddhism, Christianity, Hinduism, Islam, and Judaism are examples of world religions.

5   *Supporting evidence*, where it relates specifically to beliefs or principles of a religious tradition, is obtained from authoritative sources within the religious tradition.

6   *Ethical principles of a religious tradition* refer to codes of behaviour considered to be normative.

7   Sources of key ethical principles within a religious tradition include:
- Buddhism: the Five Precepts, the Vinaya
- Islam: the Qur'an, the Hadith
- Judaism: the Hebrew Scriptures, the Talmud
- Hinduism: the Four Varnas, Ashramas
- Christianity: the Bible, creedal statements, Conciliar statements.

8   A *social action* may be:
- individual, eg volunteering at a soup kitchen, reading to the elderly
- collective engagement, eg World Vision, Make Poverty History Campaign, St Vincent de Paul, Salvation Army, City Mission.

9   Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Quality Assurance

1   Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.

2   Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference   0233