

Achievement Standard

Subject Reference Religious Studies 1.1

Title Describe the purpose of a sacred text within a religious tradition

Level 1 **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 describing the purpose of a sacred text within a religious tradition.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Describe the purpose of a sacred text within a religious tradition. 	<ul style="list-style-type: none"> Describe in detail the purpose of a sacred text within a religious tradition. 	<ul style="list-style-type: none"> Comprehensively describe the purpose of a sacred text within a religious tradition.

Explanatory Notes

1 This achievement standard aligns with Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.

2 *Describe the purpose of a sacred text* involves:

- outlining the origin of the text (may include how and why the text originated, how it was transmitted over time)
- outlining the original audience, and how they interpreted the text (may include the social, historic, cultural, geographic, religious context)
- outlining the authority with which the text is regarded
- outlining the text as a place where meaning is found by the religious tradition
- providing supporting evidence.

The description of the purpose is consistent with works by scholars that are generally recognised as conforming to international recognised standards of religious scholarship.

Describe in detail the purpose of a sacred text involves:

- making clear points that show the significance and influence of the sacred text within the religious tradition
- providing a range of supporting evidence relevant to the context.

Describe comprehensively the purpose of a sacred text involves:

- making links between some of the following:
 - how and why the text originated and was transmitted over time
 - the original audience, and how they interpreted the text (may include the social, historic, cultural, geographic, religious context)
 - the authority with which the text is regarded (including its influence on the tradition)
 - the text as a place where meaning is found by the religious tradition (including the current and past uses of the text)
- describing wider implications of the purpose of the sacred text
- 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 A *sacred text* arises from historical events, visual representation, oral traditions and/or original experience. Examples of sacred texts include the Bible, the Qur'an, the Pali Canon, the Vedas, the Hebrew scriptures, the New Testament, and indigenous oral traditions, as recognised by the religious tradition.

7 *The text as a place where meaning is found* may relate to:

- author
- literary techniques such as: form, structure, organisation, layout, style, character and plot
- language features such as: allegory, symbolism, metaphor, imagery
- genre such as: history, prophecy, poetry, myth, narrative, description, law
- divisions of the text for readability and understanding.

8 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

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