

Achievement Standard

Subject Reference Religious Studies 3.4

Title Analyse the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s)

Level 3 **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 analysing the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s).

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s). 	<ul style="list-style-type: none"> Analyse in depth the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s). 	<ul style="list-style-type: none"> Analyse, with perception, the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s).

Explanatory Notes

- This achievement standard aligns with Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.
- Analyse the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s)* involves:
 - considering the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s), and breaking them down into components or essential features
 - drawing conclusions
 - providing supporting evidence.

Analyse in depth the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s) involves:

- undertaking an informed and coherent discussion of the importance of the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s)
- drawing conclusions based on a range of supporting evidence relevant to the context.

Analyse, with perception, the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s) involves:

- providing critical evaluation that reflects the complexity of the key beliefs of a religious tradition and a secular world view in relation to an ultimate question(s)
- drawing developed conclusions that address the wider implications arising from the analysis
- 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 *Key beliefs* are significant religious teachings recognised by authorities within the religious tradition.
- 7 The following are examples of a *secular world view*:
- secular humanism
 - secular post-modernism
 - secular materialism
 - Marxism
 - communism
 - agnosticism
 - atheism.
- 8 *Ultimate questions* may relate to:
- origin: where did we come from? Where are we going?
 - suffering: why do we suffer? Why do we feel guilty?
 - meaning: what is the meaning of life? Does death cancel out meaning?
 - anxiety: is there a basic fear driving human life?
 - death: what happens after death? How does having-to-die affect our living?
- Further examples of ultimate questions can be found at http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Whole_School_Issues/spiritual_development/Appendix_2_-_Ultimate_Questions.pdf, and <http://www.tc.umn.edu/~parkx032/CY-ULT-Q.html>.
- 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

DRAFT - FOR CONSULTATION