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 ultimate questions		
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 ultimate questions.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions.	• Analyse in depth the key beliefs of a religious tradition and a secular world view in relation to ultimate questions.	• Analyse, with perception, the key beliefs of a religious tradition and a secular world view in relation to ultimate questions.

Explanatory Notes

1 This achievement standard aligns with Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.

2 *Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions* involves:
- considering the key beliefs of a religious tradition and a secular world view in relation to ultimate questions, and breaking them down into components or essential features
- drawing conclusions about the key beliefs, supported by evidence.

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Analyse in depth the key beliefs of a religious tradition and a secular world view in relation to ultimate questions involves:

- discussing the similarities and differences in the key beliefs of a religious tradition and a secular world view in relation to ultimate questions
- drawing conclusions supported by a range of evidence.

Analyse, with perception, the key beliefs of a religious tradition and a secular world view in relation to ultimate questions involves:

- critically evaluating the key beliefs of a religious tradition and a secular world view in relation to ultimate questions
- drawing conclusions that address the wider implications arising from the analysis.

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 Wider implications may be social, historic, geographic, political, or personal.

6 Evidence, where it relates specifically to beliefs or principles of a religious tradition, is obtained from authoritative sources within the religious tradition.

7 *Key beliefs* are significant religious teachings recognised by authorities within the religious tradition.

8 The following are examples of a *secular world view*:

- secular humanism
- secular post-modernism
- secular materialism
- Marxism
- communism
- agnosticism
- atheism.

9 *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.

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

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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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