

# RELIGIOUS STUDIES GLO3006Y3

## INTERNAL ASSESSMENT ACTIVITY

### ACHIEVEMENT STANDARD 91725 (VERSION 2) RELIGIOUS STUDIES 3.1

Analyse the meanings in a sacred text within a religious tradition

Level 3, Internal assessment

6 credits

### STUDENT INSTRUCTIONS

#### Overview

In this activity you are going to use two methods of interpretation to derive meaning found within a passage of a sacred text.

- Find material from primary and secondary sources on these methods of analyzing the passage in a sacred text.
- If applicable, you will then explain the context and explain the interpretative methods used.
- Analyse the differences of meaning that arise from the interpretative methods used.
- Explain the reasons for any differences of meaning that arise from the methods of interpretation.
- Critically evaluate the methods of interpretation.
- You will be expected to show discernment regarding limitations of sources of evidence. This includes both primary and secondary sources.
- You must produce a bibliography of materials you have used for authentication purposes.
- Your conclusion will also address the wider implications of the analysis and they will be supported by a range of material.

#### Conditions

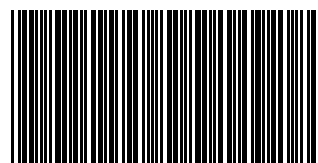
- All work should be your own.
- This is an open book assessment.
- Word count minimum 2000–maximum 4000 (excluding primary sources).
- Plagiarism detection software may be used to check this is your own work.

#### You will need:

- access to the internet and/or a library of religious works for research purposes.

#### Supervisor requirements

- Supervision is not required for this assessment.
- Upload your assessment to the GLO3006Y3 assessment dropbox when you have completed it.



# ASSESSMENT CRITERIA

## ACHIEVEMENT STANDARD 91725 (VERSION 2) RELIGIOUS STUDIES 3.1

Analyse the meanings in a sacred text within a religious tradition

Achievement	Achievement with Merit	Achievement with Excellence
Analyse the meanings in a sacred text within a religious tradition.	Analyse in depth the meanings in a sacred text within a religious tradition.	Analyse, with perception, the meanings in a sacred text within a religious tradition.

### Explanatory notes

1. *Analyse the meanings* involves:

- applying two methods of interpretation to derive meaning from the sacred text
- explaining the interpretative methods used
- drawing conclusions about the derived meanings, supported by evidence from within the text and from recognised sources.

*Analyse in depth the meanings* involves:

- discussing how differences in meaning may arise from the methods of interpretation used
- discussing the significance of the meanings within the religious tradition
- drawing conclusions supported by a range of evidence.

*Analyse, with perception, the meanings* involves:

- critically evaluating the methods of interpretation used
- drawing conclusions that address the wider implications arising from the analysis.

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

3. 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.

4. Wider implications may be social, historical, geographical, political, or personal.

5. 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 Torah, the New Testament, and indigenous oral traditions, as recognised by the religious tradition.

7. If a selection from a sacred text is used, it must be of sufficient significance and length to support a critical examination of the interpretative methods used and an analysis of the derived meanings. Examples of a selection from a sacred text include the exploits of Krishna, the Book of Job, the Diamond Sutra, the Hadith.

8. Methods of interpretation may include:

- epistemological
- ethnographic
- historical-critical
- literal
- narrative
- feminist.

# ASSESSMENT ACTIVITY

## RELIGIOUS STUDIES

### INSTRUCTIONS

- Read the question carefully and find the material that you need to research from the modules, text books and the internet.

### TASK 1: RESEARCH

**Find a passage of sacred text and ensure it is adequate for analysis.**

- Insert the quote that you are going to analyse from **two** points of view (see exemplar).
- Write the types of analysis you are going to use such as for example, feminist and literal (take two choices from the list or discuss the types of analysis you would like to do with your teacher) and then analyse the passage accordingly.

### TASK 2: ANALYSIS

**State what points of view you are going to use in your analysis.**

- Explain the two methods of analysis.
- Explain the key ideas within the theme and how they are viewed depending on the way they are analysed.
- Pin point similarities and differences that arise because of the methods of analysis.
- Critically evaluate the methods of interpretation.
- Discuss the significance of the meanings found in the text as a result of this analysis and support your analysis with primary and secondary source evidence.
- Note – the wider view of this analysis must also be discussed.

You can use both primary and secondary sources in your analysis.

### TASK 3: CONCLUSIONS AND WIDER VIEW

Write two or more developed conclusions about the wider implications of the theme. Within your conclusion you must identify the social, historical, geographical, political, or personal implications of the analysis.

A developed conclusion includes a summary of the key ideas found in the material. This conclusion is supported by material found in both your primary and secondary sources.

A bibliography of sources, including any websites used, is required.

**NOTE: FOR CHRISTIANITY, READ THIS MATERIAL**

Students who do our Religious Studies standards (all of them) must be aware that they must specify the branch of the religious tradition if they are using Christianity as an example. A religious tradition implies an established group who have their belief system and documentation that is able to be found on a website for example:

<b>Church of England</b>	<a href="http://www.churchofengland.org">www.churchofengland.org</a>
<b>Catholic Church</b>	<a href="http://www.vatican.va/archive/ENG0015/_INDEX.HTM">www.vatican.va/archive/ENG0015/_INDEX.HTM</a>
<b>Lutheran Church</b>	<a href="http://www.lcms.org/about/beliefs">www.lcms.org/about/beliefs</a>
<b>Presbyterian Church</b>	<a href="http://www.gotquestions.org/Presbyterians.html">www.gotquestions.org/Presbyterians.html</a>
<b>Seventh Day Adventists</b>	<a href="http://www.adventist.org/en/beliefs">www.adventist.org/en/beliefs</a>
<b>Quakers</b>	<a href="http://www.thoughtco.com/quakers-beliefs-and-practices-701370">www.thoughtco.com/quakers-beliefs-and-practices-701370</a>

This is not a complete list by any means. If there are any others that you would like to find simply Google the Church-"beliefs" and you will find it.

Below are the exact specifications required by NZQA for these standards:

The specific branch of the religious tradition needs to be specified.

For many religious traditions, there are broad terms, and then branches of the tradition that do not necessarily share the same beliefs. For example, Christianity is a broad term that covers many aspects of that religious tradition, but the different denominations within Christianity do not necessarily share the same beliefs as one another. It is important to clearly identify which branch of the religious tradition is being assessed, either for or by the student, during the assessment activity.



**Reminder: Upload your assessment to the GLO3006Y3 assessment dropbox.**