

## Achievement Standard

<b>Subject Reference</b>	Religious Studies 3.3		
<b>Title</b>	Analyse the response of a religious tradition to a contemporary ethical issue		
<b>Level</b>	3	<b>Credits</b>	6
		<b>Assessment</b>	Internal
<b>Subfield</b>	Religious Studies		
<b>Domain</b>	Understanding Religion		
<b>Status</b>	Registered	<b>Status date</b>	12 December 2013
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	17 November 2016

This achievement standard involves analysing the response of a religious tradition to a contemporary ethical issue.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse the response of a religious tradition to a contemporary ethical issue.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse in depth the response of a religious tradition to a contemporary ethical issue.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, with perception, the response of a religious tradition to a contemporary ethical issue.</li> </ul>

### Explanatory Notes

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

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *Analyse the response of a religious tradition to a contemporary ethical issue* involves:
- considering in detail a contemporary ethical issue, and breaking it down into components or essential features
  - considering in detail the response of the religious tradition to the issue, and breaking it down into components or essential features
  - drawing conclusions about the response of the religious tradition to the issue, supported by evidence.

*Analyse in depth the response of a religious tradition to a contemporary ethical issue* involves:

- discussing the ethical principles of the religious tradition that influenced the response
- drawing conclusions supported by a range of evidence.

*Analyse, with perception, the response of a religious tradition to a contemporary ethical issue* involves:

- critically evaluating the response of a religious tradition to a contemporary ethical issue
- 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, historical, geographical, 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 Ethical principles of the religious tradition refer to codes of behaviour considered to be normative.

8 Sources of key ethical principles within a religious tradition include:

- Buddhism: the Five Precepts, the Vinaya
- Islam: the Qur'an, the Hadith
- Judaism: the Torah, the Talmud
- Hinduism: the Four Varnas, Ashramas
- Christianity: the Bible, creedal statements, Conciliar statements.

9 *Response of a religious tradition* is consistent with works by scholars that are generally recognised as conforming to international standards of scholarship within the religious tradition.

10 *A contemporary ethical issue* means a significant issue currently being debated in Aotearoa New Zealand about which there are a variety of viewpoints. The following are examples of a *contemporary ethical issue*:

- medical issues eg genetic engineering, stem cell research, euthanasia
- social issues eg youth issues, drugs and alcohol
- environmental issues eg pollution, sustainability
- economic issues eg poverty.

11 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://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