

Achievement Standard

Subject Reference	Religious Studies 3.2		
Title	Analyse a religious tradition(s) in Aotearoa New Zealand		
Level	3	Credits	6
		Assessment	Internal
Subfield	Religious Studies		
Domain	Understanding Religion		
Status	Registered	Status date	12 December 2013
Planned review date	31 December 2020	Date version published	17 November 2016

This achievement standard involves analysing a religious tradition(s) in Aotearoa New Zealand.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse a religious tradition(s) in Aotearoa New Zealand. 	<ul style="list-style-type: none"> Analyse in depth a religious tradition(s) in Aotearoa New Zealand. 	<ul style="list-style-type: none"> Analyse, with perception, a religious tradition(s) in Aotearoa New Zealand.

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 a religious tradition(s) in Aotearoa New Zealand* involves:
- considering in detail a religious tradition(s) in Aotearoa New Zealand, and breaking it down into components or essential features
 - drawing conclusions about the religious tradition(s), supported by evidence.

Analyse in depth a religious tradition(s) in Aotearoa New Zealand involves:

- discussing factors that influenced a religious tradition(s) in Aotearoa New Zealand
- drawing conclusions supported by a range of evidence.

Analyse, with perception, a religious tradition(s) in Aotearoa New Zealand involves:

- critically evaluating a religious tradition(s) in Aotearoa New Zealand
- drawing conclusions that address the wider implications arising from the analysis.

- 3 The analysis of a religious tradition(s) in Aotearoa New Zealand relates to the contemporary situation. It may focus on one religious tradition, more than one religious tradition or on religion in general. It may include consideration of:
- census data
 - changes within a tradition
 - attitudes to religion
 - religion and spirituality
 - worship
 - historical developments within one or more religious traditions
 - the role of women within one or more religious traditions
 - rise of fundamentalism
 - changing religious landscape
 - religious diversity
 - sects
 - new religious movements.
- 4 *Religious tradition* means a world religion, or a division of a world religion, or an indigenous religion.
- 5 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.
- 6 Wider implications may be social, historical, geographical, political, or personal.
- 7 Evidence, where it relates specifically to beliefs or principles of a religious tradition, is obtained from authoritative sources within the religious tradition.
- 8 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