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  Registered  Status date  12 December 2013
Planned review date  31 December 2020  Date version published  17 November 2016

This achievement standard involves analysing the key beliefs of a religious tradition and a secular world view in relation to ultimate questions.

Achievement Criteria

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Achievement with Merit</th>
<th>Achievement with Excellence</th>
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<tr>
<td>• Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions.</td>
<td>• Analyse in depth the key beliefs of a religious tradition and a secular world view in relation to ultimate questions.</td>
<td>• Analyse, with perception, the key beliefs of a religious tradition and a secular world view in relation to ultimate questions.</td>
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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 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.
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, 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 **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 the way we live our lives?

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

10 Conditions of Assessment related to this achievement standard can be found at
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