

Achievement Standard

Subject Reference Religious Studies 1.4

Title Demonstrate understanding of perspectives of different religious or spiritual communities on an issue

Level 1 **Credits** 5 **Assessment** External

Subfield Religious Studies

Domain Understanding Religion

Status Approved **Status date** December 2023

Planned review date December 2028 **Date version published** December 2023

Purpose Statement

Students are able to demonstrate understanding of perspectives of different religious or spiritual communities on an issue.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of perspectives of different religious or spiritual communities on an issue 	<ul style="list-style-type: none"> Explain perspectives of different religious or spiritual communities on an issue 	<ul style="list-style-type: none"> Examine perspectives of different religious or spiritual communities on an issue

Explanatory Notes

1 *Demonstrate understanding of perspectives of different religious or spiritual communities on an issue* involves:

- identifying and describing a perspective of a religious or spiritual community on an issue
- identifying and describing a perspective of another religious or spiritual community on the same issue
- including relevant examples in the description.

Explain perspectives of different religious or spiritual communities on an issue involves:

- explaining the principles behind the perspectives of different religious or spiritual communities on the issue
- using examples to support the explanation.

Examine perspectives of different religious or spiritual communities on an issue involves:

- discussing how the principles inform the perspectives of different religious or spiritual communities on the issue, with reference to the wider social context
 - using examples to develop the explanation.
- 2 *An issue* needs to be based on a material problem that is open for debate. Examples include:
- social issues
 - economic issues
 - environmental issues
 - technological issues.
- 3 *Perspectives* shape our ways of looking at the world and how we make sense of it. Discussion of perspectives typically includes consideration of values and beliefs that inform actions or responses.
- For the purpose of this achievement standard, *perspectives* refer to a singular perspective from each religious or spiritual community.
- 4 *Principles* are standards that individuals, communities, and societies live by. They help to define what is ethically and morally acceptable. Examples of principles include:
- dignity of the human person, human rights
 - kaitiakitanga, care for our environment
 - economic concerns, caring for the vulnerable.
- 5 *Wider social context* refers to the environment and society that is influenced by the perspectives of the religious or spiritual communities on an issue.
- 6 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- 7 This achievement standard is derived from the Social Sciences Learning Area at Level 6 of *The New Zealand Curriculum: Learning Media*, Ministry of Education, 2007.

Replacement Information

This achievement standard and AS91916-AS91918 replaced AS90816-AS90819.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233
