

Assessment Schedule – 2024

Religious Studies: Demonstrate understanding of perspectives of different religious or spiritual communities on an issue (91919)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of perspectives of different religious or spiritual communities on an issue involves:</i></p> <ul style="list-style-type: none"> 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 descriptions. 	<p><i>Explain perspectives of different religious or spiritual communities on an issue involves:</i></p> <ul style="list-style-type: none"> explaining the principles behind the perspectives of different religious or spiritual communities on the issue using examples to support the explanation. 	<p><i>Examine perspectives of different religious or spiritual communities on an issue involves:</i></p> <ul style="list-style-type: none"> 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.

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Evidence included here reflects the skills demonstrated in relation to the criteria in the standard.

Situation	Achievement	Achievement with Merit	Achievement with Excellence
<p>1. <i>Lei is asked by the coach to remove a religious or spiritual object (e.g. necklace, bracelet, headscarf) before a football match. Lei reluctantly agrees to remove the religious or spiritual object.</i></p>	<p>Someone in the Muslim community might be reluctant to remove a religious or spiritual object. For example, a headscarf is a way for women to show modesty. The Quran states that Muhammed's wives were veiled, so many Muslim women wear a headscarf to follow that action.</p> <p>Someone in the Sikh community could not remove their head covering without breaking the rules of the Sikh religion. This would cause Lei some concern.</p>	<p>One of the principles of Islam that would make Lei reluctant to remove a religious or spiritual object is modesty. Islam's code of modesty covers all aspects of someone's life, including how people dress. For women, wearing a headscarf is a demonstration of the person's commitment to worship God. Modesty can be found in the Quran: "O Prophet! Say to your wives, your daughters, and the women of the believers that they should let down upon themselves their jalabib." (33:59)</p> <p>In the Catholic tradition, one of the principles that Lei would draw from is the great commandment to love our neighbours as we love ourselves. Jesus said, "The first commandment is, 'Hear, O Israel: the Lord our God, the Lord is</p>	<p>It should be up to Lei to decide whether to take off the religious or spiritual object to play football, because in Islam it can be up to the individual to decide, rather than someone else. According to the Quran, God states: "Let there be no compulsion to religion." Instead of pressuring someone to wear or not to wear a particular item, the decision should come freely from the individual. This way, religious people can express themselves, and if they do wear (for example) a headscarf, they would be showing wilful commitment to God. This permission allows those who are in a social context, such as living in New Zealand, which is not an Islamic country, to adapt in order not to create undue controversy.</p>

		<p>one; ³⁰ you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.' ³¹ The second is this, 'You shall love your neighbour as yourself.' There is no other commandment greater than these." (Mark 12:29-31). This means that she would respect the safety of others first, even when it comes to the wearing of devotions such as scapular or a miraculous medal.</p>	<p>Catholic teaching respects the primacy of the individual conscience. "Everyone is obliged to follow this law, which makes itself heard in conscience and is fulfilled in the love of God and of neighbour. Living a moral life bears witness to the dignity of the person." CC1706</p> <p>The student should not be forced to the devotion if it violates her conscience. However, the conscience should consider the needs of others. Any sort of devotion clothing that would impact on the safety of others playing sport would need to be considered and worn in a safe way.</p>
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Situation	Achievement	Achievement with Merit	Achievement with Excellence
<p>2. <i>Mateo has found a stray dog. He takes in the dog while arranging care for the animal.</i></p>	<p>Mateo's Jewish faith reminds him that caring for the creatures of God is important. This is because the Torah teaches us that all creations made by God are good.</p> <p>If Mateo is Anglican, he would understand that caring for the environment includes being responsible for caring for all created things, as required by God in Genesis.</p>	<p>The primary principle behind the treatment of animals in Jewish law is preventing <i>tza'ar ba'alei chayim</i>, the suffering of living creatures. Stray dogs often suffer due to hunger and disease, so Mateo would be following the Talmud's instructions to avoid unnecessary cruelty by caring for the dog.</p> <p>The Catholic Church teaches that animals are part of God's creation and are entrusted to human stewardship. This responsibility entails showing kindness and care for animals, as they are God's creatures that bless Him by their mere existence. Mateo's decision to take in the stray dog reflects a positive exercise of this stewardship, demonstrating a commitment to caring for a creature in need.</p>	<p>The prohibition against the suffering of living animals in Judaism also places positive obligations on those who care for animals. Mateo would be expected to provide food and water, and to meet the animal's other basic needs. However, Mateo might be going against his religious principles if he takes in the dog during <i>Shabbat</i> (the day of rest) and has to take special care of it. This is because there are rules that place animals as <i>muktzah</i> – an object that may not be handled or moved during Shabbat. There are exceptions to this rule, for example if the dog is needing urgent medical help because of a wound, but even then, it may be that Mateo would need to ask a non-Jewish person to help, depending on the type of medicine being used.</p> <p>The Catechism of the Catholic Church emphasises that humans owe kindness to animals, recalling the gentleness exhibited by saints, like St. Francis of Assisi.</p>

			By taking in the stray dog, Mateo is embodying this call to compassion, recognising the intrinsic dignity of the animal and providing it with a safe environment. This act of kindness aligns with the Church's teaching that it is contrary to human dignity to cause animals to suffer needlessly.
3. <i>Jenny takes a photo of her classmate Sally, with whom she is not friends. Jenny applies an animal filter to the photo of Sally and then shares it with the rest of the class, without telling Sally.</i>	<p>Jenny has embarrassed Sally, and this could be an example of bullying. A Catholic perspective would respond to the situation by teaching Jenny to treat others the way that she would like to be treated and allowing Jenny to seek forgiveness for her actions.</p> <p>If Jenny was a believer in Confucianism, this sort of behaviour would be wrong, because the bullying goes against the golden rule of Confucian teaching, as Jenny would not want someone to do this to her.</p>	<p>Jenny's actions possibly came at the cost of Sally's dignity, which goes against the teaching of both Jesus and the Pope. The Bible says to love our neighbour as ourselves, which means Jenny should be treating Sally with respect. This principle is a commandment of Jesus (Mark 12:31). Catholics are further guided by Pope Francis, who stated that love for one's neighbour is expressed by being close to people, listening to them, sharing, and caring for others.</p> <p>From a Confucian perspective, Jenny's actions would be considered disrespectful and inappropriate. Here's why:</p> <p>Ren (仁): This core Confucian principle emphasises humaneness, kindness, and benevolence towards others. Taking a photo of someone without their consent and then sharing it in a way that could potentially humiliate them violates ren. It shows a lack of consideration for Sally's feelings and dignity.</p>	<p>The idea of loving your neighbour as yourself is developed further through the story of the good Samaritan, which teaches Catholics to show love and kindness even to your enemies. This could be applied to both Jenny and Sally in this situation, as they are not friends with each other but could still show love towards each other. However, in order to do this, Sally would have to forgive Jenny for her actions. Forgiveness is important to Christians, as shown in Mathew 6: "For if you forgive other people when they sin against you, your heavenly Father will also forgive you. But if you do not forgive others their sins, your Father will not forgive your sins."</p> <p>The situation with Jenny and Sally, through the lens of Confucianism, can be expanded to other situations involving:</p> <p>Social media: Sharing embarrassing photos or videos of others without their consent, spreading rumours or gossip online, cyberbullying, and engaging in online harassment all violate Confucian principles of ren (humaneness), li (propriety), and yi (righteousness). These actions can have severe consequences for the victim's reputation and emotional well-being.</p> <p>Respect for individuality: Confucianism emphasises the importance of respecting</p>

			<p>the dignity and autonomy of every individual.</p> <p>The Golden Rule: The core principle of “Do not do to others what you would not want done to yourself” is central to Confucian ethics.</p> <p>Emphasis on harmony: Confucianism seeks to cultivate harmonious relationships within families, communities, and society as a whole.</p> <p>By applying these principles to various situations, individuals can cultivate a more ethical and harmonious society.</p>
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N1	N2	A3	A4	M5	M6	E7	E8
Provides very little relevant evidence about perspectives found in two different religious or spiritual communities.	Provides insufficient relevant evidence about perspectives found in two different religious or spiritual communities.	Provides a relevant example of, or context for , a perspective within two different religious or spiritual communities. <i>Note: There may be some imbalance in the description of the two different religious or spiritual communities.</i>	Provides a detailed relevant example of, or context for, a perspective within two different religious or spiritual communities. <i>Note: There is a balance in the detailed description of the two different religious or spiritual communities.</i>	Provides an explanation of the principles behind a perspective found in two different religious or spiritual communities, using relevant evidence. <i>Note: There may be some imbalance in the explanation of the two different religious or spiritual communities.</i>	Provides a detailed explanation of the principles behind a perspective found in two different religious or spiritual communities, using clear and balanced evidence. <i>Note: There is a balance in the explanation of the two different religious or spiritual communities.</i>	Examines the perspectives making connection between the principles and wider social context found in two different religious or spiritual communities, using relevant evidence. <i>Note: There may be some imbalance in the examination of the two different religious or spiritual communities.</i>	Examines, in detail , the perspectives making connection between the principles and wider social context found in two different religious or spiritual communities, to show a comprehensive and perceptive understanding. <i>Note: There is a balance in the examination of the two different religious or spiritual communities.</i>

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8

Appendix: Authenticity of candidate work

To assess whether a candidate's evidence is genuine, the marker uses their professional judgement, considering all the evidence provided. Where the marker believes there is a possibility the work is inauthentic, they must raise a 'malpractice exception', flagging the issue for further review.

Evidence might be considered inauthentic if:

- large portions of the text are identical to other candidates' work
- the evidence does not match the assessment prompt or task
- the response shows evidence of someone else's input other than the candidate's (e.g., teacher feedback)
- the style or voice of the writing is inconsistent with the rest of the candidate's work
- complex pieces of evidence are copied from other sources but are presented as the candidate's own work, or the evidence is deemed significantly unnatural.

Properly referenced, relevant, and integrated information is acceptable. Uncertainty about the authenticity of evidence should be resolved in favour of the candidate.