

## Assessment Schedule – 2025

### Religious Studies: Demonstrate understanding of a characteristic of religious or spiritual traditions (91918)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of a characteristic of religious or spiritual traditions involves:</i></p> <ul style="list-style-type: none"> <li>describing a characteristic that is shared by religious or spiritual traditions</li> <li>describing the meaning of the characteristic within the religious or spiritual traditions.</li> </ul>	<p><i>Explain a characteristic of religious or spiritual traditions involves:</i></p> <ul style="list-style-type: none"> <li>explaining how the characteristic is applied within the religious or spiritual traditions.</li> </ul>	<p><i>Examine a characteristic of religious or spiritual traditions involves:</i></p> <ul style="list-style-type: none"> <li>examining connections between the characteristic and its application within the religious or spiritual traditions.</li> </ul> <p><b>Note:</b> <i>Connections could involve examining the broader implications of the characteristic or wider connections within the characteristic of two religious or spiritual traditions.</i></p>

#### Cut Scores

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

**Note for markers**

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.

**Sample Evidence**

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Practising religious beliefs requires dedication and time. Explain the religious beliefs that shape the way people organise their lives in two religious or spiritual traditions you have studied.</i></p>	<p>Anglicans make use of a liturgical calendar to help shape their sense of time. They celebrate Communion on Sunday to remember the resurrection of Jesus.</p> <p>In traditional Māori spirituality, the time of the year has different spiritual meanings, such as the celebration of Matariki in winter.</p>	<p>Anglicans make use of The Book of Common Prayer, and under the direction of the Church will celebrate different seasons of the year in line with their liturgical calendar. They use colours to mark the different seasons, following these rules. The colours have different meanings, e.g. white shows the glory of new life, and is connected with Easter.</p> <p>Traditional Māori beliefs work with seasons to honour the gods, which are connected with different periods of the year. For example, the Pōhutukawa Festival in early December celebrates the trees that shape summer. This is linked with belief in the demigod Tāwhaki.</p>	<p>Both the Anglican religion and traditional Māori spirituality express their beliefs through their understanding and marking of time.</p> <p>In Revelation 1:10, “On the Lord’s Day I was in the Spirit”, the scripture shows the importance of the Lord’s day, Sunday. However, different Anglican churches will practise this belief in different ways. Some will have Communion every Sunday, while others will just have a form of worship and reading of scripture. This recognition of the Lord’s day is also expressed in the Anglican (and wider Christian) belief in the resurrection of the dead, which is embodied in funerals.</p> <p>In traditional Māori spirituality, Matariki involves important beliefs about stars and what the time of year is about. It can signify new life, but is also connected with death: “Matariki whanaunga kore; Matariki tohu mate”. This whakataukī shows the connection with death and remembering those who have passed before. This is a connection to the celebration of tangi, in which those who have passed are grieved. The celebration of Matariki differs for each iwi and hapū.</p>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Objects are often used in religious and spiritual traditions for prayer and worship. Explain why specific objects are used, for and during, religious practices in two religious or spiritual traditions you have studied.</i></p>	<p>Muslims use the Quran – the holy book of Islam – during religious practices. The Quran is the word of Allah as revealed by the Prophet Muhammad, and is recited during daily prayers.</p> <p>Hindus use murti (a statue or image of a Hindu god) during their prayers. During worship, devotees offer flowers, incense, and food to the deity as an act of devotion.</p>	<p>Muslims show great respect for the Quran by keeping it on a high place, handling it with clean hands, and reciting it in Arabic. This care symbolises the importance and status of Allah’s words.</p> <p>Hindu worship (Puja) involves rituals and symbolic objects that connect devotees to the divine. While Hindus do not believe that the statue itself is divine, they see it as a display of their god’s presence during worship.</p>	<p>In both Islam and Hinduism, religious objects are used to facilitate prayer and devotion. While Islam’s objects emphasise spiritual discipline and remembrance of Allah, Hinduism’s objects focus on ritual offerings and symbolic connection with the divine.</p>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Religions are often involved in social action. Explain how social action is used by two religious or spiritual traditions you have studied to bring about change to society.</i></p>	<p>The Catholic Church has established the organisation called Caritas to provide aid to the poor, and for disaster relief. This group was inspired by Jesus' teachings on love, justice, and care for the poor.</p> <p>Buddhism promotes compassion and kindness, which is seen through relief organisations such as the Tzu Chi Foundation.</p>	<p>The Caritas organisation operates on an international level, so that it can influence as much of the world as possible. Caritas undertakes both local and international action for disaster relief, and for longer-term projects. It is guided by the Church and the Pope, to uphold Catholic social teachings.</p> <p>In many Buddhist countries, monks and nuns rely on alms, where laypeople offer food and resources to the monastic community. This practice is not just about supporting monks; it also develops a culture of generosity and compassion in society. In return, monasteries often provide food, shelter, and education to the poor.</p>	<p>Charitable organisations in the Catholic Church are often based on Christian teachings such as the Parable of the Good Samaritan, which illustrated what Jesus meant about the word 'neighbour'. In the Parable of the Good Samaritan (Luke 10), Jesus teaches that people should love everyone, including their enemies. This means that social organisations are set up to assist all people in society, not just those who are fellow worshippers.</p> <p>Similarly, Theravāda Buddhists have monastery-run orphanages, hospitals, and schools in order to reduce suffering and to create a more compassionate society. These organisations are established according to beliefs such as the Sutta Nipāta, which says "Just as a mother would protect her only child with her life, even so, let one cultivate a boundless love towards all beings." This shows the Buddhist commitment to compassion and the importance of actively caring for others in society.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Provides very little relevant evidence about a characteristic found in two religious or spiritual traditions.	Provides <b>insufficient</b> relevant evidence about a characteristic found in two religious or spiritual traditions.	Provides a <b>relevant example</b> of, or <b>context for</b> , a characteristic found in two religious or spiritual traditions, and describes its meaning.  <i>Note: There may be some imbalance in the descriptions for the two religious or spiritual traditions.</i>	Provides a <b>detailed</b> relevant example of, or context for, a characteristic found in two religious or spiritual traditions, and describes its meaning.  <i>Note: There is a balance between the descriptions for the two religious or spiritual traditions.</i>	<b>Explains</b> an application of a characteristic found in two religious or spiritual traditions, using <b>relevant</b> evidence.  <i>Note: There may be some imbalance in the explanation of the two religious or spiritual traditions.</i>	<b>Explains, in detail</b> , an application of a characteristic found in two religious or spiritual traditions, using <b>clear and balanced</b> evidence.  <i>Note: There is a balance between the explanation of the two religious or spiritual traditions.</i>	<b>Examines the connections</b> between the characteristic and its application found in two religious or spiritual traditions, using relevant evidence.  <i>Note: There may be some imbalance in the examination of the two religious or spiritual traditions.</i>	Examines, <b>in detail</b> , the connections between the characteristic and its application found in two religious or spiritual traditions to show a <b>comprehensive</b> understanding, including <b>perceptive conclusions</b> .  <i>Note: There is a balance between the examination of the two religious or spiritual traditions.</i>

**N0** = No response; no relevant evidence.