

Assessment Schedule – 2025

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</i> involves:</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</i> involves:</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</i> involves:</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 on page 2 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.

Plain text indicates an Achievement-level response; underlined text indicates a Merit-level response; italicised text indicates an Excellence-level response.

Question	Sample Evidence
(a)	Islam and Confucianism.
(b)	<p>In Islam, the belief in charity (sadaqah) provides a strong perspective that can be applied to the cost of living issue. Muslims who have a certain amount of wealth or are able to give are required to give Zakat Al-Maal – a mandatory donation to charity. Every eligible Muslim is required to give 2.5% of their wealth as Zakat Al-Maal (alms-giving), to ensure those in need receive support. The purpose of the Zakat Al-Maal is to purify the wealth of the believers (by showing gratitude for the blessings they have received), and to provide for the needs of the poor in society. It is believed that by giving Zakat Al-Maal, Muslims are promoting social welfare and economic justice. Muslims who give Zakat also profit by strengthening their bond with Allah and being rewarded in the afterlife.</p> <p>For Confucians, consideration of loyalty to the family overshadows the importance of personal decision-making. The principle of Ren states that compassion is the most important value. This includes making and respecting what your parents ask of you as the first priority among your choices in life. Listening to your parents is part of this principle, hence Chen’s decision to respect that. The idea of Ren is explained in Resource A according to one’s station in life.</p> <p><u>Zakat is a form of alms-giving that makes up one of the Five Pillars of Islam and is discussed in many verses of the Quran. According to the Quran, the righteous are those who “give charity out of their cherished wealth to relatives, orphans, and the poor”. By giving zakat, Muslims can be righteous and can expect to be rewarded by Allah in the after-life. This is partly because “giving charity wipes away sins, just as water extinguishes fire”. So being charitable works in two ways – by helping those in need, and at the same time, cleansing the donor of any minor sins they have committed. In some Islamic countries, zakat is voluntary and it is up to the individual, whereas in other countries zakat is a tax that all citizens have to pay to the state. This would have implications for people, as they would receive less pay, but it could be beneficial to poorer members of society if the money raised from zakat was used to help them. The receivers of zakat must be Muslim, however, so in terms of the cost of living issue, zakat is unlikely to be received in countries such as New Zealand. Instead, people in Muslim-majority countries are more likely to receive donations that will help them with the cost of living issue.</u></p> <p>For Confucians, the cost of living crisis might mean that they would prioritise work over playing sports so that they can support their family. <u>Confucians hold these beliefs because of principles such as Ren, which means humaneness and care for others, and Li, which emphasises living within social expectations. This care for others seems especially important for the older generation. That is why Chen is obliged to work instead of playing football – so he can visit his grandparents in Singapore. The Doctrine of the Mean says that people should have balance in their lives, meaning they should not neglect their loved ones. In a society such as New Zealand, it might be hard for Confucians to practise their beliefs. Many New Zealanders may not understand a Confucian’s commitment to family obligations and the sacrifices that are needed in a cost of living crisis to support family. Many people might wonder why they can’t spend more time playing sport or socialising with their friends.</u></p>

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