## Religious Studies Phase 2 Survey – Raw Feedback

**Do you think the draft materials for this subject are ready for testing with students in pilot schools/kura?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| The materials are ready for piloting | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-29.0959462841&came_from_title=Responses+by+Question&filters%2Fquestions%2Fcf6042c10d%2Fsubpage.2021-07-29.9415020870%2Fquestion.2021-07-29.0959462841%2Fquestion-2021-07-29-0959462841-radiosubquestion%3Alist=question-2021-07-29-0959462841-radiosubquestion%2FThe+materials+are+ready+for+piloting) | **0.21%** |
| The materials need small amendments before piloting | **0** | **0.00%** |
| The materials need significant amendments before piloting | **0** | **0.00%** |
| The materials are unsuitable for piloting | **0** | **0.00%** |
| Not Answered | [**949**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-29.0959462841&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc8ee906906%2Fsubpage.2021-07-29.9415020870%2Fquestion.2021-07-29.0959462841%2Fquestion-2021-07-29-0959462841-radiosubquestion%3Alist=question-2021-07-29-0959462841-radiosubquestion%2F__not_answered__) | **99.79%** |

**Do you have any further feedback on the draft materials? If there was one thing you think would help make these materials easier to test in the pilot, what would it be?**

|  |  |
| --- | --- |
| [ANON-767U-4EKC-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3995242870&user_id=ANON-767U-4EKC-Z) | The narrowness of the current exemplars and wording of some of the standards makes it difficult for akonga to learn about Christianity's history in the broader global sense. Although it is encouraging to see more of a connection to the people and culture of New Zealand through these exemplars, it would be a disservice to miss the larger perspectives and insight provided by the proceeding centuries that give a greater context to Christianity within New Zealand. |
| [ANON-767U-416C-Q](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3995242870&user_id=ANON-767U-416C-Q) | No doubt, we need to look into more throughly and ponder upon it before moving further. |

**Do the sample Course Outline(s) exemplify how the Significant Learning can form a coherent years’ programme with opportunities to assess the 4 Standards? (Do they show how a course could be taught across a year in the subject? Remember these can be adapted to your own context.)**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| The Course Outline(s) are useful examples | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615772.52-2668&came_from_title=Responses+by+Question&filters%2Fquestions%2F311699bff8%2Fsubpage.2021-07-29.9821685277%2Fpasted-question-1627615772.52-2668%2Fpasted-question-1627615772.52-2668-1627615772.73-3441%3Alist=pasted-question-1627615772.52-2668-1627615772.73-3441%2FThe+Course+Outline%28s%29+are+useful+examples) | **0.11%** |
| The Course Outline(s) are unclear or do not contain enough information | **0** | **0.00%** |
| The Course Outline(s) are too similar to show multiple ways a course could be constructed | **0** | **0.00%** |
| The Course Outline(s) are not useful | **0** | **0.00%** |
| Not Answered | [**950**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615772.52-2668&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe9c672de9f%2Fsubpage.2021-07-29.9821685277%2Fpasted-question-1627615772.52-2668%2Fpasted-question-1627615772.52-2668-1627615772.73-3441%3Alist=pasted-question-1627615772.52-2668-1627615772.73-3441%2F__not_answered__) | **99.89%** |

**Do the Course Outline(s) demonstrate how teaching and learning could be grounded in mātauranga Māori?**

|  |  |  |
| --- | --- | --- |
| Option | Total | Percent |
| The course outline(s) demonstrate this clearly | **0** | **0.00%** |
| The course outline(s) demonstrate this to some extent | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615786.06-13091&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc77bb489d6%2Fsubpage.2021-07-29.9821685277%2Fpasted-question-1627615786.06-13091%2Fpasted-question-1627615786.06-13091-1627615786.34-42351%3Alist=pasted-question-1627615786.06-13091-1627615786.34-42351%2FThe+course+outline%28s%29+demonstrate+this+to+some+extent) | **0.11%** |
| The course outline(s) do not demonstrate this | **0** | **0.00%** |
| Not Answered | [**950**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615786.06-13091&came_from_title=Responses+by+Question&filters%2Fquestions%2Fcf49a3d73a%2Fsubpage.2021-07-29.9821685277%2Fpasted-question-1627615786.06-13091%2Fpasted-question-1627615786.06-13091-1627615786.34-42351%3Alist=pasted-question-1627615786.06-13091-1627615786.34-42351%2F__not_answered__) | **99.89%** |

**Do you have any further feedback on the Course Outline(s)?**

|  |  |
| --- | --- |
| [ANON-767U-416C-Q](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615798.67-18257&user_id=ANON-767U-416C-Q) | As a Religious school, we would like to teach all of our religious beliefs while assessment can be done as per NCEA requirements as suggested to us in one of the Subject get together forum few years ago.We need more support in "Matauranga Maori" to do justice for this section. |

**Is this Achievement Standard [1.1] ready for piloting?**

[no responses]

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

[no responses]

**Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?**

[no responses]

**Could the Internal Assessment Activities for AS1.1 be used or adapted in your local context?**

[no responses]

**Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment? (Do they demonstrate appropriate Māori contexts for assessment? Do they provide guidance and support for teachers and students to engage with mātauranga Māori in assessment?)**

[no responses]

**Do the Internal Assessment Activities for AS1.1 support the engagement, access, understanding and participation of all learners?**

[no responses]

**Do you have any further feedback on [achievement standard 1.1] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

[no responses]

**Is this Achievement Standard [1.2] ready for piloting?**

[no responses]

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

[no responses]

**Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?**

[no responses]

**Could the Internal Assessment Activities for AS1.2 be used or adapted in your local context?**

[no responses]

**Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment? (Do they demonstrate appropriate Māori contexts for assessment? Do they provide guidance and support for teachers and students to engage with mātauranga Māori in assessment?)**

[no responses]

**Do the Internal Assessment Activities for AS1.2 support the engagement, access, understanding and participation of all learners?**

[no responses]

**Do you have any further feedback on [achievement standard 1.2] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

[no responses]

**Is this Achievement Standard [1.3] ready for piloting?**

[no responses]

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

[no responses]

**Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?**

[no responses]

**Do you have any further feedback on [achievement standard 1.3] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

[no responses]

**Is this Achievement Standard [1.4] ready for piloting?**

[no responses]

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

[no responses]

**Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?**

[no responses]

**Do you have any further feedback on [achievement standard 1.4] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

[no responses]

**Do the four Achievement Standards as a group credential the most important knowledge and/or skills for this subject as illustrated by the Learning Matrix?**

[no responses]

**Do the Achievement Standards support ākonga Māori to succeed as Māori? (select all that apply) (Do the Standards value mātauranga Māori? Do they place the learner at the centre?)**

[no responses]

**Are the Achievement Standards appropriate to Level 6 of the curriculum? (Approximately Year 11)**

[no responses]

**Do you have any further feedback on the Achievement Standards? If you noted that there is important knowledge and/or skills missing, please detail that here.**

[no responses]