

# Religious Studies NCEA NZC Level 1

## Subject Learning Outcomes for Assessment

Companion to the Religious Studies Learning Matrix

### **What are the Subject Learning Outcomes and how can I use them?**

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

Achievement Standard 1.1 (91916): Demonstrate understanding of the development of a community that shares religious or spiritual beliefs (5 Credits)

What is being assessed	Subject Learning Outcomes
Religious or spiritual community description	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify and describe a community that shares religious or spiritual beliefs, from either a local or overseas context. For example, the Pacific Island Presbyterian Church is a multi-cultural Presbyterian church community based in Auckland.</li> </ul>
Factors in development of community	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• describe the significant factors in the development of a community. Significant factors may include any kind of natural or human event, or circumstance that had a notable impact on the development of a community, such as conflict, migration, politics, leadership, natural disaster/environmental issues, or secularism. <ul style="list-style-type: none"> <li>○ For higher levels of achievement, explain how significant factors have influenced the development of a community and examine why factors have contributed to the community's development over time. An example of this may include how a change of leadership has affected the development of a community, by influencing a change in a community's religious or spiritual characteristics, structure, or number of followers over time.</li> </ul> </li> </ul>
Use of examples	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• use relevant examples to describe a community that shares religious or spiritual beliefs and significant factors contributing to its development. Examples refers to specific details, words, or phrases, which may include referring to scriptures/quotes, connections to the chosen tradition (beliefs or practices), religious or spiritual events, or religious or spiritual figures. <ul style="list-style-type: none"> <li>○ For higher levels of achievement, back up and strengthen the points being made, by using examples that support and develop an explanation of significant factors in the development of a religious or spiritual community over time.</li> </ul> </li> </ul>

Achievement Standard 1.2 (91917): Demonstrate understanding of how a significant narrative relates to a religious or spiritual tradition (5 Credits)

What is being assessed	Subject Learning Outcomes
Origins or context of religious or spiritual narrative	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify a narrative that is significant to a religious or spiritual tradition. The term ‘narrative’ is inclusive of a range of oral and written sources, accounts, and commentaries which religious and spiritual traditions deem to be significant. Examples of narratives include Gospel/parable, pūrākau/karakia/whakataukī, acts/epistles, tapasā, Talmud, or Upanishads</li> <li>• describe where and when a significant religious or spiritual narrative originates. For example, this may involve describing the origins of a narrative from the Bible in Christianity or explaining the social/historical context at the time of the narrative's formation, such as the writing of the Gospels during the formation of the early Christian Church.</li> </ul>
Key messages and application of narrative	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• describe key messages in a significant narrative. Key messages are significant ideas or communications which are implicitly or explicitly featured in a religious or spiritual narrative. For example, a key message from the Gospels in the Bible is that Jesus died for the salvation of humanity. <ul style="list-style-type: none"> <li>○ For higher levels of achievement, connect key messages of a significant narrative to a religious or spiritual tradition. Students are also able to discuss how key messages from a significant narrative are applied. An example of this is that Christians believe that Jesus died in order to absolve their sins, and this impacts how they live their lives.</li> </ul> </li> </ul>
Use of examples	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• use relevant examples in the description of the origins/context and key messages of the significant narrative. Examples refers to a scripture/quote which illustrates a key message and is used to support and develop an explanation. Examples can also include connections to the chosen tradition (beliefs or practices), religious or spiritual events, religious or spiritual figures. <ul style="list-style-type: none"> <li>○ For higher levels of achievement, back up and strengthen the points being made, using examples about the narrative’s identified key messages that support and develop the explanation about how key messages connect and apply to particular beliefs and practices.</li> </ul> </li> </ul>

Achievement Standard 1.3 (91918): Demonstrate understanding of a characteristic of religious or spiritual traditions (5 Credits)

What is being assessed	Subject Learning Outcomes
Characteristics and connections of religious or spiritual tradition	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• be familiar with different religious or spiritual traditions, in order to be able to give details about each of them</li> <li>• recognise, identify, and explain characteristics of religion, which includes experiences, rituals, beliefs, moral and ethical teachings, social organisation, material expression and narratives. NOTE: Narratives are <u>not</u> considered for this standard as this aspect is assessed in AS 1.2</li> <li>• give examples for characteristics of different religious or spiritual traditions</li> <li>• describe the meaning of a characteristic shared between two religious or spiritual traditions. <ul style="list-style-type: none"> <li>○ For higher levels of achievement, explain how a characteristic is applied to a tradition. For example, students may look at how a ritual such as Baptism, a Bar or Bat Mitzvah, or another initiation rite is practised within different chosen religious or spiritual traditions. Students are also able to compare factors/characteristics between each of the different religious or spiritual traditions in order to examine connections and the way they are applied. For example, this may include examining similarities and differences within ritual processes in an initiation rite within different religious or spiritual traditions.</li> </ul> </li> </ul>

Achievement Standard 1.4 (91919): Demonstrate understanding of perspectives of different religious or spiritual communities on an issue (5 Credits)

What is being assessed	Subject Learning Outcomes
Perspectives on an issue	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify and describe a given issue as it relates to a religious or spiritual community. An issue is defined as a material world problem that is open for debate. Examples of issues include social, economic, environmental, or technological</li> <li>• identify and describe the perspectives of different religious or spiritual communities on an issue. 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.</li> </ul>
Beliefs impact understanding of issues	Students are able to:

	<ul style="list-style-type: none"> <li>consider the impact of beliefs identified in relation to a particular issue. How would someone with particular religious or spiritual beliefs respond to an issue? <ul style="list-style-type: none"> <li>For higher levels of achievement, explain how principles impact perspectives. Principles are standards that individuals, communities, and societies live by. They help to define what is ethically and morally acceptable to a group of people. Examples of principles may include dignity of the human person, human rights, kaitiakitanga, care for our environment, economic concerns, or caring for the vulnerable. Students are also able to expand on how principles impact perspectives and how this affects a wider social context. An example of this may include an issue related to the current climate crisis and how a religious Pacific community's perspective is informed by the principle of caring for our common home. This may involve consideration of how a community's perspective influences those who are most affected by the current climate crisis in the wider Pacific region.</li> </ul> </li> </ul>
Use of examples	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>use relevant examples in the description of a perspective of different religious or spiritual communities on an issue. <ul style="list-style-type: none"> <li>For higher levels of achievement, use examples to support an explanation of principles behind perspectives, backing up the points being made, and use examples to develop an explanation and strengthen the points being made. For example, showing a deeper understanding of the issue, using scripture passages/quotes, making connections to the chosen tradition (beliefs or practices), or referring to religious or spiritual events and religious or spiritual figures.</li> </ul> </li> </ul>