

**Sample Assessment Schedule – 2025**

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

**Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Demonstrate understanding of perspectives of different religious or spiritual communities on an issue involves:</i></p> <ul style="list-style-type: none"> <li>• identifying and describing a perspective of a religious or spiritual community on an issue</li> <li>• identifying and describing a perspective of another religious or spiritual community on the same issue</li> <li>• including relevant examples in the descriptions.</li> </ul>	<p><i>Explain perspectives of different religious or spiritual communities on an issue involves:</i></p> <ul style="list-style-type: none"> <li>• explaining the principles behind the perspectives of different religious or spiritual communities on the issue</li> <li>• using examples to support the explanation.</li> </ul>	<p><i>Examine perspectives of different religious or spiritual communities on an issue involves:</i></p> <ul style="list-style-type: none"> <li>• discussing how the principles inform the perspectives of different religious or spiritual communities on the issue, with reference to the wider social context</li> <li>• using examples to develop the explanation.</li> </ul>

**Sample Evidence**

**Note:** Plain text denotes Achievement evidence; underlined text is for Merit; and *italicised* is for *Excellence*.

Question	Expected coverage (not limited to these examples)
(a)	<p><b>Explain how the perspectives of a religious or spiritual community you have studied in class shape their response to the issue of working on holy days. Identify the community in your answer.</b></p> <p>In the Catholic community, followers are encouraged not to work on holy days of obligation. Instead of working, Catholics are required to attend Mass and avoid activities that get in the way of worshipping God. For Catholics in New Zealand, all Sundays are holy days of obligation, as well as special days such as Christmas. Holy days of obligation are important to Catholics because they set aside time to praise God and celebrate the Lord’s Day (Sunday) and the Eucharist.</p>
(b)	<p><b>Explain how the perspectives of Eli’s community shape their response to the issue of working on holy days. Identify the community Eli belongs to in your answer.</b></p> <p>Eli belongs to the Amish community. The Amish community refrain from working on holy days. The Amish view holy days as sacred, setting them aside for rest and worship. In the case study, Eli and his father uphold the Amish community’s perspective of not working on a holy day by delaying repairs to the broken fence until sunrise on Monday.</p>
(c)	<p><b>Discuss the principles that shape the response of both of these religious or spiritual communities to the issue of working on holy days. Consider the wider social context in your answer.</b></p> <p><u>Both religions are Christian and the principle behind their decision not to work on holy days comes from the Bible. As part of the Ten Commandments, God tells Moses, “Remember the Sabbath day, to keep it holy” (Exodus 20:8). This commandment recalls the creation of the world, where God worked for six days and rested on the seventh.</u></p> <p><i>For the Amish, the perspective on not working on holy days is expanded upon in <u>Rules of a Godly Life</u>. This book encourages the Amish to make the Sabbath holy through prayer, holy thoughts, and listening to and studying sermons. Work is only permitted on holy days if necessary for the welfare of animals. In the case study, Eli’s father clearly felt that the animals’ welfare was not a cause for concern, so they were obligated to honour their holy day. A wider social implication of this perspective for the Amish is that it can bring them into conflict with others who do not share their views. As illustrated in the case study, Eli’s family and their non-Amish neighbour disagreed about when it was appropriate to fix the fence.</i></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 <b>insufficient</b> relevant evidence about perspectives found in two different religious or spiritual communities.	Provides a <b>relevant example</b> of, or <b>context for</b> , 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 <b>detailed</b> 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 <b>explanation</b> of the principles behind a perspective found in two different religious or spiritual communities, using <b>relevant</b> evidence.  <i>Note: There may be some imbalance in the explanation of the two different religious or spiritual communities.</i>	Provides a <b>detailed</b> explanation of the principles behind a perspective found in two different religious or spiritual communities, using <b>clear and balanced</b> evidence.  <i>Note: There is a balance in the explanation of the two different religious or spiritual communities.</i>	<b>Examines the perspectives</b> making connection between the principles and wider social context found in two different religious or spiritual communities, using <b>relevant</b> evidence.  <i>Note: There may be some imbalance in the examination of the two different religious or spiritual communities.</i>	Examines, <b>in detail</b> , the perspectives making connection between the principles and wider social context found in two different religious or spiritual communities, to show a <b>comprehensive and perceptive</b> 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