

Review of Achievement Standards

Internal Assessment Activity 1.3b

Subject Religious Studies

Activity name Te Orokohanga o te Ao

Achievement Standard	1.3 Describe a significant religious narrative within a religious tradition
Credits	5
Assessment Method	Visual Presentation
Teaching and Learning time	50 hours

Curriculum Key Concepts/Content

In this activity, students will learn that particular skills are required to read and interpret religious texts and narratives.

Students will learn about creation narratives and how they influence the tradition they are a part of and current cultural practice.

Mātauranga Māori note

This assessment activity contextualises pūrākau orokohanga, or Māori creation narratives, as being part of a religious tradition. It is important to note that while this framing will align with the cultural practices and beliefs of some Māori, some iwi, hapū and whānau engage with creation narratives through a more historical and genealogical lens. This diversity of views is important to acknowledge when utilising this activity, as ākonga may interpret the links between pūrākau orokohanga, religion, and te ao Māori differently depending on their cultural context.

Kupu Māori

Haka: to dance, perform the haka, perform. Performance of the haka, posture dance - vigorous dances with actions and rhythmically shouted words. A general term for several types of such dances

Karakia: prayers or ritual prose, which are recited in most situations where kawa or tikanga are used.

Orokohanga: origin, beginning, creation, advent

Review of Achievement Standards

Pūrākau: refers to narratives, stories, myths and/or legends. To Māori, pūrākau contain explanations about their natural world and their place in it

Rangatiratanga: the authority to protect or conserve. Mana atua, mana whenua, and mana tūpuna comprise tino rangatiratanga. Exclusive rights, responsibilities, and obligations involving the use, management, and control of the land and other resources were maintained through the exercise of tino rangatiratanga

Te ika a-Māui: the north island

Whakairo: to carve, ornament with a pattern, sculpt.

Whakataukī: refer to proverbs, prophecies, genealogy or combinations of each.

Student Instructions

Student Activity

You will:

- choose one pūrākau orokohanga (a Māori narrative about origin/creation)
- create a visual presentation about your chosen narrative.

Assessment Timeline

Two weeks at the end of a 5 week teaching module.

What the student will need to think about before they begin this assessment

- What does the narrative explain or explore?
- Who are the figures and what are the elements involved in the pūrākau?
- How has the pūrākau been told and shared?
- Are there multiple interpretations of the meaning of this narrative?
- How might you visually represent the key aspects of this narrative and its religious significance?

What the student needs to do

You will select ONE pūrākau orokohanga and create a visual presentation about it.

Working individually or in groups, identify and discuss the context of the narrative:

Review of Achievement Standards

- What are some other creation narratives from around the world and throughout history? Are there any shared elements between those and your chosen narrative? What is unique about your pūrākau?
- What, if anything, is known about the origins of your chosen narrative?
- How has the narrative been told and shared, and has that changed through time?
- Does your pūrākau sit within a wider narrative?
- What does someone need to know first in order to fully understand your chosen narrative?
- How well known is your chosen narrative within its religious and cultural context? How well known is it in wider Aotearoa?

Create a visual presentation. You will need to use written annotations or spoken words to demonstrate how your presentation describes and engages with your pūrākau.

You will show:

- What the pūrākau orokohanga explains or explores, how it has been told, and what figures and elements are involved in telling the story
- How the narrative fits into its religious and cultural context, and why it is significant. To help you, consider these questions:
 - What meaning has been made from what the narrative explains or explores?
 - What traditions, practices, ideas, understandings, interpretations, and teachings come (or might come) from the pūrākau?
- Analysis of what the pūrākau has to say to people today, for instance:
 - How has the pūrākau been interpreted differently through time and by different audiences?
 - What are some understandings surrounding your chosen pūrākau that have not changed through time?
 - Has the narrative been appropriated in ways that might be considered controversial or damaging?
 - Does the pūrākau have any aspects that might be challenging to some modern audiences?
 - What connections can you find between modern understandings of your chosen pūrākau orokohanga and modern understandings of other creation narratives from around the world?

What evidence the student will provide

A poster, video, digital image, PowerPoint, or other visual product. Your visual presentation will need to be supported by words (spoken or written).

You need to discuss appropriate length for the presentation with your teacher.

Only the content of the presentation will contribute to the overall grade - not the style, format, mode, or creativity of the presentation itself.