

# Review of Achievement Standards

## Assessment Schedule: 1.3b Te Orokohanga o te Ao

### 1.3 Describe a significant religious narrative within a religious tradition

|  | Achieved  | Achieved with Merit   | Achieved with Excellence   |            |
|--|---|---|--|------------|
| <b>Achievement Criteria</b>                                  | Describe a significant religious narrative within a religious tradition   | Explain a significant religious narrative within a religious tradition                                | Analyse a significant religious narrative within a religious tradition                             |            |
| <b>Indicators</b>  | <p>A pūrākau orokohanga has been selected and summarised, identifying what it explains or exploring and how it has been told.</p> <p>An account is given of a cultural context in which the narrative is significant.</p> | The significance and interpretation of the narrative within a religious tradition has been discussed. | Has examined how the significance and interpretation(s) of the narrative are reflected in practice |            |
| <b>Example evidence/ assessor observations, extract only</b> | <i>Extract of exemplar evidence for Achievement to follow.</i>  | <i>Extract of exemplar evidence for Merit to follow.</i>  | <i>Extract of exemplar evidence for Excellence to follow.</i>                                      |            |
| <b>Comments on evidence supplied</b>                         |   |   |  |            |
| <b>Holistic judgement on performance</b>                     |   |   |  |            |
| <b>Holistic level of achievement:</b>                        | Not Achieved  | Achieved  | Merit  | Excellence |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For an assessment that has not achieved the standard, does the evidence supplied meet the criteria for a resubmission opportunity:                      **Yes**                      **No**