

Review of Achievement Standards

Religious Studies Achievement Standards – Conditions of Assessment

Introduction

This section provides guidelines for assessment against internally assessed standards. Guidance is provided on:

- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic
- any other relevant advice specific to an Achievement Standard.

NB: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](#) website. This should be read in conjunction with these Conditions of Assessment.

It is also expected that teachers are familiar with the [Assessment Rules for Schools with Consent to Assess](#). The school's Assessment Policy and Conditions of Assessment must be consistent with these rules. These rules will be updated during the NCEA review.

Guidance around managing internal moderation and the collection of evidence can be found here.

For All Standards

Active teaching should happen prior to the assessment process. Once the assessment is underway, any guidance provided must be 'hands off'. Students may be guided towards improvements through the use of scaffolding questions.

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

Review of Achievement Standards

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio). This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an Assessment Standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

1.1 Describe the development of a religious community within Aotearoa New Zealand

Students should be given the opportunity to present evidence in a format that suits their individual learning style or the context of the assessment activity. Example formats include: presentation, timeline, blog, vlog, podcast, social media profile, journal, essay, photo-essay, debate, role-play, drama performance, video, model, and prepared speech.

As a guide, the expected response volume is around 800 words or 4-5 minutes of oral presentation.

Students may work on assessments individually or in groups. The contribution of each student needs to provide sufficient evidence for the assessment of that student and allow that student the opportunity to gain the standard with Achieved, Merit, or Excellence grades. Teachers could monitor this by allowing students to work together on the initial part of a project, such as an investigation, and follow this up with individually produced student material on the project.

Students should have opportunities to work on assessments both in and out of class time.

Review of Achievement Standards

Teachers will assist students either by stipulating or by approving the student's selection of the religious community to be used for the assessment activity, and by monitoring and guiding the early direction of the student's work.

1.3 Describe a significant religious narrative within a religious tradition

Students should be given the opportunity to present evidence in a format that suits their individual learning style or the context of the assessment activity. Example formats include: presentation, timeline, blog, vlog, podcast, social media profile, journal, essay, photo-essay, debate, role-play, drama performance, video, model, and prepared speech.

As a guide, the expected response volume is around 800 words or 4-5 minutes of oral presentation.

Students may work on assessments individually or in groups. The contribution of each student needs to provide sufficient evidence for the assessment of that student and allow that student the opportunity to gain the standard with Achieved, Merit, or Excellence grades.

It is expected that the descriptions are largely sourced from material supplied by a teacher through textbooks, lessons, scholarly works, or other teaching tools that form a delivery package.

Students should have opportunities to work on assessments both in and out of class time.

Teachers will assist students either by stipulating or by approving the student's selection of the religious narrative and the religious tradition to be used for the assessment activity, and by monitoring and guiding the early direction of the student's work.