

Review of Achievement Standards

Internal Assessment Activity 1.3a

Subject Religious Studies

Activity name In search of wisdom

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| Achievement Standard | 1.3 Describe a significant religious narrative within a religious tradition |
| Credits | 5 |
| Assessment Method | Presentation (written, oral, visual, or a combination) |
| 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 explore what makes a narrative authoritative.

Students will learn how narratives and teachings influence the practise of religion.

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Student Instructions

Student Activity

You will select, discuss, and examine passages from a religious tradition's wisdom literature in accord with the tradition's accepted interpretation methods.

Assessment Timeline

50 hours (including teaching and learning with checkpoints for your teacher to review your progress on the assessment).

Teacher to fill in dates for checkpoints.

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

- What religious tradition you are studying and what are its general characteristics?
- What makes a religious narrative significant?
- What genres of religious narrative are found in your selected religious tradition?
- What are the texts of wisdom from your chosen religious tradition?
- What are their general characteristics?
- Why are they significant in the tradition?
- What are the accepted ways of interpreting the texts of wisdom?
- What is the place of the texts of wisdom in the different genres in your selected tradition?

What the student needs to do

For this activity, you will select:

- a religious tradition
- wisdom literature that is considered to be significant religious narrative in that tradition
- key passages from that religious tradition's wisdom literature sufficient to demonstrate your understanding of it.

Your teacher may select these for you or you may select them individually or as a class. Your teacher must approve your selection.

You will then:

- read your selected texts carefully
- research background information about your texts.

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From this, discuss the following questions:

- When was the text written?
- Where was it written?
- Who was the original intended audience?
- Who was the author(s)?
- What style of literature is the text (for example: proverb, parable, myth)?
- What was the purpose of the text/the intention of the author?
- What is the position of this text within other text/s?

Your teacher will give you time to discuss these questions in class.

You will use your answers to construct a response to your chosen passages. This must include:

- a description of the context of the narrative including when, where, and why the narrative developed
- examples of how your chosen narrative contributes to understandings in the religious tradition. To help you, consider these questions:
 - What did the author want people to learn and understand?
 - What ideas, attitudes, and teaching comes from the text?
- analysis of what the narrative has to say to people today, for instance:
 - What is still relevant and challenging for today's readers?
 - How might aspects of or ideas from the narrative be applied in practice?
 - What might make these difficult to apply?
 - What connections can you find between how the original audience read and responded to the narrative and how a modern audience reads and responds to it?

What evidence the student will provide

Evidence for this assessment could be presented in a range of formats. Suggested formats include:

- digital powerpoint presentation - 6-8 slides maximum
- timeline, journal, essay, brochure - up to 800 words in a chosen format
- debate between two students in which each speaker has three minutes. This could be performed live to an audience, but does not have to be. However, it must be digitally recorded for assessment purposes.
- role-play, or drama performance of approximately ten minutes. This could be performed live to an audience, but does not have to be. However, it must be digitally recorded for assessment purposes.
- a 3-5 minute prepared speech.

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Students may work on assessments individually or in groups of 2-4 people. 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.

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

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