

BOARD OF STUDIES
NEW SOUTH WALES

2007 HSC Specimen Examination Package

Studies of Religion

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Studies of Religion I and II

Introduction

This package contains:

- specimen examination papers for the 2007 Higher School Certificate examination in Studies of Religion I and Studies of Religion II;
- a sample Section II Answer Booklet;
- mapping grids, showing how each question in the examinations relates to the syllabus outcomes and content, and to the performance bands;
- sample marking guidelines for questions in Sections II, III and IV;
- a copy of the performance band descriptions for Studies of Religion, which have been modified to reflect the changes in the revised syllabus.

The 2007 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99), which is available on the website at <http://www.boardofstudies.nsw.edu.au/bulletins/index.html>. Questions are closely related to the outcomes of the course, and the papers as a whole are structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*. The questions are written to ensure that the demands of the questions are clear and accessible to all students, and allow students the opportunity to demonstrate what they know, understand and can do.

The specimen papers are examples of the types of examinations that could be prepared within the examination specifications in the revised Studies of Religion syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2007 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement.

Marking guidelines are developed at the same time as the examination questions, and show the criteria to be applied to the responses to questions, together with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks. Marking guidelines will generally require some refinement at the marking centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

There are a number of points to note in considering the Studies of Religion I and Studies of Religion II specimen papers:

- The format of the specimen papers reflects the new examination specifications. In subsequent examinations, the style and structure of the questions may differ from those in the specimen paper.
- As in the past, the examination for Studies of Religion I is a subset of the Studies of Religion II examination. The examination papers are structured so that the layout and numbering of the common questions are identical in both papers.
- In Section I of the examination, Studies of Religion I candidates will attempt ten multiple-choice questions and one short-answer question on Religion and Belief Systems in Australia post-1945, while Studies of Religion II candidates will attempt in addition ten multiple-choice questions and one short-answer question on Religion and Non-Religion.
- Questions may be based on stimulus material. The nature and amount of stimulus material will vary from year to year and will only be provided when it is essential to answering questions.
- Studies of Religion I candidates are required to answer two questions relating to Religious Tradition Depth Studies: one in Section II and one in Section III. Studies of Religion II candidates answer three questions: two in Section II and one in Section III. In each case, the question answered in Section III must be from a different religious tradition than the question(s) answered in Section II.
- In Section II, 15 marks are allocated to each three-part question. The marks allocated to each part may vary from year to year, with no part being worth more than 6 marks. The question(s) in Section II of the examination paper are to be answered in a Section II Answer Booklet, a copy of which is included in this package.
- A rubric indicating general criteria for judging performance for extended response questions has been placed at the beginning of Sections III and IV to clearly indicate the factors that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.



2007

**HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION**

Studies of Religion I

General Instructions

- Reading time – 5 minutes
- Working time – $1\frac{1}{2}$ hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of page 9

Total marks – 50

Section I Pages 2–10

15 marks

- Attempt Questions 1–11
- Allow about 25 minutes for this section

Section II Pages 11–13

15 marks

- Attempt ONE question from Questions 1–5
- Allow about 30 minutes for this section

Section III Pages 14–15

20 marks

- Attempt ONE question from Questions 1–5
- Allow about 35 minutes for this section

Section I – Religion and Belief Systems in Australia post–1945

15 marks

Allow about 25 minutes for this section

Attempt Questions 1–11

Use the multiple-choice answer sheet for Questions 1–10

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample: $2 + 4 =$ (A) 2 (B) 6 (C) 8 (D) 9
 A ☐ B ☒ C ☐ D ☐

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A ☒ B ☒ C ☐ D ☐

If you change your mind and have crossed out what you consider to be the correct answer, then indicate the correct answer by writing the word **correct** and drawing an arrow as follows.

A ☒ B ☒ C ☐ D ☐
 correct ↖

- 1** At the commencement of many public events, which of the following recognises the connection of Aboriginal peoples to the land?
- (A) Welcoming participants
 - (B) Celebrating multiculturalism
 - (C) Expressing historical correctness
 - (D) Acknowledging the traditional owners
- 2** Which of the following events most influenced the increase of Greek Orthodox Christians in Australia?
- (A) Vietnam war
 - (B) Post World War II migration
 - (C) Middle East conflict in the 1980s
 - (D) Persian Gulf conflicts in 1991 and 2003
- 3** Which Aboriginal practice has been given a place in the worship of some Christian denominations?
- (A) Breaking bread
 - (B) Circumcision
 - (C) Kinship
 - (D) Smoking ceremony
- 4** Which of the following best explains the growth in Pentecostalism in Australia from 150 665 members in 1991 to 174 720 members in 1996?
- (A) Denominational switching
 - (B) Evangelism
 - (C) Immigration
 - (D) Population increase

Use Source A to answer Questions 5 and 6.

Source A

Church leaders ask to meet the Prime Minister

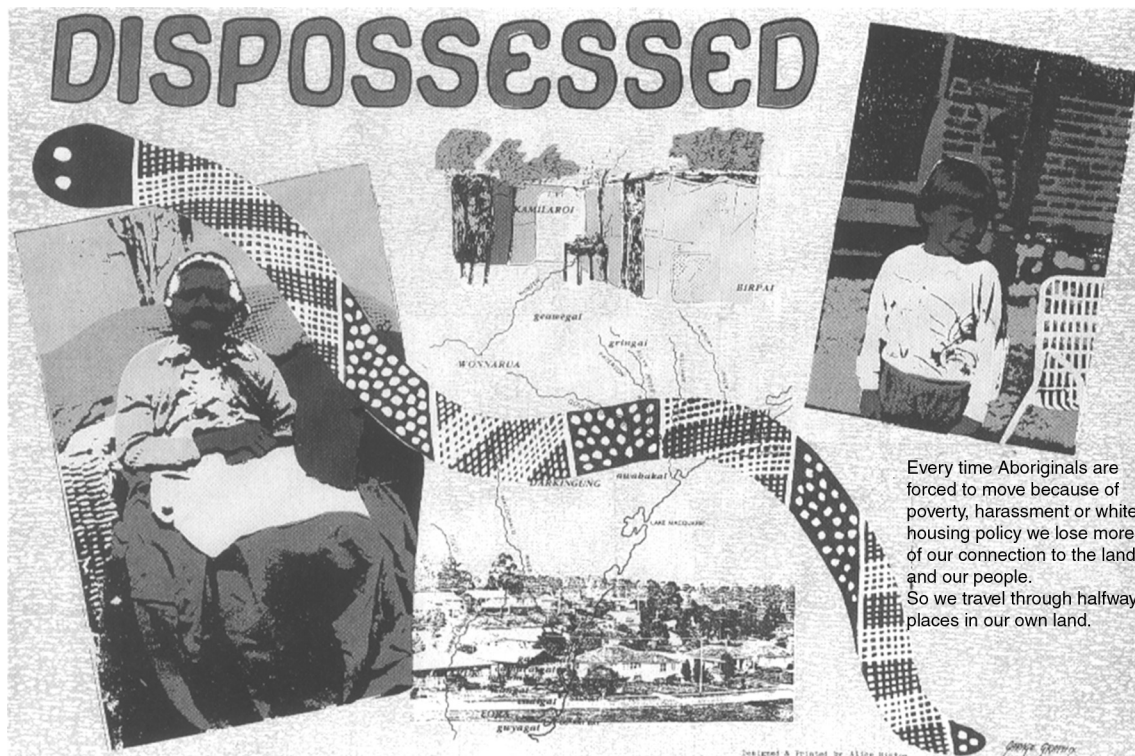
Christian church leaders have requested a meeting with the Prime Minister.

The National Council of Churches in Australia (NCCA), which includes leaders of the Catholic, Anglican, and Uniting churches, as well as 12 other national church groupings, say they are concerned about current issues in Australia and want to meet the Prime Minister.

- 5 Which of the following best describes the purpose of the Christian church leaders in requesting a meeting with the Prime Minister?
- (A) To address the concerns of the major Christian churches
 - (B) To influence government policies from a Christian viewpoint
 - (C) To uphold the right of the NCCA to meet with the Prime Minister
 - (D) To confirm the right of Christian churches to form national bodies
- 6 Which of the following is the main advantage for Christian church leaders in meeting the Prime Minister as members of the National Council of Churches in Australia (NCCA)?
- (A) The public image of the church leaders is improved.
 - (B) The NCCA meets regularly with the Prime Minister.
 - (C) The NCCA provides a united voice for Christian churches.
 - (D) Church leaders need to belong to the NCCA before meeting the Prime Minister.
- 7 Which of the following was NOT integral to the arguments presented by the Aboriginal people in support of traditional land ownership in Wik and Mabo?
- (A) The Torrens Title system
 - (B) The locations of the totems
 - (C) The stories of the Dreaming
 - (D) The elders' customary possession
- 8 Which of the following is the most important factor that distinguishes New Age religions from the major World religions?
- (A) An emphasis on individual action rather than communal gatherings
 - (B) An emphasis on individual response rather than ritual worship
 - (C) An emphasis on personal need rather than established requirements
 - (D) An emphasis on personal fulfilment rather than service of others

Use Source B to answer Questions 9 and 10.

Source B



- 9 Which of the following best describes the meaning of the phrase ‘halfway places in our own land’?
- (A) Aboriginal peoples contribute to an understanding of Australia.
 - (B) Aboriginal peoples derive their identity from a number of sources.
 - (C) Aboriginal peoples feel homeless and displaced.
 - (D) Aboriginal peoples have been integrated into urban environments.
- 10 Which of the following best explains the central message of Source B?
- (A) Dispossession brings about poverty for Aboriginal peoples.
 - (B) Dispossession threatens Aboriginal identity and spirituality.
 - (C) The elderly and the very young are most affected by poverty.
 - (D) The rainbow serpent and the land are central to Aboriginal spirituality.

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Studies of Religion

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Centre Number

Section I (continued)

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Attempt Question 11

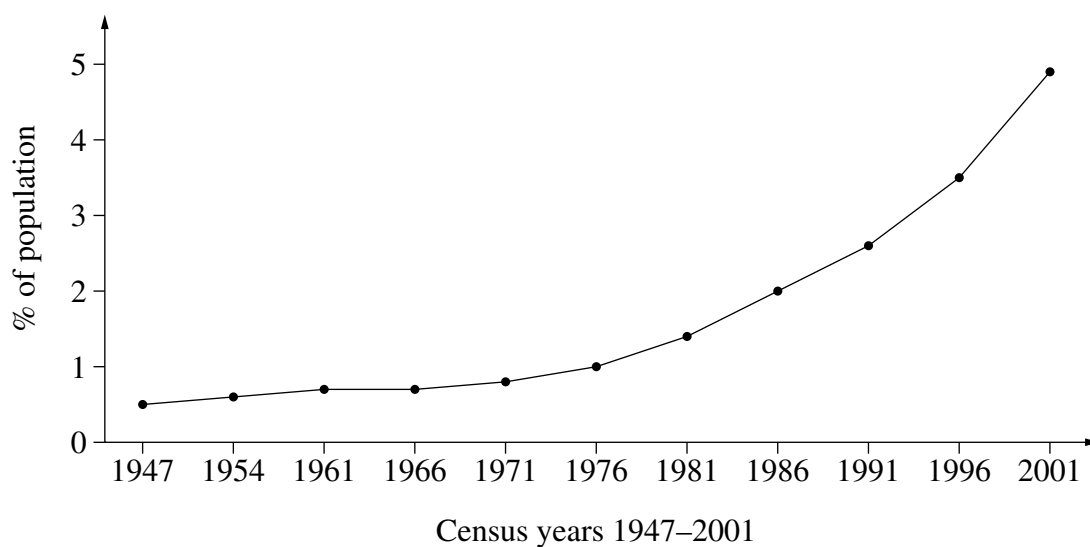
Student Number

Answer the question in the space provided.

Question 11 (5 marks)

The graph shows the percentage of Australians who have identified with religions other than Christianity.

Belief of religions other than Christianity in Australia 1947 – 2001



Question 11 continues on page 10

Question 11 (continued)

Account for the trends shown in the graph.

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End of Question 11

Studies of Religion I

Section II — Religious Tradition Depth Study

15 marks

Attempt ONE question from Questions 1–5

Allow about 30 mins for this section

Answer the question in a Studies of Religion Section II Answer Booklet.

	Marks
Question 1 — Buddhism (15 marks)	
(a) List THREE contributions to Buddhism of ONE significant person or school of thought.	3
(b) Describe the main teachings of Buddhism on ONE of the following areas: <ul style="list-style-type: none">• Bioethics• Environmental ethics• Sexual ethics	6
(c) Examine ONE significant practice within Buddhism, other than daily prayer, drawn from: <ul style="list-style-type: none">• Pilgrimage• Temple Puja• Wesak	6

Question 2 — Christianity (15 marks)

- | | | |
|-----|--|----------|
| (a) | Describe ONE principal ethical teaching of Christianity. | 3 |
| (b) | Assess the contribution of ONE significant person or school of thought in Christianity. | 6 |
| (c) | Explain the importance of ONE of the following practices in Christianity to the life of the community: <ul style="list-style-type: none">• Baptism• Marriage ceremony• Saturday/Sunday worship | 6 |

Question 3 — Hinduism (15 marks)

- | | | |
|-----|---|----------|
| (a) | Describe ONE of the following significant practices in Hinduism: <ul style="list-style-type: none">• Marriage ceremony• Pilgrimage• Temple Worship | 3 |
| (b) | Outline TWO major contributions to Hindusim by ONE significant person or school of thought. | 6 |
| (c) | Analyse the teachings of Hinduism on ONE of the following areas: <ul style="list-style-type: none">• Bioethics• Environmental ethics• Sexual ethics | 6 |

Question 4 — Islam (15 marks)

- (a) Describe ONE of the following significant practices within Islam: **3**
- Friday prayer at the mosque
 - Funeral ceremony
 - Hajj
- (b) Explain the ethical teachings of Islam on ONE of the following areas: **6**
- Bioethics
 - Environmental ethics
 - Sexual ethics
- (c) Evaluate the contribution of ONE significant person or school of thought in Islam. **6**

Question 5 — Judaism (15 marks)

- (a) Outline the contribution of ONE significant person or school of thought on Judaism. **3**
- (b) Explain how ONE significant practice within Judaism expresses the beliefs of Judaism. **6**
- (c) Analyse the significance of ONE of the following practices for individuals within Judaism: **6**
- Death and mourning
 - Marriage
 - Synagogue services

Studies of Religion I

Section III — Religious Tradition Depth Study

20 marks

Attempt ONE question from Questions 1–5

Choose a DIFFERENT Religious Tradition from the one you chose in Section II

Allow about 35 minutes for this section

Answer the question in a Studies of Religion Writing Booklet. Extra Studies of Religion Writing Booklets are available.

In your answers you will be assessed on how well you:

- incorporate significant aspects of religion to illustrate your answer
 - use language and terminology appropriate to the study of religion
 - present ideas clearly in a well-structured answer
-

Question 1 — Buddhism (20 marks)

Evaluate the contribution of ONE significant person or school of thought on adherents in Buddhism.

Question 2 — Christianity (20 marks)

Evaluate how the ethical teachings of Christianity influence the life of adherents in ONE of the following:

- Bioethics
- Environmental ethics
- Sexual ethics

Question 3 — Hinduism (20 marks)

Discuss how Hindu ethical teachings drawn from ONE of the following areas are expressed by their adherents:

- Bioethics
- Environmental ethics
- Sexual ethics

Question 4 — Islam (20 marks)

Outline the purpose and assess the significance of ONE of the following practices in Islam:

- Friday prayer at the Mosque
- Funeral ceremony
- Hajj

Question 5 — Judaism (20 marks)

Analyse the impact of ONE significant person or school of thought on the development and expression of Judaism.

End of paper

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Studies of Religion I

2007 HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3-5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the Bands shown generally could be expected to answer the item correctly.

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Section I				
Religion and Belief Systems in Australia post-1945				
1	1	Process of reconciliation	H3	2-3
2	1	Changing patterns of religious adherence	H1	2-3
3	1	Relationship between Aboriginal spiritualities and religious traditions	H1, H8	3-4
4	1	Denominational switching	H3, H8	3-4
5	1	Ecumenical movements within Christianity	H2, H3	3-4
6	1	Ecumenical movements within Christianity	H2, H3	4-5
7	1	Land Rights movement	H1, H8	4-5
8	1	New Age religions	H4	5-6
9	1	Aboriginal separation from the land	H2	4-5
10	1	Aboriginal separation from the land	H2	5-6
11	5	Changing patterns of religious adherence using census data	H1, H3, H6, H9	2-5
Section II — Religion Tradition Depth Study				
1 (a)	3	Contribution of one significant person or school of thought in Buddhism	H1, H8, H9	2-4
1 (b)	6	Buddhist ethical teachings	H1, H2, H8, H9	2-6
1 (c)	6	Significant practices within Buddhism	H1, H4, H8, H9	2-6
2 (a)	3	Christian ethical teachings	H1, H2, H5, H9	2-4
2 (b)	6	Contribution of one significant person or school of thought in Christianity	H1, H4, H5, H8, H9	2-6
2 (c)	6	Significant practices within Christianity	H1, H2, H4, H5, H9	2-6
3 (a)	3	Significant practices within Hinduism	H1, H4, H8	2-4

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
3 (b)	6	Effect of one significant person or school of thought in Hinduism	H1, H2, H5, H8, H9	2–6
3 (c)	6	Hindu ethical teachings	H1, H2, H4, H8, H9	2–6
4 (a)	3	Significant practices within Islam	H4, H8, H9	2–4
4 (b)	6	Islamic ethical teachings	H1, H2, H8, H9	2–6
4 (c)	6	Contribution of one significant person or school of thought in Islam	H1, H4, H5, H8, H9	2–6
5 (a)	3	Contribution of one significant person or school of thought in Judaism	H1, H2, H9	2–4
5 (b)	6	Expressions of the beliefs of Judaism	H1, H4, H5, H8, H9	2–6
5 (c)	6	Significant practices within Judaism	H1, H2, H4, H8, H9	2–6
Section III — Religious Tradition Depth Study				
1	20	Impact of one significant person or school of thought in Buddhism	H1, H2, H4, H5, H8, H9	2–6
2	20	Christian ethical teachings	H1, H2, H4, H5, H8, H9	2–6
3	20	Hindu ethical teachings	H1, H2, H4, H5, H8, H9	2–6
4	20	Significant practices within Islam	H1, H2, H4, H5, H8, H9	2–6
5	20	Impact of one significant person or school of thought in Judaism	H1, H2, H4, H5, H8, H9	2–6

2007 HSC Studies of Religion I Specimen Paper Sample Marking Guidelines

Section I – Religion and Belief Systems in Australia post–1945

Question 11

Outcomes assessed: H1, H3, H6, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Gives clear reasons for the trends shown in the graph of the increased percentages of Australians who have identified with religions other than Christianity • Integrates specific and appropriate terminology • May use appropriate examples 	5
<ul style="list-style-type: none"> • Outlines the trends shown in the graph of the increased percentages of Australians who have identified with religions other than Christianity • Uses correct terminology • May use some examples 	3–4
<ul style="list-style-type: none"> • Provides a description of the increased percentage of Australians who have identified with religions other than Christianity • Uses basic terminology • Provides a generalised response 	1–2

Section II — Religious Tradition Depth Study

Question 2 (a)

Outcomes assessed: H1, H2, H5, H9

MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of ONE principal ethical teaching of Christianity	3
• Provides some features of ONE ethical teaching of Christianity	2
• Makes a relevant point about ONE ethical teaching in Christianity	1

Question 2 (b)

Outcomes assessed: H1, H4, H5, H8, H9

MARKING GUIDELINES

Criteria	Marks
• Makes a clear and accurate judgement about the contribution of ONE significant person or school of thought in Christianity • Uses relevant evidence to support the judgement made	5–6
• Makes a judgement about the contribution of ONE significant person or school of thought in Christianity	3–4
• Outlines the contribution of ONE significant person or school of thought in Christianity	1–2

Question 2 (c)

Outcomes assessed: H1, H2, H4, H5, H9

MARKING GUIDELINES

Criteria	Marks
• Gives clear and accurate reasons which show the importance of the chosen practice in Christianity • Uses relevant examples to support the reasons given	5–6
• Gives reasons which show the importance of the chosen practice in Christianity • May use some examples	3–4
• Refers to the importance of the chosen practice in Christianity OR • Describes the chosen practice in Christianity	1–2

Section III – Religious Tradition Depth Study

Question 4

Outcomes assessed: H1, H2, H4, H5, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Clearly indicates the purpose of the chosen practice in Islam Makes a comprehensive judgement about how this practice is significant in Islam Integrates significant and relevant aspects of religion to effectively support the response Integrates specific terminology relevant to the chosen practice in Islam Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> Indicates the purpose of the chosen practice in Islam Makes a competent judgement about how this practice is significant in Islam Uses relevant and accurate aspects of religion to support the response Applies accurate terminology relevant to the chosen practice in Islam Presents a sustained and logical response 	13–16
<ul style="list-style-type: none"> Indicates in general terms the purpose of the chosen practice in Islam Provides some judgement about the significance of the chosen practice in Islam Uses some relevant aspects of religion to support the response Uses some appropriate terminology Presents a logical answer 	9–12
<ul style="list-style-type: none"> Makes basic and/or descriptive statements linking the chosen practice and its significance in Islam Refers to some aspects of religion Uses basic terminology Presents a generalised response 	5–8
<ul style="list-style-type: none"> Provides a limited description of the chosen practice and/or its significance in Islam May refer to aspects of religion Uses simple terminology 	1–4

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2007

**HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION**

Studies of Religion II

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of pages 9 and 15

Total marks – 100

Section I Pages 2–15

30 marks

This section has two parts, Part A and Part B

- Allow about 50 minutes for this section

Part A – 15 marks

- Attempt Questions 1–11

Part B – 15 marks

- Attempt Questions 12–22

Section II Pages 17–19

30 marks

- Attempt TWO questions from Questions 1–5
- Allow about 1 hour for this section

Section III Pages 20–21

20 marks

- Attempt ONE question from Questions 1–5
- Allow about 35 minutes for this section

Section IV Page 22

20 marks

- Attempt Question 1
- Allow about 35 minutes for this section

Section I

30 marks

Allow about 50 minutes for this section

Use the multiple-choice answer sheet for Questions 1–10 and Questions 12–21


Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample: $2 + 4 =$ (A) 2 (B) 6 (C) 8 (D) 9
 A ☐ B ☒ C ☐ D ☐

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A ☒ B ☒ C ☐ D ☐

If you change your mind and have crossed out what you consider to be the correct answer, then indicate the correct answer by writing the word **correct** and drawing an arrow as follows.

A ☒ B ☒ C ☐ D ☐
  **correct**

Part A — Religion and Belief Systems in Australia post–1945

15 marks

Attempt Questions 1–11

- 1** At the commencement of many public events, which of the following recognises the connection of Aboriginal peoples to the land?

 - (A) Welcoming participants
 - (B) Celebrating multiculturalism
 - (C) Expressing historical correctness
 - (D) Acknowledging the traditional owners

- 2** Which of the following events most influenced the increase of Greek Orthodox Christians in Australia?

 - (A) Vietnam war
 - (B) Post World War II migration
 - (C) Middle East conflict in the 1980s
 - (D) Persian Gulf conflicts in 1991 and 2003

- 3** Which Aboriginal practice has been given a place in the worship of some Christian denominations?

 - (A) Breaking bread
 - (B) Circumcision
 - (C) Kinship
 - (D) Smoking ceremony

- 4** Which of the following best explains the growth in Pentecostalism in Australia from 150 665 members in 1991 to 174 720 members in 1996?

 - (A) Denominational switching
 - (B) Evangelism
 - (C) Immigration
 - (D) Population increase

Use Source A to answer Questions 5 and 6.

Source A

Church leaders ask to meet the Prime Minister

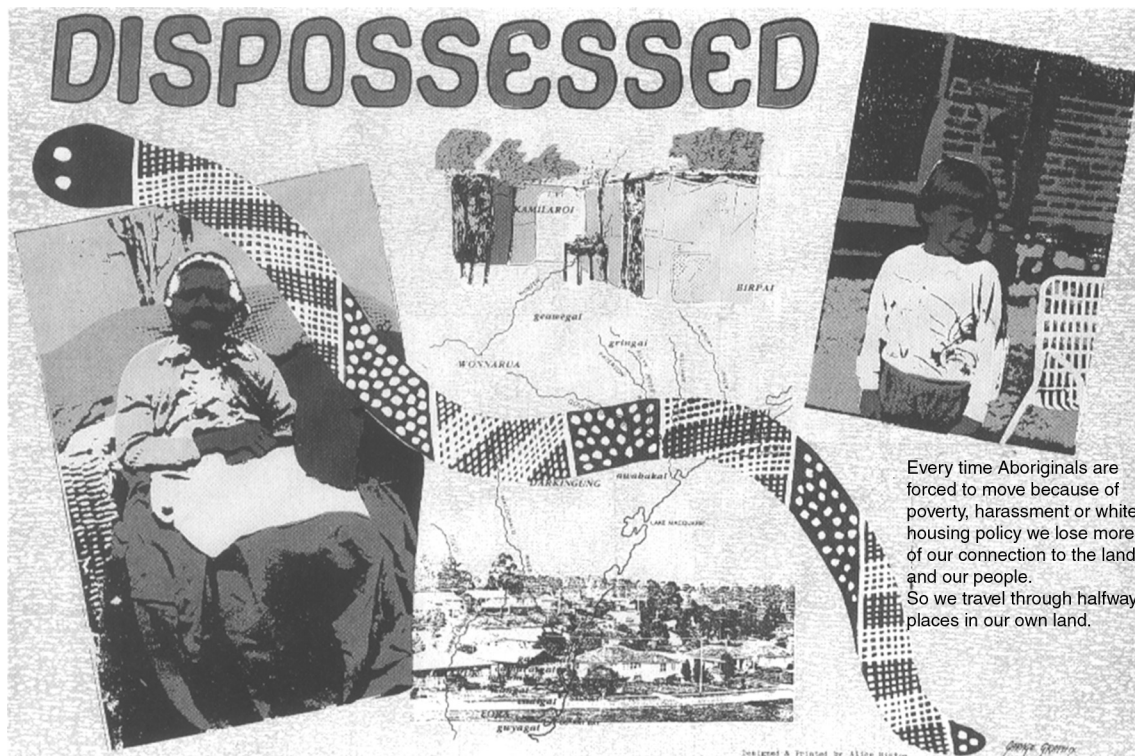
Christian church leaders have requested a meeting with the Prime Minister.

The National Council of Churches in Australia (NCCA), which includes leaders of the Catholic, Anglican, and Uniting churches, as well as 12 other national church groupings, say they are concerned about current issues in Australia and want to meet the Prime Minister.

- 5 Which of the following best describes the purpose of the Christian church leaders in requesting a meeting with the Prime Minister?
- (A) To address the concerns of the major Christian churches
 - (B) To influence government policies from a Christian viewpoint
 - (C) To uphold the right of the NCCA to meet with the Prime Minister
 - (D) To confirm the right of Christian churches to form national bodies
- 6 Which of the following is the main advantage for Christian church leaders in meeting the Prime Minister as members of the National Council of Churches in Australia (NCCA)?
- (A) The public image of the church leaders is improved.
 - (B) The NCCA meets regularly with the Prime Minister.
 - (C) The NCCA provides a united voice for Christian churches.
 - (D) Church leaders need to belong to the NCCA before meeting the Prime Minister.
- 7 Which of the following was NOT integral to the arguments presented by the Aboriginal people in support of traditional land ownership in Wik and Mabo?
- (A) The Torrens Title system
 - (B) The locations of the totems
 - (C) The stories of the Dreaming
 - (D) The elders' customary possession
- 8 Which of the following is the most important factor that distinguishes New Age religions from the major World religions?
- (A) An emphasis on individual action rather than communal gatherings
 - (B) An emphasis on individual response rather than ritual worship
 - (C) An emphasis on personal need rather than established requirements
 - (D) An emphasis on personal fulfilment rather than service of others

Use Source B to answer Questions 9 and 10.

Source B



- 9 Which of the following best describes the meaning of the phrase ‘halfway places in our own land’?
- (A) Aboriginal peoples contribute to an understanding of Australia.
 - (B) Aboriginal peoples derive their identity from a number of sources.
 - (C) Aboriginal peoples feel homeless and displaced.
 - (D) Aboriginal peoples have been integrated into urban environments.
- 10 Which of the following best explains the central message of Source B?
- (A) Dispossession brings about poverty for Aboriginal peoples.
 - (B) Dispossession threatens Aboriginal identity and spirituality.
 - (C) The elderly and the very young are most affected by poverty.
 - (D) The rainbow serpent and the land are central to Aboriginal spirituality.

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Studies of Religion

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Centre Number

Section I (continued)

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Attempt Question 11

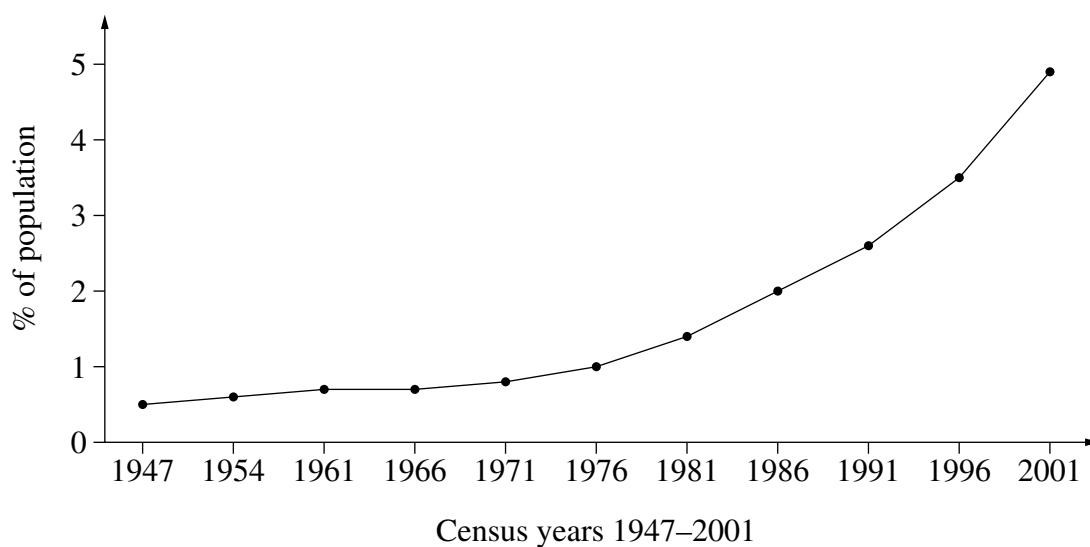
Student Number

Answer the question in the space provided.

Question 11 (5 marks)

The graph shows the percentage of Australians who have identified with religions other than Christianity.

Belief of religions other than Christianity in Australia 1947 – 2001



Question 11 continues on page 10

Question 11 (continued)

Account for the trends shown in the graph.

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End of Question 11

Studies of Religion II

Section I (continued)

Part B — Religion and Non-Religion

15 marks

Attempt Questions 12–22

- 12 What is the correct term for a person who does not believe in God?
- (A) Agnostic
 - (B) Atheist
 - (C) Ecumenical
 - (D) Pentecostal
- 13 Which of the following best accounts for the increased popularity of new expressions of religion and spirituality?
- (A) Security of traditional beliefs
 - (B) Seeking of personal fulfilment
 - (C) Influence of popular culture and media
 - (D) Association with famous people and celebrities

14

Recently, the French government prohibited the display of religious symbols in French public schools.

Which of the following best reflects the intended effect of this policy?

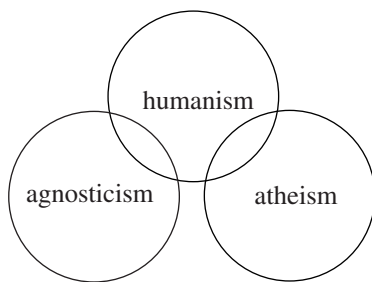
- (A) Social transformation
- (B) Growth in individualism
- (C) Growth of social cohesion
- (D) Limiting of religious influence

15 Which of the following regions has experienced recent significant growth in the number of Christian adherents?

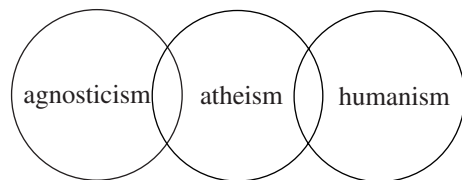
- (A) Europe
- (B) Middle East
- (C) North America
- (D) South America

16 Which of the following diagrams best represents the relationships between atheism, agnosticism and humanism?

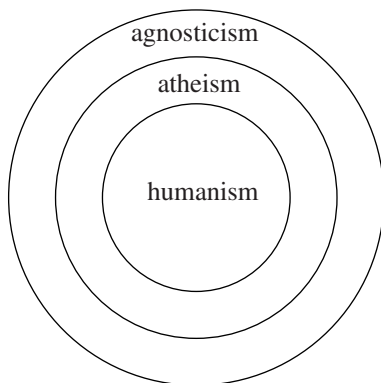
(A)



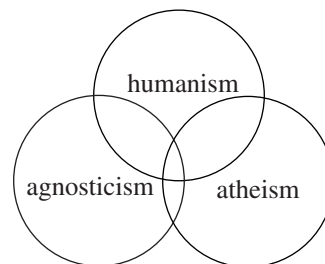
(B)



(C)



(D)



Use this information to answer Questions 17 and 18

In 1973, the Australian government established the Civil Marriage Celebrant Program to provide an alternative for couples who did not want to recognise their marriage with a religious service.

In 1974, three percent of weddings were conducted by civil marriage celebrants. Today, the majority of all marriages are conducted by civil marriage celebrants.

- 17** What is the main reason for the increase in civil marriage ceremonies?
- (A) High rates of divorce
 - (B) Growth of feminism and modern sexualities
 - (C) Introduction of the Civil Marriage Celebrant Program in 1973
 - (D) Dissatisfaction with traditional religious doctrine and guidance
- 18** Which aspect of a religious marriage ceremony sets it apart from a civil marriage ceremony?
- (A) Symbolic rituals
 - (B) Inclusion of meaningful readings
 - (C) Reference to a transcendent dimension
 - (D) Inclusion of appropriately chosen music
- 19** Which factor would best account for the limited expansion of Hinduism beyond India?
- (A) Close relationship between Hinduism and Indian culture
 - (B) Diversity of Hindu beliefs and practices
 - (C) Hinduism's dependency on the Hindi language
 - (D) Hinduism's requirement for belief in many gods

Use this information to answer Questions 20 and 21.

One basic need for humans is to understand their place in the universe. Their senses gather information from the outside world, which is then interpreted by their intellect. Humans appreciate that their place in the universe is established by facts that have been proven.

20 Which principal aspect of a religious worldview is absent from the statement?

- (A) Existence of the soul
- (B) Existence of a supernatural dimension
- (C) Importance of the human intellect
- (D) Relationship with the universe

21 Which of the following best represents the position presented in the statement?

- (A) Atheism
- (B) Agnosticism
- (C) Rational humanism
- (D) Scientific humanism

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Centre Number

Section I (continued)

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Attempt Question 22

Student Number

Answer the question in the space provided.

Question 22 (5 marks)

Explain how humanism contributes to the search for personal fulfilment for some individuals.

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Studies of Religion II

Section II — Religious Tradition Depth Study

30 marks

Attempt TWO questions from Questions 1–5

Allow about 1 hour for this section

Answer each question in a SEPARATE Studies of Religion Section II Answer Booklet.

	Marks
Question 1 — Buddhism (15 marks)	
(a) List THREE contributions to Buddhism of ONE significant person or school of thought.	3
(b) Describe the main teachings of Buddhism on ONE of the following areas: <ul style="list-style-type: none">• Bioethics• Environmental ethics• Sexual ethics	6
(c) Examine ONE significant practice within Buddhism, other than daily prayer, drawn from: <ul style="list-style-type: none">• Pilgrimage• Temple Puja• Wesak	6

Question 2 — Christianity (15 marks)

- | | | |
|-----|--|----------|
| (a) | Describe ONE principal ethical teaching of Christianity. | 3 |
| (b) | Assess the contribution of ONE significant person or school of thought in Christianity. | 6 |
| (c) | Explain the importance of ONE of the following practices in Christianity to the life of the community: <ul style="list-style-type: none">• Baptism• Marriage ceremony• Saturday/Sunday worship | 6 |

Question 3 — Hinduism (15 marks)

- | | | |
|-----|---|----------|
| (a) | Describe ONE of the following significant practices in Hinduism: <ul style="list-style-type: none">• Marriage ceremony• Pilgrimage• Temple Worship | 3 |
| (b) | Outline TWO major contributions to Hindusim by ONE significant person or school of thought. | 6 |
| (c) | Analyse the teachings of Hinduism on ONE of the following areas: <ul style="list-style-type: none">• Bioethics• Environmental ethics• Sexual ethics | 6 |

Question 4 — Islam (15 marks)

- (a) Describe ONE of the following significant practices within Islam: **3**
- Friday prayer at the mosque
 - Funeral ceremony
 - Hajj
- (b) Explain the ethical teachings of Islam on ONE of the following areas: **6**
- Bioethics
 - Environmental ethics
 - Sexual ethics
- (c) Evaluate the contribution of ONE significant person or school of thought in Islam. **6**

Question 5 — Judaism (15 marks)

- (a) Outline the contribution of ONE significant person or school of thought on Judaism. **3**
- (b) Explain how ONE significant practice within Judaism expresses the beliefs of Judaism. **6**
- (c) Analyse the significance of ONE of the following practices for individuals within Judaism: **6**
- Death and mourning
 - Marriage
 - Synagogue services

Studies of Religion II

Section III — Religious Tradition Depth Study

20 marks

Attempt ONE question from Questions 1–5

Choose a DIFFERENT Religious Tradition from the ones you chose in Section II

Allow about 35 minutes for this section

Answer the question in a Studies of Religion Writing Booklet. Extra Studies of Religion Writing Booklets are available.

In your answers you will be assessed on how well you:

- incorporate significant aspects of religion to illustrate your answer
 - use language and terminology appropriate to the study of religion
 - present ideas clearly in a well-structured answer
-

Question 1 — Buddhism (20 marks)

Evaluate the contribution of ONE significant person or school of thought on adherents in Buddhism.

Question 2 — Christianity (20 marks)

Evaluate how the ethical teachings of Christianity influence the life of adherents in ONE of the following:

- Bioethics
- Environmental ethics
- Sexual ethics

Question 3 — Hinduism (20 marks)

Discuss how Hindu ethical teachings drawn from ONE of the following areas are expressed by their adherents:

- Bioethics
- Environmental ethics
- Sexual ethics

Question 4 — Islam (20 marks)

Outline the purpose and assess the significance of ONE of the following practices in Islam:

- Friday prayer at the Mosque
- Funeral ceremony
- Hajj

Question 5 — Judaism (20 marks)

Analyse the impact of ONE significant person or school of thought on the development and expression of Judaism.

Please turn over

Studies of Religion II

Section IV — Religion and Peace

20 marks

Attempt Question 1

Allow about 35 minutes for this section

Answer the question in a Studies of Religion Writing Booklet. Extra Studies of Religion Writing Booklets are available.

In your answer you will be assessed on how well you:

- incorporate significant aspects of religion to illustrate your answer
 - use language and terminology appropriate to the study of religion
 - present ideas clearly in a well-structured answer
-

Question 1 (20 marks)

For each of TWO religious traditions, identify a sacred text and explain how that text guides individuals in their quest for inner peace.

End of paper

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Studies of Religion II

2007 HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3-5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the Bands shown generally could be expected to answer the item correctly.

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Section I				
Part A — Religion and Belief Systems in Australia post-1945				
1	1	Process of reconciliation	H3	2–3
2	1	Changing patterns of religious adherence	H1	2–3
3	1	Relationship between Aboriginal spiritualities and religious traditions	H1, H8	3–4
4	1	Denominational switching	H3, H8	3–4
5	1	Ecumenical movements within Christianity	H2, H3	3–4
6	1	Ecumenical movements within Christianity	H2, H3	4–5
7	1	Land Rights movement	H1, H8	4–5
8	1	New Age religions	H4	5–6
9	1	Aboriginal separation from the land	H2	4–5
10	1	Aboriginal separation from the land	H2	5–6
11	5	Changing patterns of religious adherence using census data	H1, H3, H6, H9	2–5
Section I				
Part B — Religion and Non-Religion				
12	1	Essential features of atheism	H1, H8	2–3
13	1	New religious expressions and spiritualities	H1	2–3
14	1	Non-religious worldviews	H2	4–5
15	1	Global distribution of religious traditions	H1	3–4
16	1	Non-religious worldviews	H1, H8	5–6
17	1	Non-religious expression and the behaviour of individuals	H2	3–4

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
18	1	Non-religious worldviews	H2	4–5
19	1	Global distribution of religious traditions	H1	5–6
20	1	The difference between religious and non-religious worldviews	H1, H8	3–4
21	1	Scientific humanism	H1, H8	5–6
22	5	Human search for personal fulfilment through non-religious practices	H1, H2, H8, H9	2–5
Section II — Religious Tradition Depth Study				
1 (a)	3	Contribution of one significant person or school of thought in Buddhism	H1, H8, H9	2–4
1 (b)	6	Buddhist ethical teachings	H1, H2, H8, H9	2–6
1 (c)	6	Significant practices within Buddhism	H1, H4, H8, H9	2–6
2 (a)	3	Christian ethical teachings	H1, H2, H5, H9	2–4
2 (b)	6	Contribution of one significant person or school of thought in Christianity	H1, H4, H5, H8, H9	2–6
2 (c)	6	Significant practices within Christianity	H1, H2, H4, H5, H9	2–6
3 (a)	3	Significant practices within Hinduism	H1, H4, H8	2–4
3 (b)	6	Effect of one significant person or school of thought in Hinduism	H1, H2, H5, H8, H9	2–6
3 (c)	6	Hindu ethical teachings	H1, H2, H4, H8, H9	2–6
4 (a)	3	Significant practices within Islam	H4, H8, H9	2–4
4 (b)	6	Islamic ethical teachings	H1, H2, H8, H9	2–6
4 (c)	6	Contribution of one significant person or school of thought in Islam	H1, H4, H5, H8, H9	2–6
5 (a)	3	Contribution of one significant person or school of thought in Judaism	H1, H2, H9	2–4
5 (b)	6	Expressions of the beliefs of Judaism	H1, H4, H5, H8, H9	2–6
5 (c)	6	Significant practices within Judaism	H1, H2, H4, H8, H9	2–6

Section III — Religious Tradition Depth Study				
1	20	Impact of one significant person or school of thought in Buddhism	H1, H2, H4, H5, H8, H9	2–6
2	20	Christian ethical teachings	H1, H2, H4, H5, H8, H9	2–6
3	20	Hindu ethical teachings	H1, H2, H4, H5, H8, H9	2–6
4	20	Significant practices within Islam	H1, H2, H4, H5, H8, H9	2–6
5	20	Impact of one significant person or school of thought in Judaism	H1, H2, H4, H5, H8, H9	2–6
Section IV — Religion and Peace				
1	20	Means of achieving inner peace	H1, H2, H5, H8, H9	2–6

2007 HSC Studies of Religion II Specimen Paper Sample Marking Guidelines

Section I

Part A — Religion and Belief Systems in Australia post–1945

Question 11

Outcomes assessed: H1, H3, H6, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Gives clear reasons for the trends shown in the graph of the increased percentages of Australians who have identified with religions other than Christianity• Integrates specific and appropriate terminology• May use appropriate examples	5
<ul style="list-style-type: none">• Outlines the trends shown in the graph of the increased percentages of Australians who have identified with religions other than Christianity• Uses correct terminology• May use some examples	3–4
<ul style="list-style-type: none">• Provides a description of the increased percentage of Australians who have identified with religions other than Christianity• Uses basic terminology• Provides a generalised response	1–2

Section I

Part B — Religion and Non-Religion

Question 22

Outcomes assessed: H1, H2, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides clear reasons how humanism contributes to the search for personal fulfilment for some individuals• Integrates specific and appropriate terminology• May use appropriate examples	5
<ul style="list-style-type: none">• Outlines humanism's contribution to the search for personal fulfilment for some individuals• Uses correct terminology• May use some examples	3–4
<ul style="list-style-type: none">• Provides a description of humanism• Uses basic terminology• Provides a generalised response	1–2

Section II — Religious Tradition Depth Study

Question 2 (a)

Outcomes assessed: H1, H2, H5, H9

MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of ONE principal ethical teaching of Christianity	3
• Provides some features of ONE ethical teaching of Christianity	2
• Makes a relevant point about ONE ethical teaching in Christianity	1

Question 2 (b)

Outcomes assessed: H1, H4, H5, H8, H9

MARKING GUIDELINES

Criteria	Marks
• Makes a clear and accurate judgement about the contribution of ONE significant person or school of thought in Christianity • Uses relevant evidence to support the judgement made	5–6
• Makes a judgement about the contribution of ONE significant person or school of thought in Christianity	3–4
• Outlines the contribution of ONE significant person or school of thought in Christianity	1–2

Question 2 (c)

Outcomes assessed: H1, H2, H4, H5, H9

MARKING GUIDELINES

Criteria	Marks
• Gives clear and accurate reasons which show the importance of the chosen practice in Christianity • Uses relevant examples to support the reasons given	5–6
• Gives reasons which show the importance of the chosen practice in Christianity • May use some examples	3–4
• Refers to the importance of the chosen practice in Christianity OR • Describes the chosen practice in Christianity	1–2

Section III – Religious Tradition Depth Study

Question 4

Outcomes assessed: H1, H2, H4, H5, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Clearly indicates the purpose of the chosen practice in Islam Makes a comprehensive judgement about how this practice is significant in Islam Integrates significant and relevant aspects of religion to effectively support the response Integrates specific terminology relevant to the chosen practice in Islam Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> Indicates the purpose of the chosen practice in Islam Makes a competent judgement about how this practice is significant in Islam Uses relevant and accurate aspects of religion to support the response Applies accurate terminology relevant to the chosen practice in Islam Presents a sustained and logical response 	13–16
<ul style="list-style-type: none"> Indicates in general terms the purpose of the chosen practice in Islam Provides some judgement about the significance of the chosen practice in Islam Uses some relevant aspects of religion to support the response Uses some appropriate terminology Presents a logical answer 	9–12
<ul style="list-style-type: none"> Makes basic and/or descriptive statements linking the chosen practice and its significance in Islam Refers to some aspects of religion Uses basic terminology Presents a generalised response 	5–8
<ul style="list-style-type: none"> Provides a limited description of the chosen practice and/or its significance in Islam May refer to aspects of religion Uses simple terminology 	1–4

Section IV – Religion and Peace

Question 1

Outcomes assessed: H1, H2, H5, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies an appropriate sacred text for each of the two religious traditions Makes a comprehensive judgement on the guidance provided by the chosen text for individuals in each of the traditions Integrates significant and relevant aspects of religion to effectively support the judgement Integrates specific terminology relevant to the sacred text and the quest for inner peace Presents a sustained, logical and well-structured response 	17–20
<ul style="list-style-type: none"> Identifies an appropriate sacred text for each of the two religious traditions Makes a competent judgement on the guidance provided by the chosen text for individuals in each of the traditions Uses relevant and accurate aspects of religion to support the judgement Applies specific terminology relevant to the sacred text and the quest for inner peace Presents a sustained and logical response 	13–16
<ul style="list-style-type: none"> Indicates a sacred text for each of the two religious traditions Makes some judgement on the guidance provided by the chosen text for individuals in each of the traditions Uses some relevant and accurate aspects of religion to support the judgement Uses some appropriate terminology Presents a logical response 	9–12
<ul style="list-style-type: none"> Refers to a sacred text Makes a basic description of the importance of a sacred text in at least one tradition Refers to some aspects of religion Uses basic terminology Presents a generalised response 	5–8
<ul style="list-style-type: none"> May refer to a sacred text May refer to aspects of religion Uses simple terminology 	1–4



2007

**HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION**

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Centre Number

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Student Number

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Question Number

Studies of Religion

Section II Answer Booklet

Instructions

- Answer ONE question from Questions 1–5 in this answer booklet
- Write the question number in the spaces provided
- Write your Centre Number and Student Number at the top of this page

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2007 PERFORMANCE BAND DESCRIPTIONS

STUDIES OF RELIGION I & II

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> demonstrates comprehensive knowledge and understanding of the influence of religion and its expression in Australian society, including Aboriginal beliefs and spiritualities demonstrates comprehensive knowledge and understanding of religious traditions and their significance for adherents demonstrates comprehensive understanding of concepts and issues relevant to religion and beliefs demonstrates comprehensive analysis, synthesis and evaluation of relevant sources and research findings communicates complex information in oral and written forms, using terminology appropriate to Studies of Religion
Band 5	<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of the influence of religion and its expression in Australian society, including Aboriginal beliefs and spiritualities demonstrates thorough knowledge and understanding of religious traditions and their significance for adherents demonstrates thorough understanding of concepts and issues relevant to religion and beliefs demonstrates thorough analysis and evaluation of relevant sources and research findings communicates information clearly in oral and written forms, using terminology appropriate to Studies of Religion
Band 4	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of the influence of religion and its expression in Australian society, including Aboriginal beliefs and spiritualities demonstrates sound knowledge and understanding of religious traditions and their significance for adherents demonstrates sound understanding of concepts and issues relevant to religion and beliefs demonstrates sound evaluation of relevant sources and research findings communicates information in oral and written forms, using some terminology appropriate to Studies of Religion
Band 3	<ul style="list-style-type: none"> demonstrates basic knowledge of the influence of religion and its expression in Australian society, including Aboriginal beliefs and spiritualities demonstrates basic knowledge of religious traditions and their significance for adherents demonstrates basic understanding of issues relevant to religion and beliefs demonstrates basic use of sources and research findings communicates information, using limited terminology appropriate to Studies of Religion
Band 2	<ul style="list-style-type: none"> demonstrates limited knowledge of religion in Australian society, including some Aboriginal beliefs and spiritualities demonstrates limited knowledge of religious traditions demonstrates limited understanding of issues relevant to religion and beliefs communicates limited information using some relevant terminology
Band 1	

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