

## **2017 HSC Studies of Religion Marking Guidelines**

### **Studies of Religion I and Studies of Religion II**

#### **Section I Religion and Belief Systems in Australia post-1945**

##### **Multiple-choice Answer Key**

<b>Question</b>	<b>Answer</b>
1	D
2	C
3	A
4	D
5	D
6	B
7	A
8	C
9	A
10	B

## Studies of Religion I and Studies of Religion II

### Section I

### Religion and Belief Systems in Australia post-1945

#### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies issues and provides detailed and accurate points for AND/OR against the impact of separation from kinship groups on Aboriginal spiritualities</li> <li>Integrates relevant and accurate terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>Identifies issues and provides points for AND/OR against the impact of separation from kinship groups on Aboriginal spiritualities</li> <li>Integrates relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about separation from kinship groups AND/OR kinship groups and Aboriginal spiritualities</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes statements about Aboriginal spiritualities</li> </ul>	1

**Sample answer:**

The link between the Aboriginal people and the land can be seen through the stewardship of land, expressed through roles and responsibilities gifted through the kinship system. The systematic, forcible removal of Aboriginal children from their families over a number of generations, a phenomenon named ‘the Stolen Generation’, had significant ramifications not only for family groups but the wider network of relationships expressed through the kinship system and ultimately led to the breakdown of kinship relations, roles and responsibilities arising from that system.

In addition, the ritual roles associated with the kinship system were affected, resulting in a wider sense of loss in Aboriginal spiritualities. These include the inability to pass on stories, perform ritual, maintain totems and sacred sites resulting in the loss of significant components of Aboriginal spiritualities for many groups. As a result, separation from kinship groups was a profound component in the breakdown of Aboriginal spiritualities for many Aboriginal Australians.

## Studies of Religion II

### Section I Religion and Non-Religion

#### Multiple-choice Answer Key

Question	Answer
12	D
13	A
14	C
15	B
16	D
17	A
18	C
19	B
20	C
21	D

## Studies of Religion II

### Section I Religion and Non-Religion

#### Question 22

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides detailed and relevant explanation of how the desire for personal fulfilment OR ethical guidance has affected the rise of new religious expressions and spiritualities</li> <li>Integrates relevant and accurate terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides relevant explanation of how the desire for personal fulfilment OR ethical guidance has affected the rise of new religious expressions and spiritualities</li> <li>Integrates relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about the desire for personal fulfilment OR ethical guidance with reference to new religious expressions and spiritualities</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes general statement about new religious expressions and spiritualities</li> </ul>	1

**Sample answer:**

The modern understanding of personal fulfilment has become increasingly influenced by secular values and ideals. Whereas personal fulfilment may have been best expressed in the past through traditional faith values such as family, acts of charity and so on, today's society motivates people to desire the acquisition of material goods, wealth or climbing the corporate ladder to be fulfilled. These measures of personal fulfilment are in stark contrast to the basic tenets of mainstream religions such as Christianity and Islam, which ask adherents to forgo personal desire for the building up of the faith community to pursue a life of charity and prayer in order to fulfil oneself in this life and to prepare oneself for the next life.

This contradiction between traditional sacred and contemporary secular ideas of personal fulfilment has in part contributed to the rise in new religious expressions as people seek something that 'fits' with the modern, secular understanding of personal fulfilment. An example of this phenomenon can be seen in the emergence of *Happy Science Australia*.

## Studies of Religion I and Studies of Religion II

### Section II — Religious Tradition Depth Study

#### Question 1 — Buddhism

##### Question 1 (a) (i)

Criteria	Marks
• Briefly outlines the key features of ONE significant practice in Buddhism	2
• Makes general statements about the chosen practice in Buddhism	1

**Sample answer:**

One significant practice in Buddhism is celebrating Wesak. This practice commemorates and celebrates the birth, enlightenment and death/rebirth of the Buddha. The practice takes place over a number of days and is seen as a time of spiritual growth for adherents.

##### Question 1 (a) (ii)

Criteria	Marks
• Demonstrates a clear understanding of the significance of the practice outlined in part (a) (i) for the Buddhist community • Integrates relevant and accurate terminology	5
• Demonstrates some understanding of the significance of the practice outlined in part (a) (i) for the Buddhist community • Integrates relevant terminology	3–4
• Makes general statements about the significance of the practice outlined in part (a) (i) AND/OR the Buddhist community	2
• Makes statements about Buddhism	1

**Sample answer:**

The practice of Wesak is significant for the Buddhist community because the individual adherent is often drawn into wider community celebrations, which are focused on the Temple. Buddhist monks and nuns are often a focal point during Wesak as the Buddha is seen to be a role model for them in particular. The Buddhist community is therefore drawn into the temple to witness and participate in various rituals performed by the monks and nuns including the ritual washing of the Buddha and the hanging of lights. These rituals direct adherents to a deeper understanding of the beliefs of Buddhism and strengthen the community in their undertaking of the Eightfold Path and living out the Four Noble Truths. Witness of and participation in these rituals of Wesak also draw the adherents and the community into acts of kindness, thought and action, which generate good karma.

**Question 1 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides accurate and detailed explanation of how ONE significant person or school of thought other than the Buddha encouraged adherents to ‘work toward the truth’</li> <li>• Uses clear and relevant evidence to support the response</li> <li>• Integrates relevant and accurate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides accurate explanation of how ONE significant person or school of thought other than the Buddha encouraged adherents to ‘work toward the truth’</li> <li>• Uses some relevant evidence to support the response</li> <li>• Uses relevant terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Makes statements about how ONE significant person or school of thought other than the Buddha encouraged adherents to ‘work toward the truth’</li> <li>• Uses some evidence to support the response</li> <li>• Uses some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant person or school of thought other than the Buddha</li> <li>• May make a simple reference to the teaching</li> <li>• May use some terminology</li> </ul>	1–2

***Answers could include:***

- Asoka renounced war and embraced the propagation of dharma.
- Asoka was an advocate of tolerance, which helped to unify parts of the Indian subcontinent into a Buddhist society.
- Asoka’s focus on ethics assisted adherents to work towards truth.
- Asoka’s example as a pilgrim, visiting places of significance in the Buddha’s life, can be mirrored by adherents and assists them in following the Buddha’s teachings thereby working towards truth.
- Asoka’s role in standardising the Tripitaka helped to clarify the teachings and scriptural works of Buddhism thus encouraging adherents to work towards truth.
- Asoka’s support of the monastic Buddhist communities helped to provide adherents with an example of ‘truth’ to pursue.
- Asoka played a central role in organising a Buddhist council, which helped to clarify the teachings and practices of Buddhism.

## Question 2 — Christianity

### Question 2 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"> <li>Briefly outlines ONE contribution of ONE significant person or school of thought other than Jesus to Christianity</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes general statements about ONE significant person or school of thought other than Jesus to Christianity</li> </ul>	1

### Question 2 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the impact on the development AND/OR expression of Christianity of the significant person or school of thought identified in part (a) (i)</li> <li>Integrates relevant and accurate terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the impact on the development AND/OR expression of Christianity of the significant person or school of thought identified in part (a) (i)</li> <li>Integrates relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about the development AND/OR expression of Christianity AND/OR a significant person or school of thought</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes statements about Christianity</li> </ul>	1

### Question 2 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an accurate and detailed explanation of how the teaching gives guidance to adherents in the chosen ethical area</li> <li>Uses clear and relevant evidence to support the response</li> <li>Integrates relevant and accurate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides an accurate explanation of how the teaching gives guidance to adherents in the chosen ethical area</li> <li>Uses some relevant evidence to support the response</li> <li>Uses relevant terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes statements about how the teaching gives guidance to adherents in the chosen ethical area</li> <li>Uses some evidence to support the response</li> <li>Uses some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about the chosen ethical area</li> <li>May make a simple reference to the teaching</li> <li>May use some terminology</li> </ul>	1–2

### Question 3 — Hinduism

#### Question 3 (a) (i)

Criteria	Marks
• Briefly outlines ONE ethical teaching in Hinduism	2
• Makes general statements about ethics in Hinduism	1

#### Question 3 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of how the ethical teaching identified in part (a) (i) gives guidance to adherents in the chosen ethical area</li> <li>• Integrates relevant and accurate terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how the ethical teaching identified in part (a) (i) gives guidance to adherents in the chosen ethical area</li> <li>• Integrates relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about the ethical teaching in the chosen area AND/OR guidance to adherents</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes statements about Hinduism</li> </ul>	1

#### Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation of how faith is an important aspect in ONE significant practice</li> <li>• Uses clear and relevant evidence to support the response</li> <li>• Integrates relevant and accurate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of how faith is an important aspect in ONE significant practice</li> <li>• Uses some relevant evidence to support the response</li> <li>• Integrates relevant terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Makes statements about how faith is an aspect of ONE significant practice</li> <li>• Uses some evidence to support the response</li> <li>• Uses some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about faith AND/OR ONE significant practice</li> <li>• May make a simple reference to the teaching</li> <li>• May use some terminology</li> </ul>	1–2

**Question 4 — Islam**

**Question 4 (a) (i)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Briefly outlines ONE contribution of ONE significant person or school of thought other than Muhammad and the Four Rightly Guided Caliphs to Islam</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes general statements about ONE significant person or school of thought other than Muhammad and the Four Rightly Guided Caliphs to Islam</li> </ul>	1

**Question 4 (a) (ii)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the impact on the development AND/OR expression of Islam of the significant person or school of thought identified in part (a) (i)</li> <li>Integrates relevant and accurate terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the impact on the development AND/OR expression of Islam of the significant person or school of thought identified in part (a) (i)</li> <li>Integrates relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about the development AND/OR expression of Islam AND/OR a significant person or school of thought</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes statements about Islam</li> </ul>	1

**Question 4 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation of how the ethical teachings of Islam guide adherents to ‘follow what Allah has revealed’ in the chosen ethical area</li> <li>• Uses clear and relevant evidence to support the response</li> <li>• Integrates relevant and accurate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of how the ethical teachings of Islam guide adherents to ‘follow what Allah has revealed’ in the chosen ethical area</li> <li>• Uses some relevant evidence to support the response</li> <li>• Uses relevant terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Makes statements about how the teaching gives guidance to adherents in the chosen ethical area to ‘follow what Allah has revealed’</li> <li>• Uses some evidence to support the response</li> <li>• Uses some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about the chosen ethical area</li> <li>• May make a simple reference to the teaching</li> <li>• May use some terminology</li> </ul>	1–2

## Question 5 — Judaism

### Question 5 (a) (i)

Criteria	Marks
• Briefly outlines the key features of ONE significant practice in Judaism	2
• Makes general statements about the chosen practice in Judaism	1

**Sample answer:**

One significant practice in Judaism is Synagogue Service. Synagogue Service assists Jews in fulfilling the commandment to be faithful to God and to worship ‘no God but me’. Synagogue Service makes the principal beliefs of Judaism evident through ritual.

### Question 5 (a) (ii)

Criteria	Marks
• Demonstrates a clear understanding of the significance of the practice outlined in part (a) (i) for the Jewish community • Integrates relevant and accurate terminology	5
• Demonstrates some understanding of the significance of the practice outlined in part (a) (i) for the Jewish community • Integrates relevant terminology	3–4
• Makes general statements about the significance of the practice outlined in part (a) (i) AND/OR the Jewish community	2
• Makes statements about Judaism	1

**Sample answer:**

Synagogue Service is a significant element in building up the Jewish community. As a key component of the weekly Sabbath celebration, Synagogue Service draws the adherent into a communal celebration. An essential requirement of the service is the Minyan (quorum of 10 men in Orthodox Judaism), requiring worship to take place in the context of community. The reading of the Torah by members of the community serves to highlight milestones in believers’ lives, for example the Bar Mitzvah and wedding anniversaries. Synagogue Service is also significant for the Jewish community as it is a focal point for high holy days and festivals, which often culminate in a synagogue service.

**Question 5 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides accurate and detailed explanation of how ONE significant person or school of thought, other than Abraham or Moses, encouraged adherents to follow the command ‘love the Lord your God, and to walk in His ways’</li> <li>• Uses clear and relevant evidence to support the response</li> <li>• Integrates relevant and accurate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides accurate explanation of how ONE significant person or school of thought, other than Abraham or Moses, encouraged adherents to follow the command to ‘love the Lord your God, and to walk in His ways’</li> <li>• Uses some relevant evidence to support the response</li> <li>• Uses relevant terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Makes statements about how ONE significant person or school of thought, other than Abraham or Moses, encouraged adherents to ‘love the Lord your God, and to walk in His ways’</li> <li>• Uses some evidence to support the response</li> <li>• Uses some relevant terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant person or school of thought</li> <li>• May make a simple reference to the teaching</li> <li>• May use some terminology</li> </ul>	1–2

**Answers could include:**

- The Ba’al Shem Tov emerged as a significant teacher in a time of persecution and upheaval in Europe.
- The Ba’al Shem Tov encouraged Jews to cleave to God even in the darkest of times and move away from an intellectual emphasis on God.
- He taught Jews to focus on a loving God and to offer up all aspects of their life to God.
- Through the practice of *devekous*, the Ba’al Shem Tov taught adherents to use prayer and meditation to become more closely attuned to God and thereby demonstrate their love of God and walk in his ways.
- Hasidic Judaism grew out of the Ba’al Shem Tov’s teachings and has grown to become one of the most significant groups in Orthodox Judaism. Its emphasis on practice and inviting Jews to fulfil their mitzvot obligations has contributed to encouraging Jews to love God and walk in his ways.
- The Ba’al Shem Tov encouraged his followers to bind the Torah to themselves in order to be more mindful of God, a practice physically manifested by the wearing of phylacteries or tefillin.

## Studies of Religion I and Studies of Religion II

### Section III — Religious Tradition Depth Study

#### Question 1 — Buddhism

Criteria	Marks
<ul style="list-style-type: none"> <li>• For Buddhism, provides a detailed, relevant and accurate exploration of about how the ethical teachings guide adherents to ‘abandon wrongdoing’</li> <li>• Demonstrates a comprehensive understanding of ONE specified ethical area</li> <li>• Integrates relevant and accurate terminology in a cohesive and well-structured response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• For Buddhism, provides a detailed and accurate explanation about how the ethical teachings guide adherents to ‘abandon wrongdoing’</li> <li>• Demonstrates a clear understanding of ONE specified ethical area</li> <li>• Integrates accurate terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• For Buddhism, provides some detail about how the ethical teachings guide adherents to ‘abandon wrongdoing’</li> <li>• Demonstrates some understanding of ONE specified ethical area</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• For Buddhism, provides some general statements about the specified ethical area and/or teaching</li> <li>• Uses some terminology in a largely descriptive response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Buddhism</li> <li>• May use some terminology</li> </ul>	1–4

## Question 2 — Christianity

Criteria	Marks
<ul style="list-style-type: none"> <li>For Christianity, provides a detailed, relevant and accurate exploration of how the religious tradition guides adherents to live lives ‘filled with love’</li> <li>Demonstrates a comprehensive understanding of significant aspects of Christianity in the lives of adherents</li> <li>Integrates relevant and accurate terminology in a cohesive and well-structured response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>For Christianity, provides a detailed and accurate explanation about how the religious tradition guides adherents to live lives ‘filled with love’</li> <li>Demonstrates a clear understanding of significant aspects of Christianity in the lives of adherents</li> <li>Integrates accurate terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>For Christianity, provides some detail about how the religious tradition guides adherents to live lives ‘filled with love’</li> <li>Demonstrates some understanding of significant aspects of Christianity in the lives of adherents</li> <li>Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>For Christianity, provides some general statements about adherents living lives ‘filled with love’</li> <li>Uses some terminology in a largely descriptive response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Makes general statements about Christianity</li> <li>May use some terminology</li> </ul>	1–4

### *Answers could include:*

- The foundational teachings of Christianity rest on the primacy of love. New Testament teachings from both the gospels and the letters emphasise the importance of love for one another in every aspect of human existence.
- Hence, Christian teachings on ethics and significant practices and rituals reflect this commitment to selflessness, the consideration of the needs of others and ultimately, the importance of loving relationships.
- Consequently, the teachings of the great Christian teachers and schools of thought are founded, in one way or another, on this central teaching of love – to follow the example of Christ.
- Christian ethical teachings on care for the environment emphasise the importance of stewardship of the planet. Caring for the environment is identified with the fundamental principle of ‘love one another’, as by treating our present environment respectfully and responsibly is an act of love towards the future generations by securing their quality of life into the future.
- Christians identify environmental degradation with selfishness and harm which is ignoring the needs of future generations at best and treating them with a complete disregard or even contempt at worst. The Old Testament concept of humans ‘having domain’ over the earth in no way implies a disregard for the environment from a Christian ethical viewpoint.
- Great teachers, whether from ancient times (eg Saint Paul) or more recent times (eg Saint Teresa of Calcutta), all emphasise the fundamental ‘love principles’ of Jesus. Pope John XXIII’s attempts to bring the Catholic Church into the modern age were based on the desire to make the Christian teaching of love more readily accessible to all people.

- The founder of the Salvation Army, William Booth, and his wife Catherine Mumford were strongly motivated by the call of God in their lives – specifically, to love the unloved. Their concern for the poor led them to follow the ‘example of Christ’ where the people were – on the streets.
- Significant schools of thought and their associated leaders, for example, Liberation Theology and Archbishop Oscar Romero, have repeatedly over the course of history emphasised the need for reform – to get back to the basic teachings of Jesus on love for one another. In particular, not only has the need for social justice been a focus for a return to basic Christian principles, but the process by which this journey is to be made is also to be rooted in loving kindness.
- Love is the central principle in all Christian religious practices. Marriage, which is a sacrament in some Christian denominations, is taught to be the living of a relationship ‘filled with love’. The Christian churches guide their adherents to live lives ‘filled with love’ by providing extensive support for engaged couples for several months preceding their formal marriage. The loving relationship being lived out on a day-to-day basis, all of the ups and downs, accompanied by kindness, support, empathy and love is, as Saint Paul states in the source, ‘following the example of Christ’.

**Question 3 — Hinduism**

Criteria	Marks
<ul style="list-style-type: none"> <li>• For Hinduism, provides a detailed, relevant and accurate exploration of how the religious tradition guides adherents to strive ‘towards truth’</li> <li>• Demonstrates a comprehensive understanding of significant aspects of Hinduism in the lives of adherents</li> <li>• Integrates relevant and accurate terminology in a cohesive and well-structured response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• For Hinduism, provides a detailed and accurate explanation about how the religious tradition guides adherents to strive ‘towards truth’</li> <li>• Demonstrates a clear understanding of significant aspects of Hinduism in the lives of adherents</li> <li>• Integrates accurate terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• For Hinduism, provides some detail about how the religious tradition guides adherents to strive ‘towards truth’</li> <li>• Demonstrates some understanding of significant aspects of Hinduism in the lives of adherents</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• For Hinduism, provides some general statements about striving ‘towards truth’</li> <li>• Uses some terminology in a largely descriptive response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Hinduism</li> <li>• May use some terminology</li> </ul>	1–4

**Question 4 — Islam**

Criteria	Marks
<ul style="list-style-type: none"> <li>• For Islam, provides a detailed, relevant and accurate explanation of how the selected practice assists adherents to ‘become righteous’</li> <li>• Demonstrates a comprehensive understanding of what being righteous means for adherents</li> <li>• Integrates relevant and accurate terminology in a cohesive and well-structured response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• For Islam, provides a detailed and accurate explanation about how the selected practice assists adherents to ‘become righteous’</li> <li>• Demonstrates a clear understanding of what being righteous means for adherents</li> <li>• Integrates accurate terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• For Islam, provides details about how the selected practice assists adherents to ‘become righteous’</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• For Islam, provides some general statements about the selected practice</li> <li>• Uses some terminology in a largely descriptive response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Islam</li> <li>• May use some basic terminology</li> </ul>	1–4

**Answers could include:**

*Hajj*

- The fifth pillar which is required at least once during an adherent’s life
- Pilgrimage is the supreme prayer for forgiveness of sins committed and the ultimate preparation for eternity
- The Hajj is based on the foundation of the tradition involving a spiritual, mental and physical journey to Mecca. All three elements would require an adherent to attain righteousness
- Hajj is a reminder of the equality of all people before Allah, as the individual will worship Allah through submission to His will. This takes place through the ability to let go of external factors that may prohibit tawhid, such as family, friends and material possessions. Throughout the pilgrimage, this enables the individual to become righteous through focusing on the physical challenges of the Hajj
- The performance of rituals which mirror the actions of Muhammad and Hagar (among others) during Hajj assists adherents to become righteous
- The undertaking of Hajj demonstrates a commitment to the greater jihad thus indicating the adherent’s journey to become righteous
- The personal struggle to worship Allah assists an adherent to visibly support the promotion and expansion of Islam. As a result, the adherent is assisted in becoming more righteous.

**Question 5 — Judaism**

Criteria	Marks
<ul style="list-style-type: none"> <li>• For Judaism, provides a detailed, relevant and accurate explanation of how the ethical teachings guide adherents to be loyal to the command to ‘love your neighbour as yourself’</li> <li>• Demonstrates a comprehensive understanding of ONE specified ethical area</li> <li>• Integrates relevant and accurate terminology in a cohesive and well-structured response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• For Judaism, provides a detailed and accurate explanation about how the ethical teachings guide adherents to be loyal to the command to ‘love your neighbour as yourself’</li> <li>• Demonstrates a clear understanding of ONE specified ethical area</li> <li>• Integrates accurate terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• For Judaism, provides some detail about how the ethical teachings guide adherents to be loyal to the command to ‘love your neighbour as yourself’</li> <li>• Demonstrates some understanding of ONE specified ethical area</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• For Judaism, provides some general statements about the specified ethical area and/or teaching</li> <li>• Uses some terminology in a largely descriptive response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Judaism</li> <li>• May use some terminology</li> </ul>	1–4

## Studies of Religion II

### Section IV — Religion and Peace

#### Question 1

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, reasoned judgement on the extent to which the teachings of TWO religious traditions view the achievement of inner peace as an important step towards achieving world peace</li> <li>• Supports a cohesive response with detailed, relevant and accurate information</li> <li>• Integrates relevant and accurate terminology</li> <li>• Integrates the quote provided in the response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement on the extent to which the teachings of TWO religious traditions view the achievement of inner peace as an important step towards achieving world peace</li> <li>• Supports the response with relevant and accurate information</li> <li>• Integrates relevant and accurate terminology</li> <li>• Utilises the quote provided in the response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Makes general statements about how the teachings of TWO religious traditions view the achievement of inner peace as an important step towards achieving world peace</li> <li>• Supports the response with relevant and accurate information</li> <li>• Uses some accurate terminology</li> <li>• Makes some use of the quote provided in the response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Makes simple statements about how the teachings of ONE or TWO religious traditions on inner peace may contribute to world peace</li> <li>• Response uses relevant information</li> <li>• Uses some terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about peace OR teachings on peace</li> </ul>	1–4

**Answers could include:**

**Christianity:**

- Peace is found in union with God. This is because peace was established by God through creation (as described in Genesis).
- Scripture informs an understanding of peace: ‘peace is an enterprise of justice’ Isaiah 32:7.
- The Christian understanding of love brings about peace.
- Jesus is both a model of peace and provides teachings on how to achieve peace: ‘Love one another as I have loved you’ and ‘turn the other cheek’.
- Inner peace can be achieved through following Christian teachings and is a gift of the Holy Spirit.
- Jesus’ example of prayer is a means by which adherents can reflect on and apply the teachings of Christianity in their lives to achieve inner peace firstly, and then peace in their communities and beyond.
- Christian meditation offers an opportunity for adherents to achieve inner peace.

- Right relationships are a part of God's love.
- St Paul taught that (world) peace can only be cultivated with all when an adherent has the attitude 'it depends on you, be at peace with all' (Romans 12:18). Hence, inner peace is the foundation of world peace.

**Buddhism:**

- Buddhist groups internalise the teachings of the Four Noble Truths and the Eightfold Path to help achieve inner peace and use this as a foundation to contribute towards achieving world peace.
- The Four Noble Truths are a pathway to be released from suffering and reach Nirvana.
- Nirvana has been described as 'Ineffable Peace'.
- Peace is the overriding theme in the Sutta (the second part of the three baskets).
- Cultivating peace in oneself and overcoming *Mara* is paramount to an understanding of inner peace.
- The XIV Dalai Lama suggests cultivating peace is an antidote to violence.
- Buddhists are encouraged to set aside hatred: 'Hatred is never appeased by hatred. Hatred is only appeased by love. This is the eternal law' (Yamaka Vagga, Dhammapada 5).

# 2017 HSC Studies of Religion Mapping Grid

## Studies of Religion I

### Section I — Religion and Belief Systems in Australia post-1945 and

## Studies of Religion II

### Section I

#### Part A — Religion and Belief Systems in Australia post-1945

Question	Marks	Content	Syllabus outcomes
1	1	Current religious landscape – denominational switching	H1, H8
2	1	Current religious landscape – immigration	H2, H3
3	1	Aboriginal spirituality – reconciliation	H1
4	1	Current religious landscape – Christianity as the major religious tradition	H1
5	1	Religious dialogue in multifaith Australia – ecumenism	H1
6	1	Aboriginal spirituality – kinship	H1
7	1	Changing patterns of religious adherence – census data	H8
8	1	Aboriginal spirituality – ceremonial life	H1
9	1	Interfaith dialogue in multifaith Australia	H2
10	1	Aboriginal spirituality – two aspects	H3
11	5	Aboriginal spirituality – separation from kinship groups	H2, H3, H8

## Studies of Religion II

### Section I

#### Part B — Religion and Non-Religion

Question	Marks	Content	Syllabus outcomes
12	1	The religious dimension in human history – monotheism and polytheism	H2
13	1	The religious dimension in human history – animism	H1, H2, H8
14	1	Non-religious worldview – agnosticism	H1, H2, H8
15	1	The religious dimension in human history – social cohesion	H2
16	1	Non-religious worldview – scientific humanism	H1, H2, H8
17	1	Non-religious worldview – atheism	H1, H2
18	1	New religious expressions – materialism	H2, H8
19	1	Global distribution of major religious traditions	H2
20	1	Religious and non-religious worldviews	H1, H2
21	1	Global distribution of major religious traditions	H2
22	5	Reasons for the rise of new religious expressions and spiritualities	H1, H2, H8

**Studies of Religion I and Studies of Religion II**  
**Section II — Religious Tradition Depth Study**

Question	Marks	Content	Syllabus outcomes
1 (a) (i)	2	Buddhism – significant practice	H1, H2, H4, H8
1 (a) (ii)	5	Buddhism – significant practice	H1, H2, H4, H8
1 (b)	8	Buddhism – significant person or school of thought	H1, H2, H4, H8
2 (a) (i)	2	Christianity – significant person or school of thought	H1, H2, H4, H8
2 (a) (ii)	5	Christianity – significant person or school of thought	H1, H2, H4, H8
2 (b)	8	Christianity – ethics	H1, H2, H4, H8
3 (a) (i)	2	Hinduism – ethics	H1, H2, H4, H8
3 (a) (ii)	5	Hinduism – ethics	H1, H2, H4, H8
3 (b)	8	Hinduism – significant practice	H1, H2, H4, H8
4 (a) (i)	2	Islam – significant person or school of thought	H1, H2, H4, H8
4 (a) (ii)	5	Islam – significant person or school of thought	H1, H2, H4, H8
4 (b)	8	Islam – ethics	H1, H2, H4, H8
5 (a) (i)	2	Judaism – significant practice	H1, H2, H4, H8
5 (a) (ii)	5	Judaism – significant practice	H1, H2, H4, H8
5 (b)	8	Judaism – significant person or school of thought	H1, H2, H4, H8

**Studies of Religion I and Studies of Religion II**  
**Section III — Religious Tradition Depth Study**

Question	Marks	Content	Syllabus outcomes
1	20	Buddhism – ethics	H1, H2, H4, H8
2	20	Christianity – significant person or school of thought / ethics / significant practices	H1, H2, H4, H8
3	20	Hinduism – significant person or school of thought / ethics / significant practices	H1, H2, H4, H8
4	20	Islam – significant practice	H1, H2, H4, H8
5	20	Judaism – ethics	H1, H2, H4, H8

**Studies of Religion II**  
**Section IV — Religion and Peace**

Question	Marks	Content	Syllabus outcomes
1	20	Inner peace and world peace – the contributions of two religious traditions	H1, H2, H5, H8, H9