

# 2023 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

Question		Answer
SOR I	SOR II	
1	1	B
2	2	A
3	3	D
4	4	A
5	5	D
6	6	C
7	7	D
8	8	C
9	9	A
10	10	A

## Studies of Religion I and Studies of Religion II

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

#### SOR I: Question 11

#### SOR II: Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive explanation of the relationship between the Dreaming and the Land Rights movement</li> <li>Uses clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a thorough explanation of the relationship between the Dreaming and the Land Rights movement</li> <li>Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound explanation of the relationship between the Dreaming and the Land Rights movement</li> <li>Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding about the Dreaming and/or the Land Rights movement</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

#### **Sample answer:**

The Dreaming is the basis of every aspect of Aboriginal spirituality. A very important part of this is developing and maintaining a connection with the land. Aboriginal people understand that ancestral beings created and shaped the land, and continue to dwell there today. Having access to sacred sites is essential for them to perform ceremonies in order to maintain their relationship with ancestral beings. The formal Land Rights movement in Australia changed significantly as a result of legal decisions in the early 1990s. Through their understanding of the Dreaming, terra nullius was legally overturned by the courts and Aboriginal people were able to regain access to sites that are important to understanding and expressing the Dreaming. As a result, society's understanding of the Dreaming and the relationship between Aboriginal spirituality and the land is deepened.

## Studies of Religion II

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

#### Multiple-choice Answer Key

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

## Studies of Religion II

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

#### Question 22

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of how humanism influences people to do the right thing, making reference to the stimulus</li> <li>• Uses clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of how humanism influences people to do the right thing, making reference to the stimulus</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how humanism influences people to do the right thing, making reference to the stimulus</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of humanism</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

Humanism is a philosophical and ethical stance that emphasises the value and agency of human beings, individually and collectively. Both rational or scientific humanism prefer using human reason and evidence to solve problems, rather than drawing on the belief that a higher being 'is watching'. The influence of humanism on people 'to do the right thing' comes from the emphasis on individual responsibility and the development of one's own ethical principles. Humanists believe that people have the ability to determine what is right and wrong based on rationalism and empathy, and that they should act on these principles in their daily lives in order to do good. This can encourage people to think critically about their actions, and strive to 'do the right thing' because of the impact it has on others, regardless of the existence and judgement of a higher power.

## Studies of Religion I and Studies of Religion II

### Section II — Religious Tradition Depth Study

**SOR I: Question 12 — Buddhism**

**SOR II: Question 23 — Buddhism**

#### Part (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an accurate and detailed explanation about how ONE ethical teaching in Buddhism encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>Integrates the idea(s) presented in the stimulus, supported with clear and relevant examples</li> <li>Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides an accurate explanation about how ONE ethical teaching in Buddhism encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>Uses the idea(s) presented in the stimulus, supported with relevant examples</li> <li>Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides an explanation about how ONE ethical teaching in Buddhism encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>May refer to stimulus or use some evidence to support response</li> <li>Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes general statements about an ethical teaching in Buddhism</li> <li>Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes general statement(s) about Buddhism</li> </ul>	1

**Part (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed analysis of the importance of ONE significant practice to the adherents of Buddhism, with reference to one of the following: Pilgrimage OR Temple Puja OR Wesak</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate analysis of the importance of ONE significant practice to the adherents of Buddhism, with reference to one of the following: Pilgrimage OR Temple Puja OR Wesak</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of the importance of ONE significant practice to the adherents of Buddhism, with reference to one of the following: Pilgrimage OR Temple Puja OR Wesak</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant practice in Buddhism, with reference to one of the following: Pilgrimage OR Temple Puja OR Wesak</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Buddhism</li> </ul>	1

**Part (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation of how the contribution of ONE significant person or school of thought, other than the Buddha, is evident in Buddhism today</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of how the contribution of ONE significant person or school of thought, other than the Buddha, is evident in Buddhism today</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of how the contribution of ONE significant person or school of thought, other than the Buddha, is evident in Buddhism</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant person or school of thought, other than the Buddha, in Buddhism</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Buddhism</li> </ul>	1

**SOR I: Question 13 — Christianity**

**SOR II: Question 24 — Christianity**

**Part (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation about how ONE ethical teaching in Christianity encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• Integrates the idea(s) presented in the stimulus, supported with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation about how ONE ethical teaching in Christianity encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• Uses the idea(s) presented in the stimulus, supported with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation about how ONE ethical teaching in Christianity encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• May refer to stimulus or use some evidence to support response</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about an ethical teaching in Christianity</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Christianity</li> </ul>	1

**Part (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed analysis of the importance of ONE significant practice to the adherents of Christianity, with reference to one of the following: Baptism OR marriage ceremony OR Saturday/Sunday worship</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate analysis of the importance of ONE significant practice to the adherents of Christianity, with reference to one of the following: Baptism OR marriage ceremony OR Saturday/Sunday worship</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of the importance of ONE significant practice to the adherents of Christianity, with reference to one of the following: Baptism OR marriage ceremony OR Saturday/Sunday worship</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant practice in Christianity, with reference to one of the following: Baptism OR marriage ceremony OR Saturday/Sunday worship</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Christianity</li> </ul>	1

**Part (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation of how the contribution of ONE significant person or school of thought, other than Jesus, is evident in Christianity today</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of how the contribution of ONE significant person or school of thought, other than Jesus, is evident in Christianity today</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of how the contribution of ONE significant person or school of thought, other than Jesus, is evident in Christianity</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant person or school of thought, other than Jesus, in Christianity</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Christianity</li> </ul>	1

**SOR I: Question 14 — Hinduism**

**SOR II: Question 25 — Hinduism**

**Part (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation about how ONE ethical teaching in Hinduism encourages adherents to ‘do good’, with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• Integrates the idea(s) presented in the stimulus, supported with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation about how ONE ethical teaching in Hinduism encourages adherents to ‘do good’, with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• Uses the idea(s) presented in the stimulus, supported with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation about how ONE ethical teaching in Hinduism encourages adherents to ‘do good’, with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• May refer to stimulus or use some evidence to support response</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about an ethical teaching in Hinduism</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Hinduism</li> </ul>	1

**Sample answer:**

All ethical teaching in Hinduism is encouraging people to ‘do good’ as for Hindus, behaviour is strongly influenced by duty or ‘dharma’. Doing good deeds involves treating others with respect and dignity. This holds true for all of creation. When learning the ethical teachings on the environment, Hindus are told that all living things are parts of God. They believe that all living things must be treated with enormous respect because the whole world is sacred. For example, many Hindus in Australia and India do not eat meat as animals take on a God-like role. This ‘dharma’ is an integral part of their everyday existence and will ultimately lead to ‘divine happiness’.

**Part (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an accurate and detailed analysis of the importance of ONE significant practice to the adherents of Hinduism, with reference to one of the following: marriage ceremony OR pilgrimage OR temple worship</li> <li>Supports the response with clear and relevant examples</li> <li>Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides an accurate analysis of the importance of ONE significant practice to the adherents of Hinduism, with reference to one of the following: marriage ceremony OR pilgrimage OR temple worship</li> <li>Supports the response with relevant examples</li> <li>Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides an explanation of the importance of ONE significant practice to the adherents of Hinduism, with reference to one of the following: marriage ceremony OR pilgrimage OR temple worship</li> <li>Supports the response with some examples</li> <li>Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes general statements about ONE significant practice in Hinduism, with reference to one of the following: marriage ceremony OR pilgrimage OR temple worship</li> <li>Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes general statement(s) about Hinduism</li> </ul>	1

**Sample answer:**

Temple worship is particularly significant for Hindus as puja (worship) conducted at the temple is essentially the extension of individual home puja. The main aim of an individual Hindu is to achieve darshan – which is to see the God and be seen by the God. This can be done through temple worship and each of the elements of the practice reinforce this idea. Hindu temples (mandirs) are carved to represent a mandala which is the design of creation. The central sanctuary containing the garba griha (or womb) is where the image of God is located. By simply being at the temple and participating in the ritual, Hindus are able to encounter God, achieve good karma and make progress in their quest for release from the cycle of reincarnation (samsara).

**Part (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation of how the contribution of ONE significant person or school of thought, other than the Vedas, is evident in Hinduism today</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of how the contribution of ONE significant person or school of thought, other than the Vedas, is evident in Hinduism today</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of how the contribution of ONE significant person or school of thought, other than the Vedas, is evident in Hinduism</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant person or school of thought other the Vedas in Hinduism</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Hinduism</li> </ul>	1

**Sample answer:**

Even though Mira Bai lived in the 1500s, her continuing contribution to the expression of Hinduism is seen throughout the Hindu world today. As a devotee of Krishna and the first female poet to have composed poetry in any dialect of Hindi, she made it available to the ordinary people, not just those who were learned elite. Her poetry expressed a model of devotion she strove to fulfil herself, being the ultimate role model for all Hindus. Her poems are known as Bhajan, and are not defined by their musicality but by their sense of devotion. As the first woman saint of the Bhakti movement, her negation of the caste system in India is a modern idea continuing to promote a harmonious and cohesive Indian society.

**SOR I: Question 15 — Islam**

**SOR II: Question 26 — Islam**

**Part (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation about how ONE ethical teaching in Islam encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• Integrates the idea(s) presented in the stimulus, supported with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation about how ONE ethical teaching in Islam encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• Uses the idea(s) presented in the stimulus, supported with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation about how ONE ethical teaching in Islam encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• May refer to stimulus or use some evidence to support response</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about an ethical teaching in Islam</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Islam</li> </ul>	1

**Part (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed analysis of the importance of ONE significant practice to the adherents of Islam, with reference to one of the following: Friday prayer at the mosque OR funeral ceremony OR Hajj</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate analysis of the importance of ONE significant practice to the adherents of Islam, with reference to one of the following: Friday prayer at the mosque OR funeral ceremony OR Hajj</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of the importance of ONE significant practice to the adherents of Islam, with reference to one of the following: Friday prayer at the mosque OR funeral ceremony OR Hajj</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant practice in Islam, with reference to one of the following: Friday prayer at the mosque OR funeral ceremony OR Hajj</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Islam</li> </ul>	1

**Part (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation of how the contribution of ONE significant person or school of thought, other than Muhammed and the Four Rightly Guided Caliphs, is evident in Islam today</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of how the contribution of ONE significant person or school of thought, other than the Muhammed and the Four Rightly Guided Caliphs, is evident in Islam today</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of how the contribution of ONE significant person or school of thought, other than the Muhammed and the Four Rightly Guided Caliphs, is evident in Islam</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant person or school of thought other than Muhammed and the Four Rightly Guided Caliphs in Islam</li> <li>• Uses relevant terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Islam</li> </ul>	1

**SOR I: Question 16 — Judaism**

**SOR II: Question 27 — Judaism**

**Part (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation about how ONE ethical teaching in Judaism encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• Integrates the idea(s) presented in the stimulus, supported with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation about how ONE ethical teaching in Judaism encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• Uses the idea(s) presented in the stimulus, supported with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation about how ONE ethical teaching in Judaism encourages adherents to 'do good', with reference to ONE of the following: bioethics OR environmental ethics OR sexual ethics</li> <li>• May refer to stimulus or use some evidence to support response</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about an ethical teaching in Judaism</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Judaism</li> </ul>	1

**Part (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed analysis of the importance of ONE significant practice to the adherents of Judaism, with reference to one of the following: death and mourning OR marriage OR synagogue service</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate analysis of the importance of ONE significant practice to the adherents of Judaism, with reference to one of the following: death and mourning OR marriage OR synagogue service</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of the importance of ONE significant practice to the adherents of Judaism, with reference to one of the following: death and mourning OR marriage OR synagogue service</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant practice in Judaism, with reference to one of the following death and mourning OR marriage OR synagogue service</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Judaism</li> </ul>	1

**Part (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate and detailed explanation of how the contribution of ONE significant person or school of thought, other than Abraham or Moses, is evident in Judaism today</li> <li>• Supports the response with clear and relevant examples</li> <li>• Integrates clear, accurate and relevant terminology</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of how the contribution of ONE significant person or school of thought, other than Abraham or Moses, is evident in Judaism today</li> <li>• Supports the response with relevant examples</li> <li>• Uses clear and relevant terminology</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides an explanation of how the contribution of ONE significant person or school of thought, other than Abraham or Moses, is evident in Judaism</li> <li>• Supports the response with some examples</li> <li>• Uses relevant terminology</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes general statements about ONE significant person or school of thought other than Abraham or Moses in Judaism</li> <li>• Uses some terminology</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Judaism</li> </ul>	1

## Studies of Religion I and Studies of Religion II

### Section III — Religious Tradition Depth Study

#### SOR I: Question 17 — Buddhism

#### SOR II: Question 28 — Buddhism

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained and reasoned response about the ways in which Buddhism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a cohesive and well-structured response with detailed, relevant and accurate information about Buddhism</li> <li>• Integrates relevant and accurate terminology</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a reasoned response about the ways in which Buddhism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a well-structured response with relevant and accurate information about Buddhism</li> <li>• Uses accurate terminology</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Provides some detail about the ways in which Buddhism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports the response with relevant examples</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Provides some general statements about Buddhism and/or significant people/schools of thought, and/or ethics and/or significant practices</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

#### **Answers could include:**

The essence of Buddhism is the belief that human life is a cycle of suffering and rebirth, but if one achieves a state of enlightenment, it is possible to escape this cycle forever. The eightfold path provides a framework for Buddhists to practice righteousness in thought and action. In the process they will live a better life, moving towards the goal of Nirvana. Significant practices, ethical teachings and the contributions and impact of significant people in Buddhism have an influence on an adherent's understanding of what constitutes a better life and how to achieve it.

#### Significant person:

- Asoka the Just was an individual who used his influence to assist other people follow the path to Nirvana.
- As the leader of the Mauryan Empire, he designed and implemented systems that both reinforced Buddhist principles and facilitated its growth.

- A greater number of individuals were able to affect the teachings, emulating the example of the Buddha to live a better life.
- Asoka himself was transformed by the peaceful nature of Buddhist teachings and created opportunities for illiterate and less educated citizens to engage with the tradition, so that they could live a better life.
- He also facilitated scholarship for the well-educated people within the kingdom by disseminating texts and writings which challenged their intentions and actions.
- Asoka's support of missionary activity saw the tradition expand across the sub-continent so that more people were enlightened about the righteous path to Nirvana.
- His generous and compassionate leadership style has been emulated by many leaders who also wish to demonstrate the path to a better life.

#### Ethics:

- Buddhist adherents are called to follow the path in their relationships with both sentient and non-sentient beings.
- They have a responsibility to educate themselves in the area of environmental ethics, as it is only possible to attain Nirvana through right intention and action.
- The teaching of Ahimsa denounces violence and recklessness, instead promoting action which is generous and compassionate in nature.
- Not only does violence hurt a living being, but it damages the perpetrator, affecting their ability to follow the path and live a better life.
- Buddhist individuals and communities can apply this teaching to real world issues such as animal experimentation and the consumption of meat.
- Buddhists also have a responsibility to live out the Three Jewels, which are beliefs with an ethical dimension.
- Again, this can be applied to everyday actions, in that the Buddhist's every decision has the capacity to affect the continuity of so many varied species so that they too can live a better life.

**SOR I: Question 18 — Christianity**

**SOR II: Question 29 — Christianity**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained and reasoned response about the ways in which Christianity guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a cohesive and well-structured response with detailed, relevant and accurate information about Christianity</li> <li>• Integrates relevant and accurate terminology</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a reasoned response about the ways in which Christianity guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a well-structured response with relevant and accurate information about Christianity</li> <li>• Uses accurate terminology</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Provides some detail about the ways in which Christianity guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports the response with relevant examples</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Provides some general statements about Christianity and/or significant people/schools of thought, and/or ethics and/or significant practices</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:**

Christian teachings are based on the life and values of Jesus Christ. In particular, they extract the values of the Decalogue, the Beatitudes and Jesus' Commandment of Love in order to guide adherents to act in the wisdom of God, especially informing adherents in living a better life. Christians believe in the Sanctity of Life, that all human beings are made in the image of God and so are to be cherished.

**Ethics:**

- Christian teachings on ethics support adherents in making decisions in their lives that will help to achieve Christ-like relationships to live a better life.
- Jesus' teachings on love (often reinforced by Paul in a practical manner), such as 'Love one another as I have loved you' (John 15:12) and 'Love hurts nobody: therefore love is the answer to the Law's commands' (Romans 13:10), provide a basis for adherents' decisions on ethical dilemmas in life – particularly in areas concerning human dignity and the very right to life itself (eg abortion and stem-cell research).

Significant practice:

- Baptism is a significant practice for Christian individuals.
- The adherent dies and rises with Christ in Baptismal waters.
- They die to sin and rise to the life of grace when they live an ethical life in the light of Jesus Christ and his teachings of salvation.
- St Paul explained that those who are baptised in Christ are baptised into his death (Rom 6:3), and that, 'If we have grown into union with him through a death like his, we shall also be united with him in the resurrection' (Romans 6:5).
- Through Christian Baptism the adherent's life bestows grace and fosters one's relationship with God, for example through prayer.
- For some variants – Catholic and Anglican – the sacraments of Communion and Confirmation affirm one's Baptism and bestow further gifts allowing greater participation for the life of the adherents.
- Baptism inducts one into membership of the Church bringing with it both privileges and responsibilities.
- Baptism offers individuals a community of support and encouragement during life's challenges, opportunities, failures and achievements. It is an outward sign of one's external vocation to serve God and his beloved.

**SOR I: Question 19 — Hinduism**

**SOR II: Question 30 — Hinduism**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained and reasoned response about the ways in which Hinduism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a cohesive and well-structured response with detailed, relevant and accurate information about Hinduism</li> <li>• Integrates relevant and accurate terminology</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a reasoned response about the ways in which Hinduism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a well-structured response with relevant and accurate information about Hinduism</li> <li>• Uses accurate terminology</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Provides some detail about the ways in which Hinduism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports the response with relevant examples</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Provides some general statements about Hinduism and/or significant people/schools of thought, and/or ethics and/or significant practices</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

**SOR I: Question 20 — Islam**

**SOR II: Question 31 — Islam**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained and reasoned response about the ways in which Islam guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a cohesive and well-structured response with detailed, relevant and accurate information about Islam</li> <li>• Integrates relevant and accurate terminology</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a reasoned response about the ways in which Islam guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a well-structured response with relevant and accurate information about Islam</li> <li>• Uses accurate terminology</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Provides some detail about the ways in which Islam guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports the response with relevant examples</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Provides some general statements about Islam and/or significant people/schools of thought, and/or ethics and/or significant practices</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 terminology</li> </ul>	1–4

**Answers could include:**

The essence of Islam is surrender to Allah. ‘Living a better life’ involves the understanding and application of the principal beliefs as expressed in the Qur’an and by emulating the actions and words of the Prophet. The goal for adherents is to reach Jannah on the day of Judgement. Significant practices, ethical teachings and the contributions and impact of significant people in Islam all strengthen adherents in their relationship with Allah and establish the framework for living a better Islamic life. Living a better life is about continual improvement, using the areas studied to show how each of them are leading to ultimate submission to Allah.

Practice:

- The pilgrimage, Hajj, is of central significance for the Islamic community as it is one of the five pillars of Islam and should be fulfilled in order to 'live a better life' as a Muslim and to help adherents strengthen their beliefs.
- For Islamic adherents, by coming to the Ka'ba they journey to the House of God and encounter the Sacred as the Ka'ba is understood to lie directly under the throne of God. This therefore expresses the Muslim adherents' belief in the oneness of God referred to as Tawhid – therefore showing obedience to Allah. Hajj not only represents the physical journey to the Ka'ba, but it also represents an interior journey, a conversion of heart – all leading to a 'better life' with Allah and highlighting the diversity of pilgrims.
- The Hajj also provides a very significant experience of community which is essential in building the Ummah. Over two million pilgrims take part in the Hajj each year. They come from all regions of the world and represent virtually every nationality. The experience of the Hajj is a means for you to leave one person and return to your life a 'better' one who has forgiveness, compassion, patience and a greater understanding of what Allah wants from you in this life.

Significant person:

- Al-Ghazali was an example of constantly seeking to be a 'better' Muslim.
- In 'The Revival of Religious Sciences', Al-Ghazali offered insight into prayer and knowledge of Allah and provided spiritual justification for Muslims, therefore strengthening/improving their connection to Allah.
- Many of his writings, including 'The Revival of the Religious Sciences', are upheld as some of the most influential spiritual texts within Islam that acted to reinvigorate the Islamic tradition at a pivotal time in its history. Enduring the existence of a poor Sufi, Al-Ghazali reiterated the central Islamic ideals of contemplation and complete unity with and submission to Allah for Muslims – this provided an example for adherents to 'better' their relationship with Allah.
- Al-Ghazali taught and wrote extensively in the fields of theology, philosophy, law and mysticism. From each of these areas he drew positive elements which he used to explain important beliefs of Islam as well as providing critiques of dubious ideas and practices that he found incompatible with Islam.
- Through his writings, Al-Ghazali developed a synthesis of ideas from across a range of fields and strands of Islam. This has had the effect of providing a stronger and more mature understanding of the Muslim faith – allowing for diversity in Islam.
- Al-Ghazali also adopted the mysticism of the Sufi movement. The Sufi movement started as an improvement on devotion and spiritual expression of faith. His patronage of the Sufi movement allowed Sufism to develop an acceptance and credibility among other groups within Islam – thus supporting diversity of expression in Islam with the ultimate goal of improving the practice of Islam.

Ethics:

- All ethical teachings in Islam are about being the best Muslim you can be by fully submitting your life to Allah.
- In order to live their 'best' lives, Muslims are guided by the Qur'an. The Qur'an is the foundational sacred text that unites the Muslim community with their belief in the oneness of Allah (Tahwid).
- The ethical teachings of Islam provide a lived expression for the principal beliefs. Hence, ethical teachings of Islam provide a life of Shar'ia for adherents to reach Jannah.
- All Muslim adherents believe that life is sacred and is one of the greatest gifts from Allah, 'Verily, we create man in the best conformation' (Qur'an 95:4)
- All Muslim adherents are united in this belief and therefore all Muslims believe that abortion is haram. By choosing to save life, you are making the best decision for the child.
- In some areas of ethical teaching, the process of jurisprudence allows for the 'better' decision to be made for the circumstances.

**SOR I: Question 21 — Judaism**

**SOR II: Question 32 — Judaism**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained and reasoned response about the ways in which Judaism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a cohesive and well-structured response with detailed, relevant and accurate information about Judaism</li> <li>• Integrates relevant and accurate terminology</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a reasoned response about the ways in which Judaism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports a well-structured response with relevant and accurate information about Judaism</li> <li>• Uses accurate terminology</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Provides some detail about the ways in which Judaism guides adherents towards living a better life with reference to at least TWO of the following areas: significant person/school of thought and/or ethics and/or significant practices</li> <li>• Supports the response with relevant examples</li> <li>• Uses some accurate terminology in a descriptive response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Provides some general statements about Judaism and/or significant people/schools of thought, and/or ethics and/or significant practices</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 33

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, reasoned response, with clear and comprehensive evidence of evaluation, on how TWO religious traditions encourage adherents to respond to the issue of peace</li> <li>• Supports a cohesive response with detailed, relevant and accurate information</li> <li>• Uses relevant and accurate terminology and integrates the quotation effectively</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a reasoned response, with clear evidence of evaluation, on how TWO religious traditions encourage adherents to respond to the issue of peace</li> <li>• Supports the response with relevant and accurate information</li> <li>• Uses accurate terminology and integrates the quotation</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Presents some detail on how TWO religious traditions encourage adherents to respond to the issue of peace</li> <li>• Supports the response with relevant and/or accurate information</li> <li>• Uses some accurate terminology and refers to the quotation</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Makes general statements about how at least ONE religious tradition encourages adherents to respond to the issue of peace</li> <li>• Response has some relevant information</li> <li>• Uses some terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about religion and/or peace</li> <li>• May use some terminology</li> </ul>	1–4

**Answers could include:**

Christianity:

- For Christian adherents, finding peace in themselves is derived from a relationship with Christ ('My peace I leave with you') and found in union with God. This relationship is the key to peace.
- Described as one of the 'fruits of the Spirit' (Galatians 5:22), when adherents practice ideals of repentance, reconciliation and forgiveness, they find themselves in the right relationship with God and are actively engaged in bringing about the Kingdom of God which aims to bring about peace on earth.
- Gospels and other core New Testament teachings inform adherents about their duty to finding peace ('Blessed are the peacemakers . . .' Matthew 5:9). Christians are commanded to seek and live in peace with others: 'Let us then pursue what makes for peace and for mutual upbuilding' (Romans 14:19) which is transformative in nature.

- Jesus is the model of seeking peaceful outcomes to transform society. Grounded in his Commandment of Love, this foundational teaching encourages adherents to be at peace with others and show mercy and compassion to all, including enemies. He actively sought out relationships with the outcast and marginalised members of his community to bring about peace and transform his wider community. This message was reported by Paul and other evangelists insisting that peace is something adherents must strive for in order to 'live a life of peace'. The relationship between finding peace to make peace is essential for Christians.
- Finding peace is nurtured in harmonious and right relationships with others before working to transform the world through more global pursuits of social harmony and unity. Jesus demonstrated the need to find peace and imparted this peace to others through his teachings on prayer, modelled as prayer in the garden and after his resurrection.
- This need to nurture peace may be expressed through practices such as prayer, service, ritual and sacramental participation, reflection and meditation – such personal transformation can flow into more global attempts at peacemaking. Several groups and organisations seek peace – Pax Christi, CHIPS and PeaceWise. These organisations also work actively with other faiths to bring about peaceful outcomes for the disadvantaged and those in conflict.
- Contemporary media outlets challenge the assertion that adherents of Christianity seek peace in order to transform the world. Despite this, texts and teachings provide rich evidence for the quest for individual peace, and significant models and initiatives within the faith provide encouragement of global transformation through peaceful dialogue and actions.

#### Islam:

- The Islamic path to peace is encapsulated within the sacred texts Qur'an and Hadith which, as the complete and infallible word of Allah and actions of the Prophet Muhammad, therefore function as the ultimate source of guidance and authority for Muslims ('God loves not those who create disorder' Surat 5:64). This submission provides inner stillness.
- These foundational texts remain highly relevant in their recognition of peace as Allah's heavenly goal for humanity while demonstrating the practices necessary for it to transform the wider world. The path to Islamic peace is founded upon the commitment to the betterment of humanity bestowed within the Qur'an, encouraging adherents to achieve taqwa by 'being upholders of justice, bearing witness for Allah alone'.
- The Qur'an holds that peace first must be attained within the self through the struggle of Greater Jihad, calling adherents to abandon their superficial desires and evil inclinations and instead 'strive hard with their property and their persons' to accept Allah as 'the path to peace'. This reflects an adherent's inner stillness and submission.
- According to the Qur'an, the mujahidin practitioners are 'those who thereafter strive and fight for their faith', and as such jihad represents a spiritual struggle for peace as opposed to a physical one. This shows the struggle for inner peace in the life of an adherent.
- The ultimate aim of submission is to reach the point where the believer surrenders without reservation to the will of Allah. Islamic adherents look to the life and example of Muhammad to gain a deeper understanding of peace by rejecting harm and evil. Inner peace is gained through practical action, reading of sacred texts and absolute surrender to Allah through overcoming nafs.
- Finding peace in one's self is inextricably connected to transforming the world. Living a life that includes meaningful prayer enables adherents to reflect on their actions and relationships with others. Obligation to peaceful dialogue and action is exemplified through the education and initiatives of organisations such as Affinity Cultural Foundation, Coalition of Women for Peace and Muslims4Peace.
- Contemporary media outlets challenge the assertion that adherents of Islam seek peace in order to transform the world. Despite this, texts and teaching provide rich evidence for the quest for individual peace, and significant models and initiatives within the faith provide encouragement of global transformation through peaceful dialogue and actions.

# 2023 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
SOR I	SOR II			
1	1	1	Patterns of religious adherence from 1945 to the present – census data	H3
2	2	1	Patterns of religious adherence from 1945 to the present – census data	H6
3	3	1	Present religious landscape – secularism	H5
4	4	1	Present religious landscape – denominational switching	H8
5	5	1	Aboriginal spirituality – ceremonial life	H5
6	6	1	Religious dialogue in multi-faith Australia – interfaith dialogue	H3
7	7	1	Religious dialogue in multifaith Australia – ecumenism	H4
8	8	1	Aboriginal spirituality – kinship	H2
9	9	1	Relationship between Aboriginal spiritualities and religious traditions in the process of reconciliation	H3
10	10	1	Continuing effect of dispossession – Stolen Generations	H2
11	11	5	The importance of the Dreaming for the Land Rights movement Issues for Aboriginal spiritualities – the Land Rights movement	H2, H6

## Studies of Religion II

### Section I

### Part B — Religion and Non-Religion

Question	Marks	Content	Syllabus outcomes
12	1	Religious dimension in human history	H2
13	1	The influence on the growth of new religious expressions and spiritualities	H2
14	1	The difference between religious and non-religious worldviews	H8
15	1	Religious dimension in human history	H2
16	1	The expression of the religious dimension in human history	H4
17	1	Place of the religious dimension in human history – social cohesion	H8
18	1	The expression of the religious dimension in human history	H2

Question	Marks	Content	Syllabus outcomes
19	1	The difference between religious and non-religious worldviews – transcendent	H1
20	1	Global distribution of the five major religions	H6
21	1	Global distribution of the five major religions	H6
22	5	Humanism determining the aspirations and behaviour of individuals	H2, H8, H9

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

Question		Marks	Content	Syllabus outcomes
SOR I	SOR II			
12 (a)	23 (a)	5	Ethics	H5, H8, H9
12 (b)	23 (b)	5	Significant practice	H5, H8, H9
12 (c)	23 (c)	5	Significant person / school of thought	H5, H8, H9
13 (a)	24 (a)	5	Ethics	H5, H8, H9
13 (b)	24 (b)	5	Practice	H5, H8, H9
13 (c)	24 (c)	5	Significant person / school of thought	H5, H8, H9
14 (a)	25 (a)	5	Ethics	H5, H8, H9
14 (b)	25 (b)	5	Practice	H5, H8, H9
14 (c)	25 (c)	5	Significant person / school of thought	H5, H8, H9
15 (a)	26 (a)	5	Ethics	H5, H8, H9
15 (b)	26 (b)	5	Practice	H5, H8, H9
15 (c)	26 (c)	5	Significant person / school of thought	H5, H8, H9
16 (a)	27 (a)	5	Ethics	H5, H8, H9
16 (b)	27 (b)	5	Practice	H5, H8, H9
16 (c)	27 (c)	5	Significant person / school of thought	H5, H8, H9

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

Question		Marks	Content	Syllabus outcomes
SOR I	SOR II			
17	28	20	Holistic question on at least two areas of study – significant person/school of thought, ethics, practice	H1, H2, H4, H5, H8, H9
18	29	20	Holistic question on at least two areas of study – significant person/school of thought, ethics, practice	H1, H2, H4, H5, H8, H9
19	30	20	Holistic question on at least two areas of study – significant person/school of thought, ethics, practice	H1, H2, H4, H5, H8, H9
20	31	20	Holistic question on at least two areas of study – significant person/school of thought, ethics, practice	H1, H2, H4, H5, H8, H9
21	32	20	Holistic question on at least two areas of study – significant person/school of thought, ethics, practice	H1, H2, H4, H5, H8, H9

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

Question	Marks	Content	Syllabus outcomes
33	20	Contribution of two religious traditions to peace in the context of the individual and the world	H2, H5, H8, H9