



B O A R D O F S T U D I E S
NEW SOUTH WALES

2009 HSC Studies of Religion Marking Guidelines

Studies of Religion I and Studies of Religion II

Part A – Multiple-choice (Studies of Religion I and II)

Question	Response
1	A
2	C
3	C/D
4	B
5	C
6	D
7	B
8	B
9	A
10	A

Section I

Religion and Belief Systems in Australia post-1945

Question 11

Outcomes assessed: H2, H4, H6, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates comprehensive knowledge and understanding of changes in Australia's religious landscape since the 1960s• Makes reference to both signs and applies own knowledge to explain the changes	5
<ul style="list-style-type: none">• Demonstrates sound knowledge and understanding of changes in Australia's religious landscape since the 1960s• May make reference to one or both signs and applies own knowledge of Australia's religious landscape to describe changes	3–4
<ul style="list-style-type: none">• Demonstrates limited knowledge of Australia's religious landscape• May make some reference to the signs	1–2

Studies of Religion II

Section I Religion and Non-Religion

Part B – Multiple choice (Studies of Religion II only)

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

Question 22*Outcomes assessed: H2, H6, H9***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates sound knowledge of ways in which atheism or agnosticism can provide guidance for the individual• Demonstrates an understanding of the relevance of the quotation to atheism or agnosticism	5
<ul style="list-style-type: none">• Demonstrates basic knowledge of ways in which atheism or agnosticism can influence individuals• Makes some attempt to link the quotation to the response	3–4
<ul style="list-style-type: none">• Demonstrates limited knowledge of atheism or agnosticism• May make reference to the quotation	1–2

Studies of Religion I and Studies of Religion II

Section II — Religious Tradition Depth Study

Question 1 (a)

Outcomes assessed: H1, H2

MARKING GUIDELINES

Criteria	Marks
• Accurately provides key characteristics and features of Buddhist ethical teaching in the chosen area	4
• Provides some characteristics and features of Buddhist ethical teaching in the chosen area	3
• Makes general statements about Buddhist ethical teaching	1–2

Question 1 (b)

Outcomes assessed: H4, H5

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about how and/or why ONE significant practice expresses the beliefs of Buddhism	5
• Provides information about how and/or why ONE significant practice expresses the beliefs of Buddhism	3–4
• Makes general statements about ONE Buddhist practice/belief	1–2

Question 1 (c)

Outcomes assessed: H8, H9

MARKING GUIDELINES

Criteria	Marks
• Accurately identifies key features and relates the main implications of the contribution to Buddhism made by the chosen significant person or school of thought	6
• Provides key features of the contribution to Buddhism made by the chosen significant person or school of thought and relates some implications for Buddhism	4–5
• Makes general statements about one person or school of thought in Buddhism	1–3

Question 2 (a)*Outcomes assessed: H1, H2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Accurately provides key features of the chosen significant practice within Christianity	4
<ul style="list-style-type: none">Sketches in general terms some features of the chosen significant practice within Christianity OR <ul style="list-style-type: none">Provides details about one feature of the chosen practice	2–3
<ul style="list-style-type: none">Writes in general terms about the chosen practice within Christianity	1

Question 2 (b)*Outcomes assessed: H1, H2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides accurate and detailed knowledge and understanding of the relationship between Christian ethical teaching in the chosen area and Christian beliefs	5
<ul style="list-style-type: none">Provides some understanding of the relationship between Christian ethical teaching in the chosen area and Christian beliefs	3–4
<ul style="list-style-type: none">Makes general statements about Christian ethical teachings and/or Christian beliefs and/or the chosen area	1–2

Question 2 (c)*Outcomes assessed: H8, H9***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Makes an informed and detailed judgement of the value of the contribution of the chosen significant person or school of thought to the development and expression of Christian beliefs	6
<ul style="list-style-type: none">Makes a sound judgement on the value of the contribution of the chosen significant person or school of thought to the development and/or expression of Christian beliefs	4–5
<ul style="list-style-type: none">Makes general statements or basic judgement about the significant person or school of thought	1–3

Question 3 (a)*Outcomes assessed: H1, H2***MARKING GUIDELINES**

Criteria	Marks
• Accurately provides the key features of one principal source of Hindu ethical teaching	3
• Provides some features of one principal source of Hindu ethical teaching	2
• Makes a general statement about Hindu ethical teaching	1

Question 3 (b)*Outcomes assessed: H4, H5***MARKING GUIDELINES**

Criteria	Marks
• Provides accurate and detailed information about how and/or why ONE significant person or school of thought other than the Vedas has had an impact on Hinduism	6
• Provides information about how and/or why ONE significant person or school of thought other than the Vedas has had an impact on Hinduism	4–5
• Makes general statements about ONE significant person or school of thought other than the Vedas	1–3

Question 3 (c)*Outcomes assessed: H8, H9***MARKING GUIDELINES**

Criteria	Marks
• Accurately identifies key features of ONE significant Hindu practice and clearly relates implications of the practice for the individual	6
• Identifies some features of ONE significant Hindu practice and relates implications of the practice for the individual	4–5
• Makes general statements about a Hindu practice	1–3

Question 4 (a)*Outcomes assessed: H1, H2***MARKING GUIDELINES**

Criteria	Marks
• Accurately provides the key features of the chosen significant Islamic practice	3
• Provides some features of the chosen significant Islamic practice	2
• Makes a general statement about an Islamic practice	1

Question 4 (b)*Outcomes assessed: H4, H5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates accurate and detailed knowledge and understanding of how Islamic ethical teachings apply in the chosen area	6
• Demonstrates some knowledge and understanding of how Islamic ethical teachings apply in the chosen area	4–5
• Makes general statements about Islamic ethical teachings and/or Islamic beliefs and/or the chosen area	1–3

Question 4 (c)*Outcomes assessed: H8, H9***MARKING GUIDELINES**

Criteria	Marks
• Makes an informed and detailed judgement of the value of the contribution of the chosen significant person or school of thought to the development and expression of Islamic beliefs	6
• Makes a sound judgement of the value of the contribution of the chosen significant person or school of thought to the development and/or expression of Islamic beliefs	4–5
• Makes general statements about an Islamic person or school of thought • May make an unsupported basic judgement	1–3

Question 5 (a)*Outcomes assessed: H1, H2***MARKING GUIDELINES**

Criteria	Marks
• Accurately provides the key features of the chosen significant Jewish practice	3
• Provides some features of the chosen significant Jewish practice	2
• Makes a general statement about a Jewish practice	1

Question 5 (b)*Outcomes assessed: H4, H5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates accurate and detailed knowledge and understanding of how Jewish ethical teachings apply in the chosen area	6
• Demonstrates some knowledge and understanding of how Jewish ethical teachings apply in the chosen area	4–5
• Makes general statements about Jewish ethical teachings and/or the chosen area	1–3

Question 5 (c)*Outcomes assessed: H8, H9***MARKING GUIDELINES**

Criteria	Marks
• Provides accurate and detailed information about how and/or why ONE significant person or school of thought has had an impact on the development and expression of Judaism	6
• Provides information about how and/or why ONE significant person or school of thought has had an impact on the development and/or expression of Judaism	4–5
• Makes general statements about ONE Jewish person or school of thought	1–3

Studies of Religion I and Studies of Religion II

Section III — Religious Tradition Depth Study

Question 1 — Buddhism

Outcomes assessed: H1, H2, H4, H5, H6, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates comprehensive knowledge and understanding of the relationships between relevant beliefs and/or significant practices of Buddhism• Provides clear references to the different expressions of Buddhism using accurate and detailed examples• Makes explicit reference to the quotations• A well-structured response integrating accurate and relevant terminology	17–20
<ul style="list-style-type: none">• Demonstrates knowledge and an understanding of the relationships between relevant beliefs and/or significant practices of Buddhism• Makes reference to the different expressions of Buddhism using accurate examples• Makes some reference to the quotations• A well-structured response using accurate terminology	13–16
<ul style="list-style-type: none">• Describes relevant beliefs and/or ethics and/or significant practices of Buddhism• May refer to the quotations• A descriptive response using some relevant terminology	9–12
<ul style="list-style-type: none">• Provides general statements about relevant beliefs and/or ethics and/or significant practices of Buddhism• Limited use of terminology	5–8
<ul style="list-style-type: none">• Makes general statements about Buddhism as a religious tradition or about Buddhism in the lives of adherents	1–4

Question 2 — Christianity*Outcomes assessed: H1, H2, H4, H5, H6, H8, H9***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates comprehensive knowledge and understanding of the religious tradition• Makes a judgement of Christianity as a living religious tradition• Makes reference to the quotation• A well-structured response integrating accurate and relevant terminology	17–20
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of the religious tradition• Attempts a judgement of Christianity as a living religious tradition• May make reference to the quotation• A well-structured response integrating relevant terminology	13–16
<ul style="list-style-type: none">• Describes the religious tradition, Christianity• Identifies Christianity as a living religious tradition• May refer to the quotation• A descriptive response using some relevant terminology	9–12
<ul style="list-style-type: none">• Provides some general statements about the religious tradition, Christianity <p>OR</p> <ul style="list-style-type: none">• Provides general statements about Christianity as a living religious tradition• Limited use of terminology	5–8
<ul style="list-style-type: none">• Makes general statements about Christianity	1–4

Question 3 — Hinduism

Outcomes assessed: H1, H2, H4, H5, H6, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive knowledge and understanding of relevant beliefs and ethics and/or practices of Hinduism• Provides detailed points for or against the relevance of the quotation to ethics or practices of Hinduism• A well-structured response integrating accurate and relevant terminology	17–20
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of relevant beliefs and ethics and/or practices of Hinduism• Provides some points for and/or against the relevance of the quotation to ethics and/or practices of Hinduism• A well-structured response using relevant terminology	13–16
<ul style="list-style-type: none">• Describes the beliefs and/or ethics and/or practices of Hinduism• May link the quotation to ethics and/or practices of Hinduism• A descriptive response using some relevant terminology	9–12
<ul style="list-style-type: none">• Provides general information about relevant beliefs and/or ethics and/or practices of Hinduism• May refer to the quotation	5–8
<ul style="list-style-type: none">• Writes in general terms about Hinduism as a religious tradition	1–4

Question 4 — Islam*Outcomes assessed: H1, H2, H4, H5, H6, H8, H9***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates comprehensive knowledge and understanding of Islam• Makes explicit references to the Qur'an as the source of revelation in Islam• Clearly illustrates how the Qur'an guides the lives of adherents• A well-structured response integrating accurate and relevant terminology	17–20
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of Islam• Makes reference to the Qur'an as a source of revelation in Islam• Describes how the Qur'an guides the lives of adherents• A well-structured response integrating relevant terminology	13–16
<ul style="list-style-type: none">• Describes the connection between the Qur'an and the lives of adherents AND/OR <ul style="list-style-type: none">• Attempts to connect the Qur'an and the lives of adherents• A descriptive response using some relevant terminology	9–12
<ul style="list-style-type: none">• Provides general statements about the Qur'an in the lives of adherents• Limited use of relevant terminology	5–8
<ul style="list-style-type: none">• Makes general statements about Islam as a religious tradition or about Islam in the lives of adherents	1–4

Question 5 — Judaism

Outcomes assessed: H1, H2, H4, H5, H6, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge and understanding of the religious tradition • Demonstrates a comprehensive understanding of the relationships between the 'laws and rules' and the beliefs of Judaism • Makes explicit links between the 'laws and rules' and the guidance offered in the lives of adherents • A well-structured response integrating accurate and relevant terminology 	17–20
<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of the religious tradition • Demonstrates a sound understanding of the relationships between the 'laws and rules' and the beliefs of Judaism • Makes reference to the 'laws and rules' and the guidance offered in the lives of adherents • A well-structured response integrating relevant terminology 	13–16
<ul style="list-style-type: none"> • Describes the connection between the Torah and the lives of adherents • Uses examples to illustrate the connection between the Torah and the lives of adherents • A descriptive response using some relevant terminology 	9–12
<ul style="list-style-type: none"> • Provides general statements about the Torah in the lives of adherents • Limited use of relevant terminology 	5–8
<ul style="list-style-type: none"> • Makes general statements about Judaism as a religious tradition or about Judaism in the lives of adherents 	1–4

Studies of Religion II

Section IV — Religion and Peace

Question 1

Outcomes assessed: H1, H2, H5, H6, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates comprehensive knowledge and understanding of the principal teachings about peace in ONE religious tradition• Provides an informed judgement about the principal teachings of ONE religious tradition about peace• Makes references to the quote in a well-structured and logically organised response using accurate and relevant terminology	17–20
<ul style="list-style-type: none">• Demonstrates thorough knowledge and understanding of the principal teachings about peace in ONE religious tradition• Attempts a judgement about the principal teachings of ONE religious tradition about peace• Makes reference to the quote in a well-structured response using accurate and relevant terminology	13–16
<ul style="list-style-type: none">• Describes the principal teachings about peace in ONE religious tradition• May make a judgement about the principal teachings of ONE religious tradition about peace• May refer to the quote using relevant terminology	9–12
<ul style="list-style-type: none">• Provides general statements about peace in ONE religious tradition• Limited use of relevant terminology	5–8
<ul style="list-style-type: none">• Writes in general terms about religious teachings on peace	1–4

Studies of Religion

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Studies of Religion I			
Section I — Religion and Belief Systems in Australia post-1945			
Studies of Religion II			
Section I			
Part A — Religion and Belief Systems in Australia post-1945			
1	1	Contemporary Aboriginal Spiritualities	H3
2	1	Contemporary Aboriginal Spiritualities	H1, H8
3	1	Contemporary Aboriginal Spiritualities	H1
4	1	Contemporary Aboriginal Spiritualities	H3
5	1	Contemporary Aboriginal Spiritualities	H3
6	1	Religious Expression in Australia 1945–present	H2, H6
7	1	Religious Expression in Australia 1945–present	H3, H8
8	1	Religious Expression in Australia 1945–present	H1, H4
9	1	Religious Expression in Australia 1945–present	H2, H3
10	1	Religious Expression in Australia 1945–present	H1, H3
11	5	Religious Expression in Australia 1945–present	H2, H4, H6, H9

Studies of Religion II			
Section I			
Part B — Religion and Non-Religion			
12	1	Religious Dimensions in Human History	H1, H8
13	1	Non-Religious World Views	H1, H8
14	1	Religious Dimensions in Human History	H6
15	1	Religious Dimensions in Human History	H6
16	1	Religious Dimensions in Human History	H2
17	1	Religious Dimensions in Human History	H1, H2
18	1	Non-Religious Expressions	H2, H6
19	1	Religious Dimensions in Human History	H1, H2
20	1	Difference between Religious and Non-Religious World Views	H2, H8
21	1	Difference between Religious and Non-Religious World Views	H1, H2
22	5	Non-Religious World Views	H2, H6, H9

Studies of Religion I and Studies of Religion II			
Section II — Religious Tradition Depth Study			
1 (a)	4	Buddhism Ethics	H1, H2
1 (b)	5	Buddhism People and Ideas	H4, H5
1 (c)	6	Buddhism Significant Practices	H8, H9
2 (a)	4	Christianity Significant Practices	H1, H2
2 (b)	5	Christianity Ethics	H1, H2
2 (c)	6	Christianity Significant People and Ideas	H8, H9
3 (a)	3	Hinduism Ethics	H1, H2
3 (b)	6	Hinduism Significant People and Ideas	H4, H5
3 (c)	6	Hinduism Significant Practices	H8, H9
4 (a)	3	Islam Significant Practices	H1, H2
4 (b)	6	Islam Ethics	H4, H5
4 (c)	6	Islam Significant People and Ideas	H8, H9
5 (a)	3	Judaism Significant Practices	H1, H2
5 (b)	6	Judaism Ethics	H4, H5
5 (c)	6	Judaism Significant People and Ideas	H8, H9
Studies of Religion I and Studies of Religion II			
Section III — Religious Tradition Depth Study			
1	20	Buddhism Ethics or Significant Practices	H1, H2, H4, H5, H6, H8, H9
2	20	Christianity Ethics or Significant Practices	H1, H2, H4, H5, H6, H8, H9
3	20	Hinduism Ethics or Significant Practices	H1, H2, H4, H5, H6, H8, H9
4	20	Islam Ethics or Significant Practices	H1, H2, H4, H5, H6, H8, H9
5	20	Judaism Ethics or Significant Practices	H1, H2, H4, H5, H6, H8, H9
Studies of Religion II			
Section IV — Religion and Peace			
1	20	Religion and Peace	H1, H2, H5, H6, H8, H9