

2011
**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

Studies of Religion II

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
Black pen is preferred
- Write your Centre Number and
Student Number at the top of
pages 5 and 11

Total marks – 100

Section I Pages 2–11

30 marks

This section has two parts, Part A and Part B

- Allow about 50 minutes for this section

Part A – 15 marks

- Attempt Questions 1–11

Part B – 15 marks

- Attempt Questions 12–22

Section II Pages 13–14

30 marks

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

Section III Page 15

20 marks

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

Section IV Page 16

20 marks

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

Section I

30 marks

Allow about 50 minutes for this section

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

15 marks

Attempt Questions 1–11

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

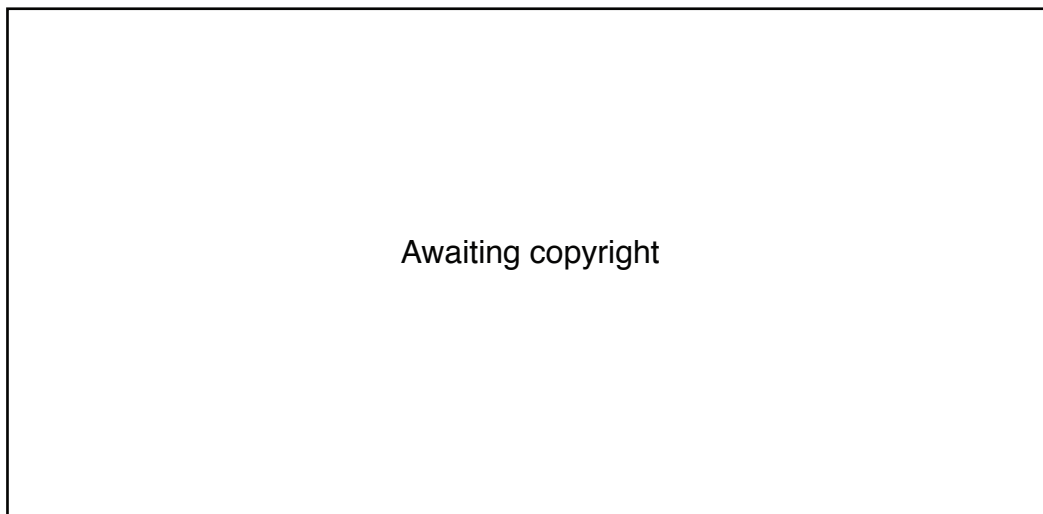
- 1 What is the purpose of ecumenical dialogue?
 - (A) Conversion
 - (B) Unification
 - (C) Social justice
 - (D) Mutual understanding

- 2 Why are Elders in Aboriginal communities given significant status and respect?
 - (A) They promote modern non-Aboriginal spiritualities.
 - (B) They possess valued sacred knowledge about Aboriginal spirituality.
 - (C) They lead all negotiations among Aboriginal people about land rights claims.
 - (D) They encourage young people from Aboriginal communities to enter the professions.

- 3 What effect do the Native Title Act and the Mabo and Wik decisions have on Aboriginal spiritualities?
 - (A) They support the concept of *terra nullius*.
 - (B) They discourage the economic ambitions of pastoralists.
 - (C) They contribute to the revitalisation of Aboriginal traditions.
 - (D) They address past economic injustices for Aboriginal Australians.

- 4 Within Aboriginal spirituality, which of the following requires ceremonial initiation?
 - (A) Belonging to ritual estate
 - (B) Adoption of language group
 - (C) Transition into adult roles
 - (D) Introduction to totemic group

- 5 How was the formation of the Uniting Church in 1977 received by the Christian denominations involved?
- (A) Almost all Methodists supported it.
 - (B) Almost all Methodists opposed it.
 - (C) Almost all Congregationalists opposed it.
 - (D) Almost all Presbyterians supported it.
- 6 The graph below shows the growth in some of Australia's non-Christian religions, based on the censuses of 1981 to 2006.



- What is the most likely reason for the trends shown in the graph?
- (A) Increased secularisation in Australia
 - (B) Conversion of Australian Christians to non-Christian religions
 - (C) Increased immigration from predominantly non-Christian countries
 - (D) Greater acceptance of non-Christian religions by the general Australian population
- 7 Taylor is planning a New Age religion study tour.
- Which destinations are most likely to be on the tour?
- (A) The Ka'ba, Mecca and the River Ganges, India
 - (B) Angkor Wat, Cambodia and St Paul's Cathedral, London
 - (C) The Wailing Wall, Jerusalem and Anzac Cove, Gallipoli
 - (D) Stonehenge, Salisbury and the Festival of Body, Mind and Spirit, Oslo

- 8 Which of the following is a distinctive feature of Aboriginal spirituality?
- (A) It places a high value on material possessions.
 - (B) It values competition within Aboriginal communities.
 - (C) It values competition between Aboriginal communities.
 - (D) It makes no separation between the spiritual and the secular.
- 9 Which of the following statements about Aboriginal native title is true?
- (A) The Wik Decision found that native title coexists with pastoral leases.
 - (B) The *Bringing them home* report was the first legal recognition of Aboriginal native title.
 - (C) The Council for Aboriginal Reconciliation recognised that native title exists over seabeds.
 - (D) The Mabo Decision responded to the Royal Commission into Aboriginal Deaths in Custody.
- 10 The percentages of people attending Australian churches in 2006, organised by age group and denominational group, is shown below.

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Using the information in the table, which group is most likely to be a Pentecostal church?

- (A) Denomination 1
- (B) Denomination 2
- (C) Denomination 3
- (D) Denomination 4



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Centre Number

Section I (continued)

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Student Number

Attempt Question 11

Answer the question in the space provided. This space provides guidance for the expected length of response.

Question 11 (5 marks)

Explain the role of the ecumenical movement and/or interfaith dialogue as religious responses to growing secularism. Include examples in your answer.

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Studies of Religion II

Section I (continued)

Part B — Religion and Non-Religion

15 marks

Attempt Questions 12–22

Use the multiple-choice answer sheet for Questions 12–21.

- 12 Which of the following statements is true?
- (A) Polytheists believe in one god.
 - (B) Monotheists believe in many gods.
 - (C) Polytheists believe in materialism.
 - (D) Animists believe all things have a spirit.
- 13 Which is an example of a non-religious worldview responding to the need for social responsibility?
- (A) Greenpeace
 - (B) The Salvation Army
 - (C) The Sydney Royal Easter Show
 - (D) The National Church Life Survey

Use the following quotation to answer Questions 14–16.

Believing in invisible gods is harmless. But to help the poor and sick, call on science, not on faith.

- 14** The quotation reflects the view that human values are best served by
- (A) denying the existence of God.
 - (B) research and experimentation.
 - (C) personal testing of the will of God.
 - (D) critical reasoning and personal exploration.
- 15** Which of the following ideas about knowledge does the quotation express?
- (A) Knowledge goes beyond scientific method.
 - (B) Scientific method is the best form of knowledge.
 - (C) Knowledge should be based on divine revelation.
 - (D) Faith provides knowledge where reason falls short.
- 16** How would people with the view expressed in the quotation respond to a serious illness in their family?
- (A) They would not pray, but put their trust in science.
 - (B) They would pray expecting God will help, and also use science.
 - (C) They would not pray, but would not restrict themselves to scientific solutions.
 - (D) They would pray for acceptance of whatever happens, and not use science.

The following slogan appeared on public buses and trains in England in 2009.

Use it to answer Questions 17–19.

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17 Which of the following best expresses the slogan's message?

- (A) Upon dying there is no judgement.
- (B) Life ends at death but God still exists.
- (C) Death is freedom from the restrictions of bodily existence.
- (D) Whether one believes in God or not has no impact on the kind of life we lead.

18 The slogan makes an assumption about the nature of the human person.

Which of the following best expresses this assumption?

- (A) A human person is a mortal spiritual soul.
- (B) A human person is nothing more than a body.
- (C) A human person is nothing more than a spiritual soul.
- (D) A human person is a physical body and a spiritual soul.

19 Which of the following beliefs does the slogan reflect?

- (A) Rational humanism
- (B) Polytheism
- (C) Atheism
- (D) Theism

Use the following description to answer Questions 20–21.

Ashley draws inspiration from the Qur'an, the Bible, the Buddha's sermons, and Confucius' Analects, attends a Wiccan coven and has regular tarot readings. She is sceptical about science and is disillusioned with the effects of technology on the environment.

20 What is Ashley's religious outlook or spirituality likely to be?

- (A) Tibetan Buddhist
- (B) Rational humanist
- (C) Pentecostal Christian
- (D) New religious expression

21 Ashley's best friend is Andy who describes himself as a Scientific Humanist.

Which of the following issues are Ashley and Andy most likely to disagree about?

- (A) The problems caused for society by economic exploitation of natural resources
- (B) The ability of mainstream religious authorities to provide guidance to society
- (C) The value of alternative medicine
- (D) The dangers of global warming

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Section I (continued)

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Attempt Question 22

Question 22 (5 marks)

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With reference to this information, inquire into and draw conclusions about the global distribution of TWO religious traditions.

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Studies of Religion II

Section II — Religious Tradition Depth Study

30 marks

Attempt TWO questions from Questions 1–5

Allow about 1 hour for this section

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

Question 1 — Buddhism (15 marks)

- | | | |
|-----|--|----------|
| (a) | Outline the contribution of ONE significant person or school of thought other than the Buddha to the development and expression of Buddhism. | 3 |
| (b) | Summarise the impact of the significant person or school of thought chosen in part (a). | 4 |
| (c) | <i>Buddhism responds creatively to new challenges.</i> | 8 |

How well does the statement reflect the impact of the significant person or school of thought chosen in part (a)?

Question 2 — Christianity (15 marks)

- | | | |
|-----|---|----------|
| (a) | Outline the contribution of ONE significant person or school of thought other than Jesus to the development and expression of Christianity. | 3 |
| (b) | Summarise the impact of the significant person or school of thought chosen in part (a). | 4 |
| (c) | <i>Christianity has always sought to reconnect the faith to its founding roots.</i> | 8 |

To what extent does the statement apply to the impact of the significant person or school of thought chosen in part (a)?

Question 3 — Hinduism (15 marks)

- (a) Describe ONE significant practice in Hinduism from the following: **3**
- Marriage ceremony
 - Pilgrimage
 - Temple Worship
- (b) How does the practice chosen in part (a) express the beliefs of Hinduism? **4**
- (c) *The sacredness of all life's moments unifies the apparent diversity of Hindu practice.* **8**

Is the statement an accurate expression of the significance for the Hindu community of the practice chosen in part (a)?

Question 4 — Islam (15 marks)

- (a) Summarise the contribution of ONE significant person or school of thought, other than Muhammad and the Four Rightly Guided Caliphs, to the development and expression of Islam. **3**
- (b) Summarise the impact of the significant person or school of thought chosen in part (a). **4**
- (c) *All aspects of life are worship for a Muslim.* **8**

How well does the statement reflect the impact of the significant person or school of thought chosen in part (a)?

Question 5 — Judaism (15 marks)

- (a) Describe ONE significant practice within Judaism drawn from the following: **3**
- Death and mourning
 - Marriage
 - Synagogue services
- (b) How does the practice chosen in part (a) express the beliefs of Judaism? **4**
- (c) *Jewish practices are instruments for the expression of obedience to God's commandments.* **8**

To what extent does the statement apply to the significance for the Jewish community of the practice chosen in part (a)?

Section III — Religious Tradition Depth Study

20 marks

Attempt ONE question from Questions 1–5

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

Allow about 35 minutes for this section

Answer the question in a writing booklet. Extra writing booklets are available.

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

- demonstrate knowledge and understanding relevant to the question
 - incorporate significant aspects of religion to illustrate your answer
 - communicate using language and terminology appropriate to the study of religion
 - present ideas clearly in a cohesive response
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Question 1 — Buddhism (20 marks)

Some religions emphasise justice, while others emphasise compassion.

To what extent does the statement apply to the underlying unity of the whole Buddhist tradition?

Question 2 — Christianity (20 marks)

Some religions emphasise justice, while others emphasise compassion.

How does the statement reflect the diversity of expression within the Christian tradition?

Question 3 — Hinduism (20 marks)

Some religions emphasise justice, while others emphasise compassion.

Discuss the statement in relation to the diversity of expression within Hinduism as a living religious tradition.

Question 4 — Islam (20 marks)

Some religions emphasise justice, while others emphasise compassion.

Discuss the statement in relation to Islam as a living religious tradition.

Question 5 — Judaism (20 marks)

Some religions emphasise justice, while others emphasise compassion.

To what extent does the statement apply to the distinctive response of Judaism to the enduring questions of human existence?

Please turn over

Section IV — Religion and Peace

20 marks

Attempt Question 1

Allow about 35 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

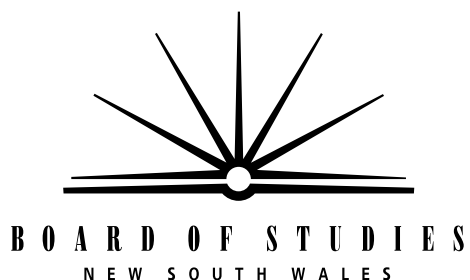
In your answer you will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
 - incorporate significant aspects of religion to illustrate your answer
 - communicate using language and terminology appropriate to the study of religion
 - present ideas clearly in a cohesive response
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Question 1 (20 marks)

Analyse the distinctive response of TWO religious traditions to the issue of peace by linking their relevant sacred texts to their principal teachings.

End of paper



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Student Number

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Question Number

Studies of Religion

Section II Answer Booklet

Instructions

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



Question Part (a)

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Question Part (b)

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