



BOARD OF STUDIES
NEW SOUTH WALES

2012 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
1	D
2	B
3	A
4	D
5	C
6	B
7	B
8	C
9	D
10	A

Studies of Religion I and Studies of Religion II

Section I

Religion and Belief Systems in Australia post-1945

Question 11

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and accurate understanding of how religious traditions in Australia have given support to the process of Aboriginal reconciliation.• May make reference to relevant examples	5
<ul style="list-style-type: none">• Provides an accurate understanding of how religious traditions in Australia have given support to the process of Aboriginal reconciliation• May make reference to examples	3–4
<ul style="list-style-type: none">• Makes simple statements about religious traditions in Australia and may make a simple link to the process of Aboriginal reconciliation	1–2

Studies of Religion II

Section I Religion and Non-Religion

Multiple-choice Answer Key

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

Studies of Religion II

Section I Religion and Non-Religion

Question 22

Criteria	Marks
<ul style="list-style-type: none">• Accurately provides similarities and/or differences in the response of ONE religious and ONE non-religious belief system to the human person• Supports the response with detailed and relevant information	5
<ul style="list-style-type: none">• Identifies some similarities and/or differences in the response of ONE religious and ONE non-religious belief system to the human person• Supports the response with relevant information	3–4
<ul style="list-style-type: none">• Makes a general statement about the responses of a religious and/or non-religious belief system to the human person	1–2

Studies of Religion I and Studies of Religion II

Section II — Religious Tradition Depth Study

Question 1 – Buddhism

Question 1 (a) (i)

Criteria	Marks
• Clearly and accurately provides the main features of TWO Buddhist ethical teachings as they relate to the chosen area	3–4
• Provides some features of ONE or TWO Buddhist ethical teachings as they relate to the chosen area	1–2

Question 1 (a) (ii)

Criteria	Marks
• Provides accurate and detailed information linking ONE ethical teaching to the influence it has on the lives of adherents	5
• Provides accurate information linking ONE ethical teaching to the influence it has on the lives of adherents	3–4
• Provides a generalised response on ONE ethical teaching. May make a simple reference to the lives of adherents	1–2

Question 1 (b)

Criteria	Marks
• Accurately identifies key features of ONE significant practice and clearly relates implications of the practice for the individual	5–6
• Identifies some features of ONE significant practice and relates implications of the practice for the individual	3–4
• Makes general statements about the significant practice	1–2

Question 2 – Christianity**Question 2 (a)(i)**

Criteria	Marks
• Clearly and accurately provides the main features of TWO Christian ethical teachings as they relate to the chosen area	3–4
• Provides some features of ONE or TWO Christian ethical teachings as they relate to the chosen area	1–2

Question 2 (a)(ii)

Criteria	Marks
• Provides accurate and detailed information linking ONE ethical teaching to the influence it has on the lives of adherents	5
• Provides accurate information linking ONE ethical teaching to the influence it has on the lives of adherents	3–4
• Provides a generalised response on one ethical teaching. May make a simple reference to the lives of adherents	1–2

Question 2 (b)

Criteria	Marks
• Accurately identifies key features of ONE significant practice and clearly relates implications of the practice for the individual	5–6
• Identifies some features of ONE significant practice and relates implications of the practice for the individual	3–4
• Makes general statements about the significant practice	1–2

Question 3 – Hinduism**Question 3 (a) (i)**

Criteria	Marks
• Clearly and accurately provides the main features of TWO Hindu ethical teachings as they relate to the chosen area	3–4
• Provides some features of ONE or TWO Hindu ethical teachings as they relate to the chosen area	1–2

Question 3 (a) (ii)

Criteria	Marks
• Provides accurate and detailed information linking ONE ethical teaching to the influence it has on the lives of adherents	5
• Provides accurate information linking ONE ethical teaching to the influence it has on the lives of adherents	3–4
• Provides a generalised response on ONE ethical teaching. May make a simple reference to the lives of adherents	1–2

Question 3 (b)

Criteria	Marks
• Accurately identifies key features of ONE significant practice and clearly relates implications of the practice for the individual	5–6
• Identifies some features of ONE significant practice and relates implications of the practice for the individual	3–4
• Makes general statements about the significant practice	1–2

Question 4 – Islam**Question 4 (a) (i)**

Criteria	Marks
• Clearly and accurately provides the main features of TWO Islamic ethical teachings as they relate to the chosen area	3–4
• Provides some features of ONE or TWO Islamic ethical teachings as they relate to the chosen area	1–2

Question 4 (a) (ii)

Criteria	Marks
• Provides accurate and detailed information linking ONE ethical teaching to the influence it has on the lives of adherents	5
• Provides accurate information linking ONE ethical teaching to the influence it has on the lives of adherents	3–4
• Provides a generalised response on one ethical teaching. May make a simple reference to the lives of adherents	1–2

Question 4 (b)

Criteria	Marks
• Accurately identifies key features of ONE significant practice and clearly relates implications of the practice for the individual	5–6
• Identifies some features of ONE significant practice and relates implications of the practice for the individual	3–4
• Makes general statements about the significant practice	1–2

Question 5 – Judaism**Question 5 (a) (i)**

Criteria	Marks
• Clearly and accurately provides the main features of TWO Jewish ethical teachings as they relate to the chosen area	3–4
• Provides some features of ONE or TWO Jewish ethical teachings as they relate to the chosen area	1–2

Question 5 (a) (ii)

Criteria	Marks
• Provides accurate and detailed information linking ONE ethical teaching to the influence it has on the lives of adherents	5
• Provides accurate information linking ONE ethical teaching to the influence it has on the lives of adherents	3–4
• Provides a generalised response on one ethical teaching. May make a simple reference to the lives of adherents	1–2

Question 5 (b)

Criteria	Marks
• Accurately identifies key features of ONE significant practice and clearly relates implications of the practice for the individual	5–6
• Identifies some features of ONE significant practice and relates implications of the practice for the individual	3–4
• Makes general statements about the significant practice	1–2

Studies of Religion I and Studies of Religion II

Section III — Religious Tradition Depth Study

Question 1 – Buddhism

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, reasoned judgement on how accurately the statement reflects the impact of a significant person or school of thought in challenging the adherents to follow more closely Buddhist teachings• Supports a cohesive response with detailed, relevant and accurate information• Uses relevant terminology accurately	17–20
<ul style="list-style-type: none">• Presents a reasoned judgement on how the statement reflects the impact of a significant person or school of thought in challenging adherents to follow more closely Buddhist teachings• Supports the response with relevant and accurate information• Uses relevant terminology accurately	13–16
<ul style="list-style-type: none">• Makes general statements about the impact of one significant person or school of thought on Buddhism• Response includes relevant information• Uses relevant terminology	9–12
<ul style="list-style-type: none">• Makes statements about the significant person or school of thought in Buddhism• May use some relevant terminology	5–8
<ul style="list-style-type: none">• Writes in general terms about a significant person or school of thought in Buddhism	1–4

Question 2 – Christianity

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained, reasoned judgement on the degree to which the statement reflects the impact of one significant person or school of thought on Christianity • Supports a cohesive response with detailed, relevant and accurate information. • Uses relevant terminology accurately. 	17–20
<ul style="list-style-type: none"> • Presents a reasoned judgement on the degree to which the statement reflects the impact of one significant person or school of thought on Christianity • Supports the response with relevant and accurate information. • Uses relevant terminology accurately. 	13–16
<ul style="list-style-type: none"> • Makes general statements about the impact of one significant person or school of thought on Christianity • Response includes relevant information. • Uses relevant terminology. 	9–12
<ul style="list-style-type: none"> • Makes statements about the significant person or school of thought in Christianity. • May use some relevant terminology 	5–8
<ul style="list-style-type: none"> • Writes in general terms about the significant person or school of thought in Christianity 	1–4

Question 3 – Hinduism

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained, reasoned judgement on the extent to which the statement reflects the impact of a significant person or school of thought • Supports a cohesive response with detailed, relevant and accurate information • Uses relevant terminology accurately 	17–20
<ul style="list-style-type: none"> • Presents a reasoned judgement on the extent to which the statement reflects the impact of a significant person or school of thought in Hinduism • Supports the response with relevant and accurate information • Uses relevant terminology accurately 	13–16
<ul style="list-style-type: none"> • Makes general statements about the impact of one significant person or school of thought in Hinduism • Response includes relevant information • Uses relevant terminology 	9–12
<ul style="list-style-type: none"> • Makes statements about the significant person or school of thought in Hinduism • May use some relevant terminology 	5–8
<ul style="list-style-type: none"> • Writes in general terms about a significant person or school of thought in Hinduism 	1–4

Question 4 – Islam

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained, reasoned judgement on the degree to which the statement reflects the impact of one significant person or school of thought on Islam • Supports a cohesive response with detailed, relevant and accurate information • Uses relevant terminology accurately 	17–20
<ul style="list-style-type: none"> • Presents a reasoned judgement on the degree to which the statement reflects the impact of one significant person or school of thought on Islam • Supports the response with relevant and accurate information • Uses relevant terminology accurately 	13–16
<ul style="list-style-type: none"> • Makes general statements about the impact of one significant person or school of thought on Islam • Response includes relevant information • Uses relevant terminology 	9–12
<ul style="list-style-type: none"> • Makes statements about the significant person or school of thought in Islam • May use some relevant terminology 	5–8
<ul style="list-style-type: none"> • Writes in general terms about the significant person or school of thought in Islam 	1–4

Question 5 – Judaism

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, reasoned judgement on the degree to which the statement reflects the impact of one significant person or school of thought on Judaism• Supports a cohesive response with detailed, relevant and accurate information• Uses relevant terminology accurately	17–20
<ul style="list-style-type: none">• Presents a reasoned judgement on the degree to which the statement reflects the impact of one significant person or school of thought on Judaism• Supports the response with relevant and accurate information• Uses relevant terminology accurately	13–16
<ul style="list-style-type: none">• Makes general statements about the impact of one significant person or school of thought on Judaism• Response includes relevant information• Uses relevant terminology	9–12
<ul style="list-style-type: none">• Makes statements about the significant person or school of thought in Judaism• May use some relevant terminology	5–8
<ul style="list-style-type: none">• Writes in general terms about the significant person or school of thought in Judaism	1–4

Studies of Religion II

Section IV — Religion and Peace

Question 1

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates for one religious tradition a comprehensive knowledge and understanding of the guidance of the principal teachings and their contribution to the achievement of world peace • Makes comprehensive and accurate links between the principal teachings and guidance on world peace in one religious tradition • Integrates specific terminology relevant to the understanding of world peace within a well-structured answer 	17–20
<ul style="list-style-type: none"> • Demonstrates for one religious tradition a sound knowledge and understanding of the guidance of the principal teachings and their contribution to the achievement of world peace • Makes accurate links between the principal teachings and guidance on world peace in one religious tradition • Integrates some terminology relevant to the understanding of world peace within a well-structured answer 	13–16
<ul style="list-style-type: none"> • Demonstrates for one religious tradition some knowledge and understanding of the guidance of the principal teachings and their contribution to the achievement of world peace • Makes some links between the principal teachings and guidance on world peace in one religious tradition • Uses some terminology relevant to the understanding of world peace within a structured answer 	9–12
<ul style="list-style-type: none"> • For one religious tradition provides general information on guidance of the principal teachings and/or their contribution to the achievement of world peace • Makes some general statements about the principal teachings and/or guidance on world peace in one religious tradition • Limited appropriate use of terminology 	5–8
<ul style="list-style-type: none"> • Writes in general terms about one religious tradition's principal teachings on world peace • Limited response 	1–4

Studies of Religion

2012 HSC Examination Mapping Grid

Studies of Religion I

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

and

Studies of Religion II

Section I

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

Question	Marks	Content	Syllabus outcomes
1	1	Aboriginal spirituality – Dreaming	H1
2	1	Current religious landscape	H2, H3
3	1	Current religious landscape	H2
4	1	Current religious landscape	H3, H6
5	1	Initiation ceremonies	H1, H2
6	1	New Age religions	H4, H8
7	1	Ecumenical movements	H1
8	1	Secularism	H2, H6, H8
9	1	Aboriginal spirituality – ceremonial life	H2, H4
10	1	Kinship	H1, H3
11	5	Aboriginal spirituality – reconciliation	H2, H5, H8

Studies of Religion II

Section I

Part B — Religion and Non-Religion

Question	Marks	Content	Syllabus outcomes
12	1	Animism	H1, H8
13	1	Religious worldviews	H1, H2
14	1	New religious expressions	H1, H2
15	1	Current global distribution of major religious traditions	H6, H7
16	1	Current global distribution of major religious traditions	H6, H7
17	1	Social responsibility	H1, H2
18	1	Monotheism	H1, H8
19	1	Animism	H1, H8
20	1	Scientific and rational humanism	H8
21	1	Agnosticism, atheism	H1, H8
22	5	Difference between religious and non-religious world views	H1, H2, H8, H9

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

Question	Marks	Content	Syllabus outcomes
1 (a) (i)	4	Outline of Buddhist ethical teaching	H1, H8
1 (a) (ii)	5	Describe a significant practice	H1, H8
1 (b)	6	Describe a significant practice	H1, H8
2 (a) (i)	4	Outline of Christian ethical teaching	H1, H8
2 (a) (ii)	5	Outline of Christian ethical teaching	H1, H8
2 (b)	6	Ethical teachings – life of adherents	H5, H8
3 (a) (i)	4	Outline of Hindu ethical teaching	H1, H8
3 (a) (ii)	5	Outline of Hindu ethical teaching	H1, H8
3 (b)	6	Describe a significant practice	H1, H8
4 (a) (i)	4	Outline of Islamic ethical teaching	H1, H8
4 (a) (ii)	5	Outline of Islamic ethical teaching	H1, H8
4 (b)	6	Ethical teachings – life of adherents	H5, H8
5 (a)(i)	4	Outline of Judaic ethical teaching	H1, H8
5 (a)(ii)	5	Outline of Judaic ethical teaching	H1, H8
5 (b)	6	Ethical teachings – life of adherents	H5, H8

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

Question	Marks	Content	Syllabus outcomes
1	20	Significant person or school of thought – Buddhism	H1, H2, H8, H9
2	20	Significant person or school of thought – Christianity	H1, H2, H8, H9
3	20	Significant person or school of thought – Hinduism	H1, H2, H8, H9
4	20	Significant person or school of thought – Islam	H1, H2, H8, H9
5	20	Significant person or school of thought – Judaism	H1, H2, H8, H9

Studies of Religion II
Section IV — Religion and Peace

Question	Marks	Content	Syllabus outcomes
1	20	The contribution of principal teachings to world peace	H1, H2, H5, H8, H9