



# **Studies of Religion**

## **Stage 6**

### **Syllabus**

**PLEASE NOTE**

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. *New Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

**April 2005**

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GPO Box 5300  
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Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
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# Contents

1	The Higher School Certificate Program of Study.....	5
2	Rationale for Studies of Religion in the Stage 6 Curriculum .....	6
3	Continuum of Learning for Studies of Religion Stage 6 students.....	7
4	Aim.....	8
5	Objectives.....	8
6	Course Structure.....	9
7	Objectives and Outcomes .....	10
	7.1 Table of Objectives and Outcomes .....	10
	7.2 Key Competencies .....	11
	7.3 Protocols .....	12
8	Content: Preliminary Course .....	13
9	Content: HSC Course .....	33
10	Course Requirements .....	52
11	Assessment and Reporting .....	53
	11.1 Requirements and Advice.....	53
	11.2 Internal Assessment.....	54
	11.3 External Examinations .....	54
	11.4 Board Requirements for the Internal Assessment Mark .....	54
	11.5 Assessment Components and Weightings .....	56
	11.6 HSC External Examination Specifications .....	58
	11.7 Summary of Internal and External Assessment.....	60
	11.8 Reporting Student Performance against Standards.....	61
12	Post-school Opportunities .....	62
	12.1 Recognition of Student Achievement .....	62



# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **2 Rationale for Studies of Religion in the Stage 6 Curriculum**

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.

The Stage 6 Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a worldview that recognises a supernatural dimension – belief in divinity or powers beyond the human and/or dwelling within the human.

The Studies of Religion syllabus acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion's place within the global community.

The syllabus is designed for students in all schools and ensures students study more than one religious tradition. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society. It endeavours to assist in the provision of a context within which schools have the opportunity to foster students' academic, affective and spiritual development.

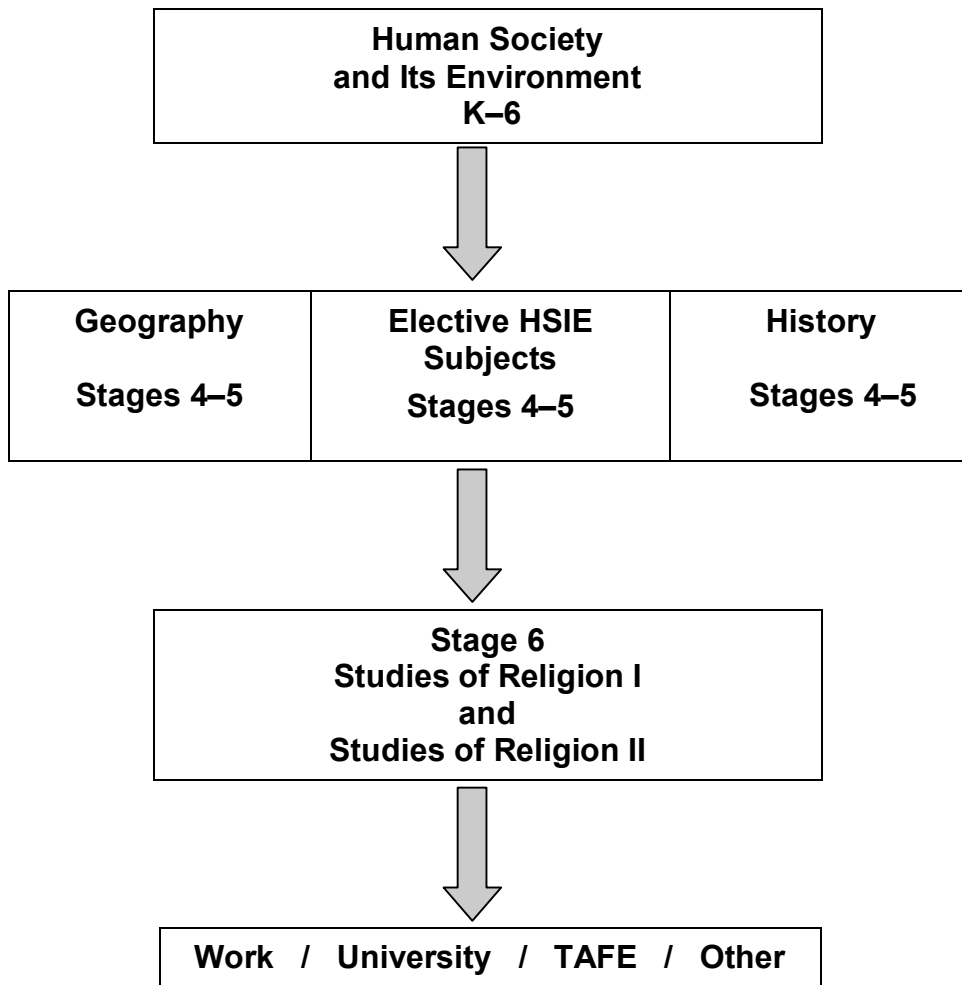
Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners.

Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

### 3 Continuum of Learning for Studies of Religion Stage 6 students

Stage 6 Studies of Religion forms part of the Human Society and Its Environment continuum of learning from Kindergarten to Year 12.  
It complements other Stage 6 subjects.

#### Studies of Religion in the K–12 Continuum



## **4 Aim**

The aim of the Stage 6 Studies of Religion syllabus is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

## **5 Objectives**

### **Knowledge, understanding and skills**

Students will develop knowledge and understanding about:

- the nature of religion and belief systems in local and global contexts
- the influence and expression of religion and belief systems in Australia
- religious traditions and their adherents

and skills relating to:

- effective gathering, analysing and synthesising of information about religion
- effective evaluation and application of findings from research about religion
- communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts.

### **Values and attitudes**

Students will value and appreciate:

- ethical and socially responsible behaviours which are brought about through empathy for, and acceptance of, religious diversity
- fundamental rights of religious believers, rules and laws that promote fairness, justice and equality in society.

## 6 Course Structure

### Preliminary

<b>SOR I</b>	<b>Duration (indicative hours)</b>	<b>SOR II</b>	<b>Duration (indicative hours)</b>
Nature of Religion and Beliefs	16	Nature of Religion and Beliefs	16
Religious Tradition Study 1	22	Religious Tradition Study 1	22
Religious Tradition Study 2	22	Religious Tradition Study 2	22
		Religious Tradition Study 3	22
		Religions of Ancient Origin	22
		Religion in Australia pre-1945	16
<b>Total</b>	<b>60 hours</b>	<b>Total</b>	<b>120 hours</b>

### HSC

<b>SOR I</b>	<b>Duration (indicative hours)</b>	<b>SOR II</b>	<b>Duration (indicative hours)</b>
Religion and Belief Systems in Australia post-1945	16	Religion and Belief Systems in Australia post-1945	16
Religious Tradition Depth Study 1	22	Religious Tradition Depth Study 1	22
Religious Tradition Depth Study 2	22	Religious Tradition Depth Study 2	22
		Religious Tradition Depth Study 3	22
		Religion and Peace	22
		Religion and Non-Religion	16
<b>Total</b>	<b>60 hours</b>	<b>Total</b>	<b>120 hours</b>

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

Objectives	Preliminary Outcomes	HSC Outcomes
<p>A student will develop knowledge, understanding and skills about:</p> <p>the nature of religion and belief systems in local and global contexts</p> <p>the influence and expression of religion and belief systems in Australia</p> <p>religious traditions and their adherents</p> <p>effective gathering, analysing and synthesising of information about religion</p>	<p>A student:</p> <p><b>P1</b> describes the characteristics of religion and belief systems</p> <p><b>P2</b> identifies the influence of religion and belief systems on individuals and society</p> <p><b>P3</b> investigates religious traditions and belief systems</p> <p><b>P4</b> examines significant aspects of religious traditions</p> <p><b>P5</b> describes the influence of religious traditions in the life of adherents</p> <p><b>P6</b> selects and uses relevant information about religion from a variety of sources</p>	<p>A student:</p> <p><b>H1</b> explains aspects of religion and belief systems</p> <p><b>H2</b> describes and analyses the influence of religion and belief systems on individuals and society</p> <p><b>H3</b> examines the influence and expression of religion and belief systems in Australia</p> <p><b>H4</b> describes and analyses how aspects of religious traditions are expressed by their adherents</p> <p><b>H5</b> evaluates the influence of religious traditions in the life of adherents</p> <p><b>H6</b> organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias</p>

<p>effective evaluation and application of findings from research about religion</p> <p>communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts</p>	<p><b>P7</b> undertakes effective research about religion, making appropriate use of time and resources</p> <p><b>P8</b> uses appropriate terminology related to religion and belief systems</p> <p><b>P9</b> effectively communicates information, ideas and issues using appropriate written, oral and graphic forms</p>	<p><b>H7</b> conducts effective research about religion and evaluates the findings from the research</p> <p><b>H8</b> applies appropriate terminology and concepts related to religion and belief systems</p> <p><b>H9</b> coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms</p>
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## 7.2 Key Competencies

Studies of Religion provides a context within which to develop competencies essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life. Key competencies are embedded in the Studies of Religion syllabus to enhance student learning. During the course, students:

- locate, select and appropriately present their research work, developing competence in *collecting, analysing and organising information*
- debate, describe, discuss and explain issues in written and oral forms, developing competence in *communicating ideas and information*
- plan, prepare and present a range of tasks, developing competency in *planning and organising activities*
- cooperate with individuals and groups, developing competence in *working with others and in a team*
- develop, implement and evaluate solutions to problems, developing competence in *solving problems*
- construct timelines and analyse statistical evidence *using mathematical ideas and techniques*
- draw on a range of appropriate applications for the purposes of research, developing competence in *using technology*.

## 7.3 Protocols

### Protocols when working with Aboriginal communities

In the Preliminary topic *Nature of Religion and Beliefs* and the HSC topic *Religion and Belief Systems in Australia post-1945*, significant areas of study deal with Aboriginal beliefs and spiritualities. Where possible in these topics, schools are encouraged to work with local/regional Aboriginal communities. It is important that teachers and students develop knowledge and understanding about appropriate protocols and ethical research so that they are able to work effectively with Aboriginal communities.

In its 2001 publication *Working with Aboriginal Communities*, the Board of Studies NSW described appropriate protocols to be followed when working with Aboriginal peoples and their communities. This document was developed to support teachers in their implementation of Aboriginal perspectives across the curriculum. It was written in consultation with communities, Aboriginal education workers, consultants and teachers. The document is available on the Board's website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au). Observing appropriate protocols when working with Aboriginal peoples and their communities is critical to establishing positive and respectful relationships. It is essential that teachers use this document in both their programming and their teaching of the Stage 6 Studies of Religion syllabus.

### Sensitivities and protocols when visiting religious places and working with religious leaders and groups

Schools are encouraged to visit religious places and to work with religious leaders and groups wherever possible to support student learning. In all cases care is needed and teachers and students need to be aware of sensitivities and protocols. Teachers are advised to check with the appropriate people in order to meet the requirements of a visit to a religious place and when dealing with specific religious individuals and/or groups.

## 8 Content: Preliminary Course

<b>SOR I</b>	<b>Duration (indicative hours)</b>	<b>SOR II</b>	<b>Duration (indicative hours)</b>
Nature of Religion and Beliefs	16	Nature of Religion and Beliefs	16
Religious Tradition Study 1	22	Religious Tradition Study 1	22
Religious Tradition Study 2	22	Religious Tradition Study 2	22
		Religious Tradition Study 3	22
		Religions of Ancient Origin	22
		Religion in Australia pre-1945	16
<b>Total</b>	<b>60 hours</b>	<b>Total</b>	<b>120 hours</b>

### NOTE

For the purposes of this syllabus the Religious Traditions are considered to be the five major religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

## **Nature of Religion and Beliefs**

16 indicative hours

The focus of this study is the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

This study introduces students to the essential concepts of Studies of Religion. It provides an understanding of the nature of religion and the expression of religious thought and practice in various belief systems. In this part of the course, the religious traditions illustrate the variety of beliefs about the relationship between the supernatural and the human, the search for meaning and the ultimate goal of human life. Students also investigate the unique expression of spirituality by Aboriginal peoples. These responses all demonstrate a relationship between beliefs and their adherents

### **Protocols when working with Aboriginal communities**

In the topic *Nature of Religion and Beliefs* a significant area of study is Aboriginal beliefs and spiritualities. Where possible, schools are encouraged to work with local/regional Aboriginal communities for this section of the course. See page 12 for information about protocols when working with Aboriginal communities.

### **Outcomes**

A student:

- P1** describes the characteristics of religion and belief systems
- P2** identifies the influence of religion and belief systems on individuals and society
- P6** selects and uses relevant information about religion from a variety of sources
- P8** uses appropriate terminology related to religion and belief systems.

## Content

Students learn about:	Students learn to:
<p><b>The Nature of Religion</b></p> <ul style="list-style-type: none"> <li>• religion as a worldview that:                             <ul style="list-style-type: none"> <li>– acknowledges the supernatural dimension</li> <li>– has a belief in a divine being or powers beyond the human and/or dwelling within the individual</li> </ul> </li> <li>• characteristics of religion:                             <ul style="list-style-type: none"> <li>– beliefs and believers</li> <li>– sacred texts and writings</li> <li>– ethics</li> <li>– rituals and ceremonies</li> </ul> </li> <li>• the contribution of religion</li> </ul> <p><b>Australian Aboriginal Beliefs and Spiritualities – The Dreaming</b></p> <ul style="list-style-type: none"> <li>• nature of the Dreaming</li> </ul> <ul style="list-style-type: none"> <li>• the inextricable connection of the Dreaming, the land and identity</li> </ul>	<ul style="list-style-type: none"> <li>• define the supernatural dimension</li> <li>• discuss a transcendent religious worldview which has a belief in a divine power and/or powers beyond the human</li> <li>• discuss an immanent religious worldview which has a belief in a divine being or powers dwelling within the individual</li> <li>• define the characteristics of religion</li> <li>• explore the ways in which these characteristics interact to create a dynamic, living religion</li> <li>• appreciate the contribution of religion to:                             <ul style="list-style-type: none"> <li>– individuals</li> <li>– society and culture</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• outline the nature of the Dreaming in relation to:                             <ul style="list-style-type: none"> <li>– origins of the universe</li> <li>– sacred sites</li> <li>– stories of the Dreaming</li> <li>– symbolism and art</li> </ul> </li> <li>• discuss the diversity of the Dreaming for Aboriginal peoples</li> <li>• recognise the importance of the Dreaming for the life of Aboriginal peoples</li> <li>• investigate the inextricable connection of the Dreaming, the land and identity</li> </ul>



## Religious Tradition Studies

This syllabus considers the five major religious traditions to be Buddhism, Christianity, Hinduism, Islam and Judaism.

The purpose of this section is to develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. Elements raised in the Nature of Religion and Beliefs are covered in greater depth in the study of a religious tradition. In a Religious Tradition Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

The study of a particular religious tradition enables students to demonstrate an appreciation of the diversity of expression within, and the underlying unity of the whole religious tradition. This study is essential preparation for the Religious Tradition Depth Studies in the HSC course.

For reasons of equity and clarity, the content areas of study for each religious tradition are set out in a similar pattern. Learning experiences are to be appropriate to the distinctive nature of each religious tradition. All aspects are interrelated and the order in which they are listed need not determine the order of study.

### **Note:**

**Studies of Religion I students complete TWO Religious Tradition Studies of 22 indicative hours each.**

**Studies of Religion II students complete THREE Religious Tradition Studies of 22 indicative hours each.**

## Buddhism

22 indicative hours

The focus of this study is Buddhism, one of the major religious traditions, as a living religious system.

### Outcomes

A student:

- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

### Content

Students learn about:	Students learn to:
<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• the historical and cultural context in which Buddhism began</li> <li>• the Buddha</li> <li>• the formation of the Sangha</li> <li>• the early councils, including the first council at Rajagaha and the second council at Vesali</li> </ul>	<ul style="list-style-type: none"> <li>• outline the historical and cultural context in which Buddhism began</li> <li>• examine the principal events of the Buddha's life, including the enlightenment</li> <li>• explain why the Buddha is the model of Buddhist life</li> <li>• describe the early formation of the Sangha within the first five years, including Mahapajapati's request for a female Sangha</li> <li>• identify the importance of the first two councils in the development of Buddhism</li> </ul>

## Studies of Religion Stage 6 Syllabus

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New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

<ul style="list-style-type: none"><li>• Buddhism<ul style="list-style-type: none"><li>– Theravada Buddhism</li><li>– Mahayana Buddhism</li><li>– Vajrayana Buddhism</li></ul></li></ul> <p><b>Principal Beliefs</b></p> <ul style="list-style-type: none"><li>• The Three Jewels<ul style="list-style-type: none"><li>– Buddha</li><li>– Dharma</li><li>– Sangha</li></ul></li><li>• The Four Noble Truths</li><li>• the marks of existence<ul style="list-style-type: none"><li>– Anicca</li><li>– Duhkka</li><li>– Anatta</li></ul></li><li>• Karma, Samsara, Nirvana</li></ul> <p><b>Sacred Texts and Writings</b></p> <ul style="list-style-type: none"><li>• Tripitaka</li><li>• Lotus of the Good Law</li><li>• Tibetan Book of the Dead</li></ul> <p><b>Core Ethical Teachings</b></p> <ul style="list-style-type: none"><li>• The Five Precepts</li><li>• The Vinaya</li></ul> <p><b>Personal Devotion in the home</b></p> <ul style="list-style-type: none"><li>• puja</li></ul>	<ul style="list-style-type: none"><li>• outline the unique features of:<ul style="list-style-type: none"><li>– Theravada Buddhism</li><li>– Mahayana Buddhism</li><li>– Vajrayana Buddhism</li></ul></li><li>• define The Three Jewels<ul style="list-style-type: none"><li>– Buddha</li><li>– Dharma</li><li>– Sangha</li></ul></li><li>• describe the significance of The Four Noble Truths</li><li>• examine the beliefs of<ul style="list-style-type: none"><li>– Anicca</li><li>– Duhkka</li><li>– Anatta</li></ul></li><li>• recognise the connection between Karma and Samsara</li><li>• outline the importance of Nirvana in Buddhism</li><li>• identify the importance of:<ul style="list-style-type: none"><li>– Tripitaka</li><li>– Lotus of the Good Law</li><li>– Tibetan book of the Dead</li></ul></li><li>• examine extracts from the Tripitaka, the Lotus of the Good Law and the Tibetan Book of the Dead which demonstrate the principal beliefs of Buddhism</li><li>• outline the principal ethical teachings in Buddhism</li><li>• describe the importance of ethical teachings in the life of adherents</li><li>• outline puja as celebrated in the home</li></ul>
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# Christianity

22 indicative hours

The focus of this study is Christianity, one of the major religious traditions, as a living religious system.

## Outcomes

A student:

- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students learn about:	Students learn to:
<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• the historical and cultural context in which Christianity began</li> <li>• Jesus Christ</li> <li>• the development of early Christian communities</li> <li>• Christianity:                             <ul style="list-style-type: none"> <li>– Anglicanism</li> <li>– Catholicism</li> <li>– Orthodoxy</li> <li>– Pentecostalism</li> <li>– Protestantism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• outline the historical and cultural context in which Christianity began</li> <li>• examine the principal events of Jesus' life</li> <li>• explain why Jesus is the model for Christian life</li> <li>• describe the early development of Christian communities after the death of Jesus</li> <li>• outline the unique features of:                             <ul style="list-style-type: none"> <li>– Anglicanism</li> <li>– Catholicism</li> <li>– Orthodoxy</li> <li>– Pentecostalism</li> <li>– Protestantism</li> </ul> </li> </ul>

## Studies of Religion Stage 6 Syllabus

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<p><b>Principal Beliefs</b></p> <ul style="list-style-type: none"><li>• the divinity and humanity of Jesus Christ</li><li>• the death and resurrection of Jesus Christ</li><li>• the nature of God and the Trinity</li><li>• Revelation</li><li>• Salvation</li></ul> <p><b>Sacred Texts and Writings</b></p> <ul style="list-style-type: none"><li>• Bible</li></ul> <p><b>Core Ethical Teachings</b></p> <ul style="list-style-type: none"><li>• the Ten Commandments</li><li>• New Testament ethics<ul style="list-style-type: none"><li>– the Beatitudes</li><li>– Jesus' commandment of love</li></ul></li></ul> <p><b>Personal Devotion</b></p> <ul style="list-style-type: none"><li>• Prayer</li></ul>	<ul style="list-style-type: none"><li>• outline the principal beliefs regarding the divinity and humanity of Jesus Christ</li><li>• explain the importance of the death and resurrection of Jesus Christ for Christians</li><li>• outline the beliefs about the nature of God and of the Trinity</li><li>• examine the Christian understanding of revelation</li><li>• describe the Christian understanding of salvation</li><li>• identify the importance of the Bible in Christianity</li><li>• examine extracts from the Bible which demonstrate the principal beliefs of Christianity</li><li>• outline the principal ethical teachings in:<ul style="list-style-type: none"><li>– the Ten Commandments</li><li>– the Beatitudes</li><li>– Jesus' commandment of love</li></ul></li><li>• describe the importance of ethical teachings in the life of adherents</li><li>• describe the different types of personal prayer</li></ul>
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## Hinduism

22 indicative hours

The focus of this study is Hinduism, one of the major religious traditions, as a living religious system.

### Outcomes

A student:

- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

### Content

Students learn about:	Students learn to:
<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• the early inhabitants of the Indus Valley:                             <ul style="list-style-type: none"> <li>– the Harappan civilisation</li> <li>– the Aryans</li> </ul> </li> <li>• the Vedic period</li> <li>• Hinduism as Sanatana Dharma</li> <li>• the main features of devotion to:                             <ul style="list-style-type: none"> <li>– Vaishnava</li> <li>– Shaiva</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• discuss the civilisation of the early inhabitants of the Indus Valley:                             <ul style="list-style-type: none"> <li>– the Harappan civilisation</li> <li>– the Aryans</li> </ul> </li> <li>• describe the Vedic period</li> <li>• outline the early development of Hinduism to the era of the Upanishads</li> <li>• outline Hinduism as the Eternal Religion – Sanatana Dharma</li> <li>• describe the main features of devotion to the Gods:                             <ul style="list-style-type: none"> <li>– Vishnu</li> <li>– Shiva</li> </ul> </li> </ul>

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New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

<p><b>Principal Beliefs</b></p> <ul style="list-style-type: none"><li>• Atman and Brahman</li><li>• Gods and Goddesses</li><li>• Dharma, Karma and Moksha</li><li>• union with God through:<ul style="list-style-type: none"><li>– Karma Yoga</li><li>– Bhakti Yoga</li><li>– Raja Yoga</li><li>– Jñana Yoga</li></ul></li></ul> <p><b>Sacred Texts and Writings</b></p> <ul style="list-style-type: none"><li>• the Vedas, including the Upanishads</li><li>• the Epics<ul style="list-style-type: none"><li>– Ramayana and Mahabharata, including the Bhagavad Gita</li></ul></li></ul> <p><b>Ethical Systems</b></p> <ul style="list-style-type: none"><li>• the four Varnas</li><li>• Ashramas or stages of life</li></ul> <p><b>Personal Devotion in the home</b></p> <ul style="list-style-type: none"><li>• puja</li></ul>	<ul style="list-style-type: none"><li>• define Atman and Brahman</li><li>• examine the principal Gods and Goddesses of Hinduism</li><li>• investigate the connection between Dharma and Karma</li><li>• outline the importance of Moksha for a Hindu devotee</li><li>• recognise union with God through:<ul style="list-style-type: none"><li>– Karma Yoga</li><li>– Bhakti Yoga</li><li>– Raja Yoga</li><li>– Jñana Yoga</li></ul></li><li>• identify the importance for Hinduism of:<ul style="list-style-type: none"><li>– the Vedas, including the Upanishads;</li><li>– the Ramayana and Mahabharata, including the Bhagavad Gita</li></ul></li><li>• examine extracts from the Vedas and the Epics which demonstrate the principal beliefs of Hinduism</li><li>• outline the principal ethical teachings in Hinduism</li><li>• describe the importance of ethical teachings in the life of adherents</li><li>• outline puja as celebrated in the home</li></ul>
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## Islam

22 indicative hours

The focus of this study is Islam, one of the major religious traditions, as a living religious system.

### Outcomes

A student:

- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

### Content

Students learn about:	Students learn to:
<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• pre-Islamic Arabia as the cultural and historical context for the development of Islam</li> <li>• the Prophet Muhammad</li> <li>• the development of Islam under the leadership of the Four Rightly Guided Caliphs</li> </ul>	<ul style="list-style-type: none"> <li>• outline the social conditions and religious practices that existed in pre-Islamic Arabia</li> <li>• examine the principal events in Muhammad's life</li> <li>• explain why the Prophet Muhammad as the final messenger is the model for Muslim life</li> <li>• describe the development of Islam after the death of Muhammad under the leadership of the Four Rightly Guided Caliphs, accounting for the emergence of the Sunni and the Shi'ia</li> </ul>

## Studies of Religion Stage 6 Syllabus

The assessment and HSC examination requirements detailed in this syllabus apply to the 2009 HSC. New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

<p><b>Principal Beliefs</b></p> <ul style="list-style-type: none"><li>• the articles of faith explained in the Aqida as:<ul style="list-style-type: none"><li>– Tawhid</li><li>– Angels</li><li>– Books of Allah</li><li>– Rusul</li><li>– Akhira</li><li>– Fate/predestination</li></ul></li></ul> <p><b>Sacred Texts and Writings</b></p> <ul style="list-style-type: none"><li>• the Qur'an and Hadith</li></ul> <p><b>Core Ethical Teachings</b></p> <ul style="list-style-type: none"><li>• Islamic jurisprudence<ul style="list-style-type: none"><li>– the Qur'an</li><li>– the Sunna and Hadith</li><li>– ijma' – consensus among religious leaders</li><li>– qiyas – comparison with teachings of the Qur'an or Hadith</li></ul></li></ul> <p><b>Expression of Faith</b></p> <ul style="list-style-type: none"><li>• the Five Pillars as the expression of the faith of Islam</li></ul>	<ul style="list-style-type: none"><li>• outline the implications of Tawhid for Muslim belief</li><li>• examine the role of the Books of Allah and prophecy in Islam</li><li>• outline the principal beliefs about Angels, life after death and fate/predestination</li><li>• identify the importance of:<ul style="list-style-type: none"><li>– the Qur'an</li><li>– the Hadith</li></ul></li><li>• examine extracts from the Qur'an and Hadith which demonstrate the principal beliefs of Islam</li><li>• outline the principal ethical teachings within Islam</li><li>• outline the process of Islamic jurisprudence</li><li>• describe the importance of ethical teachings in determining that which is:<ul style="list-style-type: none"><li>– halal</li><li>– haraam</li></ul></li><li>• outline each of the Five Pillars</li></ul>
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## Judaism

22 indicative hours

The focus of this study is Judaism, one of the major religious traditions, as a living religious system.

### Outcomes

A student:

- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

### Content

Students learn about:	Students learn to:
<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• Abraham and the Covenant</li> <li>• Moses, the Exodus and the giving of the Torah</li> <li>• Modern Judaism                             <ul style="list-style-type: none"> <li>– Conservative Judaism</li> <li>– Orthodox Judaism</li> <li>– Progressive Judaism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• outline the life of Abraham</li> <li>• describe the Covenant with the Patriarchs, including the promises of a People and a Land</li> <li>• outline the story of the Exodus and the giving of the Law at Sinai, including the Ten Commandments</li> <li>• outline the unique features of:                             <ul style="list-style-type: none"> <li>– Conservative Judaism</li> <li>– Orthodox Judaism</li> <li>– Progressive Judaism</li> </ul> </li> </ul>

## Studies of Religion Stage 6 Syllabus

The assessment and HSC examination requirements detailed in this syllabus apply to the 2009 HSC. New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

<p><b>Principal Beliefs</b></p> <ul style="list-style-type: none"><li>• belief in a single God who is the creator and ruler of the universe</li><li>• the concept of a moral law prescribed by God</li><li>• the idea of the Covenant</li></ul> <p><b>Sacred Texts and Writings</b></p> <ul style="list-style-type: none"><li>• the Hebrew Scriptures<ul style="list-style-type: none"><li>– the Hebrew Bible</li><li>– the Talmud</li></ul></li></ul> <p><b>Core Ethical Teachings</b></p> <ul style="list-style-type: none"><li>• the Commandments of the Torah</li><li>• the Prophetic Vision</li><li>• the Book of Proverbs – wisdom, righteousness, purity and generosity of spirit</li></ul> <p><b>Observance</b></p> <ul style="list-style-type: none"><li>• Shabbat</li></ul>	<ul style="list-style-type: none"><li>• discuss the belief in the one God and the attributes of God</li><li>• outline the concept of a divinely inspired moral law</li><li>• identify the importance of the Covenant for the Jewish people</li><li>• identify the importance of the:<ul style="list-style-type: none"><li>– the Hebrew Bible</li><li>– the Talmud</li></ul></li><li>• examine extracts from the Hebrew Scriptures which demonstrate the principal beliefs of Judaism</li><li>• outline the principal ethical teachings of Judaism:<ul style="list-style-type: none"><li>– the Commandments of the Torah</li><li>– the Prophetic Vision, including social justice and Tikkun Olam – the repair of the world</li><li>– the Book of Proverbs – wisdom, righteousness, purity and generosity of spirit</li></ul></li><li>• describe the importance of ethical teachings in the life of adherents</li><li>• describe the importance of Shabbat</li></ul>
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## **Additional content for SOR II Preliminary Course**

### **Religions of Ancient Origin**

22 indicative hours

The focus of this study is the response of religions of ancient origin to the human search for ultimate meaning and purpose.

The five religious traditions of Buddhism, Christianity, Hinduism, Islam and Judaism are NOT to be studied.

#### **Outcomes:**

A student:

- P1** describes the characteristics of religion and belief systems
- P2** identifies the influence of religion and belief systems on individuals and society
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students are to select TWO religions of ancient origin to study from the following:

- Aztec or Inca or Mayan
- Celtic
- Nordic
- Shinto
- Taoism
- an Indigenous religion from outside Australia.

<b>Students learn about:</b>	<b>Students learn to:</b>
<p><b>The nature of TWO religions of ancient origin in relation to:</b></p> <ul style="list-style-type: none"> <li>• origins of the universe</li> <li>• principal beliefs</li> <li>• supernatural powers and deities</li> <li>• rituals</li> <li>• influence in the society</li> <li>• human search for meaning</li> </ul>	<p><b>For each of the TWO religions of ancient origin:</b></p> <ul style="list-style-type: none"> <li>• outline the principal beliefs concerning the origins of the universe</li> <li>• identify the principal beliefs of the religion</li> <li>• identify and describe the role of the supernatural powers and deities in the religion</li> <li>• discuss the relationship between sacred spaces and the beliefs of the religion</li> <li>• identify the principal rituals and examine their significance for the individual and community</li> <li>• explain the relationship between the religion and its society</li> <li>• explain how the religion provides a distinctive response to the search for meaning</li> </ul>

## **Additional content for SOR II Preliminary Course**

### **Religion in Australia pre-1945**

16 indicative hours

The focus of this study is the establishment and development of religious traditions in Australia pre-1945.

#### **Outcomes**

A student:

- P2** identifies the influence of religion and belief systems on individuals and society
- P3** investigates religious traditions and belief systems
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students learn about:	Students learn to:
<p><b>Religious traditions in Australia pre-1945</b></p> <ul style="list-style-type: none"> <li>• arrival and establishment of Christianity and TWO other religious traditions in Australia</li> <li>• issues related to the development of Christianity in Australia pre-1945:                             <ul style="list-style-type: none"> <li>– sectarianism</li> <li>– social welfare</li> </ul> </li> <li>• the contribution of ONE religious tradition in Australia to each of the following pre-1945:                             <ul style="list-style-type: none"> <li>– rural and outback communities</li> <li>– education</li> <li>– public morality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• outline the arrival and establishment of Christianity and TWO other religious traditions in Australia</li> <li>• examine the impact of sectarianism on the relationship among Christian denominations in Australia pre-1945</li> <li>• examine the contribution of Christianity to social welfare in Australia pre-1945</li> <li>• discuss the role of ONE religious tradition in rural and outback communities pre-1945</li> <li>• outline the contribution of ONE religious tradition to the provision of education in Australia pre-1945</li> <li>• examine initiatives taken by ONE religious tradition in Australia in the area of public morality pre-1945</li> </ul>

## Studies of Religion Stage 6 Syllabus

The assessment and HSC examination requirements detailed in this syllabus apply to the 2009 HSC.  
New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

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## 9 Content: HSC Course

<b>SOR I</b>	<b>Duration (indicative hours)</b>	<b>SOR II</b>	<b>Duration (indicative hours)</b>
Religion and Belief Systems in Australia post-1945	16	Religion and Belief Systems in Australia post-1945	16
Religious Tradition Depth Study 1	22	Religious Tradition Depth Study 1	22
Religious Tradition Depth Study 2	22	Religious Tradition Depth Study 2	22
		Religious Tradition Depth Study 3	22
		Religion and Peace	22
		Religion and Non-Religion	16
<b>Total</b>	<b>60 hours</b>	<b>Total</b>	<b>120 hours</b>

### NOTE

For the purposes of this syllabus the Religious Traditions are considered to be the five major Religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

## Religion and Belief Systems in Australia post-1945

16 indicative hours

The focus of this study is religious expression in Australia's multicultural and multifaith society since 1945. The study includes an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

### Protocols when working with Aboriginal Communities

In the topic, *Religion and Belief Systems in Australia post-1945* a significant area of study is Aboriginal beliefs and spiritualities. Where possible schools are encouraged to work with local/regional Aboriginal communities for this section of the course. See page 12 for information of protocols when working with Aboriginal communities.

### Outcomes

A student:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H3** examines the influence and expression of religion and belief systems in Australia
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in the life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students learn about:	Students learn to:
<p><b>Contemporary Aboriginal Spiritualities</b></p> <ul style="list-style-type: none"> <li>• Aboriginal spirituality as determined by the Dreaming</li> <li>• issues for Aboriginal spiritualities in relation to:               <ul style="list-style-type: none"> <li>– the effect of dispossession</li> <li>– the Land Rights movement</li> </ul> </li> </ul> <p><b>Religious expression in Australia – 1945 to the present</b></p> <ul style="list-style-type: none"> <li>• the religious landscape from 1945 to the present in relation to:               <ul style="list-style-type: none"> <li>– changing patterns of religious adherence</li> <li>– the current religious landscape</li> </ul> </li> <li>• religious dialogue in multi-faith Australia               <ul style="list-style-type: none"> <li>– ecumenical movements within Christianity</li> <li>– Interfaith dialogue</li> <li>– The relationship between Aboriginal spiritualities and religious traditions in the process of Reconciliation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• discuss how Aboriginal spirituality is determined by the Dreaming               <ul style="list-style-type: none"> <li>– kinship</li> <li>– ceremonial life</li> <li>– obligations to the land and people</li> </ul> </li> <li>• discuss the continuing effect of dispossession on Aboriginal spiritualities in relation to:               <ul style="list-style-type: none"> <li>– separation from the land</li> <li>– separation from kinship groups</li> <li>– the Stolen Generations</li> </ul> </li> <li>• outline the importance of the following for the Land Rights movement:               <ul style="list-style-type: none"> <li>– Native Title</li> <li>– Mabo</li> <li>– Wik</li> </ul> </li> <li>• analyse the importance of the Dreaming for the Land Rights movement</li> </ul> <ul style="list-style-type: none"> <li>• outline changing patterns of religious adherence from 1945 to the present using census data</li> <li>• account for the present religious landscape in Australia in relation to:               <ul style="list-style-type: none"> <li>– Christianity as the major religious tradition</li> <li>– immigration</li> <li>– denominational switching</li> <li>– rise of New Age religions</li> <li>– secularism</li> </ul> </li> <li>• describe the impact of Christian ecumenical movements in Australia               <ul style="list-style-type: none"> <li>– The National Council of Churches</li> <li>– NSW Ecumenical Council</li> </ul> </li> <li>• evaluate the importance of interfaith dialogue in multifaith Australia</li> <li>• examine the relationship between Aboriginal spiritualities and religious traditions in the process of Reconciliation</li> </ul>



## Religious Traditions Depth Studies

This syllabus considers the five major religious traditions to be Buddhism, Christianity, Hinduism, Islam and Judaism.

The purpose of this section is to develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. Elements of a religious tradition raised in the Preliminary course are covered in greater depth in the HSC study. In a Religious Tradition Depth Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

The study of a particular religious tradition enables students to demonstrate an appreciation of the diversity of expression within, and the underlying unity of, the whole religious tradition.

For reasons of equity and clarity, the content areas of study for each religious tradition are set out in a similar pattern. Learning experiences are to be appropriate to the distinctive nature of each religious tradition. All aspects are interrelated and the order in which they are listed need not determine the order of study.

### **Note:**

**Studies of Religion I students complete TWO Religious Tradition Depth Studies of 22 indicative hours each.**

**Studies of Religion II students complete THREE Religious Tradition Depth Studies of 22 indicative hours each.**

## **Buddhism**

22 indicative hours

The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Buddhism as a living religious tradition. The study of Buddhism is to be of the WHOLE tradition where applicable.

### **Outcomes**

A student:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in the life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students learn about:	Students learn to:
<p><b>Significant People and Ideas</b></p> <ul style="list-style-type: none"> <li>• the contribution to Buddhism of ONE significant person or school of thought other than the Buddha drawn from:                             <ul style="list-style-type: none"> <li>– Asoka</li> <li>– Nargajuna</li> <li>– Vasubandhu</li> <li>– Guru Rinpoche (Padmasambhava)</li> <li>– Sister Dhammadinna</li> <li>– Tenzin Palmo</li> <li>– XIVth Dalai Lama</li> <li>– Pure Land</li> <li>– Soto Zen</li> <li>– Won Buddhism</li> <li>– another person or school of thought significant to Buddhism</li> </ul> </li> <li>• the effect of that person OR school of thought on Buddhism</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• ONE of the following areas of ethical teaching in Buddhism:                             <ul style="list-style-type: none"> <li>– bioethics</li> <li>– environmental ethics</li> <li>– sexual ethics</li> </ul> </li> </ul> <p><b>Significant practices in the life of adherents</b></p> <ul style="list-style-type: none"> <li>• ONE significant practice within Buddhism other than daily prayer drawn from:                             <ul style="list-style-type: none"> <li>– Pilgrimage</li> <li>– Temple Puja</li> <li>– Wesak</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain the contribution to the development and expression of Buddhism of ONE significant person or school of thought, other than the Buddha, drawn from:                             <ul style="list-style-type: none"> <li>– Asoka</li> <li>– Nargajuna</li> <li>– Vasubandhu</li> <li>– Guru Rinpoche (Padmasambhava)</li> <li>– Sister Dhammadinna</li> <li>– Tenzin Palmo</li> <li>– XIVth Dalai Lama</li> <li>– Pure Land</li> <li>– Soto Zen</li> <li>– Won Buddhism</li> <li>– another person or school of thought significant to Buddhism</li> </ul> </li> <li>• analyse the impact of this person OR school of thought on Buddhism.</li> <li>• describe and explain Buddhist ethical teachings on bioethics OR environmental ethics OR sexual ethics</li> <li>• describe ONE significant practice within Buddhism drawn from:                             <ul style="list-style-type: none"> <li>– Pilgrimage</li> <li>– Temple Puja</li> <li>– Wesak</li> </ul> </li> <li>• demonstrate how the chosen practice expresses the beliefs of Buddhism</li> <li>• analyse the significance of this practice for both the individual and the Buddhist community</li> </ul>

## **Christianity**

22 indicative hours

The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Christianity as a living religious tradition. The study of Christianity is to be of the WHOLE tradition where applicable.

### **Outcomes**

A student:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in the life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students learn about:	Students learn to:
<p><b>Significant People and Ideas</b></p> <ul style="list-style-type: none"> <li>• the contribution to Christianity of ONE significant person OR school of thought, other than Jesus, drawn from:                             <ul style="list-style-type: none"> <li>– Paul of Tarsus</li> <li>– Hildegard of Bingen</li> <li>– Martin Luther</li> <li>– Catherine Booth</li> <li>– Pope John XXIII</li> <li>– Billy Graham</li> <li>– Dennis Bennett</li> <li>– Sarah Maitland</li> <li>– Liberation Theology</li> <li>– Feminist Theology</li> <li>– another person or school of thought significant to Christianity</li> </ul> </li> <li>• the effect of that person OR school of thought on Christianity</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• ONE of the following areas of ethical teaching in Christianity:                             <ul style="list-style-type: none"> <li>– bioethics</li> <li>– environmental ethics</li> <li>– sexual ethics</li> </ul> </li> </ul> <p><b>Significant practices in the life of adherents</b></p> <ul style="list-style-type: none"> <li>• ONE significant practice within Christianity drawn from:                             <ul style="list-style-type: none"> <li>– Baptism</li> <li>– Marriage ceremony</li> <li>– Saturday/Sunday worship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain the contribution to the development and expression of Christianity of ONE significant person OR school of thought, other than Jesus, drawn from:                             <ul style="list-style-type: none"> <li>– Paul of Tarsus</li> <li>– Hildegard of Bingen</li> <li>– Martin Luther</li> <li>– Catherine Booth</li> <li>– Pope John XXIII</li> <li>– Billy Graham</li> <li>– Dennis Bennett</li> <li>– Sarah Maitland</li> <li>– Liberation Theology</li> <li>– Feminist Theology</li> <li>– another person or school of thought significant to Christianity</li> </ul> </li> <li>• analyse the impact of this person OR school of thought on Christianity</li> <li>• describe and explain Christian ethical teachings on bioethics OR environmental ethics OR sexual ethics</li> <li>• describe ONE significant practice within Christianity drawn from:                             <ul style="list-style-type: none"> <li>– Baptism</li> <li>– Marriage ceremony</li> <li>– Saturday/Sunday worship</li> </ul> </li> <li>• demonstrate how the chosen practice expresses the beliefs of Christianity</li> <li>• analyse the significance of this practice for both the individual and the Christian community</li> </ul>

## Hinduism

22 indicative hours

The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Hinduism as a living religious tradition. The study of Hinduism is to be of the WHOLE tradition where applicable.

### Outcomes

A student:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in the life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students learn about:	Students learn to:
<p><b>Significant People and Ideas</b></p> <ul style="list-style-type: none"> <li>• the contribution to Hinduism of ONE significant person OR school of thought, other than the Vedas, drawn from:                             <ul style="list-style-type: none"> <li>– Shankara</li> <li>– Ramanuja</li> <li>– Madhva</li> <li>– Mirabai (Mira Bai)</li> <li>– Bhakti Movement</li> <li>– Ram Mohan Roy</li> <li>– Ramakrishna</li> <li>– Mohandas Gandhi</li> <li>– Purva Mimamsa school of thought</li> <li>– Vedanta school of thought</li> <li>– another person or school of thought significant to Hinduism</li> </ul> </li> <li>• the effect of that person OR school of thought on Hinduism</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• ONE of the following areas of ethical teaching in Hinduism:                             <ul style="list-style-type: none"> <li>– bioethics</li> <li>– environmental ethics</li> <li>– sexual ethics</li> </ul> </li> </ul> <p><b>Significant practices in the lives of adherents</b></p> <ul style="list-style-type: none"> <li>• ONE significant practice within Hinduism other than daily prayer drawn from:                             <ul style="list-style-type: none"> <li>– Marriage ceremony</li> <li>– Pilgrimage</li> <li>– Temple Worship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain the contribution to the development and expression of Hinduism of ONE significant person OR school of thought, other than the Vedas, drawn from:                             <ul style="list-style-type: none"> <li>– Shankara</li> <li>– Ramanuja</li> <li>– Madhva</li> <li>– Mirabai (Mira Bai)</li> <li>– Bhakti Movement</li> <li>– Ram Mohan Roy</li> <li>– Ramakrishna</li> <li>– Mohandas Gandhi</li> <li>– Purva Mimamsa school of thought</li> <li>– Vedanta school of thought</li> <li>– another person or school of thought significant to Hinduism</li> </ul> </li> <li>• analyse the impact of this person OR school of thought on Hinduism</li> <li>• describe and explain Hindu ethical teachings on bioethics OR environmental ethics OR sexual ethics</li> <li>• describe ONE significant practice within Hinduism drawn from:                             <ul style="list-style-type: none"> <li>– Marriage ceremony</li> <li>– Pilgrimage</li> <li>– Temple Worship</li> </ul> </li> <li>• demonstrate how the chosen practice expresses the beliefs of Hinduism</li> <li>• analyse the significance of this practice for both the individual and the Hindu community</li> </ul>

## Islam

22 indicative hours

The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Islam as a living religious tradition. The study of Islam is to be of the **WHOLE** tradition where applicable.

A student:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in the life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students learn about:	Students learn to:
<p><b>Significant People and Ideas</b></p> <ul style="list-style-type: none"> <li>• the contribution to Islam of ONE significant person OR school of thought, other than Muhammad and the Four Rightly Guided Caliphs, drawn from:                             <ul style="list-style-type: none"> <li>– Khadijah Bint Khuwaylid</li> <li>– A'isha Bint AbuBakar</li> <li>– Fatima Al Zahra</li> <li>– Imam Malik</li> <li>– Imam Abu Hanifa</li> <li>– Imam Al-Shafi</li> <li>– Abu ali Hussein Ibn Sina</li> <li>– Rabi'a al-Adawiyya</li> <li>– Al-Ghazali</li> <li>– Sayyid Maududi</li> <li>– Sayyid Qutb</li> <li>– another person or school of thought significant to Islam</li> </ul> </li> <li>• the effect of that person OR school of thought on Islam</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• ONE of the following areas of ethical teaching in Islam:                             <ul style="list-style-type: none"> <li>– bioethics</li> <li>– environmental ethics</li> <li>– sexual ethics</li> </ul> </li> </ul> <p><b>Significant practices in the life of adherents</b></p> <ul style="list-style-type: none"> <li>• ONE significant practice within Islam drawn from:                             <ul style="list-style-type: none"> <li>– Friday prayer at the mosque</li> <li>– Funeral ceremony</li> <li>– Hajj</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain the contribution to the development and expression of Islam of ONE significant person OR school of thought, other than Muhammad and the Four Rightly Guided Caliphs, drawn from:                             <ul style="list-style-type: none"> <li>– Khadijah Bint Khuwaylid</li> <li>– A'isha Bint AbuBakar</li> <li>– Fatima Al Zahra</li> <li>– Imam Malik</li> <li>– Imam Abu Hanifa</li> <li>– Imam Al-Shafi</li> <li>– Abu ali Hussein Ibn Sina</li> <li>– Rabi'a al-Adawiyya</li> <li>– Al-Ghazali</li> <li>– Sayyid Maududi</li> <li>– Sayyid Qutb</li> <li>– another person or school of thought significant to Islam</li> </ul> </li> <li>• analyse the effect of this person OR school of thought on Islam</li> <li>• describe and explain Islamic ethical teachings on bioethics OR environmental ethics OR sexual ethics</li> <li>• describe ONE significant practice within Islam drawn from:                             <ul style="list-style-type: none"> <li>– Friday prayer at the mosque</li> <li>– Funeral ceremony</li> <li>– Hajj</li> </ul> </li> <li>• demonstrate how this practice expresses the beliefs of Islam</li> <li>• analyse the significance of this practice for both the individual and the Muslim community</li> </ul>

## **Judaism**

22 indicative hours

The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Judaism as a living religious tradition. The study of Judaism is to be of the **WHOLE** tradition where applicable.

### **Outcomes**

A student:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in the life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## Content

Students learn about:	Students learn to:
<p><b>Significant People and Ideas</b></p> <ul style="list-style-type: none"> <li>• the contribution to Judaism of ONE significant person or school of thought, other than Abraham or Moses, drawn from:                             <ul style="list-style-type: none"> <li>– Isaiah</li> <li>– Hillel (and Shamai)</li> <li>– Beruriah</li> <li>– Rabbi Solomon Isaac (Rashi)</li> <li>– Moses Maimonides</li> <li>– Kabbalah</li> <li>– The Hassidim</li> <li>– Moses Mendelssohn</li> <li>– Abraham Geiger</li> <li>– Rabbi Isaac Abraham Hacoen Kook (Rav Kook)</li> <li>– Jewish Feminism</li> <li>– another person or school of thought significant to Judaism</li> </ul> </li> <li>• the effect of that person OR school of thought on Judaism</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• ONE of the following areas of ethical teaching in Judaism:                             <ul style="list-style-type: none"> <li>– bioethics</li> <li>– environmental ethics</li> <li>– sexual ethics</li> </ul> </li> </ul> <p><b>Significant practices in the life of adherents</b></p> <ul style="list-style-type: none"> <li>• ONE significant practice within Judaism drawn from:                             <ul style="list-style-type: none"> <li>– death and mourning</li> <li>– marriage</li> <li>– Synagogue services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain the contribution to the development and expression of Judaism of ONE significant person OR school of thought, other than Abraham or Moses, drawn from:                             <ul style="list-style-type: none"> <li>– Isaiah</li> <li>– Hillel (and Shamai)</li> <li>– Beruriah</li> <li>– Rabbi Solomon Isaac (Rashi)</li> <li>– Moses Maimonides</li> <li>– Kabbalah</li> <li>– The Hassidim</li> <li>– Moses Mendelssohn</li> <li>– Abraham Geiger</li> <li>– Rabbi Isaac Abraham Hacoen Kook (Rav Kook)</li> <li>– Jewish Feminism</li> <li>– another person or school of thought significant to Judaism</li> </ul> </li> <li>• analyse the impact of this person OR school of thought on Judaism</li> <li>• describe and explain Jewish ethical teachings on bioethics OR environmental ethics OR sexual ethics</li> <li>• describe ONE significant practice within Judaism drawn from:                             <ul style="list-style-type: none"> <li>– death and mourning</li> <li>– marriage</li> <li>– Synagogue services</li> </ul> </li> <li>• demonstrate how this practice expresses the beliefs of Judaism</li> <li>• analyse the significance of this practice for both the individual and the Jewish community</li> </ul>

## **Additional content for SOR II HSC Course**

### **Religion and Peace**

22 indicative hours

The focus of this study is the distinctive response of religious traditions to the issue of peace.

#### **Outcomes**

A student:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H5** evaluates the influence of religious traditions in the life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## Content

**The whole study is to be completed within the same TWO religious traditions**

Students learn about:	Students learn to:
<p><b>The understanding of peace in TWO religious traditions</b></p> <ul style="list-style-type: none"> <li>• peace expressed through sacred texts for TWO religious traditions drawn from:                             <ul style="list-style-type: none"> <li>– Buddhism – Sutta Pitaka, Dhammapada</li> <li>– Christianity – the New Testament</li> <li>– Hinduism – Bhagavad Gita</li> <li>– Islam – Qur’an and Hadith</li> <li>– Judaism – the Prophetic vision of peace on Earth</li> </ul> </li> <li>• principal teachings about peace in TWO religious traditions</li> <li>• the contribution of TWO religious traditions to peace in the context of:                             <ul style="list-style-type: none"> <li>– the individual – means of achieving inner peace</li> <li>– the world – means of achieving world peace</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• investigate the understanding of peace and how it is informed through significant writings within sacred texts for TWO religious traditions drawn from:                             <ul style="list-style-type: none"> <li>– Buddhism – Sutta Pitaka, Dhammapada</li> <li>– Christianity – the New Testament</li> <li>– Hinduism – Bhagavad Gita</li> <li>– Islam – Qur’an and Hadith</li> <li>– Judaism - the Prophetic vision of peace on Earth</li> </ul> </li> <li>• outline the principal teachings about peace in TWO religious traditions</li> <li>• demonstrate how TWO religious traditions guide the individual in achieving inner peace</li> <li>• discuss how TWO religious traditions are contributing to world peace</li> </ul>

**Additional content for SOR II HSC Course**

**Religion and Non-Religion**

16 indicative hours

The focus of this study is the human search for meaning through religion and non-religion.

**Outcomes**

A student

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** uses appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

**Content**

Students learn about:	Students learn to:
<p><b>The religious dimension in human history</b></p> <ul style="list-style-type: none"> <li>• the expression of the religious dimension in human history</li> <li>• the significance of the religious dimension in human history</li> <li>• the global distribution of the five major religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>• identify the following expressions of the religious dimension in human history:                             <ul style="list-style-type: none"> <li>– animism</li> <li>– polytheism</li> <li>– monotheism</li> </ul> </li> <li>• evaluate the place of the religious dimension in human history to provide:                             <ul style="list-style-type: none"> <li>– meaning and purpose for the individual</li> <li>– social cohesion</li> <li>– social transformation</li> </ul> </li> <li>• investigate statistical data of the current global distribution of the five major religious traditions</li> </ul>

## Studies of Religion Stage 6 Syllabus

The assessment and HSC examination requirements detailed in this syllabus apply to the 2009 HSC. New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

<p><b>New religious expression</b></p> <ul style="list-style-type: none"><li>• the rise of new religious expression and spiritualities</li><li>• the influences on the growth of new religious expressions and spiritualities</li></ul> <p><b>Non-Religious Worldviews</b></p> <ul style="list-style-type: none"><li>• the human search for personal fulfilment through non-religious practices:<ul style="list-style-type: none"><li>– Agnosticism</li><li>– Atheism</li><li>– Humanism</li></ul></li></ul> <p><b>The Difference between Religious and Non-Religious Worldviews</b></p> <ul style="list-style-type: none"><li>• the response of ONE religious and ONE non-religious belief system to:<ul style="list-style-type: none"><li>– the concept of the transcendent</li><li>– the human person</li><li>– social responsibility</li></ul></li></ul>	<ul style="list-style-type: none"><li>• recognise the reasons for the rise of new religious expressions as people:<ul style="list-style-type: none"><li>– search for personal fulfilment</li><li>– seek ethical guidelines</li><li>– seek to clarify their relationship with society</li></ul></li><li>• explain how the following have influenced the growth of new religious expressions and spiritualities:<ul style="list-style-type: none"><li>– the rise of materialism</li><li>– scientific progress</li><li>– growth of ecological awareness</li><li>– disenchantment with 'traditional' religious practice and guidance</li></ul></li><li>• outline the essential features of Atheism and Agnosticism</li><li>• outline the positions of:<ul style="list-style-type: none"><li>– Rational Humanism</li><li>– Scientific Humanism</li></ul></li><li>• discuss how Agnosticism, Atheism and Humanism determine the aspirations and behaviour of individuals</li><li>• compare the response of ONE religious and ONE non-religious belief system to:<ul style="list-style-type: none"><li>– the concept of the transcendent</li><li>– the human person</li><li>– social responsibility</li></ul></li></ul>
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## **10 Course Requirements**

### **Studies of Religion I**

For the Preliminary course:

- 60 indicative hours are required to complete this course.

For the HSC course:

- 60 indicative hours are required to complete this course.

### **Studies of Religion II**

For the Preliminary course:

- 120 indicative hours are required to complete this course.

For the HSC course:

- 120 indicative hours are required to complete this course.

## 11 Assessment and Reporting

### PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

### 11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgments about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

Higher School Certificate results comprise:

- an assessment mark derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- an examination mark derived from the HSC external examination
- an HSC mark, which is the average of the assessment mark and the examination mark
- a performance band, determined by the HSC mark.

Results are reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examination of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC SOR I or SOR II courses. Taken together, the external examination and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learnt and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the Standards Packages.

## **11.2 Internal Assessment**

The internal assessment mark submitted by the school provides a summation of each student's achievements measured at points throughout the course. The marks for each course group at a school should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied to internal assessment are identified on page 60. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## **11.3 External Examination**

In Stage 6 Studies of Religion the external examination consists of a written paper. The specifications for the HSC examination in Studies of Religion are on pages 58–59.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **11.4 Board Requirements for the Internal Assessment Mark**

The Board requires schools to submit an assessment mark for each candidate in the HSC Studies of Religion course. The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components and weightings specified in the tables on pages 56–57.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The standards-referenced approach to assessment for the HSC involves schools ensuring that in the design and marking of tasks:

- assessment tasks are designed to focus on outcomes
- the types of assessment tasks are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- tasks reflect the weightings and components specified in the relevant syllabus
- students know the assessment criteria before they begin a task
- marking guidelines for each task are linked to the standards by including the wording of all or parts of the syllabus outcomes and relevant performance descriptions
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

In feedback and reporting:

- students receive meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance
- the ranking and relative difference between students result from different levels of achievement of the specified standards
- marks submitted to the Board for each course are on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Note that:

- measures of objectives that address values and attitudes should not be included in school-based assessments of students' achievements. As these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements
- measures that reflect student conduct should not be included.

## 11.5 Assessment Components and Weightings

When developing a schedule of assessment tasks, there should be a balance across:

- I the assessment of knowledge and understanding and skills outcomes
  
- II types of assessment tasks such as research, written response, analysis of stimulus material, oral presentation, and test/examination tasks.

Oral tasks might include:

- a formal oral presentation before a selected audience
- a viva voce.

Research might involve:

- formulating an hypothesis or a set of questions on a topic
- locating and organising information from a variety of sources (these could include written, audiovisual, multimedia sources or questionnaire, interview, or observation data collected by the student)
- analysing and organising the data or source material
- evaluating the findings
- communicating the findings.

### Preliminary Course

The suggested components and weightings for the Preliminary Course are set out below.

#### Studies of Religion I

Component	Weighting
Nature of Religion and Beliefs	15
Religious Tradition Studies	35
Total	50

#### Studies of Religion II

Component	Weighting
Nature of Religion and Beliefs	15
Religious Tradition Depth Studies	50
Religions of Ancient Origin	20
Religion in Australia	15
Total	100

**HSC Course**

The mandatory components and weightings for the HSC course are set out below. The HSC internal assessment mark for Studies of Religion is to be based on the HSC course only.

Teachers can use their discretion in determining the manner in which they allocate tasks within course content. While the allocation of weightings to the various tasks set for the HSC course is left to individual schools, the percentages allocated to each syllabus component must be maintained.

It is suggested that 3 tasks are sufficient to assess the SOR I HSC Course outcomes and 3 to 5 tasks are sufficient to assess the SOR II HSC Course. The range of tasks comprising the school-based assessment schedule should be varied and address the range of outcomes, including those that cannot be assessed through pen-and-paper examination-type tasks. Class tests, term tests and trial examinations should not exceed 50% of the assessment program.

**Studies of Religion I**

<b>Component</b>	<b>Weighting</b>
Religion and Belief Systems in Australia post-1945	15
Religious Tradition Depth Studies	35
Total	50

**Studies of Religion II**

<b>Component</b>	<b>Weighting</b>
Religion and Belief Systems in Australia post-1945	15
Religious Tradition Depth Studies	50
Religion and Peace	20
Religion and Non-Religion	15
Total	100

## 11.6 HSC External Examination Specifications

### Studies of Religion I

*Time allowed – One and a half hours  
(plus 5 minutes reading time)*

**Section I: Religion and Belief Systems in Australia post-1945** 15 marks

This section is comprised of ten multiple-choice questions and one short-answer question.

Questions may be based on stimulus material.

All questions are compulsory.

**Section II: Religious Tradition Depth Study** 15 marks

There will be five questions, each from a different religious tradition.

Each question is worth 15 marks.

Each question will be in three non-dependent parts with no part worth more than 6 marks.

Students will complete ONE question from Section II.

**Section III: Religious Tradition Depth Study** 20 marks

There will be five questions, each consisting of one extended response question.

Each question is worth 20 marks.

Students will complete ONE question from Section III.

The question attempted must be from a DIFFERENT religious tradition from that attempted in Section II.

## Studies of Religion II

*Time allowed – Three hours  
(Plus 5 minutes reading time)*

### **Section I:** 30 marks

#### **Religion and Belief Systems in Australia post-1945** (15 marks)

This section is comprised of ten multiple-choice questions and one short-answer question.

Questions may be based on stimulus material.

All questions are compulsory.

#### **Religion and Non-Religion** (15 marks)

This section is comprised of ten multiple-choice questions and one short-answer question.

Questions may be based on stimulus material.

All questions are compulsory.

### **Section II: Religious Tradition Depth Study** 30 marks

There will be five questions, each from a different religious tradition.

Each question is worth 15 marks.

Each question will be in three non-dependent parts with no part worth more than 6 marks.

Students will complete TWO questions from Section II.

### **Section III: Religious Tradition Depth Study** 20 marks

There will be five questions, each consisting of one extended response question.

Each question is worth 20 marks.

Students will complete ONE question from Section III.

The question attempted must be from a DIFFERENT religious tradition from those attempted in Section II.

### **Section IV: Religion and Peace** 20 marks

There will be ONE question requiring an extended response.

## 11.7 Summary of Internal and External Assessment

### Studies of Religion I

External Examination	Weighting	Internal Assessment	Weighting
Section I: Religion and Belief Systems in Australia post-1945 Multiple-choice and short-answer questions	15	Religion and Belief Systems in Australia post-1945	15
Section II: Religious Tradition Depth Study Questions in non-dependent parts	15	Religious Tradition Depth Studies	35
Section III: Religious Tradition Depth Study Extended response question	20	Tasks for Internal Assessment should include: Oral Research Exams/Tests Stimulus-based	
	50		50

### Studies of Religion II

External Examination	Weighting	Internal Assessment	Weighting
Section I: Religion and Belief Systems in Australia post-1945 Religion and Non-Religion Multiple-choice and short-answer questions	30	Religion and Belief Systems in Australia post-1945 Religion and Non-Religion	15 15
Section II: Religious Tradition Depth Studies Questions in non-dependent parts	30	Religious Tradition Depth Studies	50
Section III: Religious Tradition Depth Study Extended response question	20		
Section IV: Religion and Peace Extended response question	20	Religion and Peace  Tasks for Internal Assessment should include: Oral Research Exams/Tests Stimulus-based	20
	100		100

## **11.8 Reporting Student Performance against Standards**

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1), includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

## 12 Post-school Opportunities

The study of Stage 6 Studies of Religion provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Stage 6 Studies of Religion assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### 12.1 Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the Australian Qualifications Framework. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

#### Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Studies of Religion in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Stage 6 Studies of Religion. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

#### Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Stage 6 Studies of Religion so that the degree of recognition available can be determined.