



HIGHER SCHOOL CERTIFICATE EXAMINATION

1995

STUDIES OF RELIGION

1 UNIT
(50 Marks)

*Time allowed—One hour and a half
(Plus 5 minutes' reading time)*

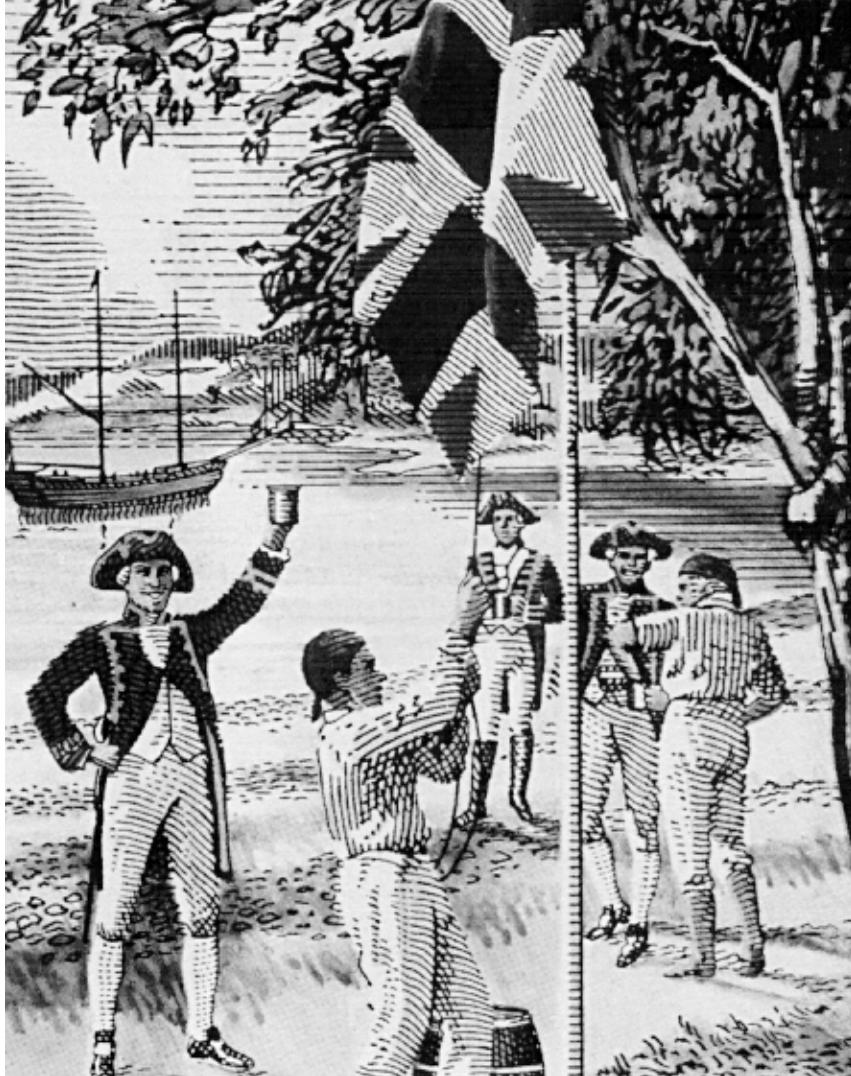
DIRECTIONS TO CANDIDATES

- Attempt THREE questions.
- Answer each question in a *separate* Writing Booklet.
- **Section I** This Section is COMPULSORY.
- **Section II** Attempt ONE question.
- **Section III** Attempt ONE question.

SECTION I—FOUNDATION STUDIES

The question in this Section is COMPULSORY.

QUESTION 1



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At the first raising-of-the-flag ceremony at Sydney Cove in 1788, the official instructions to Governor Phillip included the following statement:

‘Enforce an appropriate observance of religion and good order among the inhabitants of the new settlement.’

QUESTION 1. (Continued)	Marks
(a) Most of the soldiers and convicts on the First Fleet belonged to different Christian denominations. Name TWO of the denominations.	2
(b) In the instructions to Governor Phillip, what was meant by:	2
(i) 'appropriate observance of religion'?	
(ii) 'good order among the inhabitants'?	
(c) Discuss the relationship between the 'observance of religion' and 'good order' in the development of Australian society between 1788 and 1900.	6

SECTION II—FOUNDATION STUDIES**Marks**

Attempt ONE question.

Both questions are of equal value.

QUESTION 2

‘People who share a religious view of the world recognize that they have much in common.’

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| (a) Religions are working together towards achieving religious harmony in Australia. Give TWO examples of how this is being achieved. Examples may be chosen from among any of the major religious traditions, or from within Christianity. | 4 |
| (b) Discuss how these examples of working together reflect common aspects of religious views of the world. | 6 |

QUESTION 3

The following issues have been important in the development of Australian society. Choose TWO issues and discuss religious responses to each. **10**

- The conscription debate of World War I
- Divorce / family law
- Government aid for religious schools
- Growth of the labour movement
- HIV / AIDS
- Nuclear weapons
- Poverty and unemployment
- Refugees
- Sabbath observance
- The Vietnam War moratorium

SECTION III—CROSS-RELIGION STUDIES**Marks**

Attempt ONE question.

All questions are of equal value.

NOTE. In Section III the term ‘religious tradition’ refers only to Buddhism, Christianity, Hinduism, Islam, or Judaism.

QUESTION 4. Rites of Passage

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|-----|---|-----------|
| (a) | A citizenship ceremony is pictured above. Why is this a rite of passage? In what ways is this rite of passage different from any other daily human activity such as dressing or eating a meal? | 6 |
| (b) | Why are some rites of passage described as religious? Choose ONE religious rite of passage that you have studied. Describe the teachings and practices that give meaning to this rite of passage in ONE religious tradition. | 9 |
| (c) | In a religious rite of passage, the words spoken and the symbolic actions performed help to identify the status of the individual before, during, and after the completion of the rite. Use examples of ONE rite of passage common to TWO religious traditions to explain this statement. | 15 |

QUESTION 5. Religion and Ethics**Marks**

- (a) State what is meant by the following terms: **6**
- (i) 'ethics'
 - (ii) 'moral behaviour'.
- (b) From the list below, choose ONE ethical issue that you have studied. Briefly describe the issue you have chosen. Describe the similarities and differences of the approach to the issue taken by TWO religious traditions. **9**
- Violence, war, and peace
 - Attitude to the environment
 - Sexual behaviour
 - Marriage and divorce
 - Bioethical questions
 - Work ethics
 - Business and professional ethics
- (c) Choose from the above list a *different* issue from the one you chose in part (b). Compare your own view about this issue with those of the TWO religious traditions you have studied. Give reasons for your ideas. **15**

QUESTION 6. Sacred Writings and Stories

- (a) Choose ONE sacred writing from each of TWO religious traditions. Name the sacred writing and the language or languages in which it was originally written. Describe what is known of its origins. **6**
- (b) Why is knowledge of sacred writings and stories essential for an understanding of these TWO religious traditions? **9**
- (c) How does the acceptance of these sacred writings affect the behaviour of believers in the TWO religious traditions? Give examples to support your answer. **15**

QUESTION 7. Ways of Holiness**Marks**

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| (a) | Describe the different understandings of holiness in TWO religious traditions. | 6 |
| (b) | To what extent is modern-day living changing the ways in which people seek holiness? Use examples from TWO religious traditions in your answer. | 9 |
| (c) | There are many cultural and religious influences on the way holiness is expressed in religious traditions. Discuss THREE of these influences on ways of holiness in ONE religious tradition you have studied. | 15 |

QUESTION 8. Teachers and Interpreters

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| (a) | Describe the major changes that have taken place in ONE religious tradition that you have studied. | 6 |
| (b) | Discuss the influence of an individual or a school of thought on the development of this religious tradition in a time of growth, division, or crisis. | 9 |
| (c) | Explain the existence and cause of diversity within TWO religious traditions. Refer to <i>EITHER</i> the early foundation <i>OR</i> the contemporary period of the religious traditions in your answer. | 15 |

QUESTION 9. Women and Religion

Women have been described as being the carers and the nurturers in bringing up children, and the upholders of religion within the family. Despite this, in every religious tradition, women face discrimination.

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| (a) | Do you agree with this statement? Give examples from TWO religious traditions to support your answer. | 6 |
| (b) | Compare the role and status of women in the TWO religious traditions you have studied. | 9 |
| (c) | Choose ONE religious tradition that you have studied. Explain, with examples, how women from within this tradition have challenged or maintained the tradition by their interpretation of its teachings and practices. | 15 |

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