



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

**2001**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# Studies of Religion II

## General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of pages 9, 11 and 13

**Total marks – 100**

**Section I** Pages 2–15

**40 marks**

This section has four parts, Part A, Part B, Part C and Part D

Allow about 1 hour and 15 minutes for this section

Part A – 10 marks

- Attempt Questions 1–10

Part B – 10 marks

- Attempt Question 11

Part C – 10 marks

- Attempt Question 12

Part D – 10 marks

- Attempt Part D

**Section II** Pages 17–21

**60 marks**

- Attempt THREE questions from Questions 13–18
- Allow about 1 hour and 45 minutes for this section

## Section I

40 marks

Allow about 1 hour and 15 minutes for this section

### Part A — Foundation Studies 1 and 2

10 marks

Attempt Questions 1–10

Use the multiple-choice answer sheet.

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

**Sample:**  $2 + 4 =$  (A) 2 (B) 6 (C) 8 (D) 9  
A  B  C  D

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A  B  C  D

If you change your mind and have crossed out what you consider to be the correct answer, then indicate the correct answer by writing the word **correct** and drawing an arrow as follows.

A  B  C  D   
correct  
↙

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- 1** Which of the following was the basis for the British Crown's claim on Australia?
- (A) Terra Australis
  - (B) Terra Incognita
  - (C) Terra Nullius
  - (D) Terra Sancta
- 2** The Royal Flying Doctor Service grew out of the pioneering work of which of the following?
- (A) The Reverend John Flynn
  - (B) The Reverend Richard Johnston
  - (C) The Reverend Richard Dixon
  - (D) The Reverend John Dunmore Lang
- 3** Which Australian ecumenical initiative was realised in 1977?
- (A) The Australian College of Theology
  - (B) The National Council of Churches in Australia
  - (C) The National Home Mission Society
  - (D) The Uniting Church in Australia
- 4** In the 1996 Australian Census, approximately 67% of Aboriginal people said they were Christians.
- What has brought this about?
- (A) The 'stolen generations'
  - (B) Aboriginal people losing their traditional beliefs
  - (C) The urbanisation of Aboriginal people
  - (D) Christian missionary activity among Aboriginal people
- 5** In the 1950s, B.A. Santamaria led the Catholic Social Movement. What was the Movement attempting to achieve?
- (A) To secure trade union support for the Australian Labor Party
  - (B) To oppose communist influence on trade unions
  - (C) To establish a trade union base for the Democratic Labor Party
  - (D) To bring trade unions under the control of the Catholic Church

- 6 The State Councils of Christians and Jews were established in Victoria (1985), and NSW (1989).

What is this an example of?

- (A) Denominational switching
  - (B) Inter-faith dialogue
  - (C) Multiculturalism
  - (D) Religious conversion
- 7 The table shows the percentage of people who described themselves as Anglican in the Australian Census at various times from 1954 to 1996.

<i>Year</i>	<i>Percentage</i>
1954	37.9
1966	33.5
1981	26.1
1996	22.0

What is the most accurate explanation for the decreasing percentage of Anglicans within the Australian population?

- (A) The loosening of Australia's ties with Great Britain
  - (B) The movement between Christian denominations
  - (C) The changing pattern of immigration after World War II
  - (D) The aging of the Anglican population in Australia
- 8 Until well into the twentieth century, many Christians did not see Aboriginal Spirituality as a religion.

Which is the most accurate explanation?

- (A) Aboriginal people had no religious buildings, vestments or books.
- (B) Aboriginal people conducted their ceremonies in secret.
- (C) Christians had a narrow understanding of their own religion.
- (D) Most Christians did not understand Aboriginal languages.

**9** Which of the following is an example of Charismatic Christianity?

- (A) The Society of Friends
- (B) The Church of Jesus Christ of Latter Day Saints
- (C) The Assemblies of God
- (D) The Church of Scientology

**10** Which of the following is the foundation for Aboriginal Spirituality?

- (A) The Dreaming
- (B) The Mythology
- (C) The Spirits
- (D) The Tribe

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Studies of Religion

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Centre Number

Section I (continued)

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Student Number

Part B — Foundation Study 1

10 marks

Attempt Question 11

Answer the question in the spaces provided.

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Marks

Question 11 (10 marks)

(a) Outline TWO reasons why the land is central to Aboriginal Spirituality.

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Question 11 continues on page 10

Question 11 (continued)

- (b) Analyse the impact of Aboriginal Spirituality on contemporary Christian worship. **8**

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**End of Question 11**

Studies of Religion

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Centre Number

Section I (continued)

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Student Number

Part C — Foundation Study 2

10 marks

Attempt Question 12

Answer the question in the spaces provided.

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Marks

Question 12 (10 marks)

- (a) Identify TWO reasons for ecumenical developments within Christianity in Australia. 2

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Question 12 continues on page 12

Question 12 (continued)

- (b) Explain TWO effects on diversity in religious adherence in Australia since the removal of the White Australia Policy in 1973. 4

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- (c) Account for the popularity of New Age religions in Australia. 4

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**End of Question 12**

Studies of Religion II

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Centre Number

Section I (continued)

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Student Number

Part D — Foundation Study 3

10 marks

Attempt Part D

Answer the questions in the spaces provided.

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Marks

- (a) Explain how the beliefs of ONE secular/non-religious perspective are used to justify people’s actions in response to ONE important environmental concern.

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Part D continues on page 14

Part D (continued)

Refer to the source material to answer part (b).



Screenshot from Dharma the Cat web page reproduced with kind permission of David Lourie (<http://www.DharmaTheCat.com>, winner of the 10 Best on the Web Award).

**Part D continues on page 15**

Part D (continued)

- (b) By referring to specific examples from the website, Dharma the Cat, and other media, explain how media are used to express religious views. **5**

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**End of Part D**

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## Studies of Religion II

### Section II — Cross Religion Studies

60 marks

Attempt **THREE** questions from Questions 13–18

Allow about **1 hour and 45 minutes** for this section

Answer each question in a SEPARATE Studies of Religion Section II Writing Booklet. Extra Studies of Religion Section II Writing Booklets are available.

*Note:* In Section II the term ‘religious tradition’ refers only to Buddhism, Christianity, Hinduism, Islam or Judaism. Students should demonstrate an awareness of the whole tradition and not simply focus on one variant of a tradition.

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

- use relevant examples to illustrate your answer
  - incorporate aspects of religion, referring to the variants of religious traditions
  - use appropriate language and terminology
  - present ideas clearly in a well-structured answer
- 

**Marks**

#### Question 13 — Religious Rites (20 marks)

- (a) Outline the role of ONE rite of public worship OR rite of personal devotion in ONE religious tradition. **5**
- (b) Explain how the rite of public worship or the rite of personal devotion, chosen in part (a), makes a difference in the everyday lives of believers. **5**
- (c) Evaluate the importance of ONE of the following in a religious rite common to TWO religious traditions: **10**
- The nature, role and function of officiating celebrants
  - Significance of sacred writings
  - Use of symbolism
  - Social structure
  - Human experiences

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

- use relevant examples to illustrate your answer
  - incorporate aspects of religion, referring to the variants of religious traditions
  - use appropriate language and terminology
  - present ideas clearly in a well-structured answer
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	<b>Marks</b>
<b>Question 14 — Religion and Ethics (20 marks)</b>	
(a) Outline the role of ONE of the sources of ethical systems in ONE religious tradition.	<b>5</b>
(b) Explain how a believer in the religious tradition selected in part (a) is guided by the ethical system in relation to ONE of the following: <ul style="list-style-type: none"><li>• Violence, war and peace</li><li>• Bioethics</li><li>• The environment</li><li>• Work ethics and business/professional ethics</li><li>• Sexual ethics</li><li>• Marriage and divorce</li></ul>	<b>5</b>
(c) Evaluate the contribution of ONE of the following in developing the ethical systems of TWO religious traditions: <ul style="list-style-type: none"><li>• Sacred stories and texts</li><li>• Beliefs</li><li>• Individual and communal experiences</li><li>• Authority within religious structures</li><li>• Conscience and decision-making</li></ul>	<b>10</b>

**Question 15 — Sacred Writings and Stories (20 marks)**

- (a) Outline the role of ONE sacred writing OR story which is central to ONE religious tradition. **5**
- (b) Explain the uses of sacred writings and stories by believers in their everyday lives in ONE of the following areas in the religious tradition selected in part (a): **5**
- Ritual use
  - Ethical justification and source
  - Direction for the spiritual life
  - Gender roles and functions
- (c) Evaluate how ONE of the following is interpreted by the sacred writings OR stories of TWO religious traditions: **10**
- Death
  - Evil
  - Fidelity
  - Love
  - Suffering

**Question 16 — Ways of Holiness (20 marks)**

- (a) Outline the role of ONE special way of holiness in ONE religious tradition. **5**
- (b) Explain how ordinary ways of holiness are used by believers in their everyday lives in the religious tradition selected in part (a). **5**
- (c) Evaluate ONE of the following for an ordinary OR a special way of holiness in TWO religious traditions: **10**
- Models and guides
  - Special ways of apartness
  - Ultimate goal of holiness
  - Justification from sacred writings
  - Role of authoritative sources other than sacred writings

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

- use relevant examples to illustrate your answer
  - incorporate aspects of religion, referring to the variants of religious traditions
  - use appropriate language and terminology
  - present ideas clearly in a well-structured answer
- 

	<b>Marks</b>
<b>Question 17 — Teachers and Interpreters (20 marks)</b>	
(a) Outline the role of ONE school of thought or pivotal person from ONE religious tradition from the period of early foundation OR a period of growth, division or crisis.	<b>5</b>
(b) Explain how ONE contemporary school of thought OR pivotal person makes a difference to the everyday life of believers in the religious tradition selected in part (a).	<b>5</b>
(c) Evaluate, in TWO religious traditions, the effect on believers of a school of thought OR pivotal person in ONE of the following areas: <ul style="list-style-type: none"><li>• Challenge to the tradition</li><li>• Extent and significance of change</li><li>• Reaction and response by the religious tradition</li><li>• Change in society requiring adaptation of teachings</li><li>• Continuing impact today</li></ul>	<b>10</b>

**Question 18 — Religion and Women (20 marks)**

- (a) Outline the role of ONE significant woman from either the founding period OR the intervening period of ONE religious tradition. **5**
- (b) Explain how ONE contemporary woman has affected the everyday lives of believers in her religious tradition in relation to ONE of the following: **5**
- Social welfare
  - Education
  - Ethical decision-making
  - Ecumenism
  - Inter-faith dialogue
- (c) Evaluate the ideas of ONE significant woman from EACH of TWO religious traditions from the same period about ONE of the following: **10**
- Models of divinity
  - Gender roles
  - Expressions of spirituality
  - Language
  - Status within the tradition

**End of paper**

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