



## **2011 HSC Studies of Religion Marking Guidelines**

### **Studies of Religion I and Studies of Religion II**

#### **Section I**

#### **Religion and Belief Systems in Australia post-1945**

##### **Multiple-choice Answer Key**

<b>Question</b>	<b>Answer</b>
1	D
2	B
3	C
4	C
5	A
6	C
7	D
8	D
9	A
10	B

## Studies of Religion I and Studies of Religion II

### Section I

#### Religion and Belief Systems in Australia post-1945

##### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed and accurate understanding of the role of the ecumenical movement and/or interfaith dialogue as a religious response to growing secularism</li> <li>Makes relevant reference to examples</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides some accurate details of the role of the ecumenical movement and/or interfaith dialogue as a religious response to growing secularism</li> <li>Makes some reference to examples</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes simple statements about the ecumenical movement and/or interfaith dialogue</li> <li>May make some reference to examples</li> </ul>	1–2

## Studies of Religion II

### Section I

#### Religion and Non-Religion

##### Multiple-choice Answer Key

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

## Studies of Religion II

### Section I Religion and Non-Religion

#### Question 22

Criteria	Marks
<ul style="list-style-type: none"> <li>Enquires into and draws conclusions about the key features of the global distribution of two religious traditions</li> <li>Makes clear reference to the statement to support the answer</li> </ul>	5
<ul style="list-style-type: none"> <li>Enquires into and/or draws conclusions about some features of the current global distribution of two religious traditions</li> <li>Refers to the statement in general terms</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general comments with or without reference to the statement</li> </ul>	1–2

## Studies of Religion I and Studies of Religion II

### Section II — Religious Tradition Depth Study

#### Question 1 — Buddhism

##### Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately provides key feature(s) of the contribution of the chosen significant person or school of thought to the development and expression of Buddhism</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some feature(s) of the contribution of the chosen significant person or school of thought to the development and expression of Buddhism</li> </ul>	2
<ul style="list-style-type: none"> <li>Writes in general terms about the chosen significant person or school of thought in Buddhism</li> </ul>	1

##### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies and relates the key feature(s) of the impact of the chosen significant person or school of thought on the development and expression of Buddhism</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides some accurate information about the impact of the significant person or school of thought on the development and expression of Buddhism</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes general statements about the impact of the significant person or school of thought on the development and expression of Buddhism</li> </ul>	1

### Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a clear and accurate judgement based on criteria on how the statement reflects the impact of the chosen significant person or school of thought on the development and expression of Buddhism</li> <li>Uses clear and relevant evidence to support the judgement given</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Attempts some judgement based on criteria on how the statement reflects the impact of the chosen significant person or school of thought on the development and expression of Buddhism</li> <li>An accurate but largely descriptive response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Makes general statements about the chosen person or school of thought's impact on the development and expression of Buddhism</li> </ul>	1–3

### Question 2 — Christianity

#### Question 2 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately provides key feature(s) of the contribution of the chosen significant person or school of thought to the development and expression of Christianity</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some feature(s) of the contribution of the chosen significant person or school of thought to the development and expression of Christianity.</li> </ul>	2
<ul style="list-style-type: none"> <li>Writes in general terms about the chosen significant person or school of thought in Christianity</li> </ul>	1

#### Question 2 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Expresses concisely the key feature(s) of the impact of the chosen significant person or school of thought on the development and expression of Christianity</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides some accurate information about the impact of the significant person or school of thought on the development and expression of Christianity</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes general statements about the impact of the significant person or school of thought on the development and expression of Christianity</li> </ul>	1

### Question 2 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a clear and accurate judgement based on criteria on how the statement applies to the impact of the chosen significant person or school of thought on the development and expression of Christianity</li> <li>Uses clear and relevant evidence to support the judgement given</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Attempts some judgement based on criteria on how the statement applies to the impact of the chosen significant person or school of thought on the development and expression of Christianity</li> <li>An accurate but largely descriptive response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Makes general statements about the chosen person or school of thought's impact on the development and expression of Christianity</li> </ul>	1–3

### Question 3 — Hinduism

#### Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately provides key feature(s) of the chosen significant Hindu practice</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some feature(s) of the chosen significant Hindu practice</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes a general statement about a Hindu practice</li> </ul>	1

#### Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly makes evident the key relationships between the chosen practice and the beliefs of Hinduism</li> </ul>	4
<ul style="list-style-type: none"> <li>Attempts to make evident some relationships between the chosen practice and the beliefs of Hinduism</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes general statements about the relationships between the chosen practice and the beliefs of Hinduism</li> </ul>	1

#### Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a clear and accurate judgement based on criteria on how the statement applies to the significance of the chosen practice for the Hindu community</li> <li>Uses clear and relevant evidence to support the judgement given</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Attempts some judgement based on criteria on how the statement applies to the significance of the chosen practice for the Hindu community</li> <li>An accurate but largely descriptive response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Makes general statements about the chosen practice's significance for the Hindu community</li> </ul>	1–3

## Question 4 — Islam

### Question 4 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Expresses concisely key relevant feature(s) of the contribution of the chosen significant person or school of thought to the development and expression of Islam</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some relevant feature(s) of the contribution of the chosen significant person or school of thought to the development and expression of Islam</li> </ul>	2
<ul style="list-style-type: none"> <li>Writes in general terms about the chosen significant person or school of thought in Islam</li> </ul>	1

### Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Expresses concisely the key feature(s) of the impact of the chosen significant person or school of thought on the development and expression of Islam</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides some accurate information about the impact of the significant person or school of thought on the development and expression of Islam</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes general statements about the impact of the significant person or school of thought on the development and expression of Islam</li> </ul>	1

### Question 4 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a clear and accurate judgement based on criteria on how the statement reflects the impact of the chosen significant person or school of thought on the development and expression of Islam</li> <li>Uses clear and relevant evidence to support the judgement given</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Attempts some judgement based on criteria on how the statement reflects the impact of the chosen significant person or school of thought on the development and expression of Islam</li> <li>An accurate but largely descriptive response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Makes general statements about the chosen person or school of thought's impact on the development and expression of Islam</li> </ul>	1–3

## Question 5 — Judaism

### Question 5 (a)

Criteria	Marks
• Accurately provides key feature(s) of the chosen significant Jewish practice	3
• Provides some feature(s) of the chosen significant Jewish practice	2
• Makes a general statement about a Jewish practice	1

### Question 5 (b)

Criteria	Marks
• Makes evident the key relationship(s) between the chosen practice and the beliefs of Judaism	4
• Attempts to make evident some relationship(s) between the chosen practice and the beliefs of Judaism	2–3
• Makes general statements about the relationships between the chosen practice and the beliefs of Judaism	1

### Question 5 (c)

Criteria	Marks
• Makes a clear and accurate judgement based on criteria on how the statement applies to the significance of the chosen practice for the Jewish community • Uses clear and relevant evidence to support the judgement given,	7–8
• Attempts some judgement based on criteria on how the statement applies to the significance of the chosen practice for the Jewish community • An accurate but largely descriptive response.	4–6
• Makes general statements about the chosen practice's significance for the Jewish community	1–3

## Studies of Religion I and Studies of Religion II

### Section III — Religious Tradition Depth Study

#### Question 1 — Buddhism

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained reasoned judgement on how the statement reflects the underlying unity of the whole Buddhist tradition</li> <li>• Supports the interpretation with detailed, relevant and accurate information concerning the unity of the whole Buddhist tradition</li> <li>• Uses relevant and accurate terminology in a cohesive response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Attempts to present a reasoned judgement on how the statement reflects the underlying unity of the whole Buddhist tradition</li> <li>• Supports the interpretation with accurate information concerning the unity of the whole Buddhist tradition</li> <li>• Uses relevant terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• May make some judgement on how the statement reflects the underlying unity of the whole Buddhist tradition</li> <li>• Supports the interpretation with relevant information concerning the unity of the whole Buddhist tradition</li> <li>• Attempts to use relevant terminology in a largely descriptive, structured response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Presents a general response with some information about the underlying unity of the whole Buddhist tradition</li> <li>• May use relevant terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Buddhism</li> <li>• Provides limited relevant details</li> </ul>	1–4

## Question 2 — Christianity

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained reasoned judgement on how the statement reflects the diversity of expression within the Christian tradition</li> <li>• Supports the interpretation with detailed, relevant and accurate information concerning the diversity of expression within the Christian tradition</li> <li>• Uses relevant and accurate terminology in a cohesive response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Attempts to present a reasoned judgement on how the statement reflects the diversity of expression within the Christian tradition</li> <li>• Supports the interpretation with accurate information concerning the diversity of expression within the Christian tradition</li> <li>• Uses relevant terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• May make some judgement on how the statement reflects the diversity of expression within the Christian tradition</li> <li>• Supports the interpretation with relevant information concerning the diversity of expression within the Christian tradition</li> <li>• Attempts to use relevant terminology in a largely descriptive, structured response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Presents a general response with some information about the diversity of expression within the Christian tradition</li> <li>• May use relevant terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Christianity</li> <li>• Provides limited relevant details</li> </ul>	1–4

### Question 3 — Hinduism

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately identifies relevant issues and provides points for AND/OR against the statement as reflecting the diversity of expression within Hinduism as a living religious tradition</li> <li>Supports the interpretation with detailed, relevant and accurate information concerning the diversity of expression within Hinduism as a living religious tradition</li> <li>Uses relevant and accurate terminology in a cohesive response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Attempts to identify relevant issues and to provide points for AND/OR against the statement as reflecting the diversity of expression within Hinduism as a living religious tradition</li> <li>Supports the interpretation with accurate information concerning the diversity of expression within Hinduism as a living religious tradition</li> <li>Uses relevant terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>May identify some issues and/or provide points for AND/OR against the statement as reflecting the diversity of expression within Hinduism as a living religious tradition</li> <li>Supports the interpretation with relevant information concerning the diversity of expression within Hinduism as a living religious tradition</li> <li>Attempts to use relevant terminology in a largely descriptive, structured response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Presents a general response with some information about the diversity of expression within Hinduism as a living religious tradition</li> <li>May use relevant terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Makes general statements about Hinduism</li> <li>Provides limited relevant details</li> </ul>	1–4

# Question 4 — Islam

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately identifies relevant issues and provides points for AND/OR against the statement as reflecting Islam as a living religious tradition</li> <li>Supports the interpretation with detailed, relevant and accurate information concerning Islam as a living religious tradition</li> <li>Uses relevant and accurate terminology in a cohesive response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Attempts to identify relevant issues and to provide points for AND/OR against the statement as reflecting Islam as a living religious tradition</li> <li>Supports the interpretation with accurate information concerning Islam as a living religious tradition</li> <li>Uses relevant terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>May identify some issues and/or provide points for AND/OR against the statement as reflecting Islam as a living religious tradition</li> <li>Supports the interpretation with relevant information concerning Islam as a living religious tradition</li> <li>Attempts to use relevant terminology in a largely descriptive, structured response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Presents a general response with some information about Islam as a living religious tradition</li> <li>May use relevant terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Makes general statements about Islam</li> <li>Provides limited relevant details</li> </ul>	1–4

## Question 5 — Judaism

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained reasoned judgement on how the statement reflects the distinctive response of Judaism to the enduring questions of human existence</li> <li>• Supports the interpretation with detailed, relevant and accurate information concerning the distinctive response of Judaism to the enduring questions of human existence</li> <li>• Uses relevant and accurate terminology in a cohesive response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Attempts to present a reasoned judgement on how the statement reflects the distinctive response of Judaism to the enduring questions of human existence</li> <li>• Supports the interpretation with accurate information concerning the distinctive response of Judaism to the enduring questions of human existence</li> <li>• Uses relevant terminology in a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• May make some judgement on how the statement reflects the distinctive response of Judaism to the enduring questions of human existence</li> <li>• Supports the interpretation with relevant information concerning the distinctive response of Judaism to the enduring questions of human existence</li> <li>• Attempts to use relevant terminology in a largely descriptive, structured response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Presents a general response with some information about the distinctive response of Judaism to the enduring questions of human existence</li> <li>• May use relevant terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Judaism</li> <li>• Provides limited relevant details</li> </ul>	1–4

## Studies of Religion II

### Section IV — Religion and Peace

#### Question 1

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies accurately components and the relationship between them for two religious traditions' distinctive responses to the issue of peace</li> <li>For TWO religious traditions, accurately links sacred texts with principal teachings on peace</li> <li>Integrates accurate terminology within a cohesive response</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Attempts to identify components and the relationship between them for two religious traditions' distinctive responses to the issue of peace</li> <li>For TWO religious traditions, attempts to link sacred texts with principal teachings on peace</li> <li>Integrates terminology within a well-structured response</li> </ul>	13–16
<ul style="list-style-type: none"> <li>Provides accurate information about sacred texts and/or principal teachings for two religious traditions</li> <li>May attempt to identify components, and the relationship between them, of two religious traditions, distinctive responses to the issue of peace or to link sacred texts to principal teachings for one or two religious</li> <li>Uses some relevant terminology within a structured response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>For one or two religious traditions, provides general information about principal teachings and/or sacred texts</li> <li>May use relevant terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Writes in general terms about one or two religious traditions and/or peace</li> </ul>	1–4

# Studies of Religion

## 2011 HSC Examination Mapping Grid

### Studies of Religion I

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

### Studies of Religion II

#### Section I

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

Question	Marks	Content	Syllabus outcomes
1	1	Ecumenical movement	H1, H3
2	1	Aboriginal spirituality – kinship; obligations	H1, H2
3	1	Land rights movement and aboriginal spirituality	H1, H2
4	1	Aboriginal spirituality – ceremonial	H1, H2
5	1	Changing patterns of adherence	H2, H3
6	1	Account for religious landscape immigration, secularism	H2, H6
7	1	Rise of new age religions	H1, H2
8	1	Aboriginal spirituality	H1, H3
9	1	Land rights movement	H2, H3
10	1	Patterns of religious adherence Account for religious landscape	H2, H6
11	5	Impact of Christian ecumenical movements Evaluate importance interfaith dialogue	H2, H3, H5

### Studies of Religion II

#### Section I

#### Part B — Religion and Non-Religion

Question	Marks	Content	Syllabus outcomes
12	1	Expressions of religious dimension in human history	H1, H2
13	1	Response of religious/non-religious beliefs to social responsibility	H1, H2
14	1	Determinants of behaviour Agnosticism, atheism, scientific humanism	H1, H2, H6
15	1	Positions of rational and scientific humanism	H1, H2, H6
16	1	Agnosticism, atheism, humanism	H1, H2, H6
17	1	Positions of agnosticism, atheism, humanism	H1, H2, H6
18	1	Positions of agnosticism, atheism, humanism and response religious/non-religious	H1, H2, H6
19	1	Essential features of atheism and agnosticism	H1, H2, H6
20	1	Reasons for rise of new religious expressions and reasons for growth of new religious expressions	H1, H2, H6
21	1	Reasons for growth of new religious expressions and positions of rational and scientific humanism	H1, H2, H6
22	5	Statistical data of current global distribution of 5 major religious traditions	H2, H6, H7

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

Question	Marks	Content	Syllabus outcomes
1 (a)	3	Contribution to Buddhism of one significant person or school of thought	H1, H4, H8
1 (b)	4	Analysis of impact a person or school of thought to Buddhism	H1, H4, H8
1 (c)	8	Evaluation of impact of person or school of thought	H1, H4, H8, H9
2 (a)	3	Contribution to Christianity of one significant person or school of thought	H1, H4, H8
2 (b)	4	Analysis of impact of person or school of thought to Christianity	H1, H4, H8
2 (c)	8	Evaluation of impact of person or school of thought	H1, H4, H8, H9
3 (a)	3	Describes one significant practice within Hinduism	H1, H4, H8
3 (b)	4	Demonstrates how practice expresses belief of Hinduism	H1, H4, H8
3 (c)	8	Analyses significance of practice for the Hindu community	H1, H4, H8, H9
4 (a)	3	Contribution to Islam of one significant person or school of thought	H1, H4, H8
4 (b)	4	Analysis of impact of person or school of thought on Islam	H1, H4, H8
4 (c)	8	Evaluation of impact of person or school of thought on Islam	H1, H4, H8, H9
5 (a)	3	Describe one significant practice within Judaism	H1, H4, H8
5 (b)	4	Demonstrates how practice expresses beliefs of Judaism	H1, H4, H8
5 (c)	8	Analysis significance of practice for the Jewish community	H1, H4, H8, H9

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

Question	Marks	Content	Syllabus outcomes
1	20	Preamble and focus statement: application of knowledge to understanding of Buddhism as a religious tradition	H1, H2, H4, H6, H8, H9
2	20	Preamble and focus statement: application of knowledge to understanding of Christianity as a religious tradition	H1, H2, H4, H6, H8, H9
3	20	Preamble and focus statement: application of knowledge to understanding of Hinduism as a religious tradition	H1, H2, H4, H6, H8, H9
4	20	Preamble and focus statement: application of knowledge to understanding of Islam as a religious tradition	H1, H2, H4, H6, H8, H9
5	20	Preamble and focus statement: application of knowledge to understanding of Judaism as a religious tradition	H1, H2, H4, H6, H8, H9

**Studies of Religion II**  
**Section IV — Religion and Peace**

Question	Marks	Content	Syllabus outcomes
1	20	Focus statement using specifically sacred texts and principal teachings	H1, H2, H5, H8, H9