



HIGHER SCHOOL CERTIFICATE EXAMINATION

1998

# 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** The question in this Section is COMPULSORY.
- **Section II** Attempt ONE question.
- **Section III** Attempt ONE question.

**SECTION I—FOUNDATION STUDIES****Marks**

(10 Marks)

The question in this section is **COMPULSORY**.**QUESTION 1**

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|-----|--|----------|
| (a) | List TWO religious traditions present in Australia before or at the time of European settlement (1788).  | <b>2</b> |
| (b) | Name and briefly describe THREE ways in which Christianity influenced the development of Australian society before Federation (1901).                | <b>3</b> |
| (c) | Choose ONE of the ways you have named in part (b). Describe in detail the influence of Christianity on this aspect of Australian society since 1901. | <b>5</b> |

**SECTION II—FOUNDATION STUDIES****Marks**

(10 Marks)

Attempt ONE question.

All questions are of equal value.

**QUESTION 2**

Quietly, with comparatively little drama, a large number of very different religious groups came and settled in Australia, becoming part of the landscape, part of Australian life and society.

**10**

GARY D. BOUMA, *Many Religions, All Australian* (Melbourne, 1996), ix

Discuss, with reference to the above quotation, the contribution of TWO of the following traditions to the enrichment of Australia's religious landscape since 1945:

- Judaism
- Islam
- Hinduism
- Christianity
- Buddhism.

**QUESTION 3**

In the Australian experience, religion has been a force for both division and unity.

- (a) Name and describe TWO issues that have been sources of religious division. **4**
- (b) Outline the commonalities among religions in Australia today. Discuss how these contribute to religious harmony. **6**

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

(30 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. Candidates should demonstrate an awareness of the whole tradition and not simply focus on one variant of a tradition.

**QUESTION 4. Rites of Passage**

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|-----|---|-----------|
| (a) | Describe how religious rites of passage transform the status of believers.  | <b>6</b>  |
| (b) | Choose ONE rite of passage common to TWO religious traditions you have studied. Outline the religious beliefs of the community and participants that are expressed through this rite.                     | <b>9</b>  |
| (c) | Choose a rite of passage different from that chosen in part (b). Analyse ways in which this religious rite reflects common aspects of human experience. Refer to TWO religious traditions in your answer. | <b>15</b> |

**QUESTION 5. Religion and Ethics**

- |     |   |           |
|-----|---|-----------|
| (a) | Choose TWO religious traditions you have studied. Name and briefly describe THREE sources for ethical reasoning used in these traditions.   | <b>6</b>  |
| (b) | Using the sources for ethical reasoning named in part (a), outline the response of TWO religious traditions to ONE of the following ethical issues:   | <b>9</b>  |
|     | <ul style="list-style-type: none"> <li>• Violence, war, and peace</li> <li>• Attitude to the environment</li> <li>• Sexual behaviour</li> <li>• Marriage and divorce</li> <li>• Bioethical questions</li> <li>• Work ethics</li> <li>• Business and professional ethics.</li> </ul> |           |
| (c) | Refer to the list of ethical issues provided in part (b). Choose a different ethical issue to that selected in part (b). Compare and contrast the way in which ONE religious tradition has responded to this issue with your own view of this issue.                                | <b>15</b> |

<b>QUESTION 6. Sacred Writings and Stories</b>	<b>Marks</b>
(a) Describe what is known of the origins of sacred writings and stories in ONE religious tradition you have studied.	<b>6</b>
(b) Choose a religious tradition different from that selected in part (a). Identify ONE theme in the sacred writings and stories of this tradition. Discuss the treatment of this theme using examples from the various genres you have studied.	<b>9</b>
(c) Compare and contrast the type and place of sacred writings and stories in TWO religious traditions you have studied.	<b>15</b>
<b>QUESTION 7. Ways of Holiness</b>	
(a) Name and briefly describe THREE ordinary ways of holy living present today in ONE religious tradition you have studied.	<b>6</b>
(b) Choose a religious tradition different from that chosen in part (a). Trace the development of a special way of holiness across the ages.	<b>9</b>
(c) Analyse the purpose and meaning of holy living in the TWO religious traditions you have studied.	<b>15</b>
<b>QUESTION 8. Teachers and Interpreters</b>	
(a) Name and briefly describe THREE individuals or schools of thought (other than founders) influential in the development of ONE religious tradition you have studied.	<b>6</b>
(b) Using a different religious tradition to that chosen in part (a), identify THREE individuals or schools of thought, and discuss the cultural and social factors that influenced their teaching.	<b>9</b>
(c) Using examples, analyse causes of religious diversity within TWO religious traditions you have studied.	<b>15</b>

**QUESTION 9. Women and Religion****Marks**

- |     |   |           |
|-----|---|-----------|
| (a) | Choose ONE religious tradition you have studied. Describe the role of a woman or women in the life of the founder in the early years of the tradition, or in religious stories.         | <b>6</b>  |
| (b) | Choose a different religious tradition from that selected in part (a). Outline the part that individual women have played in the development of this tradition.                         | <b>9</b>  |
| (c) | Using examples from TWO religious traditions, compare and contrast the ways in which women in contemporary society have attempted to broaden their role within the religious tradition. | <b>15</b> |

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