



**BOARD OF STUDIES**  
NEW SOUTH WALES

**2005**

**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 5, 7 and 9

**Total marks – 100**

**Section I** Pages 2–12

**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 13–14

**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 best demonstrates the importance of the land to Aboriginal peoples?
- (A) Firesticks
  - (B) Oral tradition
  - (C) Sacred sites
  - (D) Stolen generations
- 2 'Speaking in tongues' is a commonly accepted practice of which of the following groups?
- (A) Buddhists
  - (B) Muslims
  - (C) New Age believers
  - (D) Pentecostal churches
- 3 Which of the following best describes Aboriginal peoples' understanding of the Dreaming?
- (A) It defines their land for hunting.
  - (B) It describes the physical landscape.
  - (C) It explains their entire view of the world.
  - (D) It replaces written tradition with corroborees.
- 4 What is the purpose of inter-faith dialogue?
- (A) To increase the rate of religious conversions
  - (B) To support the aims of the ecumenical movement
  - (C) To understand the reasons for denominational switching
  - (D) To recognise common elements among religious world views
- 5 Which of the following was a significant effect of mission stations?
- (A) Many Aboriginal elders became Christian ministers.
  - (B) Many aspects of traditional Aboriginal society and languages were lost.
  - (C) Overcrowding and disease in Aboriginal communities was minimised.
  - (D) White society learned more about Aboriginal beliefs.

- 6** Which of the following best describes how religious traditions responded to the Great Depression in Australia?
- (A) They referred people to government agencies for assistance.
  - (B) They contributed to government policies to address the causes.
  - (C) They provided services such as vocational education and home loans.
  - (D) They provided basic services for members of their own communities.
- 7** Which of the following is a historical misconception?
- (A) Aboriginal society is deeply spiritual and highly complex.
  - (B) All Aboriginal people identify with the same myths and legends.
  - (C) Land rights recognise Aboriginal peoples as traditional owners.
  - (D) Totems symbolise spirit ancestors in particular places.
- 8** Which of the following best explains why many Christians in Australia supported conscription during World War I?
- (A) To strengthen links with Britain
  - (B) The majority of soldiers were Christians
  - (C) To strengthen Christian unity in Australia
  - (D) All religious leaders supported conscription
- 9** Which of the following is central to the spirituality of Aboriginal peoples today?
- (A) The importance of the land
  - (B) Living on Christian missions
  - (C) Campaigning for economic freedom
  - (D) Informing non-Aboriginal people about Aboriginal spirituality
- 10** Which of the following is an example of an ecumenical development within Christianity?
- (A) The Australian Council of Christians and Jews
  - (B) The Australian Federation of Islamic Councils
  - (C) The National Council of Churches in Australia
  - (D) The Synod of the Anglican Diocese of Sydney

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.

Marks

Question 11 (10 marks)

- (a) With reference to the quotation below, describe how an Aboriginal person's spirituality is connected to his/her birthplace. 4

When you sit in your own country your spirits lift and you are again truly back to the land where things make sense and your life has meaning.

Galarrwuy Yunupingu in *Concepts of Land and Spirituality*,  
from *Aboriginal Spirituality, Past, Present, Future*

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Question 11 continues on page 6



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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.

**Marks**

#### Question 12 (10 marks)

- (a) Explain how the ending of the White Australia Policy has changed the profile of religious adherence in Australia today. **4**

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**Question 12 continues on page 8**





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Centre Number

Section I (continued)

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Student Number

Part D — Foundation Study 3

10 marks

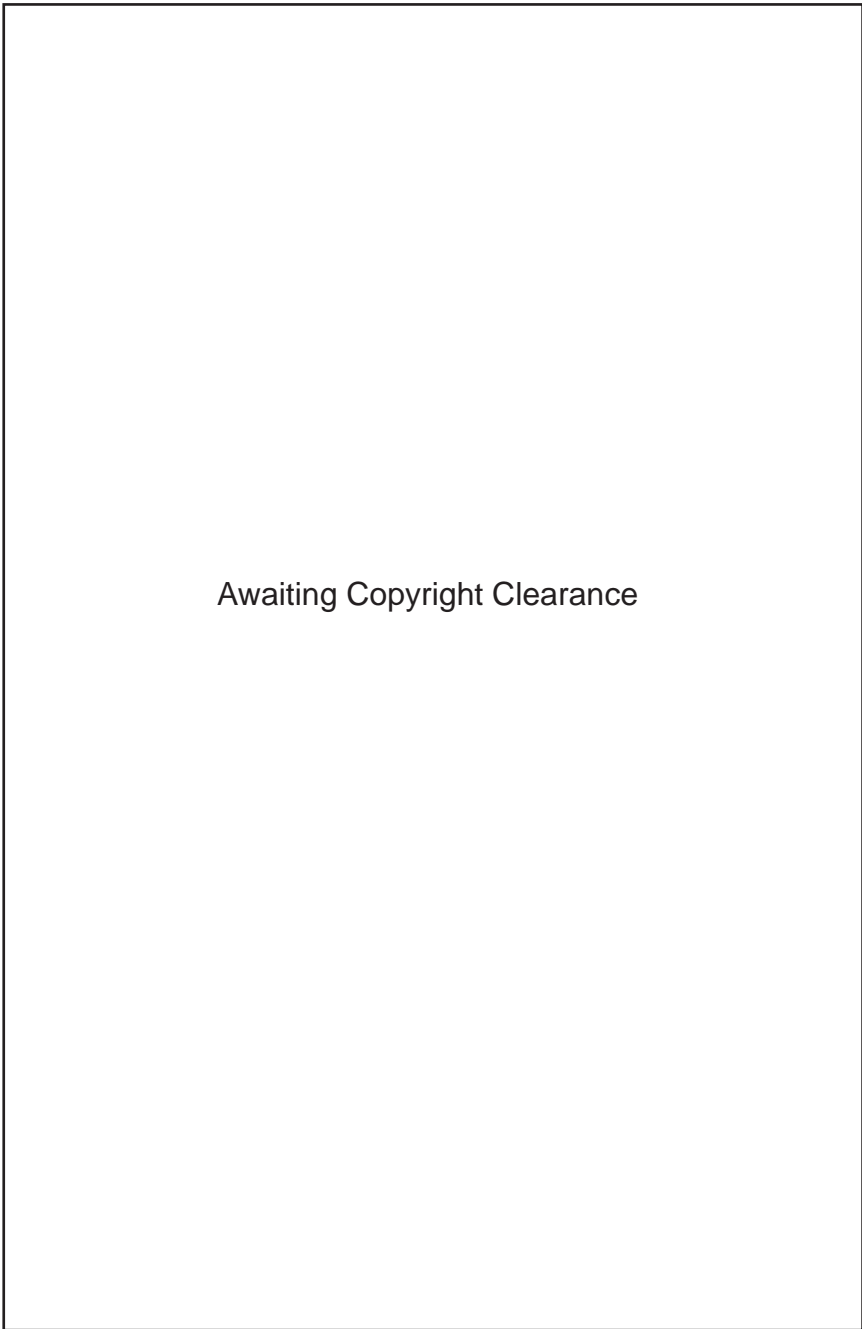
Attempt Part D

Answer the questions in the spaces provided.

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Please turn over

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



**Part D continues on page 11**





## 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:

- incorporate significant aspects of religion to illustrate your answer
  - use language and terminology appropriate to the study of religion
  - present ideas clearly in a well-structured answer
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#### **Question 13 — Religious Rites (20 marks)**

For TWO religious traditions, outline the nature of ONE religious rite, and evaluate its significance for individuals and for groups.

*Note:* The rite chosen must be the same for each tradition.

#### **Question 14 — Religion and Ethics (20 marks)**

Analyse the way in which TWO religious traditions give ethical guidance in relation to ONE of the following areas:

- violence, war and peace
- bioethics
- the environment
- work ethics and business/professional ethics
- sexual ethics
- marriage and divorce.

**Please turn over**

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

- incorporate significant aspects of religion to illustrate your answer
  - use language and terminology appropriate to the study of religion
  - present ideas clearly in a well-structured answer
- 

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

For TWO religious traditions, describe the nature of sacred writings and stories and assess their importance.

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

For TWO religious traditions, describe the nature of holiness and explain the ways in which it is practised by believers.

**Question 17 — Teachers and Interpreters (20 marks)**

Referring to the same period, select ONE pivotal individual or school of thought from each of TWO religious traditions.

Describe and assess the role of the pivotal individual or school of thought on each religious tradition.

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

Referring to the same period, select ONE woman from each of TWO religious traditions.

Describe and evaluate the contribution of each woman to her religious tradition.

**End of paper**