



BOARD OF STUDIES
NEW SOUTH WALES

2008

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

Studies of Religion I

General Instructions

- Reading time – 5 minutes
- Working time – 1½ hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of page 5

Total marks – 50

Section I Pages 2–5

15 marks

- Attempt Questions 1–11
- Allow about 25 minutes for this section

Section II Pages 7–8

15 marks

- Attempt ONE question from Questions 1–5
- Allow about 30 minutes for this section

Section III Page 9

20 marks

- Attempt ONE question from Questions 1–5
- Allow about 35 minutes for this section

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

15 marks

Attempt Questions 1–11

Allow about 25 minutes for this section

Use the multiple-choice answer sheet for Questions 1–10.

- 1 What is a *totem* in Aboriginal spirituality?
 - (A) A symbol of unity among all Aboriginal people
 - (B) A burning stick that is carried between Aboriginal camps
 - (C) A wooden pipe used to create musical sounds at ceremonies
 - (D) A fish, plant or animal that represents a spirit ancestor in a region

- 2 What was a consequence of the Mabo decision?
 - (A) Aboriginal people gained the right to vote.
 - (B) The policy of assimilation was abandoned.
 - (C) The concept of *terra nullius* was overturned.
 - (D) Aboriginal people gained equal citizenship status.

- 3 What relationship between Aboriginal people and the land is central to Aboriginal spirituality?
 - (A) They should conserve the land.
 - (B) They have obligations to the land.
 - (C) The land provides them with an income.
 - (D) The land provides them with food and shelter.

- 4 What is the main purpose of initiation for young Aboriginal people?
 - (A) To ensure continuation of the law
 - (B) To celebrate kinship relationships
 - (C) To train the leaders of the Land Rights movement
 - (D) To enable them to resist the effects of dispossession

- 5** In Australia, which of the following has gained the greatest number of followers as a result of denominational switching?
- (A) Catholicism
 - (B) Anglicanism
 - (C) Pentecostal churches
 - (D) Uniting Church of Australia
- 6** Which statement describes a change that has occurred in Australia's religious landscape since 1945?
- (A) An increasing proportion of Jews and a decreasing proportion of Buddhists
 - (B) An increasing proportion of Buddhists and an increasing proportion of Hindus
 - (C) A decreasing proportion of Christians and a decreasing proportion of Muslims
 - (D) A decreasing proportion of Buddhists and an increasing proportion of Christians
- 7** In the 1990s the Catholic Church overtook the Anglican Church as the largest religious group in Australia.
- What is the best explanation of this trend?
- (A) Changing immigration patterns
 - (B) The implementation of World Youth Days
 - (C) The increased role of Catholics in political activities
 - (D) The inclusion of women in leadership roles in the Anglican Church
- 8** What would followers of New Age spirituality reject?
- (A) Spirituality focused on deity
 - (B) Modern materialistic values
 - (C) Neo-pagan belief systems
 - (D) Self-awareness

- 9** In a religious context, what is the meaning of the term *adherent*?
- (A) A person who becomes a religious leader
 - (B) A person who follows a secular perspective
 - (C) A person who follows a religious perspective
 - (D) A person who takes part in religious dialogue
- 10** What has been an effect of interfaith dialogue in Australia?
- (A) The formation of the Uniting Church in 1977
 - (B) Joint social welfare work of the Christian churches in Australia
 - (C) The Reconciliation walk across the Sydney Harbour Bridge in 2000
 - (D) Joint statements on homelessness by representatives of religious traditions

Studies of Religion

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Centre Number

Section I (continued)

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Attempt Question 11

Student Number

Answer the question in the space provided.

Question 11 (5 marks)

Awaiting copyright

With reference to the statement above and using your own knowledge, discuss the continuing effect of dispossession on Aboriginal spirituality.

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Studies of Religion I

Section II — Religious Tradition Depth Study

15 marks

Attempt ONE question from Questions 1–5

Allow about 30 minutes for this section

Answer the question in a SEPARATE Studies of Religion Section II Answer Booklet.

	Marks
Question 1 — Buddhism (15 marks)	
(a) Outline ONE significant practice within Buddhism drawn from ONE of the following: <ul style="list-style-type: none">• Pilgrimage• Temple Puja• Wesak.	3
(b) Explain the significance for the individual of the practice outlined in part (a).	6
(c) Explain the contribution to Buddhism made by ONE significant person or school of thought other than the Buddha.	6
Question 2 — Christianity (15 marks)	
(a) Outline ONE significant practice within Christianity drawn from ONE of the following: <ul style="list-style-type: none">• Baptism• Marriage ceremony• Saturday/Sunday worship.	3
(b) Explain the significance of the practice outlined in part (a) for the Christian community.	6
(c) Explain the reasons for Christianity’s ethical teachings on ONE of the following areas: <ul style="list-style-type: none">• bioethics• environmental ethics• sexual ethics.	6

Question 3 — Hinduism (15 marks)

- (a) Describe ONE significant practice within Hinduism drawn from ONE of the following: **4**
- Marriage ceremony
 - Pilgrimage
 - Temple worship.
- (b) Demonstrate how the practice described in part (a) expresses the beliefs of Hinduism. **5**
- (c) Explain the reasons for Hinduism's ethical teachings on ONE of the following areas: **6**
- bioethics
 - environmental ethics
 - sexual ethics.

Question 4 — Islam (15 marks)

- (a) Outline the main sources of Islamic ethical teachings. **3**
- (b) Explain the reasons for Islam's ethical teachings on ONE of the following areas: **6**
- bioethics
 - environmental ethics
 - sexual ethics.
- (c) Explain the impact on Islam of ONE significant person or school of thought other than Muhammad and the Four Rightly Guided Caliphs. **6**

Question 5 — Judaism (15 marks)

- (a) Outline ONE significant practice within Judaism drawn from ONE of the following: **3**
- death and mourning
 - marriage
 - synagogue services.
- (b) Explain the significance for the individual of the practice outlined in part (a). **6**
- (c) Explain the reasons for Judaism's ethical teachings on ONE of the following areas: **6**
- bioethics
 - environmental ethics
 - sexual ethics.

Section III — Religious Tradition Depth Study

20 marks

Attempt ONE question from Questions 1–5

Choose a DIFFERENT Religious Tradition from the one you chose in Section II

Allow about 35 minutes for this section

Answer the question in a Studies of Religion Writing Booklet. Extra Studies of Religion Writing Booklets are available.

In your answer 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 1 — Buddhism (20 marks)

Buddhist ethics are based on the principles of causing no harm to living beings and striving for the welfare of all beings.

With reference to this statement, explain Buddhist ethical teachings on bioethics OR environmental ethics OR sexual ethics.

Question 2 — Christianity (20 marks)

Analyse how Christian religious practices influence the lives of adherents. In your answer refer to ONE of the following: Baptism; Marriage ceremony; Saturday/Sunday worship.

Question 3 — Hinduism (20 marks)

Hindus have long looked to holy men and women to instruct them on how to obtain liberation from the endless cycle of life and death.

Evaluate the relevance of this statement to the contribution to Hinduism of ONE significant person or school of thought other than the Vedas.

Question 4 — Islam (20 marks)

Analyse how Islamic religious practices influence the lives of adherents. In your answer refer to ONE of the following: Friday prayer at the mosque; Funeral ceremony; Hajj.

Question 5 — Judaism (20 marks)

Assess the extent to which a significant person or school of thought, other than Abraham or Moses, has challenged and/or upheld Jewish tradition.

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