

# **DRAFT SAMPLE EXAMINATION MARKING KEY**



## SECTION ONE

### Question 1a

(a) What is the affiliation rate for females aged 30 years?

Description	Mark
Correct answer ~ 71 %	1

### Question 1b

What is the affiliation rate for males aged 30 years?

Description	Mark
Correct answer ~ 65 %	1

### Question 1c

Describe the affiliation rate for females.

Nature of answer	Criteria	Mark
<ul style="list-style-type: none"> <li>Accuracy and detail of description</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the range of age groupings provided</li> <li>Identifies the rate of change at different points along the horizontal axis</li> <li>Identifies variations and unique features</li> </ul>	2
	<ul style="list-style-type: none"> <li>Describes some features of the graph but ignores others</li> </ul>	1
<b>Total</b>		<b>2</b>

Over time the affiliation rate increases at a fairly even rate until about age 50 when the rate increases at a faster rate until about age 60 from which the rate of increase slows and begins to level out.

### Question 1d

Describe the affiliation rate for males.

Nature of answer	Criteria	Mark
<ul style="list-style-type: none"> <li>Accuracy and detail of description</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the range of age groupings provided</li> <li>Identifies the rate of change at different points along the horizontal axis</li> <li>Identifies variations and unique features</li> </ul>	2
	<ul style="list-style-type: none"> <li>Describes some features of the graph but ignores others</li> </ul>	1
<b>Total</b>		<b>2</b>

From age ten to thirty the rate drops a few percentage points but then begins to lift and grow at a fairly even pace but there are two important points of acceleration: between age 30 - 40 and 50 - 60.

**Question 1e**

**Describe the trends indicated by Graph A.2.**

Nature of answer	Criteria	Mark
Description: • focus on trends • specific examples provided • accuracy.	• data used accurately to describe clearly a variety of trends • trends focus on a variety of categories such as age, gender difference in percentages • trends are stated in tentative terms and do not over generalise • specific evidence is used to support statements	3–4
	• information is described in general terms but trends are not described in enough detail • a few categories are identified and/or statements about these are made • evidence is drawn from the graphs but some errors may be made	2
	• there are errors made about key elements of the graph • only one trends is described • trends are overly generalised/simplified	1
	<b>Total</b>	<b>4</b>

Students may include some of the following points in their answers:

- The overall trend is that both religious activities and unpaid work increase over time.
- For either participation in religious activities or unpaid work, female involvement is always greater than male.
- The range in which religious activities from age 20 through to 70 moves is: 23–30% for females and; 17–24% for males. The range for unpaid work is: 6–14% for females and; 4–10% for males.
- The rate of participation in religious activities and unpaid work varies over time for both females and males.
- The rate or speed of that change changes at different ages. For instance both females and males between age 30 and 40 become more active in their participation of religious activities and then slows down or plateaus, but the rate of unpaid work remains fairly consistent for both females and males until age 50 when male involvement in unpaid work plateaus but female involvement accelerates.
- Religious activities, either for female or male, are significantly and consistently greater than the amount of unpaid work that is done for religious organisations.
- When looking at religious activities, the gap between the rate of participation of females and males is fairly consistent (about 5% difference).
- However, in terms of unpaid work, the gap is much closer/narrower and at some points (40 – 50) nearly closes while at age 60 the gap widens by nearly 5% (the most significant gap) before closing completely at age 70.

### Question 1f

Using the information from graphs A.1 and A.2 and examples drawn from what you have learnt give reasons for the trends in the religious affiliation and participation of Australians over 2001 and 2002.

Nature of answer	Criteria	Mark
Reasons: • focus on religious affiliation and participation • trends • generalisations • evidence • examples.	<ul style="list-style-type: none"> <li>the tentative nature of these trends is explored using both evidence from the graphs and other relevant knowledge; alternative explanations may be presented</li> <li>the response focuses on trends identified in the graphs</li> <li>the conjectural nature of graphs is explored in relationship to these graphs and trends</li> <li>may list correct answers supported by examples</li> <li>clear, coherent and pertinent reasons are provided</li> </ul>	5–6
	<ul style="list-style-type: none"> <li>some reasons provided to explain some of the trends</li> <li>knowledge about what religious affiliation and/or participation means and what it looks like in Australia is shown</li> <li>evidence from the graph and general knowledge used to support explanation</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>limited or overly generalised reasons are provided</li> <li>answer may rely too much on the information found in the graphs</li> <li>few examples are provided</li> <li>examples used may be assumed to be the reason that explains these trends</li> <li>some of the trends may not be explicitly identified</li> </ul>	1–2
<b>Total</b>		<b>6</b>

Students may include some of the following points in their answers:

- While many people see themselves as being affiliated with a religion (e.g. 59% or more) fewer people are actively involved in church activities, particularly in unpaid work. This reflects what many perceive as the secular nature of Australian society. It may also reflect the fact that not all religions in Australia require people to demonstrate an active life, whereas for some religions there is expectation of regular involvement, for example, the expectation that Catholics attend mass on Sundays.
- The most obvious trend in all the data is the difference between female and male participation. While the trend is obvious, explanations may be complex and varied. For instance underlying all the data is the reality that there are other areas of participation in the lives of people such as work and family. These are not measured in these graphs, but child rearing, career, retirement and the availability of social networks may be relevant. Having said all this, an obvious explanation lies in the basic social attitudes held amongst females and amongst males towards religion in general and involvement in religious activities. It might be stated that females are more at home in religious matters than males tend to be. Religion may not be a “macho” thing. In short there may be external factors accounting for this trend (e.g. work commitments) but there are also gender based internal factors at work.
- One of the most impressive trends in terms of affiliation is that the older one gets, the more religious affiliation occurs. This may reflect the fact that by their very nature religion addresses explicitly issues such as death. As people get older the reality of aging, illness and death becomes more real. People may be finding some form of meaning in religion as a result. What is interesting is that while affiliation clearly increases with age, participation in religious activities or unpaid work does not show a corresponding rate of growth. This might suggest that while people may find religion more relevant or meaningful, a change in attitude does not necessarily lead to a change in activity.

**Question 2a**

The following set of prayers or discourses represent examples drawn from a range of different religions:

Choose TWO of the following five prayers/discourses.

For each of the two prayers/discourses you choose highlight key words and phrases in the text and provide in the space next to each prayer/discourse, a brief explanation of the following important elements:

- The theme/issues expressed
- Style and techniques used
- The beliefs and ideas presented

Nature of answer	Criteria	Mark
Elements of prayer/discourse: <ul style="list-style-type: none"> <li>• theme/issue</li> <li>• style and techniques</li> <li>• beliefs and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• identifies central theme/issue of both prayers accurately</li> <li>• clear sense of the formula underpinning each prayer</li> <li>• beliefs/ideas are accurately identified</li> <li>• links made with the relevant religion.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>• reflects a summary of ideas but doesn't distinguish between ideas</li> <li>• some of the key features of each or both prayer/discourse are overlooked or inadequately identified.</li> </ul>	1–2
Use of annotations: <ul style="list-style-type: none"> <li>• highlighting of key words/phrases</li> <li>• notes</li> <li>• relevance</li> <li>• comprehensive</li> <li>• consistency</li> <li>• clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• annotations are succinct and coherent</li> <li>• highlighting and notes are meaningful and intelligible</li> <li>• key parts of the prayer/discourse are noted</li> <li>• main ideas are summarised and sections/divisions indicated</li> <li>• notes/highlighting consistently applied to both prayers/discourses selected.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>• notes/highlighting are limited and/or not clear</li> <li>• comments tend to reproduce the text</li> <li>• structure and ideas in text are treated loosely or without showing a clear understanding.</li> </ul>	1–2
<b>Total</b>		<b>8</b>

Prayer/discourse	Theme/issues	Style and techniques	Beliefs and ideas
1 (Buddhism)	How to love and why to love	<ul style="list-style-type: none"> <li>• Use of images:                             <ul style="list-style-type: none"> <li>○ size/spatial dimensions e.g. "to its height..."</li> <li>○ Human activity e.g. "as you stand or walk"</li> </ul> </li> <li>• Sense of a circle: start with the universe then upon the person and then returns to the universe e.g. "your life will bring heaven to earth"</li> <li>• A discourse intended for a listener that uses poetic images to paint an image and convey a message</li> </ul>	<ul style="list-style-type: none"> <li>• Nature of love: an outward activity; limitless; without hatred; expressed in everything a person does; a choice e.g. "strive for this with a one-pointed mind"; one's life needs to incarnate love</li> <li>• All is connected: e.g. "let your love flow outwards..."; "Your life will bring heaven to earth"</li> </ul>

2 (Christianity)	Repentance for sin	<ul style="list-style-type: none"> <li>• A collective prayer e.g. use of “we”</li> <li>• A formula: starts with address to God, a collective admission of fault followed by details of wrong, then expression of sorrow and repentance, request for forgiveness (“and turn to you. Forgive us”), the name of Christ is invoked followed by a reason for being forgiven “to renew our lives to the glory of your name”</li> </ul>	<ul style="list-style-type: none"> <li>• Prayer is a shared experience</li> <li>• That Christ is saviour</li> <li>• God is merciful</li> <li>• Repentance involves: confession of wrong, expression of sorrow, a commitment to repent, that God is the source of true forgiveness</li> <li>• Nature of sin: involves thoughts, words and actions committed and not committed</li> <li>• The causes of sin: weakness, ignorance, deliberate choice</li> <li>• Forgiveness leads to renewal</li> <li>• God’s merciful forgiveness glorifies God</li> </ul>
3 (Hinduism)	Forgiveness for wrongful deeds	<ul style="list-style-type: none"> <li>• A private confession</li> <li>• A mantra like recitation</li> <li>• An acknowledgement of wrongful deeds not a list of wrongs</li> <li>• Brief</li> <li>• Three parts: one’s deeds right from the beginning; birth in this life and its suffering; a desire to be forgiven for all past deeds</li> </ul>	<ul style="list-style-type: none"> <li>• Sin is located in all one’s deeds, in this life and in previous lives</li> <li>• Right from conception one suffers and struggles as a consequence of a sinful past</li> <li>• “O Lord”, the one who is addressed in this prayer, is the one who forgives sinful deeds</li> </ul>
4 (Islam)	Forgiveness for sin	<ul style="list-style-type: none"> <li>• A brief personal prayer, confessional in character</li> <li>• A prayer: addresses God, God is praised; the need for God is expressed; confession of sins (not specified); request for forgiveness; acknowledgement that one depends on God</li> <li>• God is addressed with reverence and formality e.g. use of capitals “God” and “You”</li> <li>• Acknowledgment of the prophet as author suggests orthodoxy</li> <li>• The special place of the prophet is acknowledged with the appellation “peace be upon him”</li> </ul>	<ul style="list-style-type: none"> <li>• Oneness of God</li> <li>• God is Lord: worthy of worship, creates all, whom people serve, and who has set a path for all people</li> <li>• God is a source of refuge from evil and also god forgives</li> <li>• Evil is created/committed by a persons actions – a straying from God’s path</li> <li>• Only God forgives</li> <li>• Muhammad as God’s prophet</li> </ul>

5 (Judaism)	Suffering offered up for those who cause suffering by wrong doing	<ul style="list-style-type: none"> <li>• The use of the title “Lord” when addressing God</li> <li>• Suggestive of a discourse with God e.g. “Lord, ...” here are my thoughts...</li> <li>• Remembering is an important feature of this discourse with God</li> <li>• Images: good will, ill will, suffering, fruits, remember, judgement</li> <li>• While authorship is unknown the context in which the prayer originates is identified – this suggests a gravity or a power to this prayer because this prayer originates out of an experience of great suffering</li> <li>• The prayer is for others</li> <li>• God is not named but instead given an identifying title</li> </ul>	<ul style="list-style-type: none"> <li>• Judgement: God judges the good and the bad at some point in time</li> <li>• Suffering bares fruit: comradeship, loyalty etc.</li> <li>• The fruits of suffering can be offered up for wrong doers, those who cause suffering</li> <li>• We pray not only for ourselves for others as well, even those who do us harm</li> <li>• God is revered and respected: “Lord”</li> <li>• Out of suffering good comes</li> </ul>
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**Question 2b**

**Outline the similarities and differences between the two prayers/discourses that you have chosen.**

Nature of answer	Criteria	Mark
Comparison: <ul style="list-style-type: none"> <li>• complexity of analysis</li> <li>• use of examples</li> <li>• clarity of thought and expression</li> <li>• links between text and religion.</li> </ul>	<ul style="list-style-type: none"> <li>• comparison identifies some areas of similarity and differences in terms of structure (formula), ideas, underlying beliefs, and use of language as found in the two prayers/discourses</li> <li>• generalised statements of principles or ideas may be used</li> <li>• comment may extend to the nature of both religions</li> <li>• argument/explanation is coherent and substantial</li> <li>• use of examples is succinct and relevant to the point being made.</li> </ul>	6
	<ul style="list-style-type: none"> <li>• similarities and differences are clearly identified for two prayers/discourses</li> <li>• answer refers to specific beliefs/practices for both religions as well as to particular parts of the prayer/discourse</li> <li>• shows an understanding of particular religious beliefs/practices;</li> <li>• argument/explanation is clear</li> <li>• use of examples is clear and drawn from the prayer/discourse.</li> </ul>	3–5
	<ul style="list-style-type: none"> <li>• answer is too general and provides simple/superficial comment about similarities and differences</li> <li>• answer paraphrases information found in the text provided</li> <li>• answer refers to parts or sections of one or both prayers/discourses</li> <li>• the argument/explanation is inconsistent and/or hard to follow</li> <li>• limited number of examples used.</li> </ul>	1–2
<b>Total</b>		<b>6</b>



## SECTION TWO

### Question 3a

According to the above extract, how is scripture defined?

Nature of answer	Criteria	Mark
• Correct answer	• all parts of the statement are included or restated: “collective term”; “holy texts” and; “religions of the world”	1
<b>Total</b>		<b>1</b>

“A collective term to describe the holy texts of the religions of the world”.

### Question 3b

In the above extract five examples of religions and their holy texts are provided. Complete the following table:

Nature of answer	Criteria	Mark
• Correct answer	• all religions and all holy texts are correctly listed	2
	• two or less errors made	1
<b>Total</b>		<b>2</b>

Religion	Holy Text
Jewish	Torah
Christian	New Testament
Islam	Qur’an
Hindu	Sruti
Confucianism	Analects

### Question 3c

In this extract the term “sacred” and “devotees” are used. What does each of these terms mean in the context of the passage?

#### i. Sacred

Nature of answer	Criteria	Mark
• Correct answer	• identifies the main features of the term and may include examples that provide further clarity	2
	• relies on examples	1
	• provides a limited or partial answer	
<b>Total</b>		<b>2</b>

Something or someone of a religious nature considered or regarded as special and treated with veneration, worship, and/or respect.

#### ii. Devotee

Nature of answer	Criteria	Mark
• Correct answer	• identifies the main features of the term and may include examples that provide further clarity	2
	• relies on examples	1
	• provides a limited or partial answer	
<b>Total</b>		<b>2</b>

A person who is dedicated/committed and/or who engages in the practices and beliefs of a religion or a form of spirituality.

### Question 3d

“Scripture is often believed to contain the revealed world of God”. With reference to the extract and using examples drawn from your own study explain the meaning of this quote.

Nature of answer	Criteria	Mark
Explanation: • breadth and depth of knowledge • use of examples • clarity of thought and expression • links between text and knowledge.	• supports explanation with relevant and diverse examples • demonstrates a knowledge of scripture in different religions and/or particular religions • key terms are addressed in explanation • uses suitable parts of the text to support answer • links ideas and information in the text with a knowledge of scriptures • expression of ideas and argument is clear and easy to follow.	3
	• the answer draws from the text and uses important details in the text • defines or clarifies some key terms or ideas in the question • demonstrates a knowledge or familiarity with scriptures/sacred texts • expression may be disjointed or not always easy to follow; may be a collection of ideas/arguments rather than an argument that flows.	2
	• paraphrases or relies on what is in the text for an answer • expression is difficult to follow • few examples are provided.	1
<b>Total</b>		<b>3</b>

Students may include some of the following points in their answers:

- The basic idea is that in some way God and/or what God is about is revealed or shown in the text of scripture.
- As a result of this revealing or revelation devotees treat seriously what they read in their religions scripture.
- Well known examples are the Torah, Bible and Qur’an.
- However there are two issues here: one issue concerns questions about what is revealed in the text and the second issue relates to questions about how is God revealed in the text.
- People within and outside particular religions do not always agree on how to read and interpret what is written in a particular set of scriptures.
- Often the issue is about how literally what is written is to be taken as the revealed world of God.

### Question 3e

The passage refers to “the authority of a sacred text”. As used in the text, what is meant by “authority” and explain the ‘authority’ of another sacred text in a religion you have studied.

Nature of answer	Criteria	Mark
Commentary: • breadth and depth of knowledge of this issue • use of examples • clarity of thought and expression • links between text and knowledge.	• shows a clear understanding of ‘authority’ as used in the text • supports explanation with relevant and accurate examples • demonstrates a knowledge of the attitude and approaches to scripture within a particular religion • uses suitable parts of the text to support answer • links ideas and information in the text with a knowledge of scriptures • expression of ideas and argument is clear and easy to follow.	4
	• the answer draws from the text and uses important details in the text • shows an awareness of how a religion approaches to scripture • expression may be disjointed or not always easy to follow; may be a collection of ideas/arguments rather than an argument that flows.	2–3
	• paraphrases or relies on what is in the text for an answer • only considers one or two aspects of the issue and/or considers • expression is difficult to follow • few examples are provided.	1
<b>Total</b>		<b>4</b>

Students may include some of the following points in their answers:

- Not all religions see or understand the idea of scripture as the revealed word of God.
- Even within some religions there are differing attitudes to what is presented in scripture.
- For some what is written in scripture is taken as the literal, dictated word of God.
- Others see the essence of God and/or important teachings about God expressed in what is written in scripture, while others see scripture as the writings of people who want to share their beliefs about God.
- This is complicated as different religions are looked at.
- For some scripture is more the authoritative word of one or more religious leaders or a collection of the teachings of such people.
- For others it is a collection of writings, maybe stories about God, Gods and people.
- Finally, for some, scripture is more a collection of moral or wise teachings that people can find meaning in.

**Question 4a**

Read this article and complete the tasks that follows:

Identify the arguments put forward in this article. What evidence is used to support these arguments?

Nature of answer	Criteria	Mark
Identifying the authors argument: <ul style="list-style-type: none"> <li>• statement of main argument</li> <li>• supports answers with examples</li> <li>• concise</li> <li>• accurate</li> <li>• clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• refers to the author and article when stating the argument of the article</li> <li>• examples and ideas located in the text are referred to; how these relate to the authors argument are considered</li> <li>• succinct summarises are provided</li> <li>• statement of argument is built around ideas not the phrases or words used in the text</li> <li>• expression of ideas is clear, to the point and accurately represents the authors intent</li> <li>• suitable examples are chosen (quotes, phrases and words from the text).</li> </ul>	5–6
	<ul style="list-style-type: none"> <li>• article summarised</li> <li>• a conclusion is reached about the main argument in the article's</li> <li>• some examples and details are provided</li> <li>• a general summary of the article may be used instead of identifying the argument</li> <li>• expression of thought can be followed; may be disjointed.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>• the main argument of the article is only partially understood</li> <li>• answer summarises some of the information from the article and/or paraphrases the article using the author's words</li> <li>• expression is not easy to follow or is confused or confusing for the reader.</li> </ul>	1–2
<b>Total</b>		<b>6</b>

Students may include some of the following points in their answers (and locate suitable evidence from the text):

- Forgiveness is difficult.
- Forgiveness is not exclusively a Christian or religious value.
- Civil societies uphold values such as forgiveness.
- In Australian public life such values are not understood or respected.
- The role of religion is to focus society on these values.
- Forgiveness and humility are core Christian virtues.
- Forgiveness is important in a non-religious sense: it promotes harmony, liberates people and is therapeutic.
- The Amish show us that we can forgive even terrible things and then live as if we have truly forgiven.

**Question 4b**

**Hugh Mackay states “it is part of the role of religion to inspire us with a vision of a better world, to shine light in dark places, and to bring out the best in us – believers and non-believers alike”.**

[From: Mackay, H. (2006, October 14). Inspirational Amish set us a fine example. *The West Australian*, p. 18]

**With reference to ONE religion, explain how that religion seeks to bring out the best in a person when they encounter an important life event, e.g. marriage, death, illness**

Nature of answer	Criteria	Mark
Human experience	<ul style="list-style-type: none"> <li>• may use principles and ideas to explain the complexity of what people experience</li> <li>• experiences are not only described, but how these prompt people to search for direction and meaning is explained.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• various factors are described and how these relate to the question is addressed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• chosen experience is presented in a stereo-typical fashion</li> <li>• treatment or description of experience only considers the main features of the experience.</li> </ul>	1
Particular understanding of a religion	<ul style="list-style-type: none"> <li>• explanation may include an overarching idea or principle</li> <li>• focuses on processes</li> <li>• responses not static, and shows how response of a religion may vary in different contexts</li> <li>• shows a sense of what takes place over time.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• detailed, accurate, and relevant treatment of a religion</li> <li>• shows a knowledge of what a particular religion offers.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• describes some of the features or elements of what a religion offers.</li> </ul>	1
Explanation: <ul style="list-style-type: none"> <li>• structure</li> <li>• use of examples</li> <li>• expression of thought.</li> </ul>	<ul style="list-style-type: none"> <li>• shows structure and clarity of thinking focused on the task</li> <li>• responds and/or incorporates ideas expressed by MacKay</li> <li>• one example or a range examples are used</li> <li>• relevant beliefs, practices are expressed accurately</li> <li>• descriptions are detailed and appropriate.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>• dealt with in parts or discretely</li> <li>• one or more examples are used</li> <li>• examples may be overly stereotypical and/or simplistic</li> <li>• examples provided describe what people experience</li> <li>• how the religion seeks to bring out the best in a person is not explained, it is assumed or only stated in passing</li> <li>• details rather than ideas are expressed</li> <li>• some beliefs and practices are identified superficially or briefly</li> <li>• dwells too much on what Mackay says, less on the task.</li> </ul>	1–2
<b>Total</b>		<b>10</b>

**Question 5a**

From the passage, what are some of the key features of the Dalai Lama's belief system?

Nature of answer	Criteria	Mark
Accuracy	<ul style="list-style-type: none"> <li>identifies two or more beliefs</li> <li>may use some suitable examples to illustrate answer.</li> </ul>	2
	<ul style="list-style-type: none"> <li>identifies one belief.</li> </ul>	1
<b>Total</b>		<b>2</b>

Students may include any of the following:

- An openness to all people no matter what religion
- A focus on compassion, love and service
- Happiness is achieved by caring for others and by being compassionate to others

**Question 5b**

(i) What 'secular values' were displayed by Brett Kirk presenting the signed Swans jumper?

Nature of answer	Criteria	Mark
Accuracy	<ul style="list-style-type: none"> <li>identifies two or more comments</li> <li>may use some suitable examples to illustrate answer.</li> </ul>	2
	<ul style="list-style-type: none"> <li>identifies one comment.</li> </ul>	1
<b>Total</b>		<b>2</b>

Students may include any of the following:

- The reference to and use of a well-known secular way of life, football (which is often described as a secular religion in Australia).
- The use of a football jumper to signal something of value at a gathering for a religious leader.
- By placing/draping it over the robes of the Dalai Lama, a religious leader, there is an implied message that this jumper is of religious significance.
- Giving of jumper as a symbol of a community identity draws the Dalai Lama into the Swans community; it is a symbol of acceptance and friendship.
- It signals cross cultural valuing and acknowledgement.

**(ii) What religious values did the Dalai Lama display in accepting and wearing the jumper?**

Nature of answer	Criteria	Mark
Accuracy	<ul style="list-style-type: none"> <li>identifies two or more comments</li> <li>may use some suitable examples to illustrate answer.</li> </ul>	2
	<ul style="list-style-type: none"> <li>identifies one comment.</li> </ul>	1
<b>Total</b>		<b>2</b>

Students may include any of the following:

- Tolerance and respect.
- Inclusiveness and an acceptance of difference.
- A willingness to engage with all people (e.g. having Brett Kirk on the stage).
- Acceptance that we are all part of valued larger communities.

**Question 5c**

**Outline two current social attitudes in Australian society that could account for the Dalai Lama's popularity.**

Nature of answer	Criteria	Mark
Social attitudes: <ul style="list-style-type: none"> <li>definition of terms</li> <li>examples and details</li> <li>explanation.</li> </ul>	<ul style="list-style-type: none"> <li>defines and outlines social attitudes</li> <li>presents an argument that shows how and why these attitudes account for the Dalai Lama's popularity</li> <li>provides relevant examples to illustrate and support ideas being presented</li> <li>explanation is clear and arguments/ideas are able to be followed.</li> </ul>	4–6
	<ul style="list-style-type: none"> <li>treats only one social attitude</li> <li>defines and outlines social attitudes</li> <li>shows a knowledge of one or more social attitude</li> <li>some examples and details are provided to support explanations</li> <li>explanation is not always clear or easy to follow.</li> </ul>	1–3
<b>Total</b>		<b>6</b>

Students may include some of the following social attitudes:

- secularism
- materialism
- consumerism
- multi-culturalism
- racism
- fundamentalism
- affluence
- globalisation

**Question 5d**

**Examine how one of these social attitudes in Australian society could impact upon the ways people respond to the meaning and purpose offered by religion.**

Nature of answer	Criteria	Mark
How people respond to religion: • examination • focus on social attitude • focus on impact of this attitude • focus on what religion offers.	<ul style="list-style-type: none"> <li>• key terms are defined and used to present a well reasoned argument</li> <li>• features of a particular religion, including beliefs and practices, are used appropriately and where necessary to illustrate answer</li> <li>• more than one point of view is expressed</li> <li>• Australian society is accurately treated</li> <li>• The impact of this attitude upon how people respond to religion is examined in detail.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• examination is detailed and focuses on the question</li> <li>• examples are provided</li> <li>• some details are not correct but do not detract from the answer provided.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>• answer focuses on describing the social attitude with little or no real focus on the impact this has on peoples response to religion</li> <li>• some errors in detail are made</li> <li>• sweeping statements are made but not supported by examples;</li> <li>• key terms are not defined or used</li> <li>• overly simplistic response that relies on generalised information.</li> </ul>	1–2
Explanation: • clarity • structure • expression • use of examples.	<ul style="list-style-type: none"> <li>• articulates in depth ideas, beliefs, details etc.</li> <li>• explores ideas and issues as part of answer</li> <li>• accurate, to the point, economical in choice of words etc.</li> <li>• explanation shows structure &amp; clarity of thinking focused on task.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• examples are clear and detailed</li> <li>• relevant features or details are explained clearly</li> <li>• shows some structure and focuses on the task.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• a few examples provided</li> <li>• relies on generalisations and sweeping statements</li> <li>• assumes understanding or does not distinguish adequately between ideas</li> <li>• may dwell too much on one aspect</li> <li>• examples may be overly stereotypical and/or one dimensional.</li> </ul>	1
<b>Total</b>		<b>8</b>



## SECTION THREE

### Question 6

Read the paragraph below and then answer the following questions using suitable examples.

In many public debates issues are discussed in terms of their social, economic and political dimensions. To what extent, if any, should a religious teaching on a particular issue in society have a place in a public debate?

### Question 6a

What is meant by the phrase “a religious teaching” in this context? Provide a contemporary example

Nature of answer	Criteria	Mark
Explanation: • definition of terms • examples and details • clarity.	• addresses each dimension • provides an appropriate explanation of each dimension • may use some suitable examples to illustrate explanation • demonstrates a clear understanding • communicates clearly.	3
	• all of the above but does not address all three dimensions • is not clear about one or more of the dimensions • explanations are incomplete or not supported by examples • communication is difficult to follow.	1–2
<b>Total</b>		<b>3</b>

Students may include any of the following points in their answers:

- These are categories used to describe activity in society.
- The social dimension refers to issues, attitudes and behaviours of individuals and groups within a particular society.
- These may be how families are structured, the role of women, concerns about how elderly people are cared for.
- The economic dimension refers to issues and features of society that relate to the economy, money and finance.
- These may include rates of unemployment, how much the government taxes and spends, or why the cost of living might be increasing.
- The political dimension refers to political activity that occurs.
- These may be who the elected government is, how particular groups or individuals feel or act towards an issue in society, or how and why a law was passed and applied by the government.
- All of these dimensions overlap and influence each other, but as categories they help describe and explain what is occurring in a society.

### Question 6b

With reference to the position and response of one particular religion complete the following:

(i) Provide a brief description of a particular social issue in contemporary Australia that has a religious dimension.

Nature of answer	Criteria	Mark
Description: • suitable examples • use of details • clarity.	• chooses a suitable example to describe • provides sufficient and relevant details • communicates clearly • provides reasons for why this issue has a religious dimension.	2–3
	• chooses a suitable example to describe • description is incomplete or not supported by sufficient details • communication is difficult to follow.	1
<b>Total</b>		<b>3</b>

**(ii) Outline how one religion responds to this particular social issue.**

Nature of answer	Criteria	Mark
Outline: • accuracy • details • use of examples • clarity.	<ul style="list-style-type: none"> <li>• presents relevant information about one religion</li> <li>• may provide reasons for why a religion views this social issue as a moral issue</li> <li>• may use some suitable examples to illustrate answer</li> <li>• demonstrates a clear and accurate understanding</li> <li>• communicates clearly.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>• outline is generalised</li> <li>• outline has some inaccuracies</li> <li>• communication is difficult to follow.</li> </ul>	1–2
<b>Total</b>		<b>4</b>

**(iii) Outline and explain one belief or principle that a particular religion would consider central to how and why it responds to this social issue.**

Nature of answer	Criteria	Mark
Outline and explanation: • relevance • accuracy • focus on task • structure • clarity.	<ul style="list-style-type: none"> <li>• provides an accurate outline of a belief or principle</li> <li>• key terms/ideas are defined and used to present a well reasoned answer</li> <li>• demonstrates the relevance of this belief/principle to a social issue</li> <li>• may provide reasons for why a religion views this social issue as a moral issue</li> <li>• explores ideas and issues as part of answer</li> <li>• accurate, to the point, economical in choice of words etc.</li> <li>• explanation shows structure &amp; clarity of thinking focused on task.</li> </ul>	4–5
	<ul style="list-style-type: none"> <li>• some details are not correct but do not detract from the outline and/or explanation</li> <li>• relevant details are explained</li> <li>• shows some structure and focuses on the task</li> <li>• ideas are not clearly explained.</li> </ul>	2–3
	<ul style="list-style-type: none"> <li>• answer is generalised and/or assumes a knowledge of the belief;</li> <li>• errors in detail are made</li> <li>• sweeping statements are made but not supported by examples or explanations</li> <li>• key terms are not defined or used</li> <li>• answer is not easy to follow.</li> </ul>	1
<b>Total</b>		<b>5</b>

### Question 7

Nominate ONE particular religion in Australia and discuss the role this religion has played in a social issue during a period of time in Australia's history, e.g. war, migration, prosperity, poverty.

Nature of answer	Criteria	Mark
Content: • religion in Australia • social theme • relevant evidence • specific time period.	<ul style="list-style-type: none"> <li>focuses on the role of a particular religion in Australia and its role in one of the listed social themes</li> <li>identifies clearly and remains focused on a relevant time period</li> <li>the details of a social theme are accurately described and explained</li> <li>relevant evidence used to show a clear and concise understanding of episodes/events/people relevant to this examination</li> <li>accurately uses relevant ideas and details and shows how these relate to the question</li> <li>in depth understanding of Australian history and how this relates to the task</li> <li>relevant ideas/issues are examined in terms of their tentative and contextual dimensions</li> <li>issues/ideas examined are placed within a broader context of ideas and perspectives.</li> </ul>	7–9
	<ul style="list-style-type: none"> <li>important elements of the religion and the social theme evident</li> <li>shows an accurate use of facts and ideas</li> <li>develops a point of view around the focus of the task</li> <li>conveys a sense of the narrative of Australian history</li> <li>chooses suitable/relevant examples</li> <li>key concepts/facts/ experiences are identified, defined and explored.</li> </ul>	4–6
	<ul style="list-style-type: none"> <li>may lack a depth of knowledge or knowledge is used indiscriminately</li> <li>tends to overly describe an event or period</li> <li>response relies on one or two examples</li> <li>ideas/details are applied to history in an overly generalised fashion – no discrimination of change or variation over time or in different contexts</li> <li>a sense of a particular time period is not conveyed</li> <li>ideas not explained in sufficient depth or are too sweeping.</li> </ul>	1–3
Use of examples	<ul style="list-style-type: none"> <li>examples are rich, detailed and appropriate</li> <li>relate in a balanced fashion to all parts of the question</li> <li>example are used to illustrate ideas.</li> </ul>	5–6
	<ul style="list-style-type: none"> <li>examples are used and relate to most parts of the question.</li> <li>illustrate the argument and used to support a point.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>examples provided for some parts of the question</li> <li>may be overly stereotypical and/or one dimensional.</li> </ul>	1–2
Essay structure: • quality of introduction • use of paragraphs • sentence structure • develop of ideas • conclusion • complex discussion.	<ul style="list-style-type: none"> <li>structure used to develop a complex and sophisticated discourse that demonstrates a strong understanding of various issues and ideas</li> <li>the tentative nature of conclusion is tackled throughout the essay.</li> </ul>	5–6
	<ul style="list-style-type: none"> <li>uses the format of an essay correctly to develop a clearly structured argument.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>a simple application of essay writing conventions</li> <li>idea/arguments are treated discretely</li> <li>essay focuses mostly on details or ideas which are not supported or sustained in an argument</li> <li>limited construction of an argument.</li> </ul>	1–2
Explanation: • clarity • structure • expression.	<ul style="list-style-type: none"> <li>expression of ideas articulates a sophisticated understanding of beliefs, practices, history, processes and structures</li> <li>the relationship between all ideas is examined</li> <li>shows structure and clarity of thinking focused on the task</li> <li>economical in choice of words, sentences and paragraphs.</li> </ul>	5
	<ul style="list-style-type: none"> <li>descriptions are detailed and appropriate</li> <li>one example or a range of examples are used</li> <li>relevant beliefs/practices/history/processes/structures expressed accurately.</li> </ul>	3–4

	<ul style="list-style-type: none"> <li>• treatment of the question tends to be dealt with in parts or discretely</li> <li>• deals with issue loosely or in a generalised, sweeping fashion</li> <li>• an understanding is assumed or only stated in passing</li> <li>• details rather than ideas are expressed or ideas are identified but only superficially or briefly</li> <li>• may dwell too much on one aspect of the question</li> <li>• does not distinguish adequately between lesser or more important ideas</li> <li>• structure of argument can be followed;</li> </ul>	1–2
Literacy	<ul style="list-style-type: none"> <li>• displays a sophisticated style of expression with personal stylistic elements</li> <li>• conforms to grammatical and spelling conventions except where expression is enhanced by defying conventions.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• displays a good grasp of grammatical and spelling conventions and applies them quite consistently, with only occasional errors.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• level of literacy, especially grammar and spelling, is mostly adequate to express ideas but interferes with clarity of meaning in parts.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• limited literacy especially spelling, grammar and handwriting, which interferes with readability of answer; makes many ideas inaccessible.</li> </ul>	1
	<b>Total</b>	<b>30</b>

### Question 8

Discuss how ONE particular religion can or does respond to the challenges and opportunities presented by new technology, e.g. medicine, industry, education.

Nature of answer	Criteria	Mark
Content: • challenges • opportunities • technology • response of a religion • relevant evidence.	<ul style="list-style-type: none"> <li>focuses on both the challenges and opportunities presented by new technology</li> <li>presents a balanced and thoughtful treatment of how a particular religion responds</li> <li>the possibilities of how a religion might respond are outlined/explored</li> <li>a knowledge of a technology is demonstrated</li> <li>an accurate and detailed knowledge of a particular religion is demonstrated</li> <li>relevant ideas/issues are addressed in terms of their tentative and contextual dimensions</li> <li>issues/ideas are placed within a broader context of ideas and perspectives.</li> </ul>	7–9
	<ul style="list-style-type: none"> <li>challenges and opportunities of new technology are presented</li> <li>some knowledge of a technology is demonstrated</li> <li>how a religion can or does respond is addressed in detail</li> <li>a knowledge of a particular religion is demonstrated</li> <li>develops a point of view around the focus of the task</li> <li>chooses suitable/relevant examples</li> <li>key concepts/facts/ experiences are identified, defined and explored.</li> </ul>	4–6
	<ul style="list-style-type: none"> <li>focuses only on challenges or opportunities of new technology</li> <li>demonstrates a limited knowledge of particular technology or a religion</li> <li>treatment of a technology or a religion contains inaccurate or inappropriately used information</li> <li>ideas/details are applied in an overly generalised fashion</li> <li>ideas not explained in sufficient depth or are too sweeping.</li> </ul>	1–3
Use of examples	<ul style="list-style-type: none"> <li>examples are rich, detailed and appropriate</li> <li>relate in a balanced fashion to all parts of the question</li> <li>example are used to illustrate ideas.</li> </ul>	5–6
	<ul style="list-style-type: none"> <li>examples are used and relate to most parts of the question</li> <li>illustrate the argument and used to support a point</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>examples provided for some parts of the question</li> <li>may be overly stereotypical and/or one dimensional.</li> </ul>	1–2
Essay structure: • quality of introduction • use of paragraphs • sentence structure • develop of ideas • conclusion • complex discussion.	<ul style="list-style-type: none"> <li>structure used to develop a complex and sophisticated discourse that demonstrates a strong understanding of various issues and ideas</li> <li>the tentative nature of conclusion is tackled throughout the essay.</li> </ul>	5–6
	<ul style="list-style-type: none"> <li>uses the format of an essay correctly to develop a clearly structured argument.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>a simple application of essay writing conventions</li> <li>idea/arguments are treated discretely</li> <li>essay focuses mostly on details or ideas which are not supported or sustained in an argument</li> <li>limited construction of an argument.</li> </ul>	1–2
Explanation: • clarity • structure • expression.	<ul style="list-style-type: none"> <li>expression of ideas articulates a sophisticated understanding of beliefs, practices, history, processes and structures</li> <li>the relationship between all ideas is examined</li> <li>shows structure and clarity of thinking focused on the task</li> <li>economical in choice of words, sentences and paragraphs.</li> </ul>	5
	<ul style="list-style-type: none"> <li>descriptions are detailed and appropriate</li> <li>one example or a range of examples are used</li> <li>relevant beliefs/practices/history/processes/structures expressed accurately.</li> </ul>	3–4

	<ul style="list-style-type: none"> <li>• treatment of the question tends to be dealt with in parts or discretely</li> <li>• deals with issue loosely or in a generalised, sweeping fashion</li> <li>• an understanding is assumed or only stated in passing</li> <li>• details rather than ideas are expressed or ideas are identified but only superficially or briefly</li> <li>• may dwell too much on one aspect of the question</li> <li>• does not distinguish adequately between lesser or more important ideas</li> <li>• structure of argument can be followed.</li> </ul>	1–2
Literacy	<ul style="list-style-type: none"> <li>• displays a sophisticated style of expression with personal stylistic elements</li> <li>• conforms to grammatical and spelling conventions except where expression is enhanced by defying conventions.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• displays a good grasp of grammatical and spelling conventions and applies them quite consistently, with only occasional errors.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• level of literacy, especially grammar and spelling, is mostly adequate to express ideas but interferes with clarity of meaning in parts.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• limited literacy especially spelling, grammar and handwriting, which interferes with readability of answer; makes many ideas inaccessible.</li> </ul>	1
	<b>Total</b>	<b>30</b>

### Question 9

Outline and discuss how during a particular period of history the beliefs and practices of a religion impacted upon ONE or more of the following:

- individuals
- a particular group in society
- a society or nation
- people and societies throughout the world
- across generations

Nature of answer	Criteria	Mark
Content: <ul style="list-style-type: none"> <li>• religious beliefs</li> <li>• historical figure</li> <li>• impact</li> <li>• relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• focuses on how the beliefs of one person impacts</li> <li>• demonstrates an accurate and detailed knowledge of a historical figure</li> <li>• considers their impact in both positive and negative terms</li> <li>• demonstrates an accurate and detailed knowledge of one or more of the listed choices</li> <li>• accurately uses relevant ideas and details and shows how these relate to the question</li> <li>• relevant ideas/issues are addressed in terms of their tentative and contextual dimensions</li> <li>• conveys a sense that impact changes and varies over time and place</li> <li>• issues/ideas are placed within a broader context of ideas and perspectives.</li> </ul>	7–9
	<ul style="list-style-type: none"> <li>• Important details about the beliefs of a person are used</li> <li>• answer focuses on the impact of a particular person</li> <li>• demonstrates a knowledge of one or more of the listed choices</li> <li>• shows an accurate use of facts and ideas</li> <li>• chooses suitable/relevant examples</li> <li>• key concepts/facts/ experiences are identified, defined and explored.</li> </ul>	4–6
	<ul style="list-style-type: none"> <li>• may focus only on one or two elements of the question</li> <li>• may lack a depth of knowledge or knowledge is used indiscriminately</li> <li>• tends to focus too much on biographical details</li> <li>• response relies on one or two examples</li> <li>• overly generalises</li> <li>• ideas not explained in sufficient depth or are too sweeping.</li> </ul>	1–3
Use of examples	<ul style="list-style-type: none"> <li>• examples are rich, detailed and appropriate</li> <li>• relate in a balanced fashion to all parts of the question</li> <li>• example are used to illustrate ideas.</li> </ul>	5–6
	<ul style="list-style-type: none"> <li>• examples are used and relate to most parts of the question</li> <li>• illustrate the argument and used to support a point.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>• examples provided for some parts of the question</li> <li>• may be overly stereotypical and/or one dimensional.</li> </ul>	1–2
Essay structure: <ul style="list-style-type: none"> <li>• quality of introduction</li> <li>• use of paragraphs</li> <li>• sentence structure</li> <li>• develop of ideas</li> <li>• conclusion</li> <li>• complex discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• structure used to develop a complex and sophisticated discourse that demonstrates a strong understanding of various issues and ideas</li> <li>• the tentative nature of conclusion is tackled throughout the essay.</li> </ul>	5–6
	<ul style="list-style-type: none"> <li>• uses the format of an essay correctly to develop a clearly structured argument.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>• a simple application of essay writing conventions</li> <li>• idea/arguments are treated discretely</li> <li>• essay focuses mostly on details or ideas which are not supported or sustained in an argument</li> <li>• limited construction of an argument.</li> </ul>	1–2
Explanation: <ul style="list-style-type: none"> <li>• clarity</li> <li>• structure</li> <li>• expression.</li> </ul>	<ul style="list-style-type: none"> <li>• expression of ideas articulates a sophisticated understanding of beliefs, practices, history, processes and structures</li> <li>• the relationship between all ideas is examined</li> <li>• shows structure and clarity of thinking focused on the task</li> <li>• economical in choice of words, sentences and paragraphs.</li> </ul>	5

	<ul style="list-style-type: none"> <li>descriptions are detailed and appropriate</li> <li>one example or a range of examples are used</li> <li>relevant beliefs/practices/history/processes/structures expressed accurately.</li> </ul>	3–4
	<ul style="list-style-type: none"> <li>treatment of the question tends to be dealt with in parts or discretely</li> <li>deals with issue loosely or in a generalised, sweeping fashion</li> <li>an understanding is assumed or only stated in passing</li> <li>details rather than ideas are expressed or ideas are identified but only superficially or briefly</li> <li>may dwell too much on one aspect of the question</li> <li>does not distinguish adequately between lesser or more important ideas</li> <li>structure of argument can be followed;</li> </ul>	1–2
Literacy	<ul style="list-style-type: none"> <li>displays a sophisticated style of expression with personal stylistic elements</li> <li>conforms to grammatical and spelling conventions except where expression is enhanced by defying conventions.</li> </ul>	4
	<ul style="list-style-type: none"> <li>displays a good grasp of grammatical and spelling conventions and applies them quite consistently, with only occasional errors.</li> </ul>	3
	<ul style="list-style-type: none"> <li>level of literacy, especially grammar and spelling, is mostly adequate to express ideas but interferes with clarity of meaning in parts.</li> </ul>	2
	<ul style="list-style-type: none"> <li>limited literacy especially spelling, grammar and handwriting, which interferes with readability of answer; makes many ideas inaccessible.</li> </ul>	1
	<b>Total</b>	<b>30</b>



## RELIGION AND LIFE EXAM/COURSE CONTENT MAP – SAMPLE STAGE 2, 2007

### Religious inquiry and processes

IPRS – Investigative processes and research skills

IAS – Interpreting, analysing and synthesising information

FC – Forms of communication that present findings and conclusions

### The nature of religion

SM – The search for meaning

BS – Religious belief systems

PS – Religious practices and structures

### The influence of religion

RS – The place of religion in society

HCC – Religion in historical and cultural contexts

CI – Contemporary issues for religion

Section/ question	Religious inquiry and processes			The nature of religion			The influence of religion		
	IPRS	IAS	FC	SM	BS	PS	RS	HCC	CI
S1Q1a	A								
S1Q1b	A								
S1Q1c		A							
S1Q1d		A							
S1Q1e		A/B							
S1Q1f		A/B							
S1Q2a		A/B							
S1Q2b		A/B							
S2Q3a					A/B	A/B			
S2Q3b					A/B	A/B			
S2Q3ci					A/B	A/B			
S2Q3ii					A/B	A/B			
S2Q3d					A/B	A/B			
S2Q3e					A/B	A/B			

S2Q4a	B	A		A	B				
S2Q4b					B	A/B			
S2Q5a					B				
S2Q5bi					A				
S2Q5bii					A				
S2Q5c				A					
S2Q5d				A					
S3Q6a							A/B		
S3Q6bi									A/B
S3Q6bii									A/B
S3Q6biii									A/B
S3Q7								A	
S3Q8									A/B
S3Q9								A/B	