



RELIGION AND LIFE

ATAR course examination 2016

Marking Key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Source analysis

40% (66 Marks)

Question 1

(17 marks)

- (a) Outline the perspective on religion presented in Source 1A. (3 marks)

Description	Marks
Outlines the perspective on religion in Source 1A. Provides supporting evidence from the source.	3
Provides some relevant points about the way religion is presented in Source 1A. Makes relevant reference to the source.	2
Makes superficial comment/s on religion and a tenuous link to Source 1A.	1
Total	3
Answers could include: Religion is presented from a negative perspective: <ul style="list-style-type: none"> • religion is the source of ongoing conflict amongst people/countries in the world • irony of religion is that it preaches peace but causes conflict/wars/violence • religion always results in confrontation • in terms of the big picture, peace seems impossible to achieve whilst religion exists. 	

- (b) Outline the perspective on religion presented in Source 1B. (3 marks)

Description	Marks
Outlines the perspective on religion in Source 1B. Provides supporting evidence from the source.	3
Provides some relevant points about the way religion is presented in Source 1B. Makes relevant reference to the source.	2
Makes superficial comment/s on religion and a tenuous link to Source 1B.	1
Total	3
Answers could include: Religion is presented from a positive perspective: <ul style="list-style-type: none"> • religion motivates people to behave in ways that encourage better health and wellbeing • religion contributes to a sense of hope and purpose • religion provides people with a sense of belonging and promotes support and care of others. 	

- (c) Comment on the reliability of Sources 1A and 1B. (6 marks)

Description	Marks
For each of the two sources:	
Provides valid comments on the reliability of the source.	3
Provides a valid comment about the reliability of the source.	2
Makes general comments about the reliability of the source.	1
Total	6
<p>Answers could include:</p> <p>Source 1A: Cartoon</p> <ul style="list-style-type: none"> • this type of source is a powerful way to cut through rhetoric and ideology; cartoons can encapsulate the essence of an issue • this type of source typically regards topics from a satirical position • cartoons can influence people by manipulating emotions rather than presenting arguments • is a single-author source (one perspective). <p>Source 1B: Passage of text</p> <ul style="list-style-type: none"> • the source cites the constitution of the World Health Organisation and provides a convenient quote from the Australian Institute of Health and Welfare 2014 – well-recognised, international/national organisations • the source references a sociologist by name – credential is acknowledged but the person's credibility is not necessarily known • health organisations often rely on the voluntary/free contributions/input of religious groups so the sector would be keen to promote the view that religion plays a role in the good health of people to ensure continued support from these groups. 	

- (d) With reference to Sources 1A and 1B, analyse the statement: 'Religion has no place in society'. (5 marks)

Description	Marks
Analyses the statement and provides supporting reference to both sources.	5
Explains some aspects of the statement by using evidence from both sources.	4
Provides some relevant information from both sources in an attempt to analyse the statement.	3
Makes general comments in relation to the statement.	2
Makes superficial comments in relation to the statement.	1
Total	5

Question 2

(19 marks)

- (a) Explain the significance of the event that is the focus of Source 2. (5 marks)

Description	Marks
Explains concisely, using relevant details, the significance of the event that is the focus of Source 2.	5
Explains in some detail the significance of the event that is the focus of Source 2.	4
Identifies some relevant aspects of the significance of the event that is the focus of Source 2.	3
Makes general comments about the event that is the focus of Source 2.	2
Makes superficial comments about the event that is the focus of Source 2.	1
Total	5
Answers could include: <ul style="list-style-type: none"> • a new conception for the Orthodox Church in facilitating unity when dealing with issues and decision-making: consensus rather than imposition of decisions • will gather representatives from all fourteen independent Orthodox churches • will be held in places of historical significance for the Orthodox Church • will provide an opportunity to address 'big-picture' issues such as determining a united response to religious fundamentalism and fanaticism and deciding how the church can adapt ancient faith to modern reality. 	

- (b) Describe the key challenges associated with this particular event. (4 marks)

Description	Marks
Describes the key challenges associated with this particular event.	4
Identifies the key challenges associated with this particular event and provides some relevant points.	3
Makes general comments about the challenges associated with this particular event.	2
Makes superficial comments about the challenges associated with this particular event.	1
Total	4
Answers could include: Key challenges: <ul style="list-style-type: none"> • reaching a consensus when disagreements and power-play can occur between the participants • addressing the wide range of issues from minor items to significant problems in adapting ancient faith to a modern reality • how the status of the Council will be received by the Orthodox churches. 	

- (c) With reference to Source 2, outline the process the Great Council will undertake to address particular issues. (4 marks)

Description	Marks
Outlines correctly the process the Great Council will undertake to address particular issues.	4
Identifies some aspects of the process the Great Council will undertake to address particular issues.	3
Makes general comments about the process the Great Council will undertake to address particular issues.	2
Makes superficial comments about the process the Great Council will undertake to address particular issues.	1
Total	4
Answers could include: Process: <ul style="list-style-type: none"> • will bring all leaders and representatives together for preparation, planning and identifying issues • will engage in open, transparent dialogue and debate • will use consensus strategies to arrive at united decisions on various issues. 	

- (d) Source 2 focuses on how a religious structure is used to address issues. Describe in detail how **one** religion uses another structure to address specific issues. (6 marks)

Description	Marks
Describes in detail how one religion uses a structure to address specific issues.	6
Outlines how one religion uses a structure to address specific issues.	5
Provides some relevant points about how one religion uses a structure to address specific issues.	4
Identifies some ways in which one religion uses a structure to address issues.	3
Makes general comments about a structure of one religion in relation to addressing issues.	2
Makes superficial comments about a structure of one religion.	1
Total	6

Question 3

(30 marks)

(a) Describe the role of religion in Sources 3A, 3B and 3C.

(9 marks)

Description	Marks
For each of the three sources:	
Describes the role of religion in the source.	3
Identifies relevant point/s about the role of religion in the source.	2
Makes superficial comments in relation to the role of religion in the source.	1
Total	9
<p>Answers could include:</p> <p>Source 3A:</p> <ul style="list-style-type: none"> • religion provides a stimulus for artistic expression • religion is the source of personal reflection and provides individuals with the chance to express their particular views on religion/spirituality and share them with others e.g. faith, belief in something bigger and survival stories • religion provides a particular voice/position in terms of its contribution to the cultural/national landscape of a country e.g. Santa icon/Christmas/notion of national identity for Australians. <p>Source 3B:</p> <ul style="list-style-type: none"> • Judeo-Christianity plays a central role in the political framework of Australia. This can often overshadow/isolate other religions which can cause isolation and alienation • religions often share common interests and values • religions sharing common social values may become more significant in national political debate. <p>Source 3C:</p> <ul style="list-style-type: none"> • religion has been historically at the front line in tackling social issues • religion/religious groups are a source of charity and support for people • religion/religious groups are the largest non-government provider of community and welfare service in Australia. 	

- (b) Consider Source 3A. Outline **two** other ways in which religion contributes to the culture of Australia **or** another nation. (6 marks)

Description	Marks
For each of the two ways:	
Outlines with some insight the way in which religion contributes to the culture of Australia or another nation.	3
Identifies relevant point/s about the way in which religion contributes to the culture of Australia or another nation.	2
Makes superficial comment/s about religion and the way it contributes to the culture of Australia or another nation.	1
Total	6
Answers could include:	
<ul style="list-style-type: none"> • education • literature • music • religious festivals, events or celebrations. 	

- (c) Further to Source 3B, comment on the role religion can play in national political debate. (4 marks)

Description	Marks
Comments with some insight on the role religion can play in national political debate.	4
Provides some relevant comments about the role religion can play in national political debate.	3
Makes general comments about religion and national political debate.	2
Makes superficial comment/s about religion and politics.	1
Total	4
Answers could include:	
<ul style="list-style-type: none"> • faith informing individual politicians and voters • explicitly religious political parties and organisations e.g. Family First and the Australian Jewish Democratic Society • input from faith based service providers e.g. Salvation Army, Good Samaritans, Muslim Aid Australia, Jewish Care and the Hindu Social and Welfare Association • influence on policy e.g. contribution to the same-sex marriage debate and refugee debate. 	

- (d) Consider Source 3C. Outline what motivates a religion to provide community and welfare services. (4 marks)

Description	Marks
Outlines, with some insight, what motivates a religion to provide community and welfare services.	4
Provides some relevant comments about what motivates a religion to provide community and welfare services.	3
Makes general comments about a religion in relation to community and welfare services.	2
Makes superficial comments about a religion in relation to community and welfare services.	1
Total	4
Answers could include:	
<ul style="list-style-type: none"> • religious beliefs and/or values e.g. charity in Christianity • religious teachings e.g. Four Noble Truths of Buddhism • religious commandments e.g. Third Pillar of Islam, Tzedakah in Judaism. 	

- (e) With reference to the sources and your learning, construct an argument for **or** against the statement: 'Religion plays a critical role in the public life of a nation'. (7 marks)

Description	Marks
Argument	
Constructs a convincing argument for or against the statement.	5
Presents an argument for or against the statement.	4
Provides some relevant comments about the role of religion in the public life of a nation.	3
Makes general comments about religion and the public life of a nation.	2
Makes superficial comments about religion and the public life of a nation.	1
Sub-total	5
Evidence	
Supports response with reference to at least two sources and other learning.	2
Supports response with some reference to at least one source and/or other learning.	1
Sub-total	2
Total	7

Section Two: Short answer

30% (39 Marks)

Question 4

(10 marks)

- (a) Explain how **one** key social factor affects the way in which people interact with religion. (5 marks)

Description	Marks
Explains concisely, using relevant details, how one key social factor affects the way in which people interact with religion.	5
Explains how one key social factor affects the way in which people interact with religion.	4
Describes generally how one key social factor affects the way in which people interact with religion.	3
Identifies a relevant social factor and makes a relevant link to how it affects the way people interact with religion.	2
Identifies a relevant social factor and makes a tenuous link to how it affects the way people interact with religion.	1
Total	5

- (b) (i) Construct a question that researchers might use to guide inquiry into the influence of social factors on religion. (2 marks)

Description	Marks
Constructs a question that is open-ended and useful for research.	1
Constructs a question that relates to the area of social factors.	1
Total	2

- (ii) Outline a research plan for this inquiry. (3 marks)

Description	Marks
Outlines an appropriate research plan for this inquiry.	3
Identifies some features of a research plan for this inquiry.	2
Identifies a simple research plan for this inquiry.	1
Total	3
Answers could include: <ul style="list-style-type: none"> • a process for ethically gathering relevant data • information about how data will be analysed, interpreted and used • information about how findings will be communicated. 	

Question 5

(12 marks)

- (a) Describe the historical context of **one** religious event and/or issue from the past. (4 marks)

Description	Marks
Describes accurately the historical context of one religious event and/or issue from the past.	4
Provides some relevant details about the historical context of one religious event and/or issue from the past.	3
Provides a general overview of the historical context of one religious event and/or issue from the past.	2
Provides some relevant historical information that relates to one religious event and/or issue from the past.	1
Total	4

- (b) Explain **two** ways in which this event and/or issue was significant for a particular religion. (8 marks)

Description	Marks
For each of the two ways:	
Explains the way this event and/or issue was significant for a particular religion.	4
Provides some relevant points about the way this event and/or issue was significant for a particular religion.	3
Makes general comments about the way this event and/or issue was significant for a particular religion.	2
Makes superficial comments about the way this event and/or issue was significant for a particular religion.	1
Total	8

Question 6

(8 marks)

Describe in detail how a particular religious belief, teaching, ritual **or** practice helps people in their search for freedom.

Description	Marks
Describes in detail how a particular religious belief, teaching, ritual or practice helps people in their search for freedom.	8
Describes in some detail how a particular religious belief, teaching, ritual or practice helps people in their search for freedom.	7
Outlines how a particular religious belief, teaching, ritual or practice helps people in their search for freedom.	6
Provides relevant points about how a particular religious belief, teaching, ritual or practice helps people in their search for freedom.	5
Identifies some ways in which a particular religious belief, teaching, ritual or practice helps people in their search for freedom.	4
Makes general comments about a particular religious belief, teaching, ritual or practice in relation to freedom.	3
Makes superficial comments about a particular religious belief, teaching, ritual or practice in relation to freedom.	2
Identifies a particular religious belief, teaching, ritual or practice.	1
Total	8

Question 7

(9 marks)

(a) Outline the nature of **one** current issue for a religion.

(3 marks)

Description	Marks
Outlines the nature of one current issue for a religion.	3
Makes relevant comments about one current issue for a religion.	2
Makes superficial comments in relation to one current issue for a religion.	1
Total	3

(b) Examine the interaction between a particular religion and a current issue.

(6 marks)

Description	Marks
Examines with some insight the interaction between a particular religion and a current issue.	6
Explains in some detail the interaction between a particular religion and a current issue.	5
Describes relevant ways in which a particular religion interacts with a current issue.	4
Provides some relevant points about how a particular religion relates to a current issue.	3
Makes general comments about how about a particular religion relates to a current issue.	2
Makes superficial comments about a particular religion and a current issue.	1
Total	6

Section Three: Essay

30% (25 Marks)

Question 8

(25 marks)

Discuss in detail how **one** religious belief, teaching, ritual **or** practice developed over time.

Description	Marks
Criterion 1: A religious belief, teaching, ritual or practice	
Describes in detail and with accuracy one religious belief, teaching, ritual or practice in order to establish a position for the discussion.	4
Describes in some detail one religious belief, teaching, ritual or practice in order to establish a position for the discussion.	3
Identifies a religious belief, teaching, ritual or practice and makes general comments about it in order to provide some grounding for the discussion.	2
Identifies a religious belief, teaching, ritual or practice.	1
Sub-total	4
Criterion 2: Development of religious belief, teaching, ritual or practice over time	
Explains the development of the religious belief, teaching, ritual or practice.	5
Describes most aspects of the development of the religious belief, teaching, ritual or practice.	4
Provides some relevant information about the development of the religious belief, teaching, ritual or practice.	3
Makes general comments about the development of the religious belief, teaching, ritual or practice.	2
Makes superficial comments about the development of the religious belief, teaching, ritual or practice.	1
Sub-total	5
Criterion 3: Discussion	
Constructs a sustained, logical and sophisticated discussion which shows a depth of understanding in relation to the topic/question.	7
Constructs a coherent discussion in relation to the topic/question.	6
Produces a logical discussion that shows some thought in relation to the topic/question.	5
Provides relevant points/information in relation to the topic/question.	4
Makes some relevant statements in relation to the topic/question.	3
Makes generalisations in relation to the topic/question.	2
Makes superficial, disjointed statements in relation to the topic/question.	1
Sub-total	7
Criterion 4: Evidence	
Provides convincing evidence to substantiate their discussion.	4
Provides relevant evidence to substantiate their discussion.	3
Provides some evidence for their discussion.	2
Provides limited or superficial evidence for their discussion.	1
Sub-total	4
Criterion 5: Essay structure	
Introduction	
Articulates clearly the direction of the essay in terms of the topic/question.	2
States the topic/question and indicates some direction for the essay.	1
Sub-total	2
Body	
Sequences content in well-structured paragraphs.	1
Sub-total	1
Conclusion	
Summarises succinctly the argument/viewpoint with reference to the topic/question.	2
Summarises broadly their response to the topic/question.	1
Sub-total	2
Overall total	25

Question 9

(25 marks)

Discuss the concept of freedom from the perspective of a particular religion.

Description	Marks
Criterion 1: The nature of a particular religion	
Describes in specific detail the nature of a particular religion in order to establish a position for the discussion.	4
Describes some aspects of a particular religion in order to establish a position for the discussion.	3
Makes general comments about a religion in order to provide some grounding for the discussion.	2
Makes superficial comment/s about a religion in an attempt to address the question.	1
Sub-total	4
Criterion 2: The concept of freedom	
Explains in detail the concept of freedom from the perspective of the religion identified.	5
Explains in some detail the concept of freedom from the perspective of the religion identified.	4
Describes the concept of freedom in a way that is appropriate for the religion identified.	3
Makes general comments about freedom in relation to the religion identified.	2
Makes superficial comments about freedom in relation to the religion identified.	1
Sub-total	5
Criterion 3: Discussion	
Constructs a sustained, logical and sophisticated discussion which shows a depth of understanding in relation to the topic/question.	7
Constructs a coherent discussion in relation to the topic/question.	6
Produces a logical discussion that shows some thought in relation to the topic/question.	5
Provides relevant points/information in relation to the topic/question.	4
Makes some relevant statements in relation to the topic/question.	3
Makes generalisations in relation to the topic/question.	2
Makes superficial, disjointed statements in relation to the topic/question.	1
Sub-total	7
Criterion 4: Evidence	
Provides convincing evidence to substantiate their discussion.	4
Provides relevant evidence to substantiate their discussion.	3
Provides some evidence for their discussion.	2
Provides limited or superficial evidence for their discussion.	1
Sub-total	4
Criterion 5: Essay structure	
Introduction	
Articulates clearly the direction of the essay in terms of the topic/question.	2
States the topic/question and indicates some direction for the essay.	1
Sub-total	2
Body	
Sequences content in well-structured paragraphs.	1
Sub-total	1
Conclusion	
Summarises succinctly the argument/viewpoint with reference to the topic/question.	2
Summarises broadly their response to the topic/question.	1
Sub-total	2
Overall total	25

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution-NonCommercial 3.0 Australia licence.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*