



RELIGION AND LIFE

ATAR course examination 2019

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% (55 Marks)

Question 1

(20 marks)

- (a) Identify the purpose of Source 1. (1 mark)

Description	Marks
Identifies the purpose of Source 1	1
Total	1
Answers could include: <ul style="list-style-type: none"> to indicate what prompts different generations to think about spiritual, religious or metaphysical things to indicate that people are still prompted to reflect on spiritual/religious matters to indicate which factors trigger spiritual reflection to indicate that different generations have different triggers to reflect on spiritual/religious matters to indicate that different generations have similar triggers to reflect on spiritual/religious matters. 	

- (b) Identify **two** differences shown across the different generations represented in Source 1. (2 marks)

Description	Marks
For each of two differences (1 mark each)	
Identifies a difference between the generations	1
Subtotal	1
Total	2
Answers could include: <ul style="list-style-type: none"> 'social media' is only a prompt for Generation Z 'a death in the family' is not a prompt to contemplate spirituality or religious views for Generations Z and Y 'global and national issues' are not prompts for Generation Z whilst conversation with people is a common event for all generations, it is less significant for Generation X and Baby Boomers. 	

- (c) Draw **two** significant conclusions from Source 1. (4 marks)

Description	Marks
For each of two conclusions (2 marks each)	
Draws a valid significant conclusion based on the source	2
Provides a general observation based on the source	1
Subtotal	2
Total	4
Answers could include: <ul style="list-style-type: none"> that no matter what age or generation, all people have common triggers for thinking about spiritual/religious views. For example, 'conversations with people', 'a major life crisis and 'reading a book or article' that different generations have some similar triggers for thinking about spiritual/religious views. However, these are affected by the time in which they live, for example, the younger generation are influenced by social media. 	

- (d) (i) Construct a research question to guide this investigation. (1 mark)

Description	Marks
Constructs a valid research question to guide the investigation, which is objective and refers to the focus of research	1
Total	1
Answers could include: <ul style="list-style-type: none"> • Why does spirituality remain a strong aspect of people's lives? • Irrespective of age, are spiritual matters triggered by similar events? • Do older generations have more prompts for contemplating spiritual and/or religious matters than younger generations? 	

- (ii) Outline **two** different ways in which the researcher might gather data for this investigation. (4 marks)

Description	Marks
For each of two ways (2 marks each)	
Outlines a way in which a researcher might gather data for the investigation	2
Identifies a way in which a researcher might gather data for the investigation	1
Subtotal	2
Total	4
Answers could include: <ul style="list-style-type: none"> • survey/questionnaires – can be used to measure information from a large population of religious and non-religious people in an efficient way, via web, email, phone, mail or in person • focus groups – can be used to bring together a homogeneous group of participants to discuss opinions and insights about religious and spiritual prompts • interviews – can be used to discuss religious/spiritual prompts between a researcher and interviewee, in a private one-on-one way. 	

- (iii) Describe the importance of ethical data collection for research investigations on spirituality and religion. (3 marks)

Description	Marks
Describes the importance of ethical data collection for research investigations on spirituality and religion	3
Outlines the importance of ethical data collection for research investigations	2
Provides general comments about ethical data collection	1
Total	3
Answers could include: <ul style="list-style-type: none"> • the nature of research investigations on spirituality and religion are deeply personal, therefore ethical data collection is dependent on several standards being practised • ethical collection of data is required to protect the integrity of the participants. The participants need to feel confident in the confidentiality of their responses in order to divulge their deeply held personal beliefs • ethical data collection is important to ensure all conclusions drawn are legitimate and reflective of the conducted research. Researchers need to consider all religious views and ensure there are no biased views on the researchers' behalf • respect for personal opinion and cultural sensitivities will ensure honest answers are provided and are helpful to the investigation. 	

Question 1 (continued)

- (e) Evaluate the reliability of Source 1. Use evidence from the source to support your response. (5 marks)

Description	Marks
Evaluates the reliability of Source 1 using detailed relevant evidence from the source to support the evaluation	5
Explains the reliability of Source 1 using relevant evidence from the source to support the explanation	4
Describes the reliability of Source 1 using some evidence from the source	3
Outlines the reliability of Source 1	2
Comments on the reliability of Source 1	1
Total	5
<p>Answers could include:</p> <ul style="list-style-type: none"> • the data cannot be considered reliable as there is no information on the study that produced the data. Missing information includes: <ul style="list-style-type: none"> ◦ indication of numbers of participants ◦ information on the method of data collection ◦ time frame in which the research took place ◦ information on who conducted or sponsored the research. • the data could be considered reliable as: <ul style="list-style-type: none"> ◦ a range of ages is included ◦ a range of events is considered ◦ the graph is clearly labelled ◦ percentages have been used, so comparisons can be made. 	

Question 2

(13 marks)

- (a) Discuss, with reference to the sources, why the issue of environmental sustainability causes tension and/or conflict in society. (5 marks)

Description	Marks
Discusses, with reference to the sources, why the issue of environmental sustainability causes tension and/or conflict in society	5
Describes, with reference to the sources, some reasons why the issue of environmental sustainability causes tension and/or conflict in society	4
Outlines some reasons why the issue of environmental sustainability causes tension and/or conflict in society, with reference to the sources	3
Identifies a reason why the issue of environmental sustainability causes tension and/or conflict in society	2
Makes general comments about the issue	1
Total	5
Answers could include: <ul style="list-style-type: none"> • this issue causes tension and/or conflict as there are conflicting views in society about the environment: <ul style="list-style-type: none"> ◦ some people view the world as a way to make money and to be used for individual gain (Source 2B) ◦ some people view the environment in terms of ensuring its survival so that everyone can benefit from it and be sustained (Source 2A). • there is a real cost to economies if we undertake environmental action that threatens our wealth: <ul style="list-style-type: none"> ◦ Source 2B refers to the idea that the Earth is there for people to dominate/use/exploit. 	

- (b) Compare the views expressed in Sources 2A and 2B. Use evidence to support your response. (4 marks)

Description	Marks
Compares the views expressed in Sources 2A and 2B using relevant evidence from the sources	4
Describes the views expressed in Sources 2A and 2B using relevant evidence from the sources	3
Identifies the views expressed in Sources 2A and 2B	2
Makes general comments about the views expressed in Source 2A and/or Source 2B	1
Total	4
Answers could include: <p>Source 2A focuses on why caring for the environment is important. Source 2B focuses on what is causing harm.</p> <p>Similar views expressed in Sources 2A and 2B:</p> <ul style="list-style-type: none"> • Sources 2A and 2B acknowledge the part humanity has played in environmental issues • Source 2A states that 'human actions are responsible for the global ecological crises' • Source 2B discusses that human actions are responsible for the demise of the planet <p>Difference in views expressed in Sources 2A and 2B:</p> <ul style="list-style-type: none"> • Source 2B is different to Source 2A as it looks at what can be gained from the environment without consideration of the future • Source 2B places emphasis on money: <ul style="list-style-type: none"> ◦ Source 2B contains the caption in the cartoon, found at http://tomtoro.com/cartoons/#jp-carousel-135 	

Question 2 (continued)

- (c) Outline **two** ways in which religion could respond to tension and/or conflict generated by current issues. (4 marks)

Description	Marks
For each of two ways (2 marks each)	
Outlines a way in which religion could respond to tension and/or conflict generated by current issues	2
Identifies how religion responds to current issues	1
Subtotal	2
Total	4
Answers could include: <ul style="list-style-type: none"> • promote religious values that support environmental issues • educate people on the teachings of their particular religious preference, i.e. to care for the universe as God is the creator • publish and promote environmental policies • religions push governments to act • religions push people to push governments to act • promote human rights and the need to address the effects on poorer countries • promote ethical and moral aspects of the effects of climate change, encouraging wealthier countries to take action • religions could lead research and discussion, showing commitment to resolving the conflict, thus reducing tension. 	

Question 3

(12 marks)

- (a) Describe the central argument expressed in Source 3A. (3 marks)

Description	Marks
Describes the central argument expressed in Source 3A	3
Outlines some key ideas expressed in Source 3A	2
Provides a general comment about Source 3A and its arguments	1
Total	3
Answers could include: <ul style="list-style-type: none"> • decrease in church membership is a symptom of social disintegration, not a lack of interest in religion • disconnectedness is a common theme throughout a multitude of activities in Australia. 	

- (b) Identify **three** examples from Source 3B that support the statement 'formal religious observances are strongly present in our society'. (3 marks)

Description	Marks
For each of three examples (1 mark each)	
Identifies an example from Source 3B that supports the statement 'formal religious observances are strongly present in our society'	1
Total	3
Answers could include: <ul style="list-style-type: none"> • Australians donate millions of dollars each year to support those in need • Australian laws reflect religious codes of behaviour • sports people making 'the sign of the cross' • Christmas carols in shopping centres • famous Myer's window display in Melbourne, which always includes a nativity scene and attracts over one million people each year • people going on pilgrimage to Mecca each year • Ramadan's strong adherence. 	

Question 3 (continued)

- (c) Drawing on Sources 3A, 3B and your own learning, explain the role religion plays in the public life of Australia or another nation. (6 marks)

Description	Marks
Explains the role played by religion	
Explains the role religion plays in the public life of Australia or another nation	3
Describes the role religion plays in the public life of Australia or another nation	2
Comments on the role religion plays in the public life of Australia or another nation	1
Subtotal	3
Uses evidence from sources and own learning	
Draws upon evidence from Sources 3A, 3B and own learning to support the discussion	3
Draws upon evidence from a combination of Source 3A and/or 3B and/or own learning to support the discussion	2
Draws upon evidence from Sources 3A or 3B or own learning to support the discussion	1
Subtotal	3
Total	6
<p>Answers could include:</p> <p>Source 3A:</p> <ul style="list-style-type: none"> • people are rejecting religious organisations, not religious values • religious people contribute to the makeup of Australian society, e.g. immigration, globalisation • religion is less important in Australian society and has less impact on the public life of Australia, e.g. declining church attendance and secularism. <p>Source 3B:</p> <ul style="list-style-type: none"> • religion plays an important role in the lives of people, e.g. religious schools • religion has shaped the culture and values of Australian society, e.g. donate millions, Christmas giving and sharing, prayer after disasters, volunteering. <p>Other:</p> <ul style="list-style-type: none"> • religion and religious ideals are central to public discourse, e.g. Australian laws and euthanasia debate. 	

Question 4

(10 Marks)

- (a) Outline **three** main features of freedom according to Source 4. (6 marks)

Description	Marks
For each of three features (2 marks each)	
Outlines a main feature of freedom according to Source 4	2
Identifies a feature of freedom found in Source 4	1
Subtotal	2
Total	6
Answers could include: <ul style="list-style-type: none"> • freedom is more a state of mind, rather than a physical restriction – Source 4 states ‘The moment the slaves resolves that he will no longer be a slave, his chains fall.’ • sometimes achieving freedom means that you will suffer – Source 4 states ‘Your readiness to suffer will light the torch of freedom.’ • freedom is more important than anything else, even if it means one losing their life – Source 4 states ‘What would a man not pay for living?’ 	

- (b) Discuss how a religion would respond to the viewpoint expressed in Source 4. Use evidence to support your response. (4 marks)

Discusses how a religion would respond to the viewpoint expressed in Source 4 and supports response with relevant evidence	4
Explains how a religion would respond to the viewpoint expressed in Source 4 and supports response with relevant evidence	3
Identifies how a religion would respond to the viewpoint expressed in Source 4	2
Makes general comments about a religion and the viewpoint expressed in Source 4	1
Total	4
Answers could include: <ul style="list-style-type: none"> • Source 4 sees freedom as a state of mind – there is both spiritual freedom and physical freedom. Religions agree that man is both body and soul <ul style="list-style-type: none"> ◦ ‘The moment the slave resolves that he will no longer be a slave, his chains fall.’ ◦ ‘Freedom and slavery are mental states.’ • religions could respond with agreeance that their concept of freedom is not a physical state but a state of mind in which the following apply: <ul style="list-style-type: none"> ◦ religions promote equality, support for the poor and weak. They set up programs to support the weak and disadvantaged ◦ promote values consistent with equity ideals ◦ religions address physical freedom through their social justice programs. They address spiritual freedom through helping people develop spiritually and/or religiously. 	

Section Two: Short answer

30% (48 Marks)

Question 5

(11 marks)

- (a) (i) Identify **one** social factor that impacts how people interact with religion. (1 mark)

Description	Marks
Identifies a social factor that impacts how people interact with religion	1
Total	1
Answers could include: <ul style="list-style-type: none"> • government policy, e.g. promoting multiculturalism • demographic factors, e.g. changes in immigration. 	

- (ii) Outline the key features of this social factor. (4 marks)

Description	Marks
Outlines the key features of this social factor	4
Identifies some key features of this social factor	3
Identifies some features of this social factor	2
Makes general comments about the social factor and/or its features	1
Total	4
Answers could include: Government policy creates or contributes to the condition that shapes how people interact with religion, e.g. multiculturalism: <ul style="list-style-type: none"> • a society in which numerous cultures, ethnicities and races live together • a range of beliefs, practises and rituals are evident in one community • tolerance of others is an expectation. 	

- (b) Explain **two** ways in which this social factor impacts how people interact with religion. (6 marks)

Description	Marks
For each of two ways (3 marks each)	
Explains a way in which this social factor impacts how people interact with religion	3
Describes a way in which this social factor impacts how people interact with religion	2
Makes general comments about how this social factor impacts how people interact with religion	1
Subtotal	3
Total	6
Answers could include: Government policy, e.g. promoting multiculturalism: <ul style="list-style-type: none"> • multiculturalism can impact positively on how people interact with religion • a society in which numerous cultures and races live in harmony can teach people tolerance and acceptance of the way people live around the world • introduces a range of beliefs, practises and rituals into society, can teach people about different religious practises and give people more insight into the lives of others, giving a better understanding of one another • diverse groups live in a supportive environment, free of prejudice and interact peacefully with each other, can help to counteract racism and misunderstanding between different cultures. 	

Question 6

(13 marks)

- (a) Identify
- one**
- current issue that a religion interacts with. (1 mark)

Description	Marks
Identifies a current issue that a religion interacts with	1
Total	1
Answers could include: <ul style="list-style-type: none"> • euthanasia • human trafficking • poverty. 	

- (b) Describe the nature of this current issue. (4 marks)

Description	Marks
Describes the nature of this current issue	4
Outlines features of this current issue	3
Identifies some features of this current issue	2
Makes general comments about this current issue	1
Total	4
Answers could include: <p>Euthanasia</p> <ul style="list-style-type: none"> • the deliberate ending of a person's life who is suffering from an incurable condition • science has enabled people to live longer, and serious illness takes its toll • there are conflicting views in society as people believe it is their right to decide when they die and feel justified because of their illness • there is also the view that life is a gift and should not be our decision to end it. <p>Human trafficking</p> <ul style="list-style-type: none"> • people are bought and sold as commodities and not recognised as human beings • these people are used for monetary gain, which is illegal in most countries • some economies rely/depend on trafficking to earn a living. <p>Poverty</p> <ul style="list-style-type: none"> • being poor with respect to money, goods and services • there is a growing divide between the rich and poor in the world • some people believe the rich should help to look after the poor • there are also people who want to keep their wealth and disagree with increasing welfare payments and taxes to help the poor in Australia. 	

- (c) Discuss
- two**
- ways in which a religion interacts with this current issue. (8 marks)

Description	Marks
For each of two ways (4 marks each)	
Discusses a way in which a religion interacts with this current issue	4
Describes how a religion interacts with this current issue	3
Outlines how a religion responds to this current issue	2
Identifies a way in which religion responds to this current issue	1
Subtotal	4
Total	8
Answers could include: <p>One way a religion interacts with current issues is by stating and advocating its own perspective on the issue. For instance, the Catholic Church will appeal to its core teachings such as the dignity of each person on the fifth commandment. Important church figures will also produce documents and letters to reinforce their views on such issues.</p>	

Question 7

(8 marks)

Discuss **two** ways in which a religious belief, teaching, ritual or practice helps people in their search for freedom.

Description	Marks
For each of two ways (4 marks each)	
Discusses a way in which a religious belief, teaching, ritual or practice helps people in their search for freedom	4
Describes a way in which a religious belief, teaching, ritual or practice helps people in their search for freedom	3
Identifies a way in which a religious belief, teaching, ritual or practice helps people in their search for freedom	2
Makes general comments about a way in which one religious belief, teaching, ritual or practice helps people	1
Subtotal	4
Total	8
<p>Answers could include:</p> <p>The Sacraments (Catholic):</p> <ul style="list-style-type: none"> • Baptism – enables freedom from original sin • Reconciliation – grace to overcome sin • Eucharist – grace to live freely and find Jesus within • Confirmation – gifts of the Holy Spirit received and people confirm their baptismal promise • Matrimony – grace to live freely within a married commitment with God. <p>Pilgrimage (Catholic):</p> <ul style="list-style-type: none"> • Extended time of self-denial, prayer and reflection to strengthen choices made in the light of God's calling. Pilgrimage leads people to choose what is right rather than what is wanted. <p>The Passover (Judaism):</p> <ul style="list-style-type: none"> • The Jewish Passover is steeped in historic ritual and tradition, it is in remembrance of Moses and how he freed the Hebrews from Israelites • The Israelites had enslaved the Hebrews to perform civil works, Moses led them out of Egypt to Abraham's land • This festival is the very essence of freedom for Jews, who have been enslaved repeatedly throughout history. <p>Salat (Islam):</p> <ul style="list-style-type: none"> • Daily prayers that are repeated five times a day; at Salat al-fajr: dawn, before sunrise, Salat al-zuhr: midday, after the sun passes its highest, Salat al-'asr: the late part of the afternoon, Salat al-maghrib: just after sunset and Salat al-'isha: between sunset and midnight • Muslims believe that this ritualistic prayer brings them close to Allah • Salat emancipates the mind, soul and conscience from sin. 	

Question 8

(16 marks)

- (a) Identify **one** historical issue that interplayed with a religion. (1 mark)

Description	Marks
Identifies an historical issue that interplayed with a religion	1
Total	1
Answers could include: <ul style="list-style-type: none"> • Transatlantic Slave Trade • Fascism • French Revolution • Enlightenment • Holocaust. 	

- (b) Describe **three** key features of this historical issue. (9 marks)

Description	Marks
For each of three key features (3 marks each)	
Describes a key feature of this historical issue	3
Outlines a relevant feature of this historical issue	2
Identifies a relevant feature of this historical issue	1
Subtotal	3
Total	9
Answers could include: Transatlantic Slave Trade: <ul style="list-style-type: none"> • a time in which a number of countries (England, France, America) paid to capture the African people and enslave them • many died on the voyage • brought over as maids and workers in plantations and factories and treated inhumanely • slavery was widely accepted, and people with coloured skin were discriminated against. 	

Question 8 (continued)

- (c) Explain in detail **one** example that illustrates the interplay between a religion and this historical issue. (6 marks)

Description	Marks
Explains in detail one example that illustrates the interplay between a religion and this historical issue	6
Describes one example that illustrates the interplay between a religion and this historical issue	5
Describes one example that illustrates the interaction between a religion and this historical issue	4
Outlines one example that illustrates how a religion responded to this historical issue	3
Identifies one example that illustrates how a religion responded to this historical issue	2
Makes general comments about a religion and this historical issue	1
Total	6
<p>Answers could include: Interplay requires a dynamic interaction. For example, Nazi Germany – Catholic:</p> <ul style="list-style-type: none"> • The Church was threatened and intimidated by the Germans and at first complied with German policy. The Pope's envoy signed the Reichskonkordat which was a treaty that guaranteed the rights of the Catholic Church in Germany. However, the Germans break this treaty and the Catholic Church changes its response • during World War II Europe was in turmoil due to Hitler's anti-Semitic views and dictatorship over Germany. <p>Transatlantic Slave Trade – Christian:</p> <ul style="list-style-type: none"> • the official Church condemnation was ignored • many Christians benefitted financially from slavery • gradual challenge by some committed Christians (William Wilberforce), who successfully shifted social attitudes and lobbied the British government to stop the trade and emancipate the slaves in Britain • William Wilberforce, a Christian, recognised the injustices occurring at this time and used his political profile to gain awareness. He urged the government to stop kidnapping the African people and to free all those enslaved. 	

Section Three: Essay

30% (20 Marks)

Question 9

(20 marks)

Discuss how and why there are differing ways in which religion is viewed in society.

Description	Marks
Criterion 1: Different ways in which religion is viewed in society	
Describes different ways in which religion is viewed in society	4
Outlines a variety of ways in which religion is viewed in society	3
Provides relevant detail about the ways in which religion is viewed in society	2
Provides comments about how religion is viewed in society	1
Subtotal	4
Criterion 2: Why there are different ways in which religion is viewed in society	
Explains why there are different ways in which religion is viewed in society	4
Outlines why there are different ways in which religion is viewed in society	3
Identifies a reason(s) why there are different ways in which religion is viewed in society	2
Provides general comments on why religion is viewed differently in society	1
Subtotal	4
Criterion 3: Evidence	
Uses relevant evidence to support their essay	4
Provides some relevant evidence to support their essay	3
Provides evidence to support their essay	2
Provides limited evidence	1
Subtotal	4
Criterion 4: Discussion	
Constructs a sustained, logical and sophisticated discussion	3
Constructs a coherent discussion	2
Provides some discussion	1
Subtotal	3
Criterion 5: Essay Structure	
Introduction	
Articulates clearly an appropriate purpose and direction for the essay	2
Indicates some direction for the essay	1
Body	
Sequences content of the essay in well-structured paragraphs	2
Sequences content in paragraphs	1
Conclusion	
Summarises succinctly the argument/viewpoint developed by the essay	1
Subtotal	5
Total	20

Question 10

(20 marks)

Discuss how and why a religion develops and expresses its beliefs.

Description	Marks
Criterion 1: How a religion develops and expresses its beliefs	
Describes how a religion develops and expresses its beliefs	4
Outlines how a religion develops and expresses its beliefs	3
Identifies ways a religion develops and expresses its beliefs	2
Provides comments on how a religion develops and expresses its beliefs	1
Subtotal	4
Criterion 2: Why a religion develops and expresses its beliefs	
Explains why a religion develops and expresses its beliefs	4
Outlines why a religion develops and expresses its beliefs	3
Identifies a reason(s) why a religion develops and expresses its beliefs	2
Provides general comments about why a religion develops and expresses its beliefs	1
Subtotal	4
Criterion 3: Evidence	
Uses relevant evidence to support their essay	4
Provides some relevant evidence to support their essay	3
Provides evidence to support their essay	2
Provides limited evidence	1
Subtotal	4
Criterion 4: Discussion	
Constructs a sustained, logical and sophisticated discussion	3
Constructs a coherent discussion	2
Provides some discussion	1
Subtotal	3
Criterion 5: Essay Structure	
Introduction	
Articulates clearly an appropriate purpose and direction for the essay	2
Indicates some direction for the essay	1
Body	
Sequences content of the essay in well-structured paragraphs	2
Sequences content in paragraphs	1
Conclusion	
Summarises succinctly the argument/viewpoint developed by the essay	1
Subtotal	5
Total	20

ACKNOWLEDGEMENTS

- Question 4(a)** Text under 'Answers could include' (1st and 2nd dot points) Adapted from: Gandhi, M. (1946, February 24). *Harijan*, 10 3), p. 18. Retrieved April, 2019, from <https://www.gandhiheritageportal.org/journals-by-gandhiji/harijan>
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- Text under 'Answers could include' (3rd dot point) Adapted from: Gandhi, M. (1938, December 10). *Harijan*, 6 (44), p. 368. Retrieved from <https://www.gandhiheritageportal.org/journals-by-gandhiji/harijan>
Used under Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported Licence
- Question 4(b)** Text under 'Answers could include' (1st dot point) Adapted from: Gandhi, M. (1946, February 24). *Harijan*, 10 3), p. 18. Retrieved April, 2019, from <https://www.gandhiheritageportal.org/journals-by-gandhiji/harijan>
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