



RELIGION AND LIFE

ATAR course examination 2022

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% (40 Marks)

Question 1

(6 marks)

- (a) Identify
- two**
- important features of Princess Alice's context. (2 marks)

Description	Marks
For each important feature (2 x 1 mark)	
Identifies an important feature of Princess Alice's context.	1
Total	2
Answers could include:	
<ul style="list-style-type: none"> Princess Alice's early life was in England and so was in a probably Protestant context when she married a Greek prince her context changed to a Greek Orthodox context during the war her context was dominated by the injustices of the Nazi occupation and she saw the need to help the Jewish people. 	
Accept other relevant answers.	

- (b) Discuss the interplay between Princess Alice's life and religion. (4 marks)

Description	Marks
Discusses the interplay (i.e. the back-and-forth relationship) between Princess Alice's life and religion.	4
Describes ways in which Princess Alice's life interacted with religion.	3
Outlines how religion influenced Princess Alice's life.	2
Makes general comments about Princess Alice's life and religion.	1
Total	4
Answers could include:	
<ul style="list-style-type: none"> the religions to which Alice was exposed influenced her life, and her life experiences influenced her religious expression Alice grew up in a Protestant environment and so this religion may have dominated her life creating a Christian ethic within her her marriage would have brought with it a change of emphasis resulting in a change in her religious practice towards the Orthodox denomination her religious convictions resulted in her reaching out to those in need during WWII her religious commitment resulted in a change in her life as she sought to found a religious order. 	
Accept other relevant answers.	

Question 2

(18 marks)

Refer to Sources 2A, 2B, 2C and 2D in the Source booklet to answer Question 2.

- (a) State the purpose of Source 2A. (1 mark)

Description	Marks
States the purpose of Source 2A.	1
Total	1
Answers could include: <ul style="list-style-type: none"> • to publicise the work of the Salvation Army helping the poor • to attract support for the fundraising efforts of the Salvation Army • to create pressure within society to force the government to take action to help those in need • to increase community awareness about poverty within Australia. Accept other relevant answers.	

- (b) (i) Identify the message in Source 2B. (1 mark)

Description	Marks
Identifies the message of Source 2B.	1
Total	1
Answers could include: <ul style="list-style-type: none"> • the cartoon contrasts the wealth of some providing mega dollars for space activity, with the experience of many others who are homeless. Accept other relevant answers.	

- (ii) Outline how the message is conveyed in the source. (2 marks)

Description	Marks
Outlines how the message is conveyed in the source.	2
Identifies an element of the source that relates to the message.	1
Total	2
Answers could include: <ul style="list-style-type: none"> • the cartoon presents two contrasting images the first is a pair of homeless people (labels, bin as a source of heat, shopping trolley) – all images that suggest people who live on the streets the second has a rocket labelled 'Billionaire' • the cartoon alludes to the recent activity of several well-known billionaires who are competing with each other in a space race • developing and sending rockets into space is very costly. Accept other relevant answers.	

Question 2 (continued)

- (c) Explain the contestability of Source 2B. (3 marks)

Description	Marks
Explains the contestability of Source 2B.	3
Outlines some ways Source 2B can be contested.	2
Makes general comments about how Source 2B can be contested.	1
Total	3
Answers could include: <ul style="list-style-type: none"> • while it is an opinion of the individual who drew the cartoon, at another level the cartoonist may be mirroring the view of many people • it could be argued that billionaires do donate vast sums of money to help those in need and also provide job opportunities in their businesses, but on the other hand the vast amount of money billionaires spend on their lifestyle would make a significant impact on the poverty (of many people) • the style of cartoons tend to be provocative and there is no evidence to support the view expressed. Accept other relevant answers.	

- (d) Discuss the key features of a current issue addressed in Sources 2A and 2B. Refer to evidence from both sources in your response. (4 marks)

Description	Marks
Discusses the key features of a current issue addressed in Sources 2A and 2B.	4
Describes the key features of a current issue addressed in Sources 2A and 2B.	3
Outlines some features of a current issue addressed in Source 2A and/or 2B.	2
Makes general comments about a current issue. Makes little or no reference to the sources.	1
Total	4
Answers could include: <ul style="list-style-type: none"> • low levels of expendable income • the uneven distribution of wealth • low levels of weekly income can lead to homelessness • for people on low incomes the cost of living is too high yet there are people who have excessive wealth that can be spent on expensive items/actions • it appears that economic systems enable a few people to become exceeding rich at the expense of the poor • Source 2A provides factual data about poverty in Australia • Source 2B is a commentary about the inequitable distribution of wealth in society, a key reason why poverty exists. Accept other relevant answers.	

- (e) With reference to the sources, outline **one** difference in the beliefs expressed in Sources 2C and 2D. (2 marks)

Description	Marks
Outlines one difference in the beliefs expressed in Sources 2C and 2D.	2
Makes a general comment about a difference in Sources 2C and 2D.	1
Total	2
Answers could include: <ul style="list-style-type: none"> • Source 2D states that helping those in need is 'considered a duty' in the Sikh religion; Source 2C states that in Buddhism poverty is a 'great opportunity for generosity' • Source 2C, states that Buddhism sees wealth as an 'outcome of good actions in the past', suggesting that wealth is 'not seen as an issue' but more as a reward; this may imply that there is less requirement to help the poor; Source 2D does not state or imply this point of view. 	
Accept other relevant answers.	

- (f) Examine the current issue addressed in Sources 2A and 2B from the perspective of **both** Sources 2C and 2D. (5 marks)

Description	Marks
Examines the current issue addressed in Sources 2A and 2B from the perspective of both Source 2C and 2D.	5
Describes the current issue addressed in Sources 2A and 2B from the perspective of Sources 2C and 2D.	4
Describes the current issue addressed in Sources 2A and 2B, and comments on the perspectives of Sources 2C and 2D.	3
Comments on the issue addressed in Sources 2A and 2B.	2
Makes general comments about the issue in Sources 2A and/or 2B.	1
Total	5
Answers could include: <ul style="list-style-type: none"> • Sources 2A and 2B indicate that there are two aspects of the current issue. One is that there are many people living in extreme poverty. Two, there is an uneven distribution of wealth • Source 2C, Buddhism teaches that 'all human beings should display compassion' to others and so a committed Buddhist may consider wealth inequality an issue that needs to be resolved. A Buddhist may then generously share his/her wealth and/or pressure governments to more generously support those in need. This religious teaching contrasts with the message in Sources 2A and 2B. On the other hand, some Buddhists may see wealth as a result 'of their past good life' and so wealth is perhaps a reward and poor people have the life they deserve. In some ways, this supports the message in 2B where some are wealthy and some are poor • Source 2D, Sikhs see 'called to share wealth' as a 'duty' and so as a result would see the issues of wealth inequality and poverty as a significant issue that needs to be addressed. The message in 2C clearly supports the need for a fairer distribution of a nation's wealth and the need to help those in poverty as shown in 2A and 2B. 	
Accept other relevant answers.	

Question 3

(16 marks)

Refer to Sources 3A and 3B in the Source Booklet to answer Question 3.

- (a) Outline **two** significant conclusions about the way religion is viewed in Europe according to Source 3A. (4 marks)

Description	Marks
For each of two significant conclusions (2 x 2 marks)	
Outlines a significant conclusion about the way religion is viewed in Europe according to Source 3A.	2
Makes a general observation about the way religion is viewed in Europe.	1
Total	4
Answers could include: <ul style="list-style-type: none"> in European countries that tend to have a stronger Christian presence there appears to be higher levels of negative attitudes towards religion e.g. in Portugal where 83% of people indicate that they are Christians but they have much higher negative views on religion, as compared to the Netherlands which has only 41% of people identifying as Christians but they have less negative views on churches and other religious organisations. 	
Accept other relevant answers.	

- (b) Outline **two** ways in which religion is viewed in Australian society, according to Source 3B. (4 marks)

Description	Marks
For each of two ways (2 x 2 marks)	
Outlines a way that religion is viewed in Australian society according to Source 3B.	2
Makes a general observation about the way religion is viewed.	1
Total	4
Answers could include: <ul style="list-style-type: none"> some in Australian society have a very negative view of religion government should not support religious matters some see religious matters as fictitious and irrelevant to daily life some in society have a very positive view of religion some believe that religious matters are appropriate matters to be discussed in society people like to be informed about religious matters irrespective of their personal beliefs. 	
Accept other relevant answers.	

(c) Discuss the reliability of Source 3A and Source 3B.

(4 marks)

Description	Marks
Discusses the reliability of Source 3A and Source 3B.	4
Describes the reliability of Source 3A and Source 3B.	3
Outlines a way in which Sources 3A and/or 3B may or may not be reliable	2
Makes general comments about the reliability of Source 3A and/or Source 3B.	1
Total	4
<p>Answers could include:</p> <p>Source 3A is reliable:</p> <ul style="list-style-type: none"> produced by a well-recognised United States-based research organisation and so has some considerable level of reliability references the sample size and so gives the reader an understanding of the reliability. <p>Source 3A is not reliable:</p> <ul style="list-style-type: none"> there is no information about the range of people who took part in the survey, and the numbers surveyed are quite low when the total population of those counties is considered does not give any indication as to how the data 'the percentage who say they are Christian' was established there is no indication of the religious affiliation of the commentators also limiting the reliability of the source. <p>Source 3B is not reliable:</p> <ul style="list-style-type: none"> it is not referenced, the reader relies on the integrity of the reporter to honestly reflect the true balance of comments, thus limiting its reliability the report of comments from listeners is not supported by any data to indicate how many had negative comments and how many had positive comments nor whether the people commenting were from a broad representative section of society. <p>Accept other relevant answers.</p>	

Question 3 (continued)

- (d) Evaluate the usefulness of Sources 3A and 3B for understanding how religion is viewed in Australian society. (4 marks)

Description	Marks
Evaluates the usefulness of Sources 3A and 3B for understanding how religion is viewed in Australian society.	4
Describes the usefulness of Sources 3A and 3B for understanding how religion is viewed Australian society.	3
Comments on the usefulness of at least one source for understanding religion.	2
Makes general comments about the usefulness of at least one source.	1
Total	4
<p>Answers could include:</p> <ul style="list-style-type: none"> • Sources 3A and 3B are both useful in that they both provide the reader with insight into how people view religion and its place in society • Source 3A gives the reader detailed data as to how three countries in Europe view religion. However how that compares to religion in Australia is not examined • Source 3A is quite useful in understanding how religion is viewed in society given the data and the three 'positive and negative attitudes', but the data is from Europe and may have limited value for Australian society • Source 3B lacks data, and evidence of unbiased respondents. It does throw a light on how religion is viewed in Australian society and hence may be useful • Source 3B has perhaps a somewhat more useful value in that it reports actual individuals' comments on a single issue who were motivated enough to call up • While Source 3A's data is from Europe, its conclusions may be useful in understanding how religion is viewed in Australian society • Source 3B gives no data and only gives some commentary, apparently provided by unknown callers. 	
Accept other relevant answers.	

Section Two: Short answer

30% (39 Marks)

Question 4

(10 marks)

- (a) Describe **two** examples from Australia or another nation that illustrate the positive roles religion plays in public life. (6 marks)

Description	Marks
For each of the two examples from Australia (2 x 3 marks)	
Describes an example that illustrates how religion plays a positive role in the public life of Australia or another nation.	3
Outlines how religion plays a positive role in the public life of Australia or another nation.	2
Makes a general comment about how religion plays a positive role in society.	1
Total	6
<p>Answers could include:</p> <p>Providing important social services:</p> <ul style="list-style-type: none"> religious schools, religious health, old age care, such as Salvation Army, Good Samaritans, Muslim Aid Australia, Jewish Care and the Hindu Social and Welfare cater for a large proportion of the population, and while governments do fund these organisations the cost of funding is far lower than the cost of running government organisations religious schools have a strong religious undercurrent that helps parents establish firm moral standards and a strong belief in a Supreme Being in their children religious charities such as Anglicare and St Vinnies provide care and support for those in need. <p>Promote ethical and moral guidance:</p> <ul style="list-style-type: none"> religious leaders lobbying governments to maintain religious values, contributing to the refugee and environment debate the promotion of human rights help to maintain a balanced and morally strong society. 	
Accept other relevant answers.	

Question 4 (continued)

- (b) Using **one** example from Australia or another nation, discuss how the role religion plays in public life can be perceived negatively. (4 marks)

Description	Marks
Discusses how the role religion plays in public life can be perceived negatively, using one example from Australia or another nation.	4
Describes how the role religion plays in public life can be perceived negatively, using one example from Australia or another nation.	3
Outlines an example of a negative role religion plays in public life.	2
Makes a general comment about how religion plays a negative role in society.	1
Total	4
<p>Answers could include:</p> <p>Whether a religion's involvement in Australian society is seen as a negative or positive influence is a very subjective view:</p> <ul style="list-style-type: none"> • religious schools may be perceived as theatres of indoctrination • the Catholic church excludes women from being ordained, may be perceived as condoning a patriarchal attitude • religions may have strict rules regarding moral issues. These rules can engender tension and conflict within the Australian community and are perceived by some as being a negative influence. Some see religions taking a stand against these social issues as positive • Judeo-Christianity plays a central role in the political framework of Australia. Some people think that religious affiliation have no place in governing Australia. <p>Accept other relevant answers.</p>	

Question 5

(13 marks)

- (a) Describe the main features of **one** religious belief, teaching, ritual or practice that has been developed over time. (3 marks)

Description	Marks
Describes the main features of one religious belief, teaching, ritual or practice that has been developed over time.	3
Outlines some relevant features of one religious belief, teaching, ritual or practice that has been developed over time.	2
Provides some general comments about a religious belief, teaching, ritual or practice that has been developed over time.	1
Total	3
<p>Answers could include:</p> <p>Shabbat: (Judaism)</p> <ul style="list-style-type: none"> • weekly 25-hour observance, from just before sundown each Friday through the completion of nightfall on Saturday • portrayed in the Torah as the pinnacle of the creation of the universe • in the home, family meals are occasions for singing, studying, and celebrating together, as well as for consuming distinctive Shabbat foods • tradition mandates three Shabbat meals, two begun with a special kiddush ('sanctification') recited over wine. <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. <p>Accept other relevant answers.</p>	

- (b) Explain **one** key moment in the development of this religious belief, teaching, ritual or practice. (4 marks)

Description	Marks
Explains one key moment in the development of this religious belief, teaching, ritual or practice.	4
Describes one key moment in the development of this religious belief, teaching, ritual or practice.	3
Outlines a development in a religious belief, teaching, ritual or practice.	2
Provides general comments about the development of a religious belief, teaching, ritual or practice.	1
Total	4
<p>Answers could include:</p> <p>The Catholic Church declaring marriage as a sacrament at the Council of Trent:</p> <ul style="list-style-type: none"> • prior to this time, marriage tended to be private and or social arrangement • there had been discussion in the church about sacraments and the idea that marriage was a sacrament • Protestant reformers were opposed to this idea • at the Council of Trent marriage was put under the control of the church as it required a priest and witnesses and needed to take place in a church. <p>Accept other relevant answers.</p>	

Question 5 (continued)

- (c) Using examples, discuss how **two** important factors contributed to the development of a religion's beliefs, teachings, rituals and/or practices. (6 marks)

Description	Marks
For each factor (2 x 3 marks)	
Using example(s), discusses how an important factor contributed to the development of a religion's beliefs, teachings, rituals and/or practices.	3
Using example(s), describes how an important factor contributed to the development of a religion's beliefs, teachings, rituals and/or practices.	2
Outlines the development of a religion's beliefs, teachings, rituals and/or practices.	1
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> • leadership: disquiet at the abuse of power by religious leaders • new ideas: increasing nationalism resulting in political jealousies about the Pope's power and injustices of the Church prior to the Reformation • ideology: different views about the relationship between a religion and the State • technology: the invention of the printing press making the bible more accessible to people and enabling ideas of reformers to spread. 	
Accept other relevant answers.	

Question 6

(8 marks)

- (a) Name **one** event or issue from the past that was significant for a religion. (1 mark)

Description	Marks
Names one event or issue, from the past, that was significant for a religion (must name event or issue and religion affected).	1
Total	1
Answers could include:	
<ul style="list-style-type: none">• Council of Nicea• the rise and spread of Islam• the East-West Schism• Luther's 95 Theses• Reformation• the Enlightenment• Fascism• the Holocaust• Partition of India.	
Accept other relevant answers.	

Question 6 (continued)

(b) Describe the historical context of this event or issue.

(3 marks)

Description	Marks
Describes the historical context of the event or issue.	3
Outlines some aspects of the historical context of the event or issue.	2
Identifies basic details about the time and/or place in which the event or issue occurred.	1
Total	3
<p>Answers could include:</p> <p>Context of the English Reformation:</p> <ul style="list-style-type: none"> • occurred in 16th century England, beginning in the reign of King Henry VIII • England (and Europe) in a period of transition from medieval to modern • Protestant Reformation had been occurring in Europe, religious conflict spread across the continent • catalyst for reform in England was Pope Clement VII's refusal to approve the annulment of Henry's marriage to Catherine of Aragon • in 1534 Henry's parliament passed the Act of Succession and the Act of Supremacy, which recognised the King as the Supreme Head of the Church of England. <p>Context of the Partition of India:</p> <ul style="list-style-type: none"> • in 1947 British India was divided into two independent dominions: India and Pakistan (India being primarily Hindu and Pakistan being mostly Muslim) • prior to the partition, nationalist activity had been increasing in India, largely led by prominent Hindus such as Gandhi • in the early 1940s both the Indian National Congress and Muslim League were demanding the British leave India • <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin: 10px 0;"> <p>For copyright reasons this text cannot be reproduced in the online version of this document.</p> </div> <p>Context of Transatlantic Slave Trade:</p> <ul style="list-style-type: none"> • a time in which a number of countries (England, France, America) captured, enslaved and traded African people (16-19th century) • many died on the voyage • brought to the Americas as domestic servants and workers in plantations and factories and treated inhumanely • slavery was widely accepted, and people with coloured skin were discriminated against. 	
Accept other relevant answers.	

- (c) Explain **one** reason why this event or issue is considered significant for a religion
(4 marks)

Description	Marks
Explains one reason why this event or issue is considered significant for a religion.	4
Describes why this event or issue is considered significant for a religion.	3
Comments on the importance of this event or issue for a religion.	2
Makes general comments about an event or issue for a religion.	1
Total	4
Answers could include:	
<ul style="list-style-type: none">• The Reformation - Christianity became further divided in Europe• The rise and spread of Islam - replaced Christianity and Zoroastrianism as the main religion in key parts of Africa, the Middle East and Asia.	
Accept other relevant answers.	

Question 7

(8 marks)

- (a) Using at least one example, explain how **one** religion expresses its beliefs. (4 marks)

Description	Marks
Using at least one example, explains how one religion expresses its beliefs.	4
Using at least one example, describes how one religion expresses its beliefs.	3
Outlines an example of how a religion expresses its beliefs.	2
Makes general comments about how a religion expresses its beliefs.	1
Total	4
Answers could include: <ul style="list-style-type: none"> • through the operation of and work of specific religious organisations • through formal leadership structures • through the practices and behaviours of adherents • key statements and teaching provided by religious leaders. Accept other relevant answers.	

- (b) Using at least one example, explain why **one** religion develops its beliefs. (4 marks)

Description	Marks
Using at least one example, explains why one religion develops its beliefs.	4
Using at least one example, describes why one religion develops its beliefs.	3
Outlines an example of why a religion develops its beliefs.	2
Makes general comments about why a religion develops its beliefs.	1
Total	4
Answers could include: <ul style="list-style-type: none"> • new insights and understandings • changing circumstances and different contexts • in response to specific issues • changing views of religious leaders • deeper understandings developed by religious leaders, scholars and members. Accept other relevant answers.	

Section Three: Essay

30% (20 Marks)

Question 8

(20 marks)

Discuss how and why a particular religion helps people achieve freedom.

Description	Marks
Criterion 1: Religious concept of freedom	
Explains a religious understanding of freedom.	4
Accurately describes a religious understanding of freedom.	3
Outlines a general understanding of a religious concept of freedom.	2
Provides a general understanding of freedom.	1
Subtotal	4
Criterion 2: How and why a religion help people achieve freedom	
Discusses how and why a religion helps people to achieve freedom.	4
Describes how and why a religion helps people to achieve freedom.	3
Outlines how/why a religion helps people to achieve freedom.	2
Identifies some aspects of how/why a religion helps people.	1
Subtotal	4
Criterion 3: Use of 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: Development of argument	
Develops a sustained, logical and sophisticated argument.	3
Presents a logical development of ideas.	2
Attempts to develop an argument or idea.	1
Subtotal	3
Criterion 5: Essay structure	
Introduction	
Articulates clearly an appropriate purpose, direction and structure for the essay.	2
Indicates the purpose of the essay.	1
Body	
Logically sequences the essay using well-structured paragraphs.	2
Uses a series of paragraphs.	1
Conclusion	
Summarises succinctly the argument/viewpoint developed by the essay.	1
Subtotal	5
Total	20

Question 9

(20 marks)

Discuss how social factors influence people's interaction with religion.

Description	Marks
Criterion 1: Social factors	
Identifies and explains social factors that influence how people interact with religion.	4
Accurately describes social factors that influence how people interact with religion.	3
Outlines factors that influence the religious views of people.	2
Provides general comments about what influences how people interact with religion.	1
Subtotal	4
Criterion 2: The influence of social factors	
Discusses how social factors influence how people interact with religion.	4
Explains how social factors influence how people interact with religion.	3
Outlines how society influences how people interact with religion.	2
Makes general comments about how people interact with religion.	1
Subtotal	4
Criterion 3: Use of 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: Development of argument	
Develops a sustained, logical and sophisticated argument.	3
Presents a logical development of ideas.	2
Attempts to develop an argument or idea.	1
Subtotal	3
Criterion 5: Essay structure	
Introduction	
Articulates clearly an appropriate purpose, direction and structure for the essay.	2
Indicates the purpose of the essay.	1
Body	
Logically sequences the essay using well-structured paragraphs.	2
Uses a series of paragraphs.	1
Conclusion	
Summarises succinctly the argument/viewpoint developed by the essay.	1
Subtotal	5
Total	20

ACKNOWLEDGEMENTS

- Question 5(a)** Dot points 1–4 adapted from: My Jewish Learning. (n.d.). *Shabbat 101*. Retrieved August, 2022, from <https://www.myjewishlearning.com/article/shabbat-101/>
- Dot point 5 adapted from: BBC. (2009). *Salat: Daily Prayers*. Retrieved August, 2022, from <https://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml>
- Question 6(b)** Dot point 9 adapted from: Two-nation Theory. (2022, August 14). In *Wikipedia*. Retrieved August, 2022, from https://en.wikipedia.org/w/index.php?title=Two-nation_theory&oldid=1104338447

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