



# **RELIGION AND LIFE**

## **ATAR course examination 2017**

### **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% (63 Marks)

## Question 1

(15 marks)

- (a) Comment on the level of environmental concern indicated in the *Australian Survey of Social Attitudes, 2012*. Support your comments with data from Source 1A. (2 marks)

Description	Marks
Provides valid comment on the level of environmental concern indicated.	1
Supports comment with data from Source 1A.	1
<b>Total</b>	<b>2</b>
Answers could include: <ul style="list-style-type: none"> <li>Christians show slightly less concern for protecting the environment than those with no religion, 57% of Christians are concerned or very concerned compared to 66% of those with no religion.</li> </ul>	

- (b) Comment on the willingness to make sacrifices to protect the environment indicated in the *Australian Survey of Social Attitudes, 2012*. Support your comments with data from Source 1B. (2 marks)

Description	Marks
Provides valid comment on the willingness to make sacrifices to protect the environment indicated.	1
Supports comment with data from Source 1B.	1
<b>Total</b>	<b>2</b>
Answers could include: <ul style="list-style-type: none"> <li>Christians are less willing to make sacrifices to protect the environment. 35% of Christians are willing to pay much higher prices compared to 48% of those with no religion and 43% of those from other religions.</li> </ul>	

- (c) Discuss the extent to which the data in Sources 1A and 1B support the view presented in Source 1C. (5 marks)

Description	Marks
Discusses the extent to which the data in Sources 1A and 1B support the view presented in Source 1C.	5
Outlines the extent to which the data in Sources 1A and 1B support the view presented in Source 1C.	4
Provides some relevant points about the extent to which the data in Sources 1A and/or 1B support the view presented in Source 1C.	3
Makes general comments about Sources 1A and/or 1B and the view presented in 1C.	2
Identifies the view presented in 1C.	1
<b>Total</b>	<b>5</b>
Answers could include: <ul style="list-style-type: none"> <li>Source 1A – ‘No religion’ had higher levels of concerned or very concerned (66%) to Christian (57%). Source 1B – ‘No religion’ is prepared to pay much higher prices and pay much higher taxes than religious people</li> <li>Source 1C – indicates that concern about climate change and taking action on these concerns is important for religious people.</li> </ul>	

- (d) A researcher would like to investigate the relationship of religion to the environment. Outline a research plan by completing the following steps.

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

Description	Marks
Constructs a question that is open-ended and that relates to the relationship of religion to the environment.	1
<b>Total</b>	<b>1</b>
Answers could include:	
<ul style="list-style-type: none"> <li>• 'To what extent do religious teachings support care for the environment?'</li> </ul>	

- (ii) Identify **two** ways in which the researcher might gather information for this research. (2 marks)

Description	Marks
Identifies two ways in which the researcher might gather information for this research.	1–2
<b>Total</b>	<b>2</b>
Answers could include:	
<ul style="list-style-type: none"> <li>• examine the teachings of particular religions</li> <li>• survey of religious adherents</li> <li>• collection of data from religious agencies who work for the environment.</li> </ul>	

- (iii) Outline **one** factor to be considered when analysing sources. (1 mark)

Description	Marks
Outlines one factor to be considered when analysing sources.	1
<b>Total</b>	<b>1</b>
Answers could include:	
<ul style="list-style-type: none"> <li>• ethical considerations</li> <li>• origin, purpose and/or context of sources</li> <li>• reliability, usefulness and contestable nature of sources</li> <li>• different interpretations and points of view.</li> </ul>	

- (iv) Justify **one** method that might be used to communicate the results of this investigation. (2 marks)

Description	Marks
Justifies the method that might be used to communicate the results of this investigation.	2
Identifies one method that might be used to communicate the results of this investigation.	1
<b>Total</b>	<b>2</b>
Answers could include:	
<ul style="list-style-type: none"> <li>• a formal report as this will be useful to religious groups attempting to respond to issues</li> <li>• an infographic as this will be useful to ordinary people attempting to respond to issues.</li> </ul>	

## Question 2

(17 marks)

- (a) Identify **one** similarity and **one** difference between the context in which the religious festival of Hanukkah originated and society today. (2 marks)

Description	Marks
Identifies one similarity between the context in which the religious festival of Hanukkah originated and society today.	1
<b>Subtotal</b>	<b>1</b>
Identifies one difference between the context in which the religious festival of Hanukkah originated and society today.	1
<b>Subtotal</b>	<b>1</b>
<b>Overall total</b>	<b>2</b>
Answers could include: <ul style="list-style-type: none"> <li>• a similarity is that in some regions of the world a majority or more powerful culture/religion oppresses a smaller religion, e.g. the Christian community in Iraq, one of the oldest in the world, has been driven out, and the Yazidis, members of an ancient religious group, have been threatened with genocide</li> <li>• a difference is today religious liberty is enshrined as Article 18 in the <i>United Nations Universal Declaration of Human Rights</i>.</li> </ul>	

- (b) Outline the significance of John Plamenatz's view regarding the importance of faith as a way of protecting freedom. (3 marks)

Description	Marks
Outlines the significance of John Plamenatz's view regarding the importance of faith as a way of protecting freedom.	3
Makes general comments on the significance of John Plamenatz's view regarding the importance of faith as a way of protecting freedom.	2
Makes superficial comment/s about John Plamenatz's view regarding the importance of faith as a way of protecting freedom.	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• 'Faith is the most important thing; therefore everyone should honour the one true faith' to the belief that, 'Faith is the most important thing; therefore everyone should be free to honour his or her own faith.'</li> <li>• this meant that people of all faiths were guaranteed that whichever religion was dominant, he or she would still be free to obey their own call of conscience.</li> </ul>	

- (c) Explain the importance of the religious festival of Hanukkah in relation to freedom. (5 marks)

Description	Marks
Explains the importance of the religious festival of Hanukkah in relation to freedom.	5
Explains in some detail the importance of the religious festival of Hanukkah in relation to freedom.	4
Makes some relevant comments about the religious festival of Hanukkah in relation to freedom.	3
Makes general statements about Hanukkah and freedom.	2
Makes superficial comments about Hanukkah and freedom.	1
<b>Total</b>	<b>5</b>

- (d) Consider Source 2 and your learning. Explain how religious beliefs, teachings, rituals or practices can help people in their search for freedom. (7 marks)

Description	Marks
<b>Explanation</b>	
Explains how religious beliefs, teachings, rituals or practices can help people in their search for freedom.	7
Describes how religious beliefs, teachings, rituals or practices can help people in their search for freedom.	6
Provides relevant points about how religious beliefs, teachings, rituals or practices can help people in their search for freedom.	5
Identifies some ways religious beliefs, teachings, rituals or practices can help people in their search for freedom.	4
Makes general comments about religious beliefs, teachings, rituals or practices and the search for freedom.	3
Makes superficial comments about a religious belief, teaching, ritual or practice and the search for freedom.	2
Identifies a religious belief, teaching, ritual or practice.	1
<b>Total</b>	<b>7</b>

## Question 3

(16 marks)

- (a) Summarise what influenced the development of the religion Islam, according to Source 3A. (3 marks)

Description	Marks
Summarises what influenced the development of the religion Islam, according to Source 3A.	3
Identifies relevant factor/s that influenced the development of the religion Islam, according to Source 3A.	2
Makes superficial comments about the development of the religion Islam, according to Source 3A.	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• a focus not only on faith but also on knowledge, reason and justice</li> <li>• a focus on rational thinking.</li> </ul>	

- (b) Explain how the religion developed these ideas, according to Source 3A. (3 marks)

Description	Marks
Explains how the religion developed these ideas, according to Source 3A.	3
Identifies relevant ways in which the religion developed these ideas, according to Source 3A.	2
Makes superficial comments about how the religion developed these ideas.	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• condemnation of senseless imitation</li> <li>• seeing, hearing, listening, encountering, responding, reacting, contemplating and then drawing the appropriate practical conclusions</li> <li>• questioning rather than answering</li> <li>• the challenge to produce evidence for religious beliefs as a concrete test of mind.</li> </ul>	

- (c) Outline the model of development in religious thought presented in the interview in Source 3B. (3 marks)

Description	Marks
Outlines the model of development in religious thought presented in the interview in Source 3B.	3
Makes some relevant comments about the model of development in religious thought presented in the interview in Source 3B.	2
Identifies an aspect of the model of development in religious thought presented in the interview in Source 3B.	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• it is a set of comparisons, contrasts and correlations regarding four sources of theological content</li> <li>• its sources are fluid, historically conditioned and particular to the interpretive rules of individuals and traditions</li> <li>• not scientific in a narrow material sense</li> <li>• it is logical but also a creative and sometimes artistic enterprise.</li> </ul>	

- (d) Consider Sources 3A and 3B and your own learning. Explain how and why a particular religion develops and expresses its beliefs. (7 marks)

Description	Marks
Explains in detail how and why a particular religion develops and expresses its beliefs.	7
Explains in some detail how and why a particular religion develops and expresses its beliefs.	6
Describes how and why a particular religion develops and expresses its beliefs.	5
Outlines how and why a particular religion develops and expresses its beliefs.	4
Provides some relevant points about how and why a particular religion develops and expresses its beliefs.	3
Provides a general overview of how and/or why a particular religion develops and expresses its beliefs.	2
Makes superficial comments about how and/or why a particular religion develops and expresses its beliefs.	1
<b>Total</b>	<b>7</b>

## Question 4

(15 marks)

- (a) Drawing on Source 4A, outline the way in which Usman Khawaja integrates religion into his life. (3 marks)

Description	Marks
Drawing on Source 4A, outlines the way in which Usman Khawaja integrates religion into his life.	3
Makes some relevant comments about the way in which Usman Khawaja integrates religion into his life; refers to Source 4A.	2
Makes superficial comments about the way in which Usman Khawaja integrates religion into his life.	1
<b>Total</b>	<b>3</b>
Answers could include: <div style="border: 1px dashed gray; padding: 10px; text-align: center; margin: 10px 0;">             For copyright reasons this text cannot be reproduced in the online version of this document.           </div>	

- (b) With reference to Source 4B, outline what has influenced Miriam-Rose Ungunmerr's experience of religion. (3 marks)

Description	Marks
With reference to Source 4B, outlines what has influenced Miriam-Rose Ungunmerr's experience of religion.	3
Makes some relevant comments about what has influenced Miriam-Rose Ungunmerr's experience of religion; refers to Source 4B.	2
Makes superficial comments about what has influenced Miriam-Rose Ungunmerr's experience of religion.	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• most important aspect of my spiritual life</li> <li>• greatest gift we (Aboriginal people) can give to our fellow Australians</li> <li>• dadirri, like what you call 'contemplation'</li> <li>• in our Aboriginal way, we learnt to listen from our earliest days</li> <li>• the sound of Deep calling to Deep. The sound is the word of God – Jesus.</li> </ul>	



- (c) Select another significant religious person. Compare the interplay between the life of this person, their context and their search for meaning with the person focused on in Source 4A or Source 4B. (9 marks)

Description	Marks
<b>Significant religious person</b>	
Explains the interplay between the life of a significant religious person, their context and their search for meaning.	5
Describes the interplay between the life of a significant religious person, their context and their search for meaning.	4
Provides relevant comments about the interplay between the life of a significant religious person, their context and their search for meaning.	3
Identifies some links between the life of a significant religious person, their context and their search for meaning.	2
Makes superficial comments about the life of a significant religious person.	1
<b>Subtotal</b>	<b>5</b>
<b>Comparison</b>	
Compares the interplay of the life, context and search for meaning of a significant religious person to the person focused on in Source 4A or 4B.	4
Makes some relevant comparisons about the interplay of the life, context and search for meaning of a significant religious person and the person focused on in Source 4A or 4B.	3
Identifies differences or similarities between the life of a significant religious person and the person focused on in Source 4A or 4B.	2
Makes general comments about the differences or similarities between the life of a significant religious person and the person focused on in Source 4A or 4B.	1
<b>Subtotal</b>	<b>4</b>
<b>Overall total</b>	<b>9</b>

## Section Two: Short answer

30% (37 Marks)

## Question 5

(10 marks)

- (a) Explain what underpins
- one**
- positive view of religion in society today. (5 marks)

Description	Marks
Explains what underpins one positive view of religion in society today.	5
Provides some detail about what underpins one positive view of religion in society today.	4
Makes some relevant comments about what underpins one positive view of religion in society today.	3
Outlines one positive view of religion in society today.	2
Identifies one positive view of religion in society today.	1
<b>Total</b>	<b>5</b>

- (b) Explain what underpins
- one**
- negative view of religion in society today. (5 marks)

Description	Marks
Explains what underpins one negative view of religion in society today.	5
Provides some detail about what underpins one negative view of religion in society today.	4
Makes some relevant comments about what underpins one negative view of religion in society today.	3
Outlines one negative view of religion in society today.	2
Identifies one negative view of religion in society today.	1
<b>Total</b>	<b>5</b>

## Question 6

(8 marks)

Describe the interplay between a religion and an issue within a particular historical period.

Description	Marks
Describes the interplay between a religion and an issue within a particular historical period.	8
Describes some aspects of the interplay between a religion and an issue within a particular historical period.	7
Outlines the interplay between a religion and an issue within a particular historical period.	6
Provides relevant points about the interaction between a religion and an issue within a particular historical period.	5
Identifies some ways in which a religion responded to an issue within a particular historical period.	4
Makes general comments about religion and an issue within a particular historical period.	3
Makes superficial comments about religion and an issue within a particular historical period.	2
Identifies an issue within a particular historical period.	1
<b>Total</b>	<b>8</b>

## Question 7

(11 marks)

- (a) Summarise the key features of **one** current issue for a particular religion. (3 marks)

Description	Marks
Summarises the key features of one current issue for a particular religion.	3
Makes some relevant comments about one current issue for a particular religion.	2
Makes superficial comments about one current issue for a particular religion.	1
<b>Total</b>	<b>3</b>

- (b) Outline **two** beliefs **or** teachings of a religion that are relevant to a current issue. (4 marks)

Description	Marks
For each of the <b>two</b> relevant beliefs or teachings:	
Outlines a belief or teaching of a religion that is relevant to a current issue.	2
Identifies a belief or teaching of a religion that is relevant to a current issue.	1
<b>Total</b>	<b>4</b>

- (c) Describe **two** specific responses by a religion to a current issue. (4 marks)

Description	Marks
For each of the <b>two</b> responses:	
Describes a specific response by a religion to a current issue.	2
Identifies a specific response by a religion to a current issue.	1
<b>Total</b>	<b>4</b>

## Question 8

(8 marks)

Explain in detail how **two** factors influenced the development of a religious belief, teaching, ritual **or** practice over time.

Description	Marks
For each of the <b>two</b> factors:	
Explains in detail how the factor has influenced the development of a religious belief, teaching, ritual or practice over time.	4
Provides some detail about how the factor has influenced the development of a religious belief, teaching, ritual or practice over time.	3
Provides relevant comments about the development of a religious belief, teaching, ritual or practice over time.	2
Makes superficial comments about the development of a religious belief, teaching, ritual or practice over time.	1
<b>Total</b>	<b>8</b>

## Section Three: Essay

30% (25 Marks)

## Question 9

(25 marks)

Discuss the impact of **three** different social factors on how people interact with religion.

Description	Marks
<b>Criterion 1: Impact of social factors</b>	
For each of the <b>three</b> social factors:	
Explains with insight the impact of the social factor on how people interact with religion.	4
Describes the impact of the social factor on how people interact with religion.	3
Outlines the impact of the social factor on people and religion.	2
Makes general comments about the social factor and religion.	1
<b>Subtotal</b>	<b>12</b>
<b>Criterion 2: Discussion</b>	
Constructs a sustained, logical and sophisticated discussion which shows a depth of understanding in relation to the topic/question.	5
Constructs a coherent discussion in relation to the topic/question.	4
Provides some relevant discussion in relation to the topic/question.	3
Makes some relevant statements in relation to the topic/question.	2
Makes generalisations in relation to the topic/question.	1
<b>Subtotal</b>	<b>5</b>
<b>Criterion 3: Evidence</b>	
Provides convincing evidence to substantiate their discussion.	3
Provides relevant evidence to support their discussion.	2
Provides some relevant evidence for their discussion.	1
<b>Subtotal</b>	<b>3</b>
<b>Criterion 4: Essay structure</b>	
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
<b>Subtotal</b>	<b>2</b>
Body	
Sequences content in well-structured paragraphs.	1
<b>Subtotal</b>	<b>1</b>
Conclusion	
Summarises succinctly the argument/viewpoint with reference to the topic/question.	2
Summarises broadly their response to the topic/question.	1
<b>Subtotal</b>	<b>2</b>
<b>Overall total</b>	<b>25</b>

## Question 10

(25 marks)

Discuss **three** ways in which religion plays a role in the public life of Australia **or** another nation.

Description	Marks
<b>Criterion 1: Ways in which religion plays a role in the public life of Australia or another nation</b>	
For each of the <b>three</b> ways:	
Explains with insight a way religion plays a role in the public life of Australia or another nation.	4
Describes a way religion plays a role in the public life of Australia or another nation.	3
Outlines a way religion plays a role in the public life of Australia or another nation.	2
Makes general comments about religion and the public life of Australia or another nation.	1
<b>Subtotal</b>	<b>12</b>
<b>Criterion 2: Discussion</b>	
Constructs a sustained, logical and sophisticated discussion which shows a depth of understanding in relation to the topic/question.	5
Constructs a coherent discussion in relation to the topic/question.	4
Provides some relevant discussion in relation to the topic/question.	3
Makes some relevant statements in relation to the topic/question.	2
Makes generalisations in relation to the topic/question.	1
<b>Subtotal</b>	<b>5</b>
<b>Criterion 3: Evidence</b>	
Provides convincing evidence to substantiate their discussion.	3
Provides relevant evidence to support their discussion.	2
Provides some relevant evidence for their discussion.	1
<b>Subtotal</b>	<b>3</b>
<b>Criterion 4: Essay structure</b>	
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
<b>Subtotal</b>	<b>2</b>
Body	
Sequences content in well-structured paragraphs.	1
<b>Subtotal</b>	<b>1</b>
Conclusion	
Summarises succinctly the argument/viewpoint with reference to the topic/question.	2
Summarises broadly their response to the topic/question.	1
<b>Subtotal</b>	<b>2</b>
<b>Overall total</b>	<b>25</b>

## ACKNOWLEDGEMENTS

- Question 1(a)** Information under 'Answers could include' from: Reid, S. (2014). Table 1. Level of environmental concern by religion. Environmental concerns among Christians and non-Christians. *Pointers*, 24(3), 11. [Table data source: Australian National University].
- Question 1(b)** Information under 'Answers could include' from: Reid, S. (2014). Willingness to make sacrifices to protect the environment. Environmental concerns among Christians and non-Christians [Graph]. *Pointers*, 24(3), 13. [Graph data source: Australian National University].
- Question 1(c)** Information under 'Answers could include' from:  
Reid, S. (2014). Table 1. Level of environmental concern by religion. Environmental concerns among Christians and non-Christians. *Pointers*, 24(3), 11. [Table data source: Australian National University].  
Reid, S. (2014). Willingness to make sacrifices to protect the environment. Environmental concerns among Christians and non-Christians [Graph]. *Pointers*, 24(3), 13. [Graph data source: Australian National University].
- Question 2(a–b)** Text under 'Answers could include' adapted from: Sacks, J. (2016, December 19). *Hanukkah: The festival of religious freedom*. Retrieved December, 2016, from [www.abc.net.au/religion/articles/2016/12/19/4594782.htm](http://www.abc.net.au/religion/articles/2016/12/19/4594782.htm)
- Question 3(a–b)** Text under 'Answers could include' adapted from: Abdel-Maguid, T. E., & Abdel-Halim, E. (2015). *The Qur'ān and the development of rational thinking*. Retrieved April, 2017, from [www.ncbi.nlm.nih.gov/pmc/articles/PMC4374248/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4374248/)  
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- Question 3(c)** Text under 'Answers could include' adapted from: Smedes, T. A. (Interviewer). (2012, November 14). *Does theology have a method? An interview with Paul Allen*. Retrieved December, 2016, from <http://tasmedes.nl/does-theology-have-a-method-an-interview-with-paul-allen/>
- Question 4(a)** Text under 'Answers could include' adapted from: McGregor, C. (2015, December 31). *Usman Khawaja opens up about his Muslim faith and cricket*. Retrieved January, 2017, from [www.theaustralian.com.au/sport/opinion/usman-khawaja-opens-up-about-his-muslim-faith-and-cricket/news-story/dcf5f86b990900caa0e86023f2cf14a](http://www.theaustralian.com.au/sport/opinion/usman-khawaja-opens-up-about-his-muslim-faith-and-cricket/news-story/dcf5f86b990900caa0e86023f2cf14a)

**Question 4(b)**

Text under 'Answers could include' adapted from: Miriam Rose Foundation. (n.d.). *Who is Miriam-Rose Ungunmerr?* Retrieved January, 2017, from [www.miriamrosefoundation.org.au/about-us/who-miriamrose](http://www.miriamrosefoundation.org.au/about-us/who-miriamrose)

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