



RELIGION AND LIFE

ATAR course examination 2023

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% (50 Marks)

Question 1

(15 marks)

- (a) With reference to Source 1A, outline **one** significant point of change in the development of a religion's teaching about capital punishment. (2 marks)

Description	Marks
Outlines a significant point of change (from one point to another) in the development of a religion's teaching about capital punishment	2
Identifies a point of change in the development of a religious teaching about capital punishment	1
Total	2
Answers could include: <ul style="list-style-type: none"> tolerance of capital punishment to rejection from 'cases of absolute necessity ... to defend society' to recognising it now as unnecessary given modern society's 'means of protecting itself' from allowing it in 'rare/practically non-existent' to outright universal abolition. Accept other relevant answers.	

- (b) With reference to at least **two** of the Sources 1A, 1B and 1C, discuss the influence such factors have on the development of religious teachings. (6 marks)

Description	Marks
Discussion	
Discusses the factors influencing the development of religious teachings	4
Explains how such factors influence the development of religious teachings	3
Outlines how factors influence the development of religious teachings	2
Makes a general comment relating to how religious teachings develop	1
Subtotal	4
Evidence	
Provides relevant evidence from at least two Sources 1A, 1B and/or 1C	2
Provides some suitable evidence	1
Subtotal	2
Total	6
Answers could include: <ul style="list-style-type: none"> effective religious leaders continue the legacy of their predecessors, e.g. history of popes following each other, rabbinic tradition interpreting through the Talmud to maintain both continuity and change while developing their teachings Islamic law can be applied harshly and unfairly, and so movements develop in protest to this tension and advocate for further development or repositioning of the religion reflection on texts: religious texts are often a combination of various religious teachings in the form of prose, poetry etc. by their nature they are open to interpretation, e.g. Talmud, Qur'an, Catholicism expert commentary: both experts and adherents grapple with how to apply particular religious teachings. As the world changes and new insights arrive, religious teachings need to be reinterpreted, e.g. abolitionist in Islam, popes recognising society can protect itself, scholars consulting the Talmud. Accept other relevant answers.	

- (c) Using evidence from Sources 1A, 1B and 1C and your own learning, construct a response to **either** support **or** refute the argument that religious teachings can and should develop over time. (7 marks)

Description	Marks
Discussion	
Constructs a coherent response that supports or refutes the argument	5
Constructs a response that supports or refutes the argument	4
Describes relevant details that support or refute the argument	3
Outlines some relevant details that relate to a position either supporting or refuting the argument	2
Makes a general comment about the development of religious teachings	1
Subtotal	5
Evidence	
Provides relevant evidence from own learning and Sources 1A, 1B and 1C.	2
Provides some suitable evidence	1
Subtotal	2
Total	7
<p>Answers could include:</p> <p>Evidence to support may include:</p> <ul style="list-style-type: none"> • Source 1A refers to a paragraph in the Catechism that was revised several times • Source 1A identifies human dignity as an important consideration • Source 1B highlights that despite support in the Old Testament, Jewish courts have shown a different view • Source 1C shows how the themes in the Qur'an can lead adherents to a different interpretation of the Qur'an. <p>Evidence to refute may include:</p> <ul style="list-style-type: none"> • Sources 1B and 1C: if a moral position requires not only reference to a traditional text, but an interpretation of the meaning in that text, does that lead to widely divergent interpretations that may be invalid and undermine a religion's position? • when religious leaders change how a tradition/text is interpreted, this may lead to dissatisfaction with the religion due to lack of consistency • when one religion accepts a change (i.e. abortion, voluntary assisted dying) and another rejects that change, this may lead religious people to reject religions due to inconsistent interpretations. <p>Support of argument: As change in society occurs, the meaning and relevance of particular religious teachings need to be reconsidered, e.g. society now has the means to protect itself rather than resort to the use of capital punishment.</p> <p>Refute of argument: When religious leaders change how a religion's teaching is understood, they might undermine the confidence in the religion or create divisions in the religion, e.g. same-sex relationships.</p> <p>Accept other relevant answers.</p>	

Question 2

(18 marks)

- (a) Identify
- two**
- potential advantages of the process used by Quakers. (2 marks)

Description	Marks
For each potential advantage (2 x 1 mark)	
Identifies a potential advantage of the process used by Quakers	1
Total	2
Answers could include:	
<ul style="list-style-type: none"> • collective decision-making keeps all involved • members respect others' opinions • no long-winded discussion so decisions can be made efficiently. 	
Accept other relevant answers.	

- (b) Identify
- two**
- potential disadvantages of the process used by Quakers. (2 marks)

Description	Marks
For each potential disadvantage (2 x 1 mark)	
Identifies a potential disadvantage of the process used by Quakers	1
Total	2
Answers could include:	
<ul style="list-style-type: none"> • personal opinions in decision-making may lack expertise or experience • possibility group decisions can lead to divisions where the minority are discontented • shy people may not have the courage to speak their mind. 	
Accept other relevant answers.	

- (c) Discuss the effectiveness of the process used by Quakers to address important issues. Use evidence from Source 2 to support your response. (7 marks)

Description	Marks
Discussion	
Discusses the effectiveness of the process used by Quakers to address important issues	5
Explains the effectiveness of the process used by Quakers to address important issues	4
Describes how the process used by Quakers may or may not be effective to address issues	3
Outlines some relevant comments about why the process used by Quakers may or may not be effective	2
Makes a general comment about the process used by Quakers	1
Subtotal	5
Evidence	
Provides relevant evidence from Source 2	2
Provides some suitable evidence	1
Subtotal	2
Total	7
Answers could include:	
Group discussion may be ineffective due to widely divergent views, so a consensus cannot be achieved, or open and honest discussion can be effective as people accept alternate views leading to deeper acceptance of a decision and a stronger community.	
Accept other relevant answers.	

- (d) Compare how the religious structures and/or processes of the Quaker religion and **one** other religion, are used to address important issues. Refer to Source 2 and your own learning in your answer. (7 marks)

Description	Marks
Discussion	
Compares how religious structures and/or processes are used to address important issues in the Quaker religion and one other religion	5
Explains some similarities or differences about how religious structures and/or processes are used to address important issues in the Quaker religion and one other religion	4
Describes how religious structures and/or processes are used to address important issues in the Quaker religion and one other religion	3
Outlines some relevant details about how religious structures and/or processes are used	2
Makes a general comment about religious structures and/or processes	1
Total	5
Evidence	
Provides relevant evidence from Source 2 and own learning	2
Provides some suitable evidence	1
Subtotal	2
Total	7
<p>Answers could include:</p> <p>Response includes details about specific religious structures and/or processes. Includes detail about how and why these religious structures and/or processes are used, with examples of how these are used to address important issues. Makes valid comparisons with the process described in Source 2.</p> <p>Accept other relevant answers.</p>	

Question 3

(17 marks)

(a) With reference to Source 3A:

- (i) Compare the religious affiliation of the population of the United States of America and the nation's lawmakers (US Congress and the US Supreme Court).

(3 marks)

Description	Marks
Compares the religious affiliation of the population of the US and the nation's lawmakers	3
Outlines similarities and/or differences between the religious affiliation of the population and the nation's lawmakers	2
Makes a general comment about the religious affiliation of the US	1
Total	3
<p>Answers could include:</p> <ul style="list-style-type: none"> • in the general population of US adults, nearly 30% have no religious affiliation, yet in the US Congress almost 100% of members have some form of religious affiliation • members of Congress are predominantly Protestant (57%) whereas the general population are only 40% Protestant • nearly 67% of the judges are Catholic whereas only 21% of the adult population are Catholic • most judges have a Christian religious affiliation whereas about 35% of the population have no Christian religious affiliation. <p>Accept other relevant answers.</p>	

- (ii) Outline a significant impact the religious affiliation of US lawmakers may have on public life.

(2 marks)

Description	Marks
Outlines a significant impact the religious affiliation of US lawmakers may have on public life	2
Makes a general comment about the impact religious affiliation of US lawmakers may have on public life	1
Total	2
<p>Answers could include:</p> <ul style="list-style-type: none"> • decisions made by the law makers may have a religious bias • religious attitudes/values may dominate US policy • non-affiliated people may feel under-represented • Catholics may disproportionately influence legal decisions • the dominance of Christians in law making may lead to decisions that favour Christians • the view of the unaffiliated maybe ignored. <p>Accept other relevant answers.</p>	

(b) With reference to Source 3B:

- (i) Summarise the views expressed by **three** of the individual religious leaders in Source 3B. (3 marks)

Description	Marks
For each individual religious leader (3 x 1 mark)	
Summarises the view of an individual religious leader	1
Total	3
Answers could include: <ul style="list-style-type: none"> • Rabbi Ruttenberg teaches we must fight for a just society, and in caring for others we are serving God • Rev. Mathews teaches that people of moral courage must dare to imagine a new world with human dignity • Farhana Khera and Sunita Viswanath: Their religion teaches them to create a better world. Accept other relevant answers.	

- (ii) Summarise the reasons upon which the religious leaders chosen in part (b)(i) base their positions. (3 marks)

Description	Marks
For each religious leader chosen in part (b)(i) (3 x 1 mark)	
Summarise the reason upon which they base their position	1
Total	3
Answers could include: <ul style="list-style-type: none"> • Rabbi Ruttenberg: the Torah commands us to fight for a just society • Rev. Mathews: new visions of a better future demand action • Farhana Khera and Sunita Viswanath: my faith informs my values calling for justice. Accept other relevant answers.	

Question 3 (continued)

- (c) With reference to Sources 3A and 3B, construct an argument as to whether the views expressed in Source 3B are achievable. (6 marks)

Description	Marks
Argument	
Constructs a coherent and sophisticated argument as to whether the views of the religious leaders are achievable	4
Constructs an argument as to whether the views of the religious leaders are achievable	3
Constructs a basic response as to whether the views of the religious leaders are achievable	2
Makes a general comment about the views of the religious leaders	1
Subtotal	4
Evidence	
Provides relevant evidence from Sources 3A and 3B	2
Provides some suitable evidence	1
Subtotal	2
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> • achievable: the dominance of people of faith in parliament and courts and the population suggests that the religious leaders may be successful • achievable: movements, such as #MeToo and Black Lives Matter are shifting the general population's attitude to human rights, so change is possible • unachievable: the population, judges and politicians have always had a religious position and yet injustice etc. still exists. If it has not changed, it is not likely to change • unachievable: despite people's religious affiliation, greed, racism and hate seem to persist in all communities • People of the same religion could have different political views that achieve economic outcomes, i.e. their actions/policies to help the poor/disadvantaged may or may not achieve the same equality. 	
Accept other relevant answers.	

Section Two: Short answer

30% (50 Marks)

Question 4

(22 marks)

Choose **one** significant religious person to answer Question 4.

- (a) Describe key aspects of this person's life. (3 marks)

Description	Marks
Describes key aspects of this person's life	3
Outlines relevant details about this person's life	2
Makes a general comment about this person's life	1
Total	3
Answers could include:	
<ul style="list-style-type: none"> • specific details about where born and lived • when in time • incorporates key moments i.e. people and/or experiences. 	
Accept other relevant answers.	

- (b) Describe key features of this person's context. (3 marks)

Description	Marks
Describes key features of this person's context	3
Outlines details about this person's context	2
Makes a general comment about this person's context	1
Total	3
Answers could include:	
<ul style="list-style-type: none"> • incorporates accurate details about the significant person's contexts, i.e. what was the environment in which they lived, period in which they lived. 	
Accept other relevant answers.	

- (c) Describe the place of religion in this person's life. (3 marks)

Description	Marks
Describe the place of religion in this person's life	3
Outlines relevant details about religion in this person's life	2
Makes a general comment about the person's religion	1
Total	3
Answers could include:	
<ul style="list-style-type: none"> • provides some detail about the person's religious affiliation 	
Martin Luther	
<ul style="list-style-type: none"> • belonged to the Catholic Augustinian religious order • taught at a Catholic university • was a bible scholar • struggled with issues concerning sin in his life • felt conflicted by contemporary religious practices (e.g. the sale of indulgences). 	
Accept other relevant answers.	

Question 4 (continued)

(d) Explain an example of the interaction between the person and their

(i) context.

(4 marks)

Description	Marks
Explains an example of the interaction between the person and their context	4
Describes an example of the interaction between the person and their context	3
Outlines an example of the interaction between the person and their context	2
Makes a general comment about the person and their context	1
Total	4
Answers could include:	
Buddha	
<ul style="list-style-type: none"> • Buddha lived in India (which was predominately Hindu) • he was born into wealth and was protected from any discomfort • when he was exposed to the suffering of ordinary people, he renounced his luxurious lifestyle • like many others of his time period, he became a wandering religious ascetic. 	
Accept other relevant answers.	
Note: Answers must include how the person's context influenced their life and/or how their life influenced their context.	

(ii) religion.

(4 marks)

Description	Marks
Explains an example of the interaction between the person and their religion	4
Describes an example of the interaction between the person and their religion	3
Outlines an example of the interaction between the person and their religion	2
Makes a general comment about the person and religion	1
Total	4
Answers could include:	
Saul of Tarsus (St. Paul)	
<ul style="list-style-type: none"> • born and raised as a devout Jew • educated by Hebrew scholars • when he first encountered the Christian movement, he opposed it as he saw it as an affront to his faith • this led him to actively persecute Christians • at some point, he underwent a conversion to Christianity • used his knowledge and understanding of Judaism to defend and spread Christianity. 	
Accept other relevant answers.	
Note: Answers must include how the person's religion influenced their life and/or how their life influenced their religion.	

- (e) Discuss the interplay between the person, their context and religion. (5 marks)

Description	Marks
Discusses the interplay between the person, their context and religion	5
Explains the interplay between the person, their context and religion	4
Describes the relationship between the person, context and religion	3
Outlines how the person affected their context/religion and/or how the person's context/religion affected them	2
Makes a general comment about the person, their context and/or religion	1
Total	5
<p>Answers could include:</p> <p>Martin Luther</p> <ul style="list-style-type: none"> • took his faith seriously • when he encountered the scandals of the Catholic Church, he wanted to reform the Church • he began attacking some practices of the Church • drew attention of Church leaders who were hostile towards his views, and tried to silence him • these attempts only strengthened Luther's resolve to reform the Church • because of European politics at the time, he was given protection by some German leaders • this enabled him to continue challenging the corruption of the Church, to promote his ideas, and attract support for his reforms • because the disagreement was so strong, it led to an official break with the Catholic Church, and the founding of the Lutheran Church with Luther as the leader. 	
Accept other relevant answers.	

Question 5

(17 marks)

(a) Discuss the historical context of the issue.

(5 marks)

Description	Marks
Discusses the historical context of the issue	5
Explains the historical context of the issue	4
Describes the historical context of the issue	3
Outlines relevant detail about the historical context of the issue	2
Makes a general comment about the context of the issue	1
Total	5
Answers could include:	
Transatlantic slave trade and Christianity	
<ul style="list-style-type: none"> • colonisation of the Americas from 1500s onwards • need for cheap labour on plantations for raw materials (e.g. timber, tobacco) • slavery was somewhat accepted in West Africa • opportunistic Europeans capturing and transporting Africans to the Americas • views about slavery differed (e.g. it was acceptable to enslave non-Christians) • slavery was abolished in Europe but persisted in the Americas until the 1800s • some argued for slavery on economic, racial and religious grounds. 	
Accept other relevant answers.	
Note: Response should refer to the historical context (social/political, economic) of the issue.	

(b) Explain why the religion was involved in the issue.

(4 marks)

Description	Marks
Explains why the religion was involved in the issue	4
Describes why the religion was involved in the issue	3
Outlines a reason why the religion was involved in the issue	2
Makes a general comment about why the religion was involved in the issue	1
Total	4
Answers could include:	
Response incorporates why the religion became involved in the issue, that is:	
<ul style="list-style-type: none"> • social environment changed • intersects with key beliefs • impact upon a particular way of life including religion • as members of the wider community, religious people need a say. 	
Accept other relevant answers.	

- (c) Explain **two** examples that illustrate the interaction between the religion and the issue. (8 marks)

Description	Marks
For each example (2 x 4 marks)	
Explains an example that illustrates the interaction between the religion and the issue	4
Describes an example that illustrates the interaction between the religion and the issue	3
Outlines an example that illustrates how the religion responded to the issue or how the issue affected the religion	2
Identifies an example that illustrates how the religion responded to the issue or how the issue affected the religion	1
Total	8
Answers could include:	
Response focuses on illustrating how and why the religion and the issue interacted. That is reasons for the interaction and response.	
Accept other relevant answers.	

Question 6

(11 marks)

- (a) Identify a current issue for a religion and describe the key features of the issue. (3 marks)

Description	Marks
Identifies a current issue for a religion and describes the key features of the issue	3
Identifies a current issue for a religion and outlines some relevant detail about the issue	2
Identifies a current issue for a religion	1
Total	3
Answers could include:	
<ul style="list-style-type: none"> • Voluntary Assisted Dying (VAD) Western Australia refers to legislation made allowing people to make the choice to end their life voluntarily with assistance • this was passed in 2021 • it involves a process to access medication and to enable a person to legally choose the manner and timing of their death • they are legally able to ask for and receive medical help to end their life, if they have a disease or illness that is so severe it is going to cause their death, and their suffering cannot be relieved in a manner tolerable to them • different people and groups in society have very different views as to whether this should or should not be legal. 	
Accept other relevant answers.	

Question 6 (continued)

- (b) In reference to the current issue identified in part (a), explain why a religion responds to the issue. (4 marks)

Description	Marks
Explains why a religion responds to the issue	4
Describes why a religion responds to the issue	3
Outlines a reason why a religion responds to the issue	2
Makes a general comment about why a religion responds to the issue	1
Total	4
Answers could include:	
Some Christians and their Churches see VAD as undermining their belief in the value of life and the importance that all human life be respected and supported.	
Accept other relevant answers.	

- (c) In reference to the current issue identified in part (a), explain how a religion interacts with this issue. (4 marks)

Description	Marks
Explains how a religion interacts with the issue	4
Describes how a religion interacts with the issue	3
Outlines how a religion interacts with the issue	2
Makes a general comment about the involvement of a religion with the issue	1
Total	4
Answers could include:	
Catholic Church leaders make statements, interact with government, prohibits VAD from its Catholic hospitals, declares that Catholic doctors and nurses should not be involved.	
Accept other relevant answers.	

Section Three: Essay

30% (20 Marks)

Question 7

(20 marks)

Discuss how societal values and attitudes from the past or present shape the way people interact with religion.

Description	Marks
Criterion 1: Values and attitudes in society	
Describes values and attitudes of society from the past or present	3
Outlines values and attitudes of society from the past or present	2
Provides a general comment about values and attitudes	1
Subtotal	3
Criterion 2: How societal values and attitudes shape the way people interact with religion	
Discusses how societal values and attitudes shape the way people interact with religion	5
Explains how societal values and attitudes shape the way people interact with religion	4
Describes how societal values and attitudes influence the way people interact with religion	3
Outlines how societal values and attitudes impact how people respond to religion	2
Makes a general comment about societal values and attitudes and/or people and religion	1
Subtotal	5
Criterion 3: Use of evidence	
Uses relevant evidence to support their essay	4
Uses some relevant evidence to support their essay	3
Provides some 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 in the essay	1
Subtotal	5
Total	20

Question 8

(20 marks)

Discuss how religions are shaped by their interaction with particular places, times and/or people.

Description	Marks
Criterion 1: Particular places, times and/or people	
Describes relevant places, times and/or people that have shaped religion(s)	3
Provides detail of places, times and/or people that have shaped religion(s)	2
Provides a general comment about a place, time and/or people	1
Subtotal	3
Criterion 2: How religions are shaped	
Discusses how religion(s) are shaped by their interaction with particular places, times and/or people	5
Explains how religion(s) are shaped by their interaction with particular places, times and/or people	4
Describes how religion(s) are influenced by particular places, times and/or people	3
Outlines how places, times and/or people have an impact on a religion	2
Makes a general comment about religions and places, times and/or people	1
Subtotal	5
Criterion 3: Use of evidence	
Uses relevant evidence to support their essay	4
Uses some relevant evidence to support their essay	3
Provides some 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 in the essay	1
Subtotal	5
Total	20

ACKNOWLEDGEMENTS

- Question 3(b)** Dot points 1–2 & 4 adapted from: This material [article] was published by the Center for American Progress. Graves-Fitzsimmons, G., & Siddiqi, M. (2021, May 21). *21 Faith Leaders to Watch in 2021*. Retrieved May, 2023, from <https://www.americanprogress.org/article/21-faith-leaders-watch-2021/>
- Question 6(a)** Dot points 3–4 adapted from: Department of Health. (2022). *Voluntary Assisted Dying*. Retrieved August, 2023, from https://www.health.wa.gov.au/Articles/U_Z/Voluntary-assisted-dying

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