



RELIGION AND LIFE

ATAR course examination 2020

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% (49 Marks)

Question 1

(13 marks)

- (a) Outline the purpose of Source 1. (2 marks)

Description	Marks
Outlines the purpose of Source 1	2
Identifies the focus of Source 1	1
Total	2
Answers could include: <ul style="list-style-type: none"> to examine why people are religious or choose to follow a religion to argue why people are religious. 	

- (b) According to Source 1, outline **two** ways in which people may view religion in society. (4 marks)

Description	Marks
For each of two ways (2 marks each)	
Outlines a way people may view religion in society, with evidence from the source	2
Identifies how people may view religion in society	1
Subtotal	2
Total	4
Answers could include: <ul style="list-style-type: none"> The basis of religion is false – Karl Marx called religion the ‘opium of the people’ That religion is an illusion – Sigmund Freud felt that god was an illusion and worshippers were reverting to the childhood needs of security and forgiveness That religion is not to be challenged ‘While we are encouraged to challenge other ideas presented to us early in childhood that may not have a strong evidence base – such as Father Christmas or the Tooth Fairy – this is not the case with religion’ A way to bond people – ‘We are social creatures who interact and communicate with each other in a co-operative and supportive way’. 	

- (c) According to your own learning, describe **one** way in which people may view religion in society. (3 marks)

Description	Marks
Describes a way people may view religion in society	3
Outlines a way people may view religion in society	2
Identifies how people view religion in society	1
Total	3
Answers could include: <ul style="list-style-type: none"> Religion as a functional agency, sees religion as having a useful purpose, no matter where it came from. Religions promote health, wellbeing and give people stability (includes supporting examples) Religion as a human invention, based entirely on human origin and used as a tool to subjugate and manipulate people Religion as a political entity, represent people with common interests, religion can influence people and direct morals Religion is not important, has lost its relevance due to a number of reasons e.g. development of science Religion is transformative, is a useful organisation that plays an important role in society e.g. involvement in health care, education, welfare etc. 	

(d) Discuss the reliability of Source 1.

(4 marks)

Description	Marks
Discusses the reliability of the source	4
Describes the reliability of the source	3
Outlines the reliability of the source	2
Makes general comments about the reliability of the source	1
Total	4
<p>Answers could include:</p> <ul style="list-style-type: none"> • The studies used in the source are not referenced, i.e. 16% of people worldwide are not religious • Many statements about human behaviour that are not referenced or supported by evidence, i.e. 'The ritual behaviour seen in collective worship makes us enjoy and want to repeat the experience' • Opinion piece, due to examples and language used, i.e. reference to Father Christmas and the Tooth Fairy • No information on the author and his/her credentials • Being an opinion piece, it is a reliable portrayal of one persons' opinion • Date is current, 2018. 	

Question 2

(13 marks)

- (a) Outline **one** significant pattern evident within the data. (2 marks)

Description	Marks
Outlines one significant pattern evident within the data, using an example from the source	2
Identifies a pattern evident within the data	1
Total	2
Answers could include: <ul style="list-style-type: none"> western countries seem to have the highest levels of religion being 'less' important i.e. USA 58%, Canada 64% developing nations seem to have the highest level showing religion in 'more' important i.e. Indonesia 83%, Nigeria 65% developing nations have the lowest response showing 'religions becoming less important' i.e. Indonesia 6%, Philippines 10%. 	

- (b) (i) Propose **two** research questions a scholar might use to gather further data on the changing importance of religion in different countries. (2 marks)

Description	Marks
For each of two questions (1 mark each)	
Identifies a research question a scholar may use to gather further data on the changing importance of religion in different countries	1
Subtotal	1
Total	2
Answers could include: <ul style="list-style-type: none"> What factors contribute to people thinking that religion is 'more important, less important or about the same importance' than it was 20 years ago? Why do people think religion is more important in society? If the importance of religion is about the same as 20 years ago, what has contributed to religion being viewed as more or less important in society? 	

- (ii) Outline a research plan to gather further data on the changing importance of religion in different countries. (4 marks)

Description	Marks
Outlines in detail a research plan to gather further data on the changing importance of religion: includes purpose, question types, ways of gathering data and communicating the findings	4
Outlines some elements of a research plan to gather data on the changing importance of religion	3
Identifies some elements of a research plan	2
Provides general comments on some elements of a research plan	1
Total	4
Answers could include: Plan includes details and/or comments about: <ul style="list-style-type: none"> • the purpose of the research • the type of questions that will guide the inquiry • strategies and/or techniques for gathering, recording and processing relevant information and/or data • how the findings will be communicated. 	

- (c) Comment on the importance of practising ethical scholarship when conducting a research inquiry dealing with religious matters. (2 marks)

Description	Marks
Comments on the importance of practising ethical scholarship when conducting a research inquiry dealing with religious matters	2
Comments on ethical scholarship	1
Total	2
Answers could include: <ul style="list-style-type: none"> • ethical research needs to protect the respondents' rights • research needs to have valid parameters be open, and provide information about the data's source, numbers extent and the researchers own background, source of funding etc. • ethical research is important as the respondents need to feel safe in order to respond openly and honestly • researcher needs to be sensitive when dealing with religious matters. 	

Question 2 (continued)

- (d) Identify **three** types of information currently missing from Source 2 that would help to make the data more reliable. (3 marks)

Description	Marks
For each of three types of information (1 mark each)	
Identifies one type of information currently missing from Source 2 that would help make the data more reliable	1
Subtotal	1
Total	3
Answers could include: <ul style="list-style-type: none">• sample size: number of respondents• authorship: organisation doing the research• demographic detail: gender, age, ethnicity, etc. of respondents• determination of key terms: what does 'no change' mean i.e. is religion still as important as it was 20 years ago• currency of research: when the research was conducted.	

Question 3

(12 marks)

- (a) Outline **one** reason why the issue raised in Source 3A causes tension and/or conflict in society. (2 marks)

Description	Marks
Outlines one reason why this issue causes tension and/or conflict in society	2
Identifies how this issue causes tension and/or conflict in society	1
Total	2
<p>Answers could include:</p> <ul style="list-style-type: none"> consumers want access to cheap clothes and retailers want high profits so in order to achieve this people in developing nations like Bangladesh are being paid very low wages and made to work extremely long hours in unsafe conditions so that more affluent people can consume more for less money it causes tension as the labour force in developing nations do not have their rights protected and they are being exploited some people just want cheap clothing and don't care how this is achieved people need to be more aware where their fashion is coming from and make sure they only buy from ethical supply chains and that they boycott unethical ones. 	

- (b) Compare the views expressed in Sources 3A and 3B. Use evidence to support your response. (4 marks)

Description	Marks
Compares the views expressed in Sources 3A and 3B using relevant evidence from the sources.	4
Describes the views expressed in Sources 3A and 3B using relevant evidence from the sources.	3
Identifies the views expressed in Sources 3A and 3B.	2
Makes general comments about Source 3A and/or Source 3B.	1
Total	4
<p>Answers could include:</p> <ul style="list-style-type: none"> source 3A focuses on what went into making the shirt. The cotton material plus the human cost of exploited labour and unsafe working conditions in Bangladesh source 3B focuses on the fact that it has been proven that workers in Bangladesh are being exploited and forced to work in unsafe conditions <p>Similar views expressed in Sources 3A and 3B</p> <ul style="list-style-type: none"> sources 3A and 3B share the view that Bangladesh produces cheap clothes at the expense of workers who are exploited and work in unsafe conditions source 3A states that a shirt is 60% cotton and then made from 20% sweat implying exploited workers and 20% blood implying unsafe working conditions and exploitation source 3B states that it has been proven by anti-slavery campaigners and labour rights groups that the workers in Bangladesh are being underpaid and made to work in unsafe conditions <p>Difference in views expressed in Source 3A and 3B:</p> <ul style="list-style-type: none"> the view expressed in Source 3B is factual with evidence whereas the view expressed in 3A is implied and left up to the reader to interpret through a cartoon. 	

Question 3 (continued)

- (c) Describe **two** ways in which a religion could respond to the issue addressed in Sources 3A and 3B. (6 marks)

Description	Marks
For each of two ways (3 marks each)	
Describes a way that a religion could respond to the issue addressed in Source 3A and 3B	3
Outlines a way a religion could respond to the issue	2
Identifies a religious response	1
Subtotal	3
Total	6
Answers could include: <ul style="list-style-type: none"> • official statements from religious groups • lobbying government for improved legislation • funding religious organisations set up to protect workers' rights and to promote ethical supply chains • educating consumers about the issue • highlighting the issue, debating it in high profile places, through social media, television, radio. 	

Question 4

(11 Marks)

- (a) Identify **two** ways in which religion can be defined, according to Source 4. (2 marks)

Description	Marks
For each of two ways (1 mark each)	
Identifies one way religion can be defined according to Source 4	1
Subtotal	1
Total	2
Answers could include: <ul style="list-style-type: none"> • publicly shared beliefs • privately held convictions • the way in which people express their faith • religion comprises of traditions, practices and ideas lumped together • religion is made up of worshipful customs such as regular churchgoing and daily prayer • creator/shaper of civilization and societies. 	

- (b) Describe the relationship between religion and history, according to Source 4. (4 marks)

Description	Marks
Describes the relationship between religion and history according to Source 4	4
Outlines the relationship between religion and history according to Source 4	3
Identifies a connection between religion and history according to Source 4	2
Makes general comments about religion and history	1
Total	4
Answers could include: <ul style="list-style-type: none"> • Religion has sparked wars both ancient and modern and its spiritual fervour has built empires. Religion is at the core of much of history shaping society through wars, revolutions, explorations and migrations but at the centre through shaping what people think and believe • People's religious belief has driven much of history. Things have occurred in the past based on how people think God wanted them to act • Religion and history are inextricably linked. Much of history such as the wars have been incited due to religious belief driving it • People act on their beliefs. They live according to their beliefs therefore much of history can be analysed from how people thought which made them act the way they did. As belief is central to religion this ties both religion and history together. 	

Question 4 (continued)

- (c) From your own learning, and with reference to Source 4, discuss how a religion has influenced civilisations throughout history. (5 marks)

Description	Marks
Discussion	
Discusses how a religion has influenced civilisations throughout history	3
Outlines how a religion has influenced civilisations throughout history	2
Makes general comments about a religions influence on civilisations in history	1
Subtotal	3
Evidence	
Provides relevant evidence from own learning and Source 4 in support of the discussion	2
Provides evidence from own learning or Source 4 in support of the discussion	1
Subtotal	2
Total	5
Answers could include: <ul style="list-style-type: none"> • Discusses, for example, events from history that were impacted by religion; such as French Revolution, Industrial Revolution, Arianism, Slavery, etc. • Uses an appropriate comparison from Source 4. These could include: regular worship, dietary requirements, giving rulers godly importance, etc. 	

Section Two: Short answer

30% (48 Marks)

Question 5

(15 marks)

- (a) Identify **one** religious belief, teaching, ritual or practice that has developed over time. (1 mark)

Description	Marks
Identifies one religious belief, teaching, ritual or practice that has developed over time	1
Total	1
Answers could include: <ul style="list-style-type: none"> the Catholic belief that marriage is a sacrament in Judaism the belief in God as the Creator. 	

- (b) Outline **three** important developments in this religious belief, teaching, ritual or practice. (6 marks)

Description	Marks
For each of three developments (2 marks each)	
Outlines an important development in this religious belief, teaching, ritual or practice	2
Identifies a development in this religious belief, teaching, ritual or practice	1
Subtotal	2
Total	6
Answers could include: The Catholic belief that marriage is sacrament <ul style="list-style-type: none"> The Council of Trent (1545–1563) declared that marriage was one of the seven sacraments of the Catholic Church and for the sacrament of marriage to be valid it must take place before a priest, with witnesses and there needs to be an exchange of consent The Jewish belief in God as the Creator <ul style="list-style-type: none"> The Hebrew Bible establishes that God exists, that there is no other God, and that God created the world and all that is in it. The opening passage presupposes the existence of God: 'When God began to create the heaven and the earth ...' There is no discussion of God's life before the creation of the world. 	

Question 5 (continued)

- (c) Identify **two** factors that can lead a religion to develop its beliefs, teachings, rituals or practices. Explain each factor with an example. (8 marks)

Description	Marks
For each of two factors (4 marks each)	
Explains, using a relevant example, one factor that can lead to the development of religious beliefs, teachings, rituals or practices	4
Outlines one factor that can lead to the development of religious beliefs, teachings, rituals or practices; provides an example	3
Identifies events/issues/people that contribute to the development of religious beliefs, teachings, rituals or practices	2
Provides general comments about the development of religious beliefs, teachings, rituals or practices	1
Subtotal	4
Total	8
Answer could include: <ul style="list-style-type: none"> • scholars/theologians develop a deeper/better understanding of religious truths • cultural change shifts people's response to religious truths resulting in change • cultural change requires religions to deal with new issues • role of key leaders • significant historical events e.g. the Protestant Reformation. 	

Question 6

(11 marks)

- (a) Identify a religious structure and/or process used to address important issues. (1 mark)

Description	Marks
Identifies a religious structure and/or process used to address an important issue	1
Total	1
Answers could include: <ul style="list-style-type: none"> • Catholic Church – the Australian Catholic Bishops Conference • Judaism – Beth din 	

- (b) Describe the main features of this religious structure and/or process. (4 marks)

Description	Marks
Describes the main features of this religious structure and/or process	4
Outlines some of the main features of this religious structure and/or process	3
Identifies some features of this religious structure and/or process	2
Makes general comments about features of this religious structure and/or process	1
Total	4
Answers could include: <p>Catholic Church –</p> <ul style="list-style-type: none"> • The Australian Catholic Bishops' Conference is the Bishops' Conference in Australia • For copyright reasons this text cannot be reproduced in the online version of this document. <p>There are numerous conferences located around the world</p> <ul style="list-style-type: none"> • These conferences were established at the Second Vatican Council to allow bishops to collaborate with other bishops to exercise their office successfully. • For copyright reasons this text cannot be reproduced in the online version of this document. • The Australian Catholic Bishop's Conference meets at least once a year • For copyright reasons this text cannot be reproduced in the online version of this document. 	

Question 6 (continued)

- (c) Using an example, discuss how this religious structure and/or process is used by a religion to address important issues. (6 marks)

Description	Marks
Using an example, discusses how the religious structure and/or process is used by a religion to address important issues	6
Using an example, explains how the religious structure and/or process is used by a religion to address important issues	5
Using an example, describes how the religious structure and/or process is used by a religion to address important issues	4
Identifies an example and outlines how the religious structure and/or process is used by a religion to address important issues	3
Identifies an example and makes general comments about the religious structure and/or process	2
Identifies an example and makes limited reference to the religious structure and/or process	1
Total	6
<p>Answers could include:</p> <p>Catholic Church – The Australia Catholic Bishops’ Conference</p> <ul style="list-style-type: none"> • <div style="border: 1px dashed gray; padding: 5px; display: inline-block;">For copyright reasons this text cannot be reproduced in the online version of this document.</div> • Australian Bishops’ Conference met in 2020 to discuss the Church’s role in ensure health and safety of all followers, specifically in response to COVID 19 • This conference included the Conference President, Vice-President, permanent committee, various other Bishops and the General Secretariat • This meeting discussed the different stages of reopening places of worship within society and in Catholic schools and other Catholic organisations. 	

Question 7

(11 marks)

- (a) Outline the personal context of one significant religious person. (3 marks)

Description	Marks
Outlines the personal context of one significant religious person	3
Identifies some aspects of the personal context of one significant religious person	2
Provides general comments on the personal context of a religious person	1
Total	3
Answers could include: Mary Mackillop <ul style="list-style-type: none"> • grew up with deeply religious parents, particularly her father • lived in poverty due to her father's poor financial decisions, and his absence for long period of times • began to work to support her family at a young age, rather than pursue her desire to dedicate her life to the Church. 	

- (b) Outline the historical context within which this person lived. (3 marks)

Description	Marks
Outlines the historical context within which this religious person lived	3
Identifies some aspects of the historical context within which this religious person lived	2
Provides general comments on the historical context within which this religious person lived	1
Total	3
Answers could include: Mary Mackillop <ul style="list-style-type: none"> • Australia is a vast country and in the 19th century many children who lived on the land or in farming communities were not able to access education • Education was for the wealthy and there was much hostility between different Christian faiths and classes • It was a male dominated society, which brought many hardships for St Mary Mackillop of the Cross to govern her order, the Sisters of St Joseph of the Sacred Heart. 	

Question 7 (continued)

- (c) Select an example and examine the interplay between the person's life and their experiences with religion. (5 marks)

Description	Marks
Using an example, examines the interplay between the person's life and their experiences with religion	5
Using an example, explains the interaction between the person's life and their experiences with religion.	4
Using an example, describes how the person's life related to experiences with religion	3
Using an example, provides relevant detail about the religious dimension of the person's life	2
Using an example, makes general comments about religion in the person's life	1
Total	5
Answers could include: Mary Mackillop <ul style="list-style-type: none"> • St Mary Mackillop of the Cross was exposed to devout faith in God from a young age, her parents were both committed Catholics, her father tried to become a priest before he had a family • When working as a governess Mary met Fr Julian Tenison who mentored and helped Mary to start the order of nuns and the schools open to all children. 	

Question 8

(11 marks)

- (a) Describe **two** social roles religion plays in Australia or another nation. (6 marks)

Description	Marks
For each of two roles (3 marks each)	
Describes a social role religion plays in Australia or another nation	3
Outlines a role religion plays in Australia or another nation	2
Identifies a role religion plays in society	1
Subtotal	3
Total	6
Answers could include: <ul style="list-style-type: none"> • education – provides schooling for all ages Kindergarten to Year 12, also tertiary education, alleviates pressure off the government schools e.g. religious schools • charities – has a number of organisations that serve a multitude of causes, for instance these organisations help the homeless, the addicted, slavery, those in poverty e.g. Red Cross, Salvation Army • social institutions – examples include care for children, the elderly, healthcare, hospitals that help to take pressure off the government health care systems e.g. Anglicare. 	

- (b) Discuss how a chosen religion perceives its role in the public life of Australia or some other nation. (5 marks)

Description	Marks
Discusses how a chosen religion perceives its role in the public life of Australia or some other nation	5
Explains a religion's perception of its role in the public life of Australia or some other nation.	4
Outlines how a religion perceives its role in the public life of Australia or some other nation.	3
Identifies how a religion perceives its role in the public life of Australia or some other nation.	2
Provides general comments on how a religion sees its role in society.	1
Total	5
Answers could include: <p>Catholicism in Australia today</p> <ul style="list-style-type: none"> • The Catholic Church would see itself as an active participant in Australian society today • Even though Australia is a secular nation, the Catholic Church still involves itself in debates and keeps society abreast of their teachings when laws are passed or there are topics causing tension or conflict in society • View are expressed through the numerous social institutions (schools, aged care, childcare, parishes, etc.) <p>Judaism in Australia today</p> <ul style="list-style-type: none"> • Executive Council of Australian Jewry – The officially elected body and the voice of the Australian Jewish Community have a number of roles within Australian society that would be perceived as useful • Their role includes; monitoring and reporting incidents of antisemitism; securing compensation for Holocaust survivors; advocating for the national rights of the Jewish people and encouraging support for Zionism in Australia; monitoring the content of school curricula in teaching about Israel and the Holocaust; supporting initiatives to commemorate the Shoah; remembering Jewish ANZAC's. 	

Section Three: Essay

30% (20 Marks)

Question 9

(20 marks)

Examine the significance of one religious event and/or issue from the past.

Description	Marks
Criterion 1: Description of the religious event and/or issue from the past	
Describes the religious event and/or issue from the past	3
Outlines a religious event and/or issue from the past	2
Comments on an event and/or issue from the past	1
Subtotal	3
Criterion 2: Examines the significance of this religious event/or issue	
Examines the significance of this religious event and/or issue	5
Explains the significance of this religious event and/or issue	4
Outlines the significance of this religious event and/or issue	3
Identifies the significance of this religious event and/or issue	2
Makes general comments about the significance of the event and/or issue	1
Subtotal	5
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)

Examine a current issue for a religion and how this religion interacts with this issue.

Description	Marks
Criterion 1: Description of the current issue	
Describes the current issue	3
Outlines a current issue	2
Identifies an issue in society	1
Subtotal	3
Criterion 2: Examines how a religion interacts with the current issue	
Examines a religious interaction with this current issue	5
Explains how a religion interacts with this current issue	4
Outlines how a religion interacts with this current issue	3
Identifies how a religion interacts with a current issue	2
Makes general comments about a religious interaction with an issue in society	1
Subtotal	5
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 1(b)** Dot point 1 adapted from: Perham, N. (2018, December 19). Why are people religious? A cognitive perspective. *The Conversation*. Retrieved June, 2020, from <https://theconversation.com/why-are-people-religious-a-cognitive-perspective-108647>
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- Dot point 2: Perham, N. (2018, December 19). Why are people religious? A cognitive perspective. *The Conversation*. Retrieved June, 2020, from <https://theconversation.com/why-are-people-religious-a-cognitive-perspective-108647>
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- Question 1(d)** Dot points 1 & 2 (after i.e.): Perham, N. (2018, December 19). Why are people religious? A cognitive perspective. *The Conversation*. Retrieved June, 2020, from <https://theconversation.com/why-are-people-religious-a-cognitive-perspective-108647>
Used under a Creative Commons Attribution-NoDerivatives 4.0 International licence.
- Question 2(a)** Statistics from: Pew Research Center. (2018). *People in North America, Europe and Australia say religion plays a less important role today* [Infographic]. Retrieved June, 2020, from <https://www.pewresearch.org/global/2019/04/22/how-people-around-the-world-view-religions-role-in-their-countries/>
- Question 3(b)** Source 3B information from: Kelly, A. (2013, May 16). Bangladesh's garment workers face exploitation, but is it slavery? *The Guardian*. Retrieved June, 2020, from <https://www.theguardian.com/global-development/poverty-matters/2013/may/16/bangladesh-garment-workers-exploitation-slavery>
- Question 4(a)** Answer adapted from: Haugen, P. (2009). *World history for dummies* (2nd ed.) (Chapter 10). John Wiley & Sons. Retrieved June, 2020, from https://archive.org/stream/world-history-for-dummies/world-history-for-dummies_djvu.txt
- Question 4(b)** Answer adapted from: Haugen, P. (2009). *World history for dummies* (2nd ed.) (Chapter 10). John Wiley & Sons. Retrieved June, 2020, from https://archive.org/stream/world-history-for-dummies/world-history-for-dummies_djvu.txt
- Question 5(b)** Dot point 2 adapted from: Ariel, D. S. (1996). *What do Jews believe?: The spiritual foundations of Judaism*. Schocken Books. Retrieved July, 2020, from <https://www.myjewishlearning.com/article/god-the-creator/>

- Question 6(b)** Dot points 2 (sentence 1), 3 & 5 adapted from: Australian Catholic Bishops Conference. (n.d.). *Australian Catholic Bishops Conference*. Retrieved July, 2020, from <https://www.catholic.org.au/about-us/australian-catholic-bishops-conference>
- Dot points 4 & 6: Australian Catholic Bishops Conference. (n.d.). *Australian Catholic Bishops Conference*. Retrieved July, 2020, from <https://www.catholic.org.au/about-us/australian-catholic-bishops-conference>
- Question 6(c)** Dot point 1: Australian Catholic Bishops Conference. (n.d.). *Australian Catholic Bishops Conference*. Retrieved July, 2020, from <https://www.catholic.org.au/about-us/australian-catholic-bishops-conference>
- Dot points 2 & 3 information from: Australian Catholic Bishops Conference. (2020, June 2). *Australian Catholic Bishops Conference: Plenary Summary, 7–14 May 2020*. Retrieved July, 2020, from <https://www.catholic.org.au/acbc-media/media-centre/media-releases-new/2279-may-2020-bishops-plenary-report/file>
- Dot point 4 information from: Australian Catholic Bishops Conference. (2020, May 22). *Updated: Bishops Conference liturgical and facilities advice on COVID-19*. Retrieved July, 2020, from <https://www.catholic.org.au/acbc-media/media-centre/media-releases-new/2268-bishops-conference-advice-on-covid-19-may-2020/file>
- Question 8(b)** Dot points 3 & 4 adapted from: Executive Council of Australian Jewry. (n.d.). *About*. Retrieved July, 2020, from <https://www.ecaj.org.au/about/>

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