



Government of **Western Australia**
School Curriculum and Standards Authority



RELIGION AND LIFE

GENERAL COURSE

Externally set task

Sample 2016

Note: This Externally set task sample is based on the following content from Unit 3 of the General Year 12 syllabus.

- the relationship between important life events and the search for meaning and purpose
- different ways people choose to follow a religious way of life
- how a religious belief or teaching can play a role in the lives of people and/or society
- an overview of an important event or issue in the history of a religion

In future years, this information will be provided late in Term 3 of the year prior to the conduct of the Externally set task. This will enable teachers to tailor their teaching and learning program to ensure that the content is delivered prior to the students undertaking the task in Term 2 of Year 12.

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Religion and Life

Externally set task

Working time for the task: 60 minutes

Total marks: 30 marks

Weighting: 15% of the school mark

Read the following text and answer the questions that follow.

My introduction to faith came not through family tradition, 'Sunday School', church, or any other formal means of religious instruction, but through the irresistible power of good food.

One of the relics of Australia's Christian heritage is the once a week Scripture lesson offered in many state high schools around the country. Usually, the person running the lesson was an elderly volunteer from the local Church. I took my chances with these harmless old ladies because 'non-Scripture' involved doing homework under the supervision of a real teacher.

One of these Scripture teachers had the courage one day to invite the entire class to her home for discussions about 'God'. The invitation would have gone unnoticed, except that she added: "Oh, and if anyone gets hungry, I'll be making hamburgers, milkshakes and scones". Perhaps it was an unfair offer to a bunch of teenage blokes!

Several weeks later I was sitting on a comfy lounge in this woman's home with half a dozen classmates feasting on her food and bracing myself for the 'God bit'. I had never been to church or even had a religious conversation of any length, so this was an entirely new experience. I remember thinking at the time that there was nowhere to run. I had eaten so much food I couldn't have left the couch if I'd tried.

My fears were unfounded. This lady's style was completely relaxed. She knew she was speaking to a room full of religious 'spectators' rather than players and so she never pushed us. She asked us what we thought, she let us ask her what she thought, and she read to us relevant parts of the Bible. For me, and several others from that one class, this was the beginning of a very interesting journey into the wonders of faith.

Life has changed a lot since those days. Whereas I once prided myself on 'not being the religious type', I suppose now I appear about as 'religious' as a modern Australian can get. I've recorded songs about faith, written books about it, given talks on it, completed degrees in it, and even went so far as to get myself ordained as a Christian minister.

1. List **three (3)** examples of how the author expresses a religious way of life. **(3 marks)**

Example one: _____

Example two: _____

Example three: _____

2. Identify **four (4)** steps of the process that led the author to discover and express a religious way of life. **(4 marks)**

Step one: _____

Step two: _____

Step three: _____

Step four: _____

3. Explain how an important life event can contribute to a person’s search for meaning and purpose. **(4 marks)**

Acknowledgment

Extract from: Dickson, J. (2004), *A spectator's guide to world religions: An introduction to the big five*, Sydney South: Blue Bottle Books, pp. vii–viii.