



# **RELIGION AND LIFE**

## **ATAR course examination 2021**

### **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% (44 Marks)

## Question 1

(9 marks)

- (a) Comment on the reliability of Source 1A. (3 marks)

Description	Marks
States source is reliable	1
The census is a government data collection exercise and is well regarded	1
The source claims the Scanlon Foundation is a well-known company	1
<b>Total</b>	<b>3</b>
Any other reasonable response accepted	

- (b) Using Source 1B, outline **one** significant conclusion about the religious make-up of Australian society. (2 marks)

Description	Marks
<p>Outlines one significant conclusion about the religious nature of Australian society, using the source</p> <p>Answers could include:            Significant Conclusion: The religious make up of Australia is changing            Evidence: While the number of people identifying as Christian has decreased slightly (decreased by 3.8%), those who identify with other, non-Christian religions have grown significantly (for example, Islam adherents rose by 77%).</p> <p>Significant conclusion: Despite the increase in no religion, there is clear evidence to show that religion is still a large part of Australian life            Evidence: Large increase in number of non-Christian religious adherents and only small decrease in number of Christians.</p>	2
<p>Identifies a conclusion about the religious nature of Australian society, using the source</p> <p>Answers could include:            A conclusion: The number of Christians is decreasing in Australia            Evidence: The total number of Christians decreased by 3.8%            A conclusion: Significant growth in the 'no religion' category:            Evidence: There has been significant growth in the 'no religion' category from 2006 to 2016, with a growth of 90%.</p>	1
<b>Total</b>	<b>2</b>
Accept any other correct, logical answer.	

- (c) Explain the usefulness of Sources 1A and 1B for understanding the importance of religion in Australia. (4 marks)

Description	Marks
Explains the usefulness of Sources 1A and 1B for understanding the importance of religion in Australia	4
Outlines the usefulness of Sources 1A and 1B for understanding the importance of religion in Australia  or  Explains the usefulness of Source 1A or 1B for understanding the importance of religion in Australia	3
Comments on the usefulness of the source material for understanding religion in Australia	2
Makes general comments about the importance of religion in Australia	1
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>Source 1B gives insight into general trends of religious affiliations in Australia and the number of adherents, which is useful in acknowledging the volume of people who identify with a particular religion in Australia.</li> <li>While the census provides the best indication of the religions of the Australian population, according to Source 1A, it is only a partial measure as religion is an optional question in the census. It is likely that the census undercounts adherents of many faith groups.</li> </ul>	
<p>Note: Sources must be explicitly referred to, and explicit link between source and usefulness provided.</p>	
<p>Accept any other correct, logical answer.</p>	

## Question 2

(11 marks)

- (a) Outline the main message from Source 2A. (2 marks)

Description	Marks
Outlines the main message from Source 2A	2
Identifies a message from Source 2A	1
<b>Total</b>	<b>2</b>
Answers could include: <ul style="list-style-type: none"> <li>• Overcrowding in society is a real issue – represented by people in the cardboard box.</li> <li>• People are forced to live in unacceptable conditions – due to the unavailability of affordable accommodation.</li> <li>• People put up with poor living conditions – in the hope that their situation will get better.</li> </ul>	
Accept any other correct, logical answer.	

- (b) Summarise how Source 2B describes the nature of the issue addressed in the source. (3 marks)

Description	Marks
Summarises succinctly how Source 2B describes the nature of the issue addressed in the source	3
Summarises some of the main points made in source 2B that describe the nature of the issue addressed in the source	2
Makes general comments about the issue addressed in Source 2B	1
<b>Total</b>	<b>3</b>
Model summary (students would need to include the majority of points for full marks) <ul style="list-style-type: none"> <li>• Homelessness is still an issue in Australia today; and it is increasing</li> <li>• The source questions why that is the case given Australia is so prosperous</li> <li>• A lack of affordable and suitable housing creates housing stress that can lead to homelessness</li> <li>• Once homeless many go on to experience a cycle of homelessness</li> <li>• It requires action from leaders</li> <li>• The consequence of homelessness means people sleep rough and require help to escape their plight</li> </ul>	
Accept any reasonable, logical summary.	

- (c) Discuss why a religion may **or** may not interact with the current issue identified in Sources 2A and 2B. Use relevant evidence from your own learning and Sources 2A and 2B to support your response. (6 marks)

Description	Marks
<b>Discussion</b>	
Discusses why a religion may or may not interact with this current issue	4
Explains how/why a religion may or may not interact with this current issue	3
Describes how a religion may or may not interact with this current issue	2
Makes general comments about a religious response	1
<b>Subtotal</b>	<b>4</b>
<b>Evidence</b>	
Provides relevant evidence from own learning and Sources 2A and 2B	2
Provides some suitable evidence	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>6</b>
Reasons to interact could include <ul style="list-style-type: none"> <li>• because members of their community experience homelessness</li> <li>• religious teachings and beliefs ask adherents to show care and concern for others</li> <li>• religious leaders instruct followers to take the issue seriously</li> <li>• their respect for human life</li> <li>• care and concern for those in need</li> <li>• equality for all human beings</li> </ul> Reasons not to interact could include <ul style="list-style-type: none"> <li>• a view that this is not a religious matter</li> <li>• there are different views within the community about the issue or its importance</li> </ul> Accept any other correct, logical answer.	

## Question 3

(15 marks)

- (a) Identify **one** way in which Source 3C differs from Sources 3A and 3B. (1 mark)

Description	Marks
Identifies <b>one</b> difference between Source 3C and/or Sources 3A and 3B	1
<b>Total</b>	<b>1</b>
Answers could include: <ul style="list-style-type: none"> <li>• Source 3C cites a specific study whereas sources 3A and 3B do not.</li> <li>• Source 3C does not provide a reason for the change in participation whereas sources 3A and 3B do.</li> </ul> Accept any other correct answer.	

- (b) 'Australians lack enthusiasm for belonging to different community groups.'  
 Develop an argument for **or** against this statement, using your own learning and relevant information from at least one of the sources 3A, 3B and/or 3C. (5 marks)

Description	Marks
<b>Response</b>	
Develops a comprehensive argument that supports/rejects the statement	3
Outlines an argument that supports/rejects the statement	2
Makes general comments about the statement	1
<b>Subtotal</b>	<b>3</b>
<b>Evidence</b>	
Provides evidence from Sources 3A, 3B and/or 3C <b>and</b> prior learning	2
Provides some evidence from the sources <b>or</b> prior learning	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>5</b>
Students must state an argument and provide examples and evidence. Answers could include: <p>Argument: There is ample evidence to support this view. All three sources plus the data from the census illustrate that point.            For example:</p> <ul style="list-style-type: none"> <li>• The data in source 3A shows that over 1 million people have left union membership between 1976 and 2016.</li> <li>• The data also indicates that very few people, as a percentage, attend church services regularly.</li> <li>• In the 1950s and 60s union membership and church attendance were mainstays of the Australian landscape — as a way of cooperative strength that helped grow wages and improve conditions, and as a way of maintaining strong social links.</li> <li>• The data from these two examples of social structure strongly supports the idea that Australians now lack enthusiasm for being involved in formal social organisations.</li> </ul> <p>Argument against: Yes, Australians are changing where they get involved in the community but they are still engaged.            For example:</p> <ul style="list-style-type: none"> <li>• The data indicates that Australians are very much still involved in sports and see the involvement in Religious schools, as opposed to state schools, as being very important.</li> <li>• Religious schools tend to have a high degree of expectations of commitment and involvement in college/community functions. Families still remain committed to religious schools despite the data showing that a very small percentage attend church each week.</li> </ul>	

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| <ul style="list-style-type: none"> <li>Religious 'turn over' rather than a decline in religious adherence according to Source 3B.</li> <li>Source 3C, people are still sporty and exercising, but less so for competitive sports.</li> </ul> |
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Accept any other correct, logical answer.
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(c) A researcher wishes to undertake further studies of Australians and the link between religion and involvement in other community groups.

(i) Propose **one** relevant research question. (1 mark)

Description	Marks
Proposes one research question that is relevant for the research focus	1
<b>Total</b>	<b>1</b>
Answers could include: <ul style="list-style-type: none"> <li>To what extent are religious Australians inclined to be involved in other community groups?</li> <li>Why do religious community groups play a significant role in modern Australian society?</li> <li>How does religion impact upon how people participate in community groups within Australian society?</li> </ul>	
Accept any other correct, logical research question.	

(ii) Identify **two** focus questions that could guide the research. (2 marks)

Description	Marks
Identifies <b>two</b> focus questions that could guide the research	2
Identifies <b>one</b> focus question that could guide the research	1
<b>Total</b>	<b>2</b>
Answers could include: <ul style="list-style-type: none"> <li>What community groups are Australians involved with?</li> <li>How do Australians describe the term 'community'?</li> <li>Does religious affiliation with certain religions affect other community ties?</li> <li>What reasons do religious people give for why they participate in community groups?</li> </ul>	
Accept any other correct, logical focus question.	

**Question 3** (continued)

- (iii) Outline a research plan for collecting data suitable for this research. (3 marks)

Description	Marks
Outlines a research plan to collect data suitable for this research	3
Identifies some aspects of a research plan for collecting suitable data	2
Provides general comments about a research plan	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• create a suitable research question to guide the research, and focus questions</li> <li>• consider previous research on the topic, ensuring authoritative scholarship</li> <li>• choose a method of collection and analysis that best suits the research topic, sample size and methods to collect data like a large and varied sample size (age, religion, socio economic status) and comprehensive surveys, interviews, group discussions etc. that are ethically conducted.</li> <li>• Identify a suitable format for communicating the finding of the research.</li> </ul>	
Accept any other correct, logical answer.	

- (iv) Explain why ethical data collection is important for religious matters. (3 marks)

Description	Marks
Explains why ethical data collection is important for religious matters	3
Explains the importance of ethical data collection	2
Makes general comments on the importance of data collection	1
<b>Total</b>	<b>3</b>
Answers could include: Model answer (3 marks) Ethical data collection is important because: <ul style="list-style-type: none"> <li>• religious matters are often deeply personal and for some, can be highly sensitive;</li> <li>• for example, the views or behaviour of someone who is religious may differ from those expressed officially within the religion or may be controversial in the wider community, exposing them to scrutiny that can be unsafe.</li> </ul> Model answer (2 marks) Ethical data collection is important because: <ul style="list-style-type: none"> <li>• responses may not be honest or skewed due to fear, intimidation the feeling of lack of respect</li> <li>• data would therefore be invalid and so impacting on the validity and usefulness of the data</li> <li>• it is important to respect the personal aspects of each individual due to the innate human rights.</li> </ul>	
Note: For full marks students must reference religion in their answer	
Accept any other correct, logical answer.	



Question 4

(9 marks)

(a) Identify a social factor evident in each of Sources 4A, 4B and 4C.

(3 marks)

Description	Marks
Identifies a social factor evident in Source 4A	1
Identifies a social factor evident in Source 4B	1
Identifies a social factor evident in Source 4C	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• Source 4A – Historical issues that inform and colour how people view religion e.g. sectarianism.</li> <li>• Source 4B – Major issues and events in society that prompt a response to religion e.g. war.</li> <li>• Source 4C – A prevailing social attitude e.g. a culture that focuses on material possessions and/or consumption of goods</li> </ul> Accept any other correct, logical answer.	

(b) With reference to Sources 4A, 4B **or** 4C, discuss how **two** social factors can influence how people interact with religion.

(6 marks)

Description	Marks
For each of <b>two</b> social factors that influence how people interact with religion (2 x 3 marks)	
Discusses how the social factor could influence how people interact with religion; refers to source/s	3
Outlines how the social factor could influence how people relate with religion; refers to source/s	2
Makes general comments on the social factor and its influence	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
Answers could include: <p><b>Social factor:</b> A prevailing social attitude, for example consumerism  <b>Source:</b> 4C  <b>Key points:</b></p> <ul style="list-style-type: none"> <li>• A social attitude like consumerism                             <ul style="list-style-type: none"> <li>◦ distracts people’s attention from the non-material, spiritual aspects of life</li> <li>◦ is a preoccupation with gaining materials goods</li> <li>◦ causes some people to become absorbed in chasing what they do not have</li> <li>◦ tends to move people further away from religion or take the place of their faith</li> <li>◦ may cause some to become dissatisfied with excessive consumerism and begin looking more deeply for meaning in their life.</li> </ul> </li> <li>• Religion has the potential to provide a deeper sense of meaning.</li> <li>• Evidence is provided from source</li> </ul> Accept any other correct answer.	

## Section Two: Short answer

30% (43 Marks)

## Question 5

(6 marks)

- (a) Identify **three** different ways in which religion can be viewed in society. (3 marks)

Description	Marks
Identifies <b>three</b> ways religion can be viewed in society	3
Identifies <b>two</b> ways religion can be viewed in society	2
Identifies <b>one</b> way religion can be viewed in society	1
<b>Total</b>	<b>3</b>
Answers could include: <ul style="list-style-type: none"> <li>• positive force that promotes good in society</li> <li>• a source of moral guidance</li> <li>• divisive force</li> <li>• outdated, not with modern thinking</li> <li>• significant contributor to welfare, education</li> <li>• important social network</li> <li>• a source of meaning and purpose in life</li> <li>• a way to connect with the divine.</li> </ul>	
Accept any other correct, logical answer.	

- (b) Explain briefly why people may hold **one** of these views. (3 marks)

Description	Marks
Explains briefly why people may hold one of these views	3
Outlines why people may hold one of these views	2
Provides general comments about one view	1
<b>Total</b>	<b>3</b>
Model answers <b>View of religion:</b> Positive force that promotes good in society <b>Explanation:</b> People may have this view because of the contributions that various religions make to society today. There are numerous welfare and charitable groups that work for a number of issues plaguing society. Many people donate because of their religious beliefs and because the work of the charities aligns with their values. For example Al-Ihsan Foundation is a relief organisation or Brotherhood of St Lawrence.	
<b>View of religion:</b> Outdated, not consistent with modern thinking <b>Explanation:</b> Society's views on many issues have evolved over time and are no longer consistent with some religions. Where religions are perceived as not being willing to change their position on these views to align with prevailing society's views, they may be considered, therefore, to be outdated and appear to be out of touch, and no longer relevant. Religions may argue that they are remaining faithful to their traditions and beliefs. Examples of such issues include women clergy and same sex marriage.	
Accept any other correct, logical answer.	

## Question 6

(13 marks)

- (a) Name **one** current issue in society that generates tension and conflict in society. (1 mark)

Description	Marks
Names <b>one</b> current issue in society that generates tension and conflict	1
<b>Total</b>	<b>1</b>
Answers could include:	
<ul style="list-style-type: none"> <li>• Environmental degradation</li> <li>• Euthanasia</li> </ul>	
Accept any other correct, logical answer.	

- (b) Explain why this issue causes tension and conflict. (4 marks)

Description	Marks
Explains why this issue causes tension and conflict	4
Describes the tension and conflict caused by the issue	3
Outlines the issue and/or the tension and conflict	2
Makes limited reference to the issue	1
<b>Total</b>	<b>4</b>
Answers could include (model answer):	
<b>Issue:</b> Environmental degradation:	
<ul style="list-style-type: none"> <li>• There are a variety of opinions about the use and degradation of the environment.</li> <li>• Some believe the environment has been entrusted to humankind therefore it is everyone's responsibility to ensure its survival for future generations. While for others, the environment provides a platform to create successful economies and raise wealth. People have a right to use the planet for their own gains.</li> <li>• This difference of opinion causes tension as people disagree on the treatment of the planet and its resources and may lead to direct confrontations such as protests, etc.</li> </ul>	
Accept any other correct, logical answer.	

**Question 6** (continued)

- (c) Outline why a religion would respond to this issue. (2 marks)

Description	Marks
Outlines why a religion would respond to this current issue	2
Identifies why a religion would respond to this current issue	1
<b>Total</b>	<b>2</b>
Answers could include: Environmental degradation: <ul style="list-style-type: none"> <li>Religions may view the world as a gift from their creator. Therefore, they feel the need to spread the message that it needs to be sustained and nurtured for future generations, rather than squandered for selfish needs.</li> </ul> Euthanasia: <ul style="list-style-type: none"> <li>Religions may view Euthanasia as murder/ suicide and will speak out against it to inform their followers of the teachings of their faith. They will want to educate people about why it may be viewed as immoral.</li> </ul> Accept any other correct, logical answer.	

- (d) Explain
- two**
- ways in which a particular religion responds to this issue. (6 marks)

Description	Marks
For each of <b>two</b> ways a particular religion responds to this issue (2 x 3 marks)	
Explains a way a particular religion responds to the issue	3
Describes a way a particular religion responds to the issue	2
Identifies a way a particular religion responds to the issue	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
For full marks, students must demonstrate a relationship between the way a religion responds and why. Answer could include (model answer) Issue: Environmental degradation Religion: Catholicism Position: all people should care for the planet Ways of responding <ul style="list-style-type: none"> <li>Raising awareness               <ul style="list-style-type: none"> <li>Example: Laudato Si issued which explicitly outlines Church position</li> </ul> </li> <li>Direct action               <ul style="list-style-type: none"> <li>Example: promoting and supporting landcare activities in order to show how people can better care for the land.</li> </ul> </li> </ul> Accept any other correct, logical answer.	

## Question 7

(14 marks)

- (a) 'Freedom can be described as the ability to do what one wants.' With the support of relevant evidence, construct an argument for **or** against this statement from the perspective of a particular religion. (5 marks)

Description	Marks
<b>Argument</b>	
Constructs a suitable argument for or against this statement from the perspective of a particular religion, using relevant evidence	5
Attempts to provide an argument for or against this statement from the perspective of a particular religion; uses relevant evidence	4
Outlines a religious view of freedom with some reference to the statement	3
Provides some detail about a religious view on freedom	2
Makes general comments about a religious view on freedom	1
<b>Total</b>	<b>5</b>
<p>Answers should demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Perspective of a religion on freedom provided</li> <li>• Argument developed</li> <li>• Supporting evidence provided, <ul style="list-style-type: none"> <li>◦ Religious teaching, e.g. Catechism</li> <li>◦ Religious text, e.g. quote from Quran.</li> </ul> </li> </ul> <p>For example</p> <p><b>Perspective of a religion on freedom provided:</b></p> <ul style="list-style-type: none"> <li>• For Catholics true freedom can only be found in God.</li> <li>• God created all human beings in His image, therefore all people have an inherent desire to do what God asks of them.</li> <li>• True freedom is the power and right to do what is right and good and is an essential requirement of human dignity.</li> </ul> <p><b>Argument:</b> Therefore, the statement above is not consistent with the teachings of the Catholic Church,</p> <p><b>Supporting evidence provided:</b></p> <p>“the exercise of freedom does not imply a right to say or do everything” (CCC, 1740)</p> <p>“So God created humankind in his image, in the image of God he created them; male and female he created them.” Genesis 1:27</p> <p>Accept any other correct answer.</p>	

**Question 7** (continued)

- (b) Describe the main features of a religious belief, teaching, ritual or practice provided by a religion to help people in their search for freedom. (4 marks)

Description	Marks
Describes the main features of a religious belief, teaching, ritual or practice provided by a religion to help people in their search for freedom	4
Outlines features of a religious belief, teaching, ritual or practice provided by a religion to help people in their search for freedom	3
Identifies some features of a religious belief, teaching, ritual or practice provided by a religion	2
Provides limited comments about a religious belief, teaching, ritual or practice provided by a religion	1
<b>Total</b>	<b>4</b>
<p>Beliefs, teachings, rituals or practices could include:</p> <ul style="list-style-type: none"> <li>• Pilgrimage</li> <li>• Ramadan</li> <li>• Reconciliation</li> <li>• Season of Lent</li> <li>• Yom Kippur</li> </ul> <p>Pilgrimage (a number of religions) model answer  A coherent response drawing from a selection of the points below</p> <ul style="list-style-type: none"> <li>• Typically a pilgrimage involves a journey to places of religious significance</li> <li>• May occur at important times for a religion</li> <li>• A person who goes on a pilgrimage is known as a pilgrim</li> <li>• Not considered just a physical activity but also a spiritual exercise</li> <li>• Offers pilgrims the opportunity to encounter, reflect upon and deepen their response to their faith</li> <li>• May include pray about deeply spiritual questions</li> <li>• May be a challenge to focus on the spiritual dimension of the journey and to avoid becoming a religious tourist or holiday-maker</li> <li>• Or other relevant features.</li> </ul>	
Accept any other correct answer.	

- (c) Explain how this religious belief, teaching, ritual or practice provided by a religion can help people in their search for freedom. (5 marks)

Description	Marks
Explains how this religious belief, teaching, ritual or practice provided by a religion can help people in their search for freedom	5
Describes how this religious belief, teaching, ritual or practice provided by a religion can help people in their search for freedom	4
Outlines how this religious belief, teaching, ritual or practice provided by a religion helps people	3
Identifies some ways this religious belief, teaching, ritual or practice helps people	2
Makes general comments about this religious belief, teaching, ritual or practice and people	1
<b>Total</b>	<b>5</b>
<p>Answers could include:</p> <p>Pilgrimage - Christians (model answer)</p> <p>A coherent response e.g.</p> <ul style="list-style-type: none"> <li>• True freedom is only found in knowing and relating with God.</li> <li>• Pilgrims can find true freedom by being transformed from within and discovering how to become more Christ-like in how they live.</li> <li>• Pilgrimage helps people leave behind their normal life and focus on their relationship with God.</li> <li>• Can help develop a person’s spiritual life and deepen their relationship with God.</li> <li>• May have a penitential quality, that is, a way of reflecting on their life, saying sorry for the wrong they have done, a renewing of their relationships.</li> <li>• Other relevant reasons.</li> </ul> <p>Reconciliation</p> <ul style="list-style-type: none"> <li>• Using your freedom to become closer to God and others by doing good things for others.</li> <li>• Re-establishing a connection or commitment to a religious way of life.</li> <li>• A sense of being freed from a burden, e.g. sin.</li> <li>• Strengthening one’s relationship with God and the religious community.</li> </ul>	
Accept any other correct answer.	

## Question 8

(10 marks)

- (a) Identify an issue within a particular historical context that a religion has interacted with. (1 mark)

Description	Marks
Identifies an issue within a particular historical context that a religion has interacted with	1
<b>Total</b>	<b>1</b>
Answers could include: <ul style="list-style-type: none"> <li>• Arian Heresy</li> <li>• The process of colonisation in Africa, Asia or Americas</li> <li>• The impact of Enlightenment ideals</li> <li>• Social change caused by the French Revolution or the Industrial Revolution</li> <li>• Atlantic slave trade</li> <li>• The carnage and trauma caused by global wars; for example WWI and WWII</li> <li>• Rise of Fascism</li> </ul> Accept any other correct, logical answer.	

- (b) Outline the important features of the historical context in which this issue occurred. (4 marks)

Description	Marks
Outlines the important features of the historical context in which this issue occurred	4
Outlines some of the features of the historical context in which this issue occurred	3
Provides some relevant detail about the historical context in which this issue occurred	2
Provides general comments about the historical context of the issue	1
<b>Total</b>	<b>4</b>
Answers to include information about the historical context that might have led to the issue identified in part (a) <p>Example historical context (Atlantic slave trade)</p> <ul style="list-style-type: none"> <li>• 16 – 19<sup>th</sup> century</li> <li>• European countries engaged in empire building</li> <li>• Shortage of labour for developing new land (e.g. the Americas)</li> <li>• Financial benefits to countries and the church</li> <li>• Racial ideologies of the time</li> <li>• Catholic Church's position was slavery was acceptable as long as those enslaved were non-Christians</li> <li>• Number of Evangelical Christians/non-conformists was on the rise, they found the economics and how people were treated to be contrary to their faith.</li> </ul> Accept any other correct, logical answer.	



- (c) Using an example, explain the interplay between a religion and an issue within a particular historical context. (5 marks)

Description	Marks
Explains, using an example, the interplay between a religion and an issue within a particular historical context	5
Describes an example that illustrates the interplay between a religion and an issue within a particular historical context	4
Describes how a religion interacted with the issue within a particular historical context	3
Provides relevant details about the response of a religion to the issue within a particular historical context	2
Comments on the response of a religion to an issue in a particular historical context	1
<b>Total</b>	<b>5</b>
<p>Structure of response</p> <ul style="list-style-type: none"> <li>• Issue clearly identified</li> <li>• Religion identified</li> <li>• Interplay between religion and issue (this should encompass the majority of the response)</li> <li>• Supporting example</li> </ul> <p>Model answer</p> <p>Issue: Abolition of Atlantic slave trade by the United Kingdom in the 18<sup>th</sup> Century  Religion: Evangelical Christians/non-conformists</p> <p>Interplay (answer could include a range of the following points):</p> <ul style="list-style-type: none"> <li>• The views of Christians with respect to slavery varied and changed over time, e.g. New Testament times, Christians did not promote slavery and saw all people as equal, later established religions, such as Catholicism, considered it acceptable to enslave non-Christians.</li> <li>• In United Kingdom, slavery seen as an economic issue, not a moral one.</li> <li>• Non-conformists more likely to hold the belief that all people were created equal</li> <li>• With the rise of non-conformists, the viewpoint that slavery was evil was promoted</li> <li>• Influential non-conformists used their positions to campaign against slavery</li> </ul> <p>Example</p> <ul style="list-style-type: none"> <li>• As exemplified by the relationship between non-conformist Christianity and the anti-slavery movement and the work of William Wilberforce who, on conversion to Evangelical Christianity and supported by other non-conformists, campaigned against slavery.</li> </ul>	
Accept any other correct, logical answer.	

## Section Three: Essay

30% (20 Marks)

## Question 9

(20 marks)

Discuss, with reference to a particular religious structure and/or process, how a religion addresses important issues.

Description	Marks
<b>Criterion 1: Describes a structure and/or process used to address important issues</b>	
Describes the main features of a structure and/or process used by a religion	3
Outlines a structure and/or process used by a religion	2
Comments on a structure and/or process used by a religion	1
<b>Subtotal</b>	<b>3</b>
<b>Criterion 2: Discusses how a religion uses a structure and/or process to address important issues</b>	
Discusses how the selected structure and/or process is used to address important issues	5
Explains how the structure and/or process is used to address important issues	4
Describes how the structure and/or process is used to address important issues	3
Outlines how a structure and/or process is used to address issues	2
Comments on how a religion addresses issues	1
<b>Subtotal</b>	<b>5</b>
<b>Criterion 3: Use of evidence</b>	
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
<b>Subtotal</b>	<b>4</b>
<b>Criterion 4: Development of argument</b>	
Develops a sustained, logical and sophisticated argument	3
Presents a logical development of ideas	2
Attempts to develop an argument or idea	1
<b>Subtotal</b>	<b>3</b>
<b>Criterion 5: Essay structure and conventions</b>	
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
The essay uses a series of paragraphs	1
Conclusion	
Summarises succinctly the argument/viewpoint developed by the essay	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>20</b>

## Question 10

(20 marks)

Discuss the interplay between the life of a significant religious person, their context and religion.

Description	Marks
<b>Criterion 1: Describes the life, context and place of religion in the life of a significant religious person</b>	
Describes the main features of a significant religious person's life, their context and the place of religion in their life.	3
Outlines the life of a significant religious person, their context and the place of religion in their life	2
Comments on a religious person and their context	1
<b>Subtotal</b>	<b>3</b>
<b>Criterion 2: Discusses the interplay between one significant religious person, their context and religion</b>	
Discusses the interplay between a significant religious person, their context and religion	5
Explains the interplay between a significant religious person, their context and religion	4
Describes how a significant religious person interacted with their context and religion	3
Outlines how a significant religious person responded to their context	2
Comments on how a person responded to their context	1
<b>Subtotal</b>	<b>5</b>
<b>Criterion 3: Use of evidence</b>	
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
<b>Subtotal</b>	<b>4</b>
<b>Criterion 4: Development of argument</b>	
Develops a sustained, logical and sophisticated argument	3
Presents a logical development of ideas	2
Attempts to develop an argument or idea	1
<b>Subtotal</b>	<b>3</b>
<b>Criterion 5: Essay structure and conventions</b>	
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
The essay uses a series of paragraphs	1
Conclusion	
Summarises succinctly the argument/viewpoint developed by the essay	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>20</b>

## ACKNOWLEDGEMENTS

- Question 1(c)** Dot point 2 from: Markus, A. (2021). *The Scanlon Foundation surveys: Mapping social cohesion 2020*. Retrieved August, 2021, from <https://scanloninstitute.org.au/sites/default/files/2021-02/SC2020%20Report%20Final.pdf>
- Question 7(a)** Dot points 6, 8 from: John Paul II. (1992). *Catechism of the Catholic Church* (CCC 1731 & 1732). Retrieved August, 2021, from [https://www.vatican.va/archive/ENG0015/\\_\\_\\_P5N.HTM](https://www.vatican.va/archive/ENG0015/___P5N.HTM)
- Supporting evidence provided first quote from: John Paul II. (1992). *Catechism of the Catholic Church* (CCC 1740). Retrieved August, 2021, from [https://www.vatican.va/archive/ENG0015/\\_\\_\\_P5O.HTM](https://www.vatican.va/archive/ENG0015/___P5O.HTM)
- Supporting evidence provided second quote from: *The book of Genesis* (1:27). (n.d.). Retrieved August, 2021, from [https://www.vatican.va/archive/bible/genesis/documents/bible\\_genesis\\_en.html](https://www.vatican.va/archive/bible/genesis/documents/bible_genesis_en.html)

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