



RELIGION AND LIFE

ATAR course examination 2018

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% (48 Marks)

Question 1

(7 marks)

- (a) With reference to Source 1, identify a trend in the religious affiliation of the Australian population. (1 mark)

Description	Marks
Identifies a trend	1
Total	1
Answers could include: <ul style="list-style-type: none"> • growth in non-Christian religions • growth in reporting no religion • decline in Christian religions • young adults more likely to report 'no religion' • older age groups more likely to report Christianity and affiliated religion • Catholicism is increasing as a proportion of those who affiliate with religion. 	

- (b) On the basis of Source 1, draw **one** significant conclusion about the place of religion in Australian society. (2 marks)

Description	Marks
Draws a valid significant conclusion based on the source	2
Provides a general conclusion	1
Total	2
Answers could include: <ul style="list-style-type: none"> • growth in those reporting 'no religion' indicates a decline in the importance placed on religion by Australians • according to the current trend in religious affiliation of Australians, religion in Australian society will decline in the future • Australia is becoming a more religiously diverse nation • Christianity, and even religion in general, is seen as less relevant for Australian society. 	

- (c) Drawing on Source 1, identify **one** social factor and describe how this factor has impacted the religious affiliation of Australians. (4 marks)

Description	Marks
Identifies one social factor	1
Describes in detail how a social factor has impacted the religious affiliation of Australians with reference to Source 1	3
Outlines how a social factor has impacted the religious affiliation of Australians with reference to Source 1	2
Identifies a social factor that could have impacted on the religious affiliation of Australians	1
subtotal	3
Total	4
Answers could include the following: Social factor: demographic changes (age) <p>Impact of social factor:</p> <ul style="list-style-type: none"> • age 18–34 – affiliate with religion other than Christianity; 12% of this age group report having no religion which is 39% higher than any other age group • age 65 and over – more likely to affiliate with Christianity. 	

Question 2

(14 marks)

(a) Outline a view expressed in Source 2A.

(2 marks)

Description	Marks
Outlines a view expressed in Source 2A and supports answer with reference to Source 2A	2
Identifies a view expressed in Source 2A	1
Total	2
Answers could include: Views in Source 2A: <ul style="list-style-type: none"> • people are becoming disconnected from one another • social structures have disintegrated • factors such as work, family structure, age, suburban life, television, computers • women's roles are isolating people from each other • religion is potentially different to this, but it too suffers the same problems. 	

(b) Compare, using evidence from the sources, the views expressed by the writers of Sources 2A and 2B.

(6 marks)

Description	Marks
Evidence	
Uses a range of relevant evidence from the sources	2
Provides some relevant evidence	1
subtotal	2
Comparison	
Detailed comparison of the similarities and differences between the views expressed in Sources 2A and 2B	4
Comparison of some similarities and differences between the views expressed in Sources 2A and 2B	3
Identifies some similarities and/or differences between the views expressed in Sources 2A and 2B	2
Identifies some views expressed in both sources	1
subtotal	4
Total	6
Answers could include: Similarities in views seen in sources 2A and 2B: <ul style="list-style-type: none"> • both sources discuss the impact religion can have on society Source A – 'religion is an important source of social capital' Source B – 'religions have 'the ability to bring people together' • both sources view religion in a positive way Source A – 'religion is an important source of social capital' Source B – 'many religions address problems that can become negative epidemics in society' • both sources discuss connectedness in communities today Differences in views seen in sources 2A and 2B: <ul style="list-style-type: none"> • connectedness with society today Source A – discusses the decline in religious affiliation – as a whole people feel isolated 'Isolation, not community, is the measure of our lives' Source B – discusses the need for people to participate in the life of communities 'This sense of community helps society because it helps its people to have a sense of belonging' 	

Question 2 (continued)

- the role of religion in society
Source A – discusses that religion also suffer from a sense of isolation in society
‘Clergy feel isolated from their neighbourhoods and from each other’
‘At times, people of faith also seem to be bowling alone’
Source B – discusses that religion is important to society as it has the ‘ability to brings people together’
- ‘Some people join a religion in order to feel included in a smaller subsection of a larger society’.

- (c) With reference to Sources 2A and 2B, discuss **one** role religion plays in the public life of Australia or another nation. (6 marks)

Description	Marks
Discusses with insight a role religion plays in the public life of Australia or another nation with reference to Sources 2A and 2B	6
Discusses a role religion plays in the public life of Australia or another nation with reference to Sources 2A and 2B	5
Explains a role religion plays in the public life of Australia or another nation with reference to Sources 2A and 2B	4
Describes a role religion plays in the public life of Australia or another nation	3
Provides comments about a role religion plays in society	2
Identifies a role religion plays in society	1
Total	6
Answers could refer to: Religion can play a role in: <ul style="list-style-type: none"> • providing social services such as health, education and welfare • contributing to legal issues, political matters and/or debates • contributing to the cultural and social fabric of society • the economy, source of employment, work and investment • maintaining the significance of religious festivals • gathering the community for prayer when a disaster or crisis happen. 	

Question 3

(13 marks)

- (a) Analyse the message of Source 3A. (4 marks)

Description	Marks
Analyses the message with reference to Source 3A	4
Explains the message with reference to Source 3A	3
Describes the message with reference to Source 3A	2
Identifies a relevant message of Source 3A	1
Total	4
Answers could include: <ul style="list-style-type: none"> • the world today places the same amount of importance on money, as it did on religion in the past • money is worshipped and treated with reverence, as religion has in the past • money is the 'new god' of today's society • as cultures develop adherence to a religion declines • consumerism tends to replace religious affiliation. 	

- (b) 'The acquisition of wealth is no longer the driving force in our lives [in the 24th century]'.

Using evidence from Source 3B, develop an argument that supports the above statement. (3 marks)

Description	Marks
Develops a comprehensive argument that supports the statement using evidence from Source 3B	3
Outlines an argument that supports the statement using evidence from Source 3B	2
Makes general comments about the statement	1
Total	3
Answers could include: <p>An argument that supports the statement could include the following:</p> <ul style="list-style-type: none"> • within the context of the future (24th Century) the value system has evolved from: <ul style="list-style-type: none"> - the drive for personal growth to combining resources in a common drive towards greater knowledge - greed and power to a point where people support each other in a common purpose - personal wealth to personal needs are provided by the community - personal success to working cooperatively towards a common goal - the need for laws, regulations or rules, to no need for laws, regulations or rules. 	

Question 3 (continued)

- (c) Evaluate the usefulness of Sources 3A and 3B for understanding the nature of religion. (6 marks)

Description	Marks
Evaluates the usefulness of Sources 3A and 3B for understanding the nature of religion, using evidence from both sources to support their answer	6
Explains the usefulness of Sources 3A and 3B for understanding the nature of religion, using evidence from both sources to support their answer	5
Outlines the usefulness of Sources 3A and 3B for understanding the nature of religion, using evidence from both sources to support their answer	4
Outlines the usefulness of Sources 3A and 3B, using evidence from the sources to support their answer	3
Comments on the usefulness of Sources 3A and 3B	2
Makes general comments about the usefulness of the sources	1
Total	6
<p>Answers could include:</p> <p>Very useful: Source 3A</p> <ul style="list-style-type: none"> • illustrates the decline in the traditional understanding of religion • illustrates the development of understanding religion from a relationship/affiliation with the divine to a relationship with materialism • illustrates how religions have evolved and continue to evolve. <p>Somewhat useful: Source 3B</p> <ul style="list-style-type: none"> • describes what might be possible if people learn to cooperate and work together (a religious value) so that eventually greed, consumerism, poverty, hate, etc. will cease to exist. <p>Limited usefulness: Neither source comments on the nature of religion but provide people's view of the world.</p> <p>Source 3A</p> <ul style="list-style-type: none"> • illustrates the development of the understanding of religion from a dependency on the divine to a dependency on money • illustrates how consumerism is becoming the new 'god' in society. <p>Source 3B</p> <ul style="list-style-type: none"> • contrasts a secular viewpoint with religious values • describes the eventual 'evolution' of religious experience. 	

Question 4

(14 Marks)

- (a) Describe the nature of the issue presented in Sources 4A and 4B. (4 marks)

Description	Marks
Describes in detail the nature of the issue presented in Sources 4A and 4B	4
Outlines the nature of the issue presented in Sources 4A and 4B	3
Identifies the issue and makes general comments about the issue presented in Sources 4A and 4B	2
Identifies the issue presented in Sources 4A and 4B	1
Total	4
<p>Answers could include: Issue in Sources 4A and B: human trafficking or modern slavery</p> <p>Key features of human trafficking or modern slavery:</p> <ul style="list-style-type: none"> • it denies the basic rights and freedoms of people • is a global phenomenon • includes people of all ages • forces people to work in a range of tasks that can be mentally or physically threatening, degrading or dangerous • exploitation of people for monetary gain. 	

- (b) Discuss a tension or conflict this issue might create in society using evidence from Sources 4A and 4B to support your answer. (4 marks)

Description	Marks
Discusses a tension or conflict this issue might create in society and uses evidence from Sources 4A and 4B to support the answer	4
Explains a tension or conflict this issue might create in society and uses evidence from Sources 4A and 4B to support the answer	3
Outlines a tension or conflict this issue might create in society	2
Identifies a tension or conflict this issue might create in society	1
Total	4
<p>Answers could include: Tensions and conflicts which arise from:</p> <ul style="list-style-type: none"> • the rights of the individual to be free and people who see a legitimate resource for economic development • consumers wanting cheap goods and people wanting fair wages for workers in sweat shops • impact on an 'underdeveloped' culture if suddenly workers receive wages comparable to western societies • governments physically constraining or having restrictions placed on the freedom of movement of groups or individuals • individuals being treated as a commodity or bought and sold as 'property' and people argue that such treatment as dehumanising and degrading • people who are forced to work or services against their will, under the threat of some form of punishment and people argue that such treatment is against human rights • the treatment of people who borrow money they cannot repay and are required to work to pay off the debt, then losing control over the conditions of both their employment and the debt • transporting, recruiting or harbouring people for the purpose of exploitation, using violence, threats or coercion. 	

Question 4 (continued)

- (c) Explain **two** ways in which a religion could respond to this issue. (6 marks)

Description	Marks
2 ways × 3 marks each	
Explains a way a religion could respond to this issue	3
Describes a way a religion could respond to this issue	2
Identifies a way religion responds to this issue	1
subtotal	3
Total	6
Answers could include:	
<ul style="list-style-type: none">• engaging with existing faith networks to raise awareness, create opportunities for joint action to provide assistance to those exploited• lobby governments for improved legislation• promote education and awareness campaigns• through the writings/speeches of religious leaders.	

Section Two: Short answer

30% (44 Marks)

Question 5

(14 marks)

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

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

- (ii) Describe **two** key features of this religious belief, teaching, ritual or practice. (6 marks)

Description	Marks
2 key features x 3 marks	
Describes a key feature of a religious belief, teaching, ritual or practice	3
Outlines a key feature of a religious belief, teaching, ritual or practice	2
Identifies a key feature of a religious belief, teaching, ritual or practice	1
subtotal	3
Total	6
Answers could include: An example of a key feature: The sanctity of marriage (for Catholics): <ul style="list-style-type: none"> in-dissolvable bond between God, man and wife, the sacramental nature of marriage sees it as a covenant that cannot be broken, it is a life-long and irrevocable commitment marriage is for the purpose of procreation, man and woman are called to be co-creators of life and lovingly accept and raise these children. This is discussed in the biblical story of Genesis 'Be fruitful and multiply'. 	

Question 5 (continued)

- (b) (i) Identify **one** significant person, event, issue, idea or process that played an important role in the development of this religious belief, teaching, ritual or practice. (1 mark)

Description	Marks
Identifies a significant person, event, issue, idea or process that played an important role in the development of this religious belief, teaching, ritual or practice	1
Total	1
Answers could include any one of the following: <ul style="list-style-type: none"> • The Diaspora • The Enlightenment • The Reformation • Martin Luther • synods or councils (e.g. the council of Nicea). 	

- (ii) Explain why this person, event, issue, idea or process was significant in the development of this religious belief, teaching, ritual or practice. (6 marks)

Description	Marks
Constructs a logical and coherent explanation on why this person, event, issue, idea or process was significant in the development of the religious belief, teaching, ritual or practice	6
Describes accurately why this person, event, issue, idea or process was significant in the development of the religious belief, teaching, ritual or practice	5
Outlines why this person, event, issue, idea or process was significant in the development of the religious belief, teaching, ritual or practice	4
Provides some relevant statements about why this person, event, issue, idea or process was significant in the development of the religious belief, teaching, ritual or practice	3
Provides a general overview of this person, event, issue, idea or process	2
Makes superficial comments about this person, event, issue, idea or process	1
Total	6
An example of a response: Example – the Council of Trent: <ul style="list-style-type: none"> • recognised that marriage was more than just a commitment between man and woman and was a Sacrament • at the Council a number of issues surrounding valid marriage were also clarified. For example, having more than one wife is not acceptable. 	

Question 6

(14 marks)

- (a) Identify why both research and focus questions are important in inquiry. (2 marks)

Description	Marks
Identifies why research questions are important in inquiry	1
Identifies why focus questions are important in inquiry	1
Total	2
Answers could include: Research questions: <ul style="list-style-type: none"> • are objective and relate specifically to the area of research • frame the research. Focus questions: <ul style="list-style-type: none"> • are important to guide the inquiry • help to clarify the research task. 	

- (b) Explain
- three**
- different ways in which a researcher might gather information about the importance of religious values in a secular society. (9 marks)

Description	Marks
3 ways x 3 marks each	
Explains a way in which a researcher might gather information about the importance of religious values in a secular society	3
Describes a way in which a researcher might gather information about the importance of religious values in a secular society	2
Identifies a way in which a researcher might gather information about the importance of religious values in a secular society	1
subtotal	3
Total	9
Answers could include: Name: Survey/questionnaires Define: used to measure information from a large population of religious and non-religious people Provide rationale: to gather information in an efficient way, via web, email, phone, mail or in person Relate to focus of research: helps researchers collect information to describe, compare, or explain attitudes about religious values in a secular society. Name: Focus groups Define: used to bring together a homogeneous group of participants Rationale: provide rationale to discuss opinions and insights about religious values Relate to focus of research: used to receive feedback from participants through group dialogue about the impact secularism has on religious values. Name: Interviews Define: takes form of conversation between a researcher and interviewee Rationale: provide rationale about the impact secularism has on religious values, usually on a one to one basis about religious values Relate to focus of research: can provide invaluable insight into attitudes about religious values in a secular society.	

Question 6 (continued)

- (c) Describe **one** ethical consideration to be taken into account when conducting research that involves religion. (3 marks)

Description	Marks
Describes an ethical consideration to be taken into account when conducting research that involves religion	3
Outlines an ethical consideration to be taken into account when conducting research	2
Identifies an ethical consideration to be taken into account when conducting research	1
Total	3
Answers could include: Ethical considerations: Name: honesty/transparency Define: being honest about the source of the information Relate to religion: being fair and taking into account all sources of religious views and being honest about this. Name: confidentiality Define: not discussing personal information Relate to religion: it is important because it deals with deeply held personal beliefs of people. To preserve the integrity of the person. Other examples of ethical considerations: <ul style="list-style-type: none"> • respect • cultural sensitivity 	

Question 7**(10 marks)**

- (a) Outline **two** reasons why a religion develops or expresses its beliefs. (4 marks)

Description	Marks
2 reasons x 2 marks each	
Outlines a reason why a religion develops or expresses its beliefs	2
Identifies a reason why a religion develops or expresses its beliefs	1
Total	4
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. 	

- (b) Explain the main features of **one** structure **or** process used by a religion to develop or express its beliefs. (6 marks)

Description	Marks
Constructs a logical and coherent explanation of the main features of a structure or process used by a religion to develop or express its beliefs	6
Describes accurately the main features of a structure or process used by a religion to develop or express its beliefs	5
Outlines the main features of a structure or process used by a religion to develop or express its beliefs	4
Provides some relevant statements about the main features of a structure or process used by a religion	3
Provides a general overview of the features of a structure or process used by a religion	2
Makes superficial comments about the features of a structure or process used by a religion	1
Total	6
<p>An example of a response:</p> <p>Example – Ecumenical Council (Catholic Church):</p> <ul style="list-style-type: none"> • are called when the need arises • are attended by the Pope, Bishops from around the world and various other groups • are convoked because of varying issues to which the Church needs to respond • discuss and debate different topics that require their attention and surmise ways of dealing with these • summations often end in documents that are used to guide the Catholic Church. 	

Question 8**(6 marks)**

Explain why the concept of freedom is important for a particular religion.

Description	Marks
Constructs a logical and coherent explanation on why the concept of freedom is important for a particular religion	6
Describes the concept of freedom and why its important for a particular religion	5
Outlines the concept of freedom from the point of view of a religion	4
Provides some relevant detail about how a religion understands the concept of freedom	3
Provides general comments about the concept of freedom from the point of view of a religion	2
Makes superficial comments about the concept of freedom for a religion	1
Total	6
<p>Answer could include:</p> <p>Concept of freedom is highly significant for a religion as:</p> <ul style="list-style-type: none"> • freedom is a basic human yearning • develops understanding of what is right and wrong • freedom to experience God • enhances their adherents understanding to religious truths • freedom draws people closer to God. <p>Example: religions offer the opportunity of freedom through beliefs, values and practices. For example, in the Christian tradition, the Sacrament of Penance helps people overcome feelings of guilt to become freer, and the grace offered by God through the sacrament helps people to respond more freely to life situations</p>	

Section Three: Essay

30% (25 Marks)

Question 9

(25 marks)

Discuss, using **three** examples, the interplay between a religion and an issue within a particular historical context.

Description	Marks
Criterion 1: Interplay between a religion and an issue within a particular historical context.	
3 examples x 4 marks each	
Explains the interplay between a religion and an issue within a particular historical context	4
Describes the relationship between a religion and an issue within a particular historical context	3
Outlines an example of a religion and an issue within a historical context	2
Makes general comments about a religion and/or an issue within a historical context	1
subtotal	12
Criterion 2: Discussion	
Constructs a sustained, logical and sophisticated discussion	3
Constructs a coherent discussion	2
Provides some discussion	1
subtotal	3
Criterion 3: Evidence	
Uses convincing evidence to substantiate their essay	5
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	5
Criterion 4: Essay Structure	
Introduction	
Articulates clearly an appropriate purpose and direction for the essay	2
Indicates some direction for the essay	1
subtotal	2
Body	
Sequences content of the essay in well-structured paragraphs	2
Sequences content in paragraphs	1
subtotal	2
Conclusion	
Summarises succinctly the argument/viewpoint developed by the essay	1
subtotal	1
Total	25

Question 10

(25 marks)

Discuss, using **three** examples, the interplay between the life of **one** significant religious person, their context and religion.

Description	Marks
Criterion 1: Interplay between the life of one significant religious person, their context and religion.	
3 examples x 4 marks each	
Explains the interplay between the life of a religious person, their context and religion	4
Describes the relationship between the life of a religious person, their context and/or religion	3
Outlines the life of a religious person and their context and/or religion	2
Makes general comments about the life of a religious person	1
subtotal	12
Criterion 2: Discussion	
Constructs a sustained, logical and sophisticated discussion	3
Constructs a coherent discussion	2
Provides some discussion	1
subtotal	3
Criterion 3: Evidence	
Uses convincing evidence to substantiate their essay	5
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	5
Criterion 4: Essay Structure	
Introduction	
Articulates clearly an appropriate purpose and direction for the essay	2
Indicates some direction for the essay	1
subtotal	2
Body	
Sequences content of the essay in well-structured paragraphs	2
Sequences content in paragraphs	1
subtotal	2
Conclusion	
Summarises succinctly the argument/viewpoint developed by the essay	1
subtotal	1
Total	25

ACKNOWLEDGEMENTS

- Question 1 (c)** Australian Bureau of Statistics. (2017, June 27). *2016 Census data reveals 'no religion' is rising fast* (Media release). Retrieved September, 2018, adapted from http://www.abs.gov.au/AUSSTATS/abs@.nsf/media_releasesbyReleaseDate/7E65A144540551D7CA258148000E2B85?OpenDocument
Used under Creative Commons Attribution 4.0 International licence.
- Question 2 (b)** Text under 'Answers could include' (1st, 2nd, 4th and 5th dot points, Source A) from: Bodenhamer, D. J. (1996, Fall). Religion and social capital. *Religion & Community*, 2(2). Retrieved September, 2018, from <http://www.polis.iupui.edu/RUC/Newsletters/Religion/default.htm>
Under 'Answers could include' (1st, 2nd, 4th, 5th and 6th dot points, Source B) from: *Why is religion important to society and its people?* (2018). Retrieved April, 2018, from <https://www.reference.com/world-view/religion-important-society-c9325d786a1fbc0d>
- Question 4(b)** Text under 'Answers could include' (4th to 8th dot points) adapted from: Anti-Slavery International. (2018). *What is modern slavery?* Retrieved April, 2018, from <https://www.antislavery.org/slavery-today/modern-slavery/>

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