



NSW Education Standards Authority

**2022** HIGHER SCHOOL CERTIFICATE EXAMINATION

# Studies of Religion II

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**General  
Instructions**

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- Write your Centre Number and Student Number at the top of pages 5 and 11

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**Total marks:  
100****Section I – 30 marks** (pages 2–11)

This section has two parts, Part A and Part B

- Allow about 50 minutes for this section

Part A – 15 marks

- Attempt Questions 1–11

Part B – 15 marks

- Attempt Questions 12–22

**Section II – 30 marks** (pages 13–17)

- Attempt TWO questions from Questions 23–27
- You must NOT choose the same Religious Tradition in both Section II and Section III
- Allow about 1 hour for this section

**Section III – 20 marks** (pages 18–19)

- Attempt ONE question from Questions 28–32
- You must NOT choose the same Religious Tradition in both Section II and Section III
- Allow about 35 minutes for this section

**Section IV – 20 marks** (page 20)

- Attempt Question 33
- Allow about 35 minutes for this section

## **Section I**

**30 marks**

**Allow about 50 minutes for this section**

### **Part A — Religion and Belief Systems in Australia post-1945**

**15 marks**

**Attempt Questions 1–11**

Use the multiple-choice answer sheet for Questions 1–10.

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- 1** Which of the following refers to the system of relationships in Aboriginal spirituality?

  - A. Ceremony
  - B. Kinship
  - C. Language
  - D. Ritual
  
- 2** Loss of identity for Aboriginal peoples is a continuing effect of which of the following?

  - A. Initiation
  - B. Dispossession
  - C. Reconciliation
  - D. Self-determination
  
- 3** In the 2016 Australian census, approximately what percentage of Australians chose ‘No Religion’ for the question on religious belief?

  - A. 10%
  - B. 20%
  - C. 30%
  - D. 40%

- 4 According to the Australian Census data (2016) which of the following Christian denominations has the highest percentage of adherents in Australia?
- A. Anglican
  - B. Lutheran
  - C. Orthodox
  - D. Pentecostal

- 5 Which of the following directly recognises the experiences of the Stolen Generations?
- A. Sorry Day
  - B. NAIDOC Week
  - C. Uluru Statement from the Heart
  - D. Close the Gap Statement of Intent

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- Which important aspect of Aboriginal spirituality is expressed in the stimulus?
- A. Oral traditions
  - B. Totemic spirits
  - C. Individual identity
  - D. Initiation ceremonies
- 7 Which of the following best describes the role of an ecumenical movement?
- A. Conversion of individuals to Christianity
  - B. Promotion of dialogue and understanding between its members
  - C. Provision of financial assistance and support to disaster affected communities
  - D. Establishment of an organisation where all Christians follow the same authority

**8** Statement 1: Religious traditions do not emphasise the process of Reconciliation as it draws people away from traditional worship.

Statement 2: The Week of Prayer for Reconciliation is an initiative of faith communities in Australia committed to restoring relationships with Indigenous peoples.

Which of the following is correct?

- A. Both statements are true.
- B. Both statements are false.
- C. Statement 1 is true and statement 2 is false.
- D. Statement 1 is false and statement 2 is true.

**9** Which of the following could account for increasing secularism in Australia?

- A. The growth of political activism
- B. The rise in denominational switching
- C. The rise of individualism within society
- D. The growth of environmental awareness

**10** Which of the following was a result of the Wik Decision (1996)?

- A. Terra nullius was a legal determination.
- B. Native title extinguished all types of pastoral leaseholds.
- C. Pastoral leases could co-exist with remaining native title rights.
- D. The *Native Title Act* was passed through the Australian Parliament.

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Centre Number

## Studies of Religion II

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Student Number

### Section I Part A (continued)

#### Attempt Question 11

Answer the question in the space provided. This space provides guidance for the expected length of response.

#### Question 11 (5 marks)

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With reference to the stimulus, explain the importance of interfaith dialogue in Australia.

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## Studies of Religion II

### Section I (continued)

#### Part B — Religion and Non-Religion

15 marks

#### Attempt Questions 12–22

Use the multiple-choice answer sheet for Questions 12–21.

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- 12** Statement 1: Monotheism is the belief in only one god.  
Statement 2: Judaism, Christianity and Buddhism are examples of monotheistic religions.
- Which of the following is correct?
- A. Both statements are true.
  - B. Both statements are false.
  - C. Statement 1 is true and statement 2 is false.
  - D. Statement 1 is false and statement 2 is true.
- 13** The belief that all elements in the material and natural world have a spirit or a soul is expressed by which worldview?
- A. Animism
  - B. Atheism
  - C. Humanism
  - D. Polytheism
- 14** Which of the following best describes an atheist's view on morality?
- A. Morality is non-existent in humans.
  - B. Morality is derived from divine revelation.
  - C. Morality is a characteristic of the human race.
  - D. Morality is not binding unless it is written into law.

- 15** In which pair of countries is Buddhism the dominant religion?
- A. India and Qatar
  - B. Samoa and Sri Lanka
  - C. The Philippines and Fiji
  - D. Thailand and Cambodia
- 16** Which of the following best explains the rise in new religious expressions?
- A. Desire for ecological awareness
  - B. Desire for personal fulfilment
  - C. Decrease in immigration
  - D. Increase in sectarianism
- 17** Which of the following best expresses the world view of an agnostic?
- A. There is no transcendent or divine reality.
  - B. There is some transcendent or divine reality.
  - C. There is a range of transcendent or divine realities.
  - D. There is uncertainty about a transcendent or divine reality.
- 18** Why might individuals see value in embracing materialism?
- A. It enables them to place the needs of others ahead of their own.
  - B. It enables them to satisfy their needs through ownership of possessions.
  - C. It enables them to seek personal fulfilment by supporting community issues.
  - D. It enables them to seek personal fulfilment through the support of ecological initiatives.
- 19** Sam is a religious person but wants greater freedom when making ethical choices.
- Which of the following best accounts for Sam's point of view?
- A. Sam feels restricted by religious rituals and symbols.
  - B. Sam seeks a sense of social responsibility and justice.
  - C. Sam feels limited by traditional guidance and practice.
  - D. Sam seeks social transformation through scientific progress.



- 20** On which of the following statements would religious and non-religious worldviews be most likely to agree?
- A. Humans are able to make ethical decisions.
  - B. Morality is found in sacred texts and writings.
  - C. Humans alone are the source of their own destiny.
  - D. Morality comes from a belief in a transcendent being.

**21**

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Which of the following best summarises the key idea of this stimulus?

- A. Religion provides no opportunities for social transformation.
- B. Religion provides limited avenues for making ethical decisions.
- C. Religion provides meaning and purpose for the individual adherent.
- D. Religion provides meaning and purpose for the community of believers.

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Student Number

### Section I Part B (continued)

#### Attempt Question 22

Answer the question in the space provided. This space provides guidance for the expected length of response.

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#### Question 22 (5 marks)

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With reference to the stimulus, explain how the religious dimension may promote social cohesion.

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## Studies of Religion II

### Section II — Religious Tradition Depth Study

**30 marks**

**Attempt TWO questions from Questions 23–27**

**Choose DIFFERENT Religious Traditions in Section II from the one you choose in Section III**

**Allow about 1 hour for this section**

Answer both questions in the Sections II and III Writing Booklet. Extra writing booklets are available.

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#### Question 23 — Buddhism (15 marks)

- (a) Describe ONE ethical teaching in Buddhism. In your answer, refer to ONE of the following. **3**
- Bioethics
  - Environmental ethics
  - Sexual ethics
- (b) Explain how ONE significant practice expresses the beliefs of Buddhism. In your answer, refer to ONE of the following. **6**
- Pilgrimage
  - Temple Puja
  - Wesak
- (c) **6**
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With reference to the stimulus, how have the contributions of ONE significant person or school of thought, other than the Buddha, encouraged people to be *the community now*?

**Question 24 — Christianity (15 marks)**

- (a) Describe ONE ethical teaching in Christianity. In your answer, refer to ONE of the following. **3**
- Bioethics
  - Environmental ethics
  - Sexual ethics
- (b) Explain how ONE significant practice expresses the beliefs of Christianity. In your answer, refer to ONE of the following. **6**
- Baptism
  - Marriage ceremony
  - Saturday/Sunday worship
- (c) **6**
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With reference to the stimulus, how have the contributions of ONE significant person or school of thought, other than Jesus, encouraged people to live in *fellowship with one another*?

**Question 25 — Hinduism (15 marks)**

- (a) Describe ONE ethical teaching in Hinduism. In your answer, refer to ONE of the following. **3**
- Bioethics
  - Environmental ethics
  - Sexual ethics
- (b) Explain how ONE significant practice expresses the beliefs of Hinduism. In your answer, refer to ONE of the following. **6**
- Marriage ceremony
  - Pilgrimage
  - Temple worship
- (c) **6**
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With reference to the stimulus, how have the contributions of ONE significant person or school of thought, other than the Vedas, encouraged people to *regard the whole human family as one*?

**Question 26 — Islam (15 marks)**

- (a) Describe ONE ethical teaching in Islam. In your answer, refer to ONE of the following. **3**
- Bioethics
  - Environmental ethics
  - Sexual ethics
- (b) Explain how ONE significant practice expresses the beliefs of Islam. In your answer, refer to ONE of the following. **6**
- Friday prayer at the mosque
  - Funeral ceremony
  - Hajj
- (c) **6**
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With reference to the stimulus, how have the contributions of ONE significant person or school of thought, other than Muhammad and the Four Rightly Guided Caliphs, encouraged people to *be a community*?



**Question 27 — Judaism (15 marks)**

- (a) Describe ONE ethical teaching in Judaism. In your answer, refer to ONE of the following. **3**
- Bioethics
  - Environmental ethics
  - Sexual ethics
- (b) Explain how ONE significant practice expresses the beliefs of Judaism. In your answer, refer to ONE of the following. **6**
- Death and mourning
  - Marriage
  - Synagogue services
- (c) **6**
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With reference to the stimulus, how have the contributions of ONE significant person or school of thought, other than Abraham or Moses, encouraged *God's people to live together*?

## Section III — Religious Tradition Depth Study

**20 marks**

**Attempt ONE question from Questions 28–32**

**Choose a DIFFERENT Religious Tradition in Section III from the ones you chose in Section II**

**Allow about 35 minutes for this section**

Answer the question in the Sections II and III Writing Booklet. Extra writing booklets are available.

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Your answer will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
  - incorporate significant aspects of religion to illustrate your answer
  - communicate using language and terminology appropriate to the study of religion
  - present ideas clearly in a cohesive response
- 

### **Question 28 — Buddhism (20 marks)**

Explain how both *diversity* and *unity* are expressed within Buddhism. Make reference to at least TWO of the following.

- Significant person or school of thought
- Ethics
- Significant practices

### **Question 29 — Christianity (20 marks)**

Explain how both *diversity* and *unity* are expressed within Christianity. Make reference to at least TWO of the following.

- Significant person or school of thought
- Ethics
- Significant practices

**Question 30 — Hinduism (20 marks)**

Explain how both *diversity* and *unity* are expressed within Hinduism. Make reference to at least TWO of the following.

- Significant person or school of thought
- Ethics
- Significant practices

**Question 31 — Islam (20 marks)**

Explain how both *diversity* and *unity* are expressed within Islam. Make reference to at least TWO of the following.

- Significant person or school of thought
- Ethics
- Significant practices

**Question 32 — Judaism (20 marks)**

Explain how both *diversity* and *unity* are expressed within Judaism. Make reference to at least TWO of the following.

- Significant person or school of thought
- Ethics
- Significant practices

**Please turn over**

## Section IV — Religion and Peace

**20 marks**

**Attempt Question 33**

**Allow about 35 minutes for this section**

Answer the question in the Section IV Writing Booklet. Extra writing booklets are available.

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Your answer will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
  - incorporate significant aspects of religion to illustrate your answer
  - communicate using language and terminology appropriate to the study of religion
  - present ideas clearly in a cohesive response
- 

**Question 33** (20 marks)

*It is inner stillness that will save and transform the world.*

ECKHART TOLLE

Extract reprinted with permission from *Stillness Speaks* by Eckhart Tolle  
Hachette Australia, 2011

With reference to the stimulus, analyse how TWO religious traditions encourage adherents to seek peace in order to transform the world.

**End of paper**