



NSW Education Standards Authority

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Centre Number

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Student Number

2024 HIGHER SCHOOL CERTIFICATE EXAMINATION

Studies of Religion I

General Instructions

- Reading time – 5 minutes
- Working time – 1 hour and 30 minutes
- Write using black pen
- Write your Centre Number and Student Number at the top of this page and page 5

Total marks:
50

Section I – 15 marks (pages 2–5)

- Attempt Questions 1–11
- Allow about 25 minutes for this section

Section II – 15 marks (pages 7–9)

- Attempt ONE question from Questions 12–16
- You must NOT choose the same Religious Tradition in both Section II and Section III
- Allow about 30 minutes for this section

Section III – 20 marks (pages 10–11)

- Attempt ONE question from Questions 17–21
- You must NOT choose the same Religious Tradition in both Section II and Section III
- Allow about 35 minutes for this section

Section I — Religion and Belief Systems in Australia post-1945

15 marks

Attempt Questions 1–11

Allow about 25 minutes for this section

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

- 1** Which of the following lists aspects of Aboriginal spirituality that are determined by the Dreaming?

 - A. Language, social status
 - B. Totems, sacred writings
 - C. Naming ceremony, land management
 - D. Kinship, obligations to the land and people

- 2** Which statement demonstrates why the Dreaming is important for the Land Rights movement?

 - A. It underpins connection to Country.
 - B. It allows for land to be bought and sold.
 - C. It provides an opportunity for economic growth.
 - D. It enables Australians to communicate in a common language.

- 3** What is the most significant ongoing effect of dispossession on Aboriginal spiritualities?

 - A. No obligation to the land or people
 - B. Disruption to Aboriginal Christian customs
 - C. No connection to individual and communal totems
 - D. Disruption to Aboriginal Peoples' cultural practices

- 4** Which of the following is contributing to the declining influence of religion in Australian society?

 - A. Increasing secularism
 - B. Increasing sectarianism
 - C. Decreasing ecumenism
 - D. Decreasing multiculturalism

- 5 What is the most likely reason for switching denominations within the current religious landscape?
- A. To create a dynamic and living religious tradition
 - B. To find a spirituality that aligns with an adherent's values
 - C. To have a scientific understanding of the origins of the universe
 - D. To acquire greater power and influence over individuals in society
- 6 Which of the following lists of components are emphasised in New Age religions?
- A. Environment, salvation, community
 - B. Sacred writings, class systems, meditation
 - C. Ethical teachings, institutional hierarchy, mysticism
 - D. Individualism, spiritual transformation, personal morality
- 7 According to Australian census data (2021), which of the following is correct?
- A. Judaism is the fastest growing religion in Australia.
 - B. Religions other than Christianity are increasing in Australia.
 - C. Decreasing numbers of Australians identify as 'No religion'.
 - D. Buddhism is the second largest religious tradition in Australia.
- 8 Which of the following best describes the importance of interfaith dialogue in multifaith Australia?
- A. It encourages peaceful coexistence.
 - B. It supports those considering switching denominations.
 - C. It promotes greater cooperation between different Christian denominations.
 - D. It contributes financial assistance to those fleeing war and natural disasters.

- 9 Which row of the table shows the religion that represents Islam in Australia in 2021?

RELIGIOUS AFFILIATION IN AUSTRALIA, 2021	
	% of adherents
A. Religion 1	0.4%
B. Religion 2	2.7%
C. Religion 3	3.2%
D. Religion 4	43.9%

Australian Bureau of Statistics
(Religious affiliation in 2021, released
in 2022) Religious affiliation in Australia -
<https://www.abs.gov.au/article/religious-affiliation-australia#sources>, accessed
05 November 2024

- 10 Statement 1: The *Wik Decision* (1996) extinguished pastoralists' rights on Aboriginal and Torres Strait Islander land.

Statement 2: The *Native Title Act 1993* (Commonwealth) required all states and territories to recognise Aboriginal and Torres Strait Islander land rights claims to Commonwealth lands.

Which of the following is correct?

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

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Section I (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)

With reference to ONE of the following ecumenical organisations, describe the impact of a Christian ecumenical movement in Australia.

- National Council of Churches
- NSW Ecumenical Council

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Studies of Religion I

Section II — Religious Tradition Depth Study

15 marks

Attempt ONE question from Questions 12–16

Choose a DIFFERENT Religious Tradition in Section II from the one you choose in Section III

Allow about 30 minutes for this section

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

Question 12 — Buddhism (15 marks)

- (a) (i) Outline ONE ethical teaching in Buddhism. **2**
- (ii) Explain how the teaching outlined in part (a) (i) is reflected in ONE of the following areas within the religious tradition of Buddhism: **5**
- Bioethics
 - Environmental ethics
 - Sexual ethics.
- (b) *Religious practices are the sacred threads that weave together adherents' beliefs and connect them to the divine.* **8**

With reference to this statement, explain how ONE of the following practices expresses the beliefs of Buddhism:

- Pilgrimage
- Temple Puja
- Wesak.

Question 13 — Christianity (15 marks)

- (a) (i) Outline ONE ethical teaching in Christianity. 2
- (ii) Explain how the teaching outlined in part (a) (i) is reflected in ONE of the following areas within the religious tradition of Christianity: 5
- Bioethics
 - Environmental ethics
 - Sexual ethics.
- (b) *Religious practices are the sacred threads that weave together adherents' beliefs and connect them to the divine.* 8

With reference to this statement, explain how ONE of the following practices expresses the beliefs of Christianity:

- Baptism
- Marriage ceremony
- Saturday/Sunday worship.

Question 14 — Hinduism (15 marks)

- (a) (i) Outline ONE ethical teaching in Hinduism. 2
- (ii) Explain how the teaching outlined in part (a) (i) is reflected in ONE of the following areas within the religious tradition of Hinduism: 5
- Bioethics
 - Environmental ethics
 - Sexual ethics.
- (b) *Religious practices are the sacred threads that weave together adherents' beliefs and connect them to the divine.* 8

With reference to this statement, explain how ONE of the following practices expresses the beliefs of Hinduism:

- Marriage ceremony
- Pilgrimage
- Temple worship.

Question 15 — Islam (15 marks)

- (a) (i) Outline ONE ethical teaching in Islam. 2
- (ii) Explain how the teaching outlined in part (a) (i) is reflected in ONE of the following areas within the religious tradition of Islam: 5
- Bioethics
 - Environmental ethics
 - Sexual ethics.
- (b) *Religious practices are the sacred threads that weave together adherents' beliefs and connect them to the divine.* 8

With reference to this statement, explain how ONE of the following practices expresses the beliefs of Islam:

- Friday prayer at the mosque
- Funeral ceremony
- Hajj.

Question 16 — Judaism (15 marks)

- (a) (i) Outline ONE ethical teaching in Judaism. 2
- (ii) Explain how the teaching outlined in part (a) (i) is reflected in ONE of the following areas within the religious tradition of Judaism: 5
- Bioethics
 - Environmental ethics
 - Sexual ethics.
- (b) *Religious practices are the sacred threads that weave together adherents' beliefs and connect them to the divine.* 8

With reference to this statement, explain how ONE of the following practices expresses the beliefs of Judaism:

- Death and mourning
- Marriage
- Synagogue services.

Section III — Religious Tradition Depth Study

20 marks

Attempt ONE question from Questions 17–21

Choose a DIFFERENT Religious Tradition in Section III from the one 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.

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
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Question 17 — Buddhism (20 marks)

Significant people or schools of thought have been agents of change, enriching the faith and inspiring new forms of religious expression.

With reference to the statement, analyse the impact of ONE significant person OR school of thought, other than the Buddha.

Question 18 — Christianity (20 marks)

Significant people or schools of thought have been agents of change, enriching the faith and inspiring new forms of religious expression.

With reference to the statement, analyse the impact of ONE significant person OR school of thought, other than Jesus.

Question 19 — Hinduism (20 marks)

Significant people or schools of thought have been agents of change, enriching the faith and inspiring new forms of religious expression.

With reference to the statement, analyse the impact of ONE significant person OR school of thought, other than the Vedas.

Question 20 — Islam (20 marks)

Significant people or schools of thought have been agents of change, enriching the faith and inspiring new forms of religious expression.

With reference to the statement, analyse the impact of ONE significant person OR school of thought, other than Muhammad and the Four Rightly Guided Caliphs.

Question 21 — Judaism (20 marks)

Significant people or schools of thought have been agents of change, enriching the faith and inspiring new forms of religious expression.

With reference to the statement, analyse the impact of ONE significant person OR school of thought, other than Abraham or Moses.

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