Revision –Studies of religion I and II

**Teacher note –** inthe following activities, students will choose 4-5 ‘big ideas’ that they would write about in response to certain questions, based on syllabus points. They will then apply this to HSC style examination questions.

# Aim

The aim of the Stage 6 Studies of Religion syllabus is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

## Objectives

Students will develop knowledge and understanding about:

* + the nature of religion and belief systems in local and global contexts
	+ the influence and expression of religion and belief systems in Australia
	+ religious traditions and their adherents

and skills relating to:

* + effective gathering, analysing and synthesising of information about religion
	+ effective evaluation and application of findings from research about religion
	+ communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts.

## Outcomes

A student:

* **H1** explains aspects of religion and belief systems
* **H2** describes and analyses the influence of religion and belief systems on individuals and society
* **H3** examines the influence and expression of religion and belief systems in Australia
* **H4** describes and analyses how aspects of religious traditions are expressed by their adherents
* **H5** evaluates the influence of religious traditions in the life of adherents
* **H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
* **H8** applies appropriate terminology and concepts related to religion and belief systems
* **H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

Outcomes referred to in this document are from [Studies of Religion Stage 6 Syllabus](https://educationhttps:/educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-2) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

# Core – Religion and belief systems

The focus of this study is religious expression in Australia’s multicultural and multifaith society since 1945. The study includes an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

## Teaching and learning activities

* Complete a summary of 4-5 ‘big ideas’ or paragraphs that you would write about in answering the following questions based on the syllabus content areas.
* Provide relevant examples/data where needed.

|  |  |
| --- | --- |
| Question | ‘big ideas’ to write about (include relevant examples and data where needed) |
| How is Aboriginal spirituality determined by the Dreaming in regard to* kinship
* ceremonial life
* obligations to the land and people?
 |  |
| How has dispossession had a continuing effect on Aboriginal spiritualities in relation to:* separation from the land
* separation from kinship groups
* the Stolen Generations?
 |  |
| What is the importance of the Native Title, Mabo and Wik for the Land Rights movement? |  |
| What is the importance of the Dreaming for the Land Rights movement? |  |
| How have religious beliefs and behaviour toward religion changed since 1945? In your notes refer to – * Christianity as the major religious tradition
* immigration
* denominational switching
* rise of New Age religions
* secularism
 |  |
| What are the roles of The National Council of Churches and NSW Ecumenical Council? |  |
| What is meant by interfaith dialogue and how is it important in multifaith Australia? |  |
| In which ways have Aboriginal spiritualities and religious traditions worked together in the process of Reconciliation?  |  |

## Short answer responses

* Use the information you have compiled and your content knowledge and skills to complete answers for the following short answer questions:
	+ explain why the land is important in Aboriginal spirituality
	+ discuss how religious traditions in Australia have supported the process of Aboriginal reconciliation
	+ demonstrate how religions can support social change while maintaining tradition
* Use a strategy to gain advice on how to improve your answers from at least two of your peers before emailing to your teacher. Feedback should be based on whether your answer:
	+ presents a logical and cohesive answer
	+ integrates relevant theory
	+ demonstrates detailed knowledge and understanding of the course
	+ answers the question.

### Marking guidelines

**Teacher note:** The marking guidelines are to assist students in writing their response, and teachers in marking the response.

Explain why the land is important in Aboriginal spirituality

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| * Demonstrates detailed knowledge and understanding and clearly shows the link between land and Aboriginal spirituality
* Integrates relevant and specific terminology
 | 5 |
| * Demonstrates knowledge and understanding and shows the link between land and Aboriginal spirituality
* Uses some relevant terminology
 | 3 - 4 |
| * Makes simple statements about dispossession and/or Aboriginal spirituality
 | 1- 2 |

Discuss how religious traditions in Australia have supported the process of Aboriginal reconciliation

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| * Demonstrates detailed knowledge and understanding and clearly identifies issues and provide points for and/or against the way that religious traditions have supported Aboriginal reconciliation
* Integrates relevant and specific terminology
 | 5 |
| * Demonstrates knowledge and understanding and identifies issues and provide points for and/or against the way that religious traditions have supported Aboriginal reconciliation
* Uses some relevant terminology
 | 3 - 4 |
| * Makes simple statements about religious traditions and/or Aboriginal reconciliation
 | 1- 2 |

Demonstrate how religions can support social change while maintaining tradition

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| * Demonstrates detailed knowledge and understanding and provides clear example/s about how religions have supported change while keeping their traditions.
* Integrates relevant and specific terminology
 | 5 |
| * Demonstrates knowledge and understanding and provides example/s about how religions have supported change while keeping their traditions.
* Uses some relevant terminology
 | 3 - 4 |
| * Makes simple statements about religious traditions and/or social change
 | 1- 2 |

# Religious traditions depth studies

The purpose of this section is to develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. Elements of a religious tradition raised in the Preliminary course are covered in greater depth in the HSC study. In a Religious tradition depth study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

The study of a particular religious tradition enables students to demonstrate an appreciation of the diversity of expression within, and the underlying unity of, the whole religious tradition.

## Teaching and learning activities

* For each of the religions that you have studied, complete a summary of 4-5 ‘big ideas’ that you would write about in answering the following questions based on the syllabus content areas. One unit students will adapt the table to suit two religions.
* Ensure that you keep to the syllabus guidelines for each religion in your answers.
* Provide relevant examples where possible.

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Religion 1 | Religion 2 | Religion 3 |
| What was the contribution to the religion of one significant person or school of thought? |  |  |  |
| In what ways has this person or school of thought impacted on the religion? |  |  |  |
| What is one area of ethical teaching in the religion? |  |  |  |
| What is one significant practice within the religion? |  |  |  |
| How does the chosen practice express the beliefs of the religion? |  |  |  |
| What is the significance of this practice for both the individual and the community of followers |  |  |  |

## Short answer responses

* Use the information you have compiled and your knowledge and skills to complete answers for the following short answer questions for each of the religions that you have studied:
	+ outline one significant practice within the religion (2 marks)
	+ explain the significance of the chosen practice to the religion (5 marks)
	+ evaluate the extent to which one significant person or school of thought has encouraged adherents to stay true to their religious beliefs (8 marks).
* Use a peer feedback strategy to gain advice on how to improve your answers from at least two of your peers before emailing to your teacher. Feedback should be based on whether the your answer:
	+ presents a logical and cohesive answer
	+ integrates relevant theory
	+ demonstrates detailed knowledge and understanding of the course
	+ answers the question

### Marking guidelines

**Teacher note –** the marking guidelines are to assist students in writing their response, and teachers in marking the response.

Outline one significant practice within a religion

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| * Briefly outlines the key features of one significant practice in the chosen religion
 | 2 |
| * Makes general statements about practices in the chosen religion
 | 1 |

Explain the significance of the chosen practice to the religion

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| * Provides a clear understanding of how and why the practice is significant to the community of the chosen religion
 | 5 |
| * Provides some understanding of how and why the practice is significant to the community of the chosen religion
 | 3-4 |
| * Makes general statements about the significance of the practice
 | 1-2 |

Evaluate the extent to which one significant person or school of thought has encouraged adherents to stay true to their religious beliefs

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| * Provides an accurate and detailed judgement about the role played by ONE significant person OR school of thought in the lives of adherents
* Uses relevant terminology
 | 7-8  |
| * Provides an accurate judgement about the role played by ONE significant person OR school of thought in the lives of adherents
* Uses relevant terminology
 | 4-3 |
| * Makes general statements
* Uses some terminology
 | 1-2 |

# Religion and peace

The focus of this study is the distinctive response of religious traditions to the issue of peace.

## Teaching and learning activities

* For two of the religions that you have studied, complete a summary of 4-5 ‘key points’ that you would write about in answering the following questions based on the syllabus content areas. You may wish to do this for the three religions that you have studied but in the HSC exam you will only write about two religions.
* Ensure that you keep to the syllabus guidelines for each religion in your answers.
* Provide relevant examples and quotes where possible.

|  |  |  |
| --- | --- | --- |
| Question | Religion 1 | Religion 2 |
| Which sacred texts express peace in this religion?  |  |  |
| Provide at least one example of this expression of peace. |  |  |
| What are the principal teachings about peace in the traditions of this religion? |  |  |
| What are TWO religious traditions which guide the individual in achieving inner peace? |  |  |
| How do they guide inner peace? |  |  |
| What are TWO religious traditions that have contributed to world peace? |  |  |
| How have they contributed to world peace? |  |  |

## Extended response

* Use the information you have compiled and your knowledge and skills to complete an answer for the following extended response:
	+ Explain sacred texts can contribute to an understanding of peace in TWO religious traditions. In your answer, make specific reference to TWO relevant quotations.
* Use a peer feedback strategy to gain advice on how to improve your answers from at least two of your peers before emailing to your teacher. Feedback should be based on whether the your answer:
	+ presents a logical and cohesive answer
	+ integrates relevant theory
	+ demonstrates detailed knowledge and understanding of the course
	+ answers the question

### Marking guidelines

**Teacher note:** The marking guidelines are to assist students in writing their response, and teachers in marking the response.

Explain sacred texts can contribute to an understanding of peace in two religious traditions. In your answer, make specific reference to at least two relevant quotations.

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| * Provides a detailed, relevant and accurate explanation of inner and or world peace and how it is expressed through sacred texts for two religious traditions
* Demonstrates a comprehensive understanding of significant aspects of each religious tradition
* Integrates relevant and accurate terminology in a cohesive and well-structured response
* Effectively integrates two quotes into the response
 | 17-20 |
| * provides a detailed and accurate explanation of inner and or world peace and how it is expressed through sacred texts two religious traditions
* Demonstrates a clear understanding of significant aspects of each religious tradition
* Integrates accurate terminology in a well-structured response
* Integrates two quotes into the answer
 | 13-16 |
| * Provides some detail about inner and or world peace and how it is expressed through sacred texts in two religions
* Demonstrates some understanding of significant aspects of each religious tradition
* Uses some accurate terminology in a descriptive response
* Attempts to integrate one or two quotes
 | 9-12 |
| * Makes general statements about inner and or world peace and how it is expressed through sacred texts in one or two religious traditions,
* Uses some terminology in a largely descriptive response
* Refers to one or two quotes
 | 5-8 |
| * Makes statements about peace and or sacred texts
* May use some terminology
* May refer to a quote or quotes
 | 1-4 |