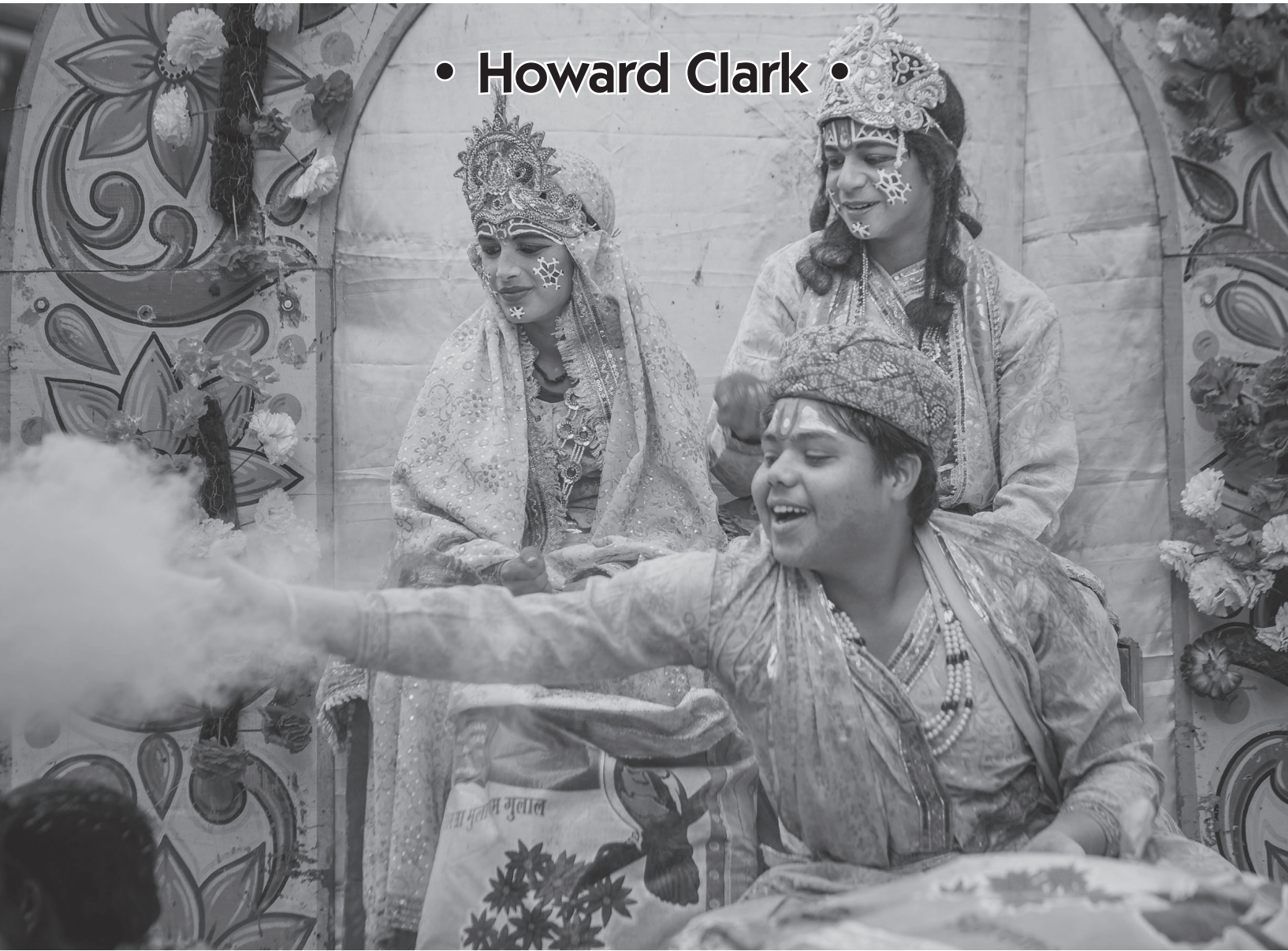


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VCE RELIGION AND SOCIETY UNITS 1 AND 2

• Howard Clark •



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Science Press

Unit 1 The Role Of Religion In Society

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Unit 1

The Role Of Religion In Society

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1.1.3 Discuss answers to questions about the origins of life and existence offered by religion.

1.1.3.1 Identify some questions and responses about the origins of life and existence offered by religion.

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1.1.3.2 Discuss some questions and responses about the origins of life and existence offered by religion.

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1.1.4 Analyse how spiritual and religious narratives can explain truths of all existence.

1.1.4.1 Identify some spiritual and religious narratives that explain truths of all existence.

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1.1.4.2 Analyse some spiritual and religious narratives that explain truths of all existence.

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1.1.5.16 Describe some spiritual and religious ideas of Abrahamic religions.

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1.1.5.17 Describe how a religious idea of an Abrahamic religious tradition might satisfy a need.

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1.1.5.18 Analyse the extent to which an Abrahamic religion can satisfy needs of individuals and communities.

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1.1.7 Interpret, synthesise and apply primary and secondary source material to explain, in general, the varying importance of the aspects of religion across different religious traditions.

1.1.7.1 Interpret, synthesise and apply primary and secondary source material to explain, in general, the varying importance of the aspects across different religious traditions.

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1.1.7.2 How can you evaluate the effectiveness or usefulness of websites and not be presented with superficial or less than useful material?

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1.2.2.10 Summarise spiritual and religious ideas in Abrahamic religions.

1.2.2.11 Identify historical changes initiated by Abrahamic religions.

1.2.2.12 Summarise historical changes initiated by Abrahamic religions.

1.2.2.13 Identify two key events in history.

1.2.2.14 Summarise two historical events involving spiritual and religious ideas.





1.2.3 Explain the effects that developments in society have on religion and vice versa.

1.2.3.1 Identify a technological, philosophical or scientific idea in prehistory.

1.2.3.2 Identify a technological, philosophical or scientific idea in ancient civilisations.

1.2.3.3 Identify a technological, philosophical or scientific idea in the regions and time of Asian religious and philosophical traditions.

1.2.3.4 Identify a technological, philosophical or scientific idea in the regions and time of Abrahamic religions.

1.2.3.5 Explain how technological, philosophical or scientific ideas have affected the roles of religion in society.



1.2.4 Discuss various ideas and movements that have influenced the roles of religion in society.

1.2.4.1 Identify one key idea or movement in history.

1.2.4.2 Discuss how key ideas and movements have affected the roles of religion in society.

1.2.4.3 Discuss how peace movements have affected the roles of religion in society.



1.3.6.39 Discuss the significance and role of the hadith and Sunnah in Islam.

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1.3.6.40 Discuss the Five Pillars of Islam.

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1.3.8.9 Identify topics discussed by interfaith dialogue in Australian.

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1.3.8.10 Examine the benefits of interfaith dialogue.

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Unit 2

Religion and Ethics



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2.2.3 Analyse the ethical decision making methods of spiritualities and religious groups that have informed philosophy, other disciplines and society.

Buddhism

2.2.3.1 Outline the principal ethical teachings in Buddhism.

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2.2.3.2 Identify the Five Precepts of Buddhism.

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2.2.3.3 Discuss the role of ethical teachings in the life of Buddhists.

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2.2.3.4 Define the sangha and outline the principal ethical teachings in the Vinaya of Buddhism.

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2.2.3.5 Discuss the role of the Vinaya in the life of Buddhists.

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2.2.3.6 Analyse Buddhist ethical decision making methods.

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Islam

2.2.3.19 Outline the principal ethical teachings in Islam.

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2.2.3.20 Discuss the ethical teachings that determine what is halal or haraam in Islam.

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2.2.3.21 Outline the principal ethical teachings in the Qur'an for Islam.

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2.2.3.22 Outline the principal ethical teachings in the Sunnah and hadith in Islam.

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2.2.3.23 Discuss the role of ijma and qiyas in the life of Muslims.

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2.2.3.24 Analyse Islamic ethical decision making methods.

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Judaism

2.2.3.25 Outline the principal ethical teachings in Judaism.

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2.2.3.26 Discuss how the prophetic vision relates to Jewish social justice.

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2.2.3.27 Define tikkun olam according to Judaism.

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2.2.3.28 Outline the principal ethical teachings of tikkun olam in Judaism.

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2.2.3.29 Outline the principal ethical teachings of the book of Proverbs in Judaism.

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2.2.3.30 Analyse Jewish ethical decision making methods.

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Sikhism

2.2.3.31 Outline the principal ethical teachings in Sikhism.

2.2.3.32 Outline the concept of altruistic service in Sikhism.

2.2.3.33 Discuss the authority of the Guru Granth Sahib and the Rahit Marayada.

2.2.3.34 Outline the Sikh ethical teachings relating to lust (kam), anger (krodh), greed (lobh), attachment (moh) and pride (hanker).

2.2.3.35 Outline the Sikh ethical teachings of nam japna.

2.2.3.36 Analyse Sikh ethical decision making methods.



2.3 Area Of Study 3 Ethical Issues In Society.

2.3.1 Justify why the issues investigated are regarded as ethical issues.

2.3.1.1 Define personal ethics.

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2.3.1.2 Define an ethical issue.

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2.3.1.3 Describe an ethical issue.

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2.3.1.4 Identify some decisions individuals and groups need to make in everyday life.

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2.3.1.5 Identify some issues which are regarded as ethical issues.

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2.3.1.6 Discuss how religious traditions inform personal ethics.

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2.3.1.7 Discuss how ethical behaviour in Australia is influenced by religious traditions.

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2.3.6 Interpret, synthesise and apply primary and secondary source material to explain how the ethical perspectives of religious traditions inform the moral judgements of their communities.

2.3.6.1 Interpret, synthesise and apply primary and secondary source material to explain how the ethical perspectives of religious traditions inform the moral judgements of their communities.

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2.3.6.2 Investigate a contemporary ethical issue to examine how the ethical perspectives of religious traditions inform moral judgements.

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Answers



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Unit 1 The Role Of Religion In Society

1.1.1.1 Identify two questions which influence religion and religious identity.

Answers will vary but some questions are:

- (i) Where did I come from?
- (ii) Why am I here (alive)?
- (iii) What will happen to me when I die?
- (iv) Are we alone in the Universe?
- (v) How did the Universe/Earth/life come about?

1.1.1.2 Identify two life experiences which influence religion and religious identity.

Answers will vary but some life experiences are:

- (i) The death of someone close.
- (ii) Questions about abject poverty compared with obscene wealth.
- (iii) Individual and social cruelty.
- (iv) Prejudice associated with race, gender, age, sexuality and nationality.
- (v) Issues related to social justice.

1.1.1.3 Identify two other needs to which religion responds.

Answers will vary but some need issues are:

- (i) Feeding the world's poor.
- (ii) Responding to climate change.
- (iii) Responding to overpopulation.
- (iv) Managing the dichotomy of need versus greed.
- (v) Responding to asylum seekers and refugees.

1.1.1.4 Referring to an example, discuss how religion can respond to a need.

Example: Managing the dichotomy of need versus greed.

Australians are part of the 1% of the richest people in the world. We often do not consider that because there are some poor people in Australia (compared to other Australians) who have trouble living more than day to day. But we, as Australians, as Victorians, could change that if we shared what we have within the community. This could mean, for example, changing government policies to support every member of our community. It could also mean wasting less, volunteering more or being more involved in charitable giving and charitable acts.

Most religions in Australia actively support policies that protect the poor, whether they be old, young, sick, suffering from mental or physical illness or unable to hold a job or maintain a home. The teachings of Buddhism, Christianity, Hinduism, Judaism, Islam and Sikhism all support charitable acts, improving the life of humans and sharing our resources equitably. Many teachings of those religions and the activities of religious groups also support social justice behaviours. The idea that everyone should have what they need and we, as individuals, should not succumb to greed for more money, things and power is a common religious teaching. Many religions offer the promise of an improved spiritual life after death as a response to the individual's managing of the difficulties of their present life.

1.1.2.1 Identify the aspects of religion.

The aspects of religion differ according to classification methods but here we use the terms: beliefs; ethics; rituals; sacred stories; social structures; spaces, places, times and artefacts; spiritual experiences; symbols; and texts.

1.1.2.2 Define beliefs as an aspect of religion.

Beliefs can be defined as ideas which are held to be true by a specific group of people called believers. In general, religious beliefs are about the nature of the god or deity, the nature of the transcendent realm, the process of creation, the process of interaction with humanity and the concept of some end time.

1.1.2.3 Examine how beliefs are related to the other aspects of religion.

Beliefs are often expressed through personal or collective ethical statements and behaviours and sometimes are supported by various rituals and use of symbols. They are reinforced by sacred stories either in the texts or extra to the texts and are expressed through the various social structures of a religion. Believers feel they can express their beliefs more easily in sacred spaces and places, at sacred times and using sacred artefacts and symbols. Expressing belief can lead to spiritual experiences.

Catholic schools <http://www.cecv.catholic.edu.au/>. Catholic Schools in Victoria (and around Australia) provide education for all students and, as they say on their site: 'Our schools offer an educational foundation for the development in faith of the whole person – intellectually, spiritually, morally and emotionally. Our teachers strive to enable students to be creative and engaged learners while catering for their individual differences, and to contribute to authentic action for justice and the common good. And parents enter into a genuine partnership with their Catholic school to promote and support their child's education and faith development.'

Uniting Victoria <https://www.vt.uniting.org/>. Uniting Victoria works alongside people of all ages and religions in local communities across Victoria and Tasmania (and across Australia). Uniting is the community services arm of the Uniting Church in Australia, supporting Australians for over 100 years with 7000 skilled, passionate and creative people providing over 770 programs and services and from the website: 'We empower children, young people and families to learn and thrive. We're there for people experiencing homelessness, drug and alcohol addiction or living with mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We're proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life. As an organisation, we celebrate our diversity and welcome all people regardless of ethnicity, faith, sexual orientation and gender identity. We acknowledge Aboriginal and Torres Strait Islanders as Australia's First Peoples and as the traditional owners and custodians of the land on which we work.'

1.3.7.8 Examine the interactions that result from religious groups providing social infrastructure.

Whenever you have people of similar beliefs joining together you create an organisation with associated rules and regulations. In social structures created for believers of a religious group interactions are simpler and more easily accepted, 'This is what we do and this is how we behave'. Others are more involved and deal with societal regulations regarding child protection, workplace health and safety and appropriate employment conditions as well as mundane things like rates, power bills and taxation. All of these create interactions and possible tensions. When religious social structures provide for the general public there can be different expectations of the public, employed staff, and staff or volunteers within that religion. More complex religious social infrastructure such as schools, child care, welfare organisations or hospitals must also abide by secular laws and require a large amount of organisation and interactions between staff, government and council officials and the general public.

1.3.7.9 Outline how tensions can occur within a religious tradition.

Tension is a force and in science, it can be defined as the state of being stretched tight. An object is being pulled in two different directions by competing forces. When this straining or pulling force is related to human relationships, similar words are used such as mental or emotional strain or a person is experiencing tension or stress. In a religious tradition if some people argue one point of view (for example in the discussion around the proposal to accept same sex marriage at the Uniting Church Assembly in Melbourne in 2018) and others argued against the proposal, a tension results in the Church. In some cases the tension can be so great to cause a split in an organisation.

1.3.7.10 Examine tensions that can occur between members of a religious tradition over issues of authority, freedom, interpretation of beliefs and teachings, and behaviour.

There are many possible answers. Some include the following.

- (i) In Hinduism there are differences in belief between conservative and liberal Hindus, particularly over the role of women in religion. For example, see: <https://www.theage.com.au/world/asia/third-woman-breaks-indian-hindu-temple-ban-as-protests-cause-gridlock-20190105-p50pqq.html>.
- (ii) During the 17th century there was much tension, violence and killing during the Protestant Reformation. Much of the tension was due to the authority of the pope being questioned by the Protestants. For further information see: <https://www.history.com/topics/reformation/reformation>.
- (iii) Who would be the next caliph after Muhammad was the trigger for the division in Islam between Sunni and Shi'a denominations. Much fighting has occurred since then between the two groups. For more information see: <https://www.bbc.com/news/world-middle-east-16047709>.

The different importance given to issues such as authority of text, authority of teaching, authority of leaders within the tradition, freedom to differ from the accepted rules and freedom to teach or act differently from the majority, including interpretation of beliefs and teachings, and behaviour based on these interpretations leads to differences between religious traditions and within traditions. This is the fundamental cause of many tensions between members of religious traditions. It is how individuals and groups manage these differences that can inflame or defuse the tension.

1.3.8.1 Define ecumenism.

Ecumenism refers to efforts by different Christian Churches to promote unity between various denominations and better understandings of their shared faith.

1.3.8.2 Identify an organisation that promotes positive interaction between religious traditions and Australian society.

Answers will vary but one example is the National Council of Churches in Australia (NCCA), <https://www.ncca.org.au/>.

Glossary

22 June (Christianity) Anniversary of the formation of the Uniting Church in Australia. On 22 June 1977, the only Australian Church was created from the union of three Protestant denominations: the Congregational Church, Methodist Church and Presbyterian Church.

Aboriginal spiritualities Australian Aboriginal spiritualities have an oral tradition supported by song and dance and art. In this spirituality, the Dreamtime legends underpin the belief structure and it is all literally grounded in the earth.

Abraham (Judaism/Christianity/Islam) Name given to Abram after making an agreement with God which involved him worshipping God and following his instructions.

absolutism Promotes the idea that one thought or set of beliefs is absolutely true.

Acknowledgement of Country While not a religious statement, Acknowledgement of Country is an important acknowledgement of the original inhabitants of Australia. It supports the idea that when early settlers and more recent immigrants arrived in Australia it was not an empty land but one which had been inhabited for thousands of years by people who had an integral and ongoing spiritual relationship with the land.

Acts of the Apostles (Christianity) Gospel according to Luke Vol 2, the book of Acts provides a bridge between Jesus and the Holy Spirit coming to the disciples and the birth and development of the early church.

adhan (Islam) Call to prayer.

Advent (Christianity) The first festival of the Christian year begins with the fourth Sunday before Christmas and continues to Christmas Eve. The name means 'to come' and Advent is a time of looking forward and waiting for the birth of Jesus. The four weeks are celebrated with candles and the expectation of hope, love, joy and peace.

agape (Christianity) Greek word for a type of love without expectation of a response. One of the Greek words for love but specifically it is the type of love that God grants to humanity and humanity is expected to offer to each other.

ahimsa (Hinduism) Defined as: 'do no harm', ahimsa or non-violence is the underlying ethical behaviour concept of Hinduism. Following ahimsa will always lead to good karma.

Akhirah (Islam) Life after death.

akhlak (Islam) Moral conduct or ethics by being virtuous and expressing the morality and social responses appropriate to Islamic theology as prescribed in the Qur'an.

Al-Hijrah (New Year) (Islam) First day of the month of Muharram and it marks the hijrah in 622 CE when Muhammad moved from Mecca to Medina, to set up the first Islamic state. Islamic dates are measured after hijrah (AH).

All Saints (Christianity) Many congregations celebrate the triple festival of All Hallows Eve on 31 October, All Saints' Day on 1 November and All Souls' Day on 2 November. All Saints' Day and All Souls' Day are related, All Saints' Day is a call to live as saints, to remind humanity how to live and on All Souls' Day, the memory of those saints who have gone before is remembered and acknowledged at this, the end of the ecclesiastical year.

Amrit (Sikhism) Initiation drink or nectar shared during Amrit Sanskar.

Amritsar (Sikhism) Holy place for Sikhs.

Amrit Sanskar (Sikhism) Ceremony for initiation into the Khalsa.

Anand Karaj (Sikhism) Blissful union or marriage ceremony.

Anapanasati Day (Buddhism) Presentation by Buddha of his instructions on mindfulness of breathing recorded in the Anapanasati Sutra.

ancestor worship Spirits of past people are somehow amongst the living or can connect and respond to the living.

ang (Sikhism) Page from the Guru Granth Sahib.

Anglican (Christianity) Church of England.

anicca (Buddhism) Impermanence and refers to the idea that everything changes and everything we are or experience and even all that currently exists now will at some time cease to exist.

animism Belief of spirits within animals, plants or other objects.

Antam Sanskaar (Sikhism) Funeral or the final/last rite of passage.

apocalyptic (Christianity) End of time description of what will happen.

Aqiqah (Islam) Slaughter of one or two sheep or goats to celebrate the birth of a child. This celebratory and shared feast also supports the idea of looking after the poor.

Ardas (Sikhism) General prayer.

arhat/arahant (Buddhism) One who has reached the state of perfect compassion and wisdom and therefore will no longer go through the process of reincarnation and samsara or continue the cycle of life and death.

artifact Any human made or found object that has religious or spiritual significance.

articles of faith (Islam) Included in the revelations from Allah to Muhammad are the six articles of faith for Muslims. They are belief in: Allah (tawhid), Angels, Books of Allah, Prophets of Allah (Rusul), Day of Judgement (Akhirah) and divine laws.

Aryans (Hinduism) Aryans are believed to be the authors of the early Vedas or religious writings of Hinduism.

Asala Day (Dharma Day) (Buddhism) Asala puja commemorates the Buddha's first teaching to five ascetics at a deer park in Sarnath, India.

Ascension Thursday (Christianity) Forty days after Easter, this festival celebrates Jesus' ascension to heaven.

asceticism Doing without and the basis of Jainism and certain aspects/behaviours of many religions.

ashramas (Hinduism) Brahmachari – youth develops ethical values, grihastha – homeowner focused on the family, vanaprastha – retiree without social responsibilities, sannyasi – renounced life (only for Brahmins).

Asoka/Ashoka (Buddhism) Emperor Ashoka (304-232 BCE). Buddhist emperor who oversaw the early spread of Buddhism around Asia.

asylum seekers Topic along with immigration, refugees and offshore detention which impacts on religions and forces religious people to consider their role in the debate and the place of religions in the debate.

atheism The belief that God does not exist. Topic along with secularisation which impacts on religions and forces religious people to consider their role in the debate and the place of religions in the debate.

Atman (Hinduism) Soul.

Australian Human Rights Commission For further information see: www.humanrights.gov.au/freedom-thought-conscience-and-religion-or-belief.

Australian Indigenous spiritualities life cycle rituals Birth, initiation and funerals.

Australian Indigenous spiritualities sacred texts Oral stories, art, dance and song.

Avalokitesvara (Kuan Yin Day) (Buddhism) Celebrates the bodhisattva ideal represented by Avalokitesvara, the perfection of compassion in the Mahayana traditions. It occurs on the full moon day in March.

ayat (Islam) Each surah of the Qur'an consists of several verses, known as ayat, and the number of verses differs in each surah. There are 6236 verses in the Qur'an.

Babylon (ancient civilisation) From 2300 BCE. Famous for the legal code of Hammurabi.

Baisakhi/Vaisakhi (Sikhism) Traditional harvest festival.

Banis (Sikhism) Morning or evening prayers.

baptism (Christianity) Ritual of purification by water, baptism can be translated as 'to bathe or wash'.

bar/bat mitzvah (Judaism) The first time a boy or girl participates in the synagogue service as an adult, by reading the Torah, is on the occasion of the ceremony of bar/bat mitzvah. The young person now takes on all responsibilities of adults within Judaism with the obligations and commandments of the Torah.

Bardsey Island (Christianity) Pilgrimage end point in Western Wales.

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