

# DOT POINT

QCE RELIGION AND ETHICS  
UNIT OPTIONS A TO F

• Howard Clark •



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Science Press

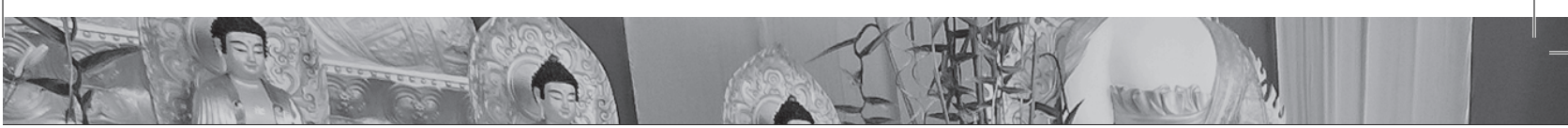


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## Unit Option A

Australian Identity



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**1.3 Explain the role of religious, spiritual and ethical principles and practices, including those of Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism or any locally significant religious traditions, belief systems and spiritualities, in forming beliefs and practices that shape Australian community identities.**

**1.3.1** Explain the Dreaming as it relates to the religious, spiritual and ethical information of Australian Aboriginal identity.

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**1.3.2** Explain the origin of oral stories, the land, art, and dance as a sacred means of spiritual transfer for Australian Aboriginal spiritualities.

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**1.3.3** Explain the meaning of oral stories, the land, art, and dance as a sacred means of spiritual transfer for the tradition, community and individuals of Australian Aboriginal spiritualities and belief systems, in forming beliefs and practices that shape Australian community identities.

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**1.6.15** Identify the effect of secularism on the changing pattern of religious adherence since 1945.

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**1.6.16** Explain the effect of secularism on the changing pattern of religious adherence since 1945.

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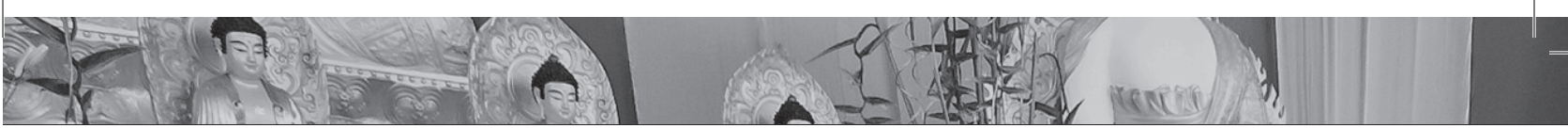
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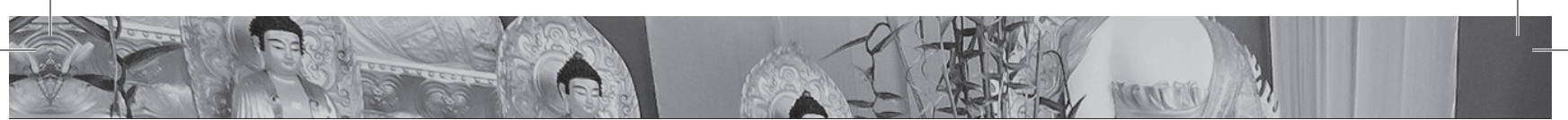
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## Unit Option B

Social Justice



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**2.2 Explain the principles of right and wrong, human dignity as a human right, and social justice, equity, fairness and empathy.**

**2.2.1** Suggest a definition of 'right'.

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**2.2.2** Suggest a definition of 'wrong'.

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**2.2.3** Define human dignity.

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**2.2.4** Explain human dignity as a human right.

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**2.2.5** Explain the concept of human dignity as it is expressed and attained in various communities.

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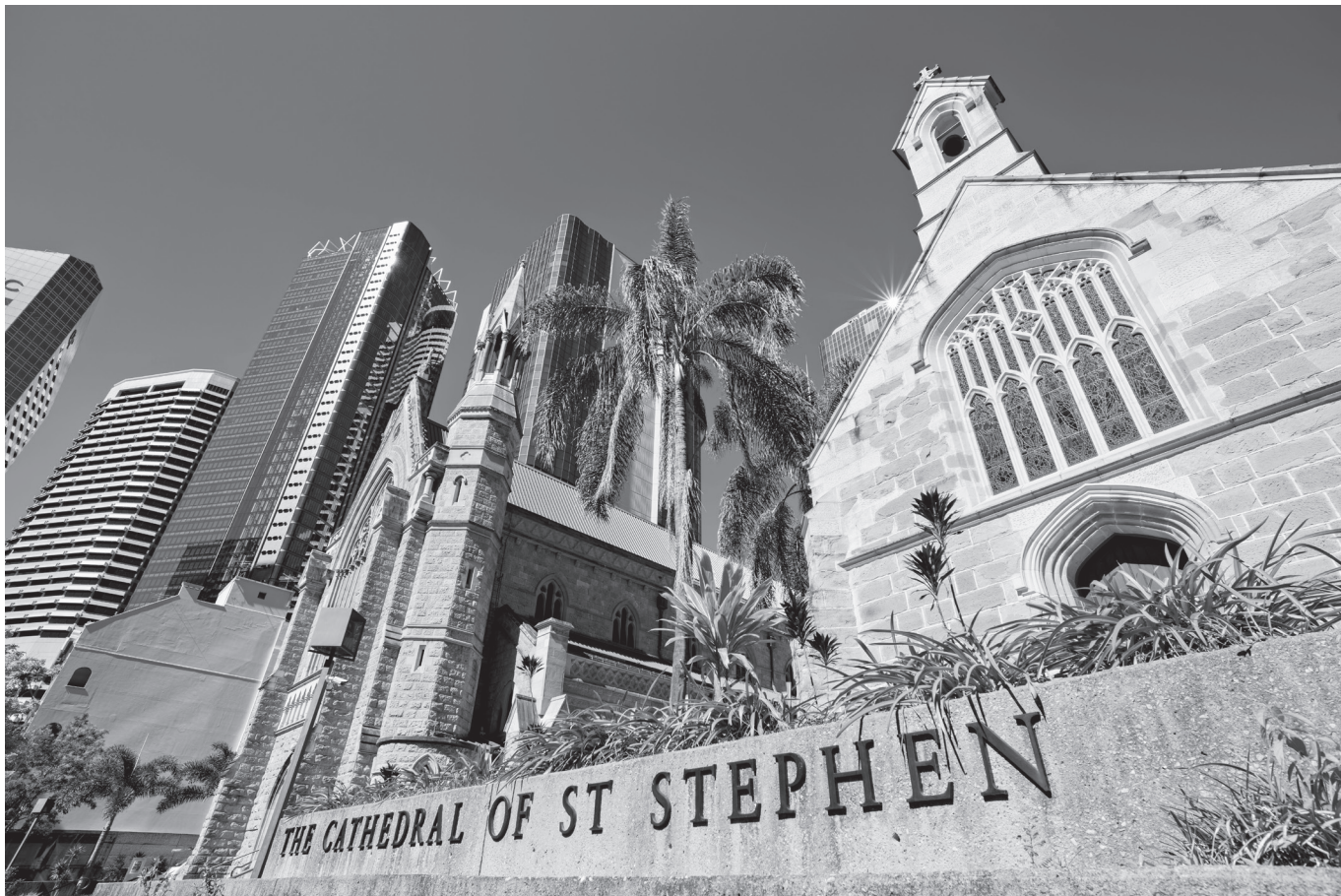
**2.4.5** Explain the influences on religious, spiritual and ethical expression, by practices that can form and nurture identity and support quality of life within Buddhism.

**2.4.6** Explain the influences on religious, spiritual and ethical expression, including factors that affect individual and communal expression and support quality of life, e.g. cultural context, safety, public holidays within Buddhism.



**2.4.11** Explain the influences on religious, spiritual and ethical expression, by practices that can form and nurture identity and support quality of life within Christianity.

**2.4.12** Explain the influences on religious, spiritual and ethical expression, including factors that affect individual and communal expression, e.g. cultural context, safety, public holidays within Christianity.





**2.4.17** Explain the influences on religious, spiritual and ethical expression, by practices that can form and nurture identity and support quality of life within Hinduism.

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**2.4.18** Explain the influences on religious, spiritual and ethical expression, including factors that affect individual and communal expression, e.g. cultural context, safety, public holidays within Hinduism.

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**2.4.23** Explain the influences on religious, spiritual and ethical expression, of practices that can form and nurture identity and support quality of life within Islam.

**2.4.24** Explain the influences on religious, spiritual and ethical expression, including factors that affect individual and communal expression, e.g. cultural context, safety, public holidays within Islam.





**2.4.29** Explain the influences on religious, spiritual and ethical expression, of practices that can form and nurture identity and support quality of life within Judaism.

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**2.4.30** Explain the influences on religious, spiritual and ethical expression, including factors that affect individual and communal expression, e.g. cultural context, safety, public holidays within Judaism.

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**2.6.8** Describe some decision making frameworks and models for putting justice into action.

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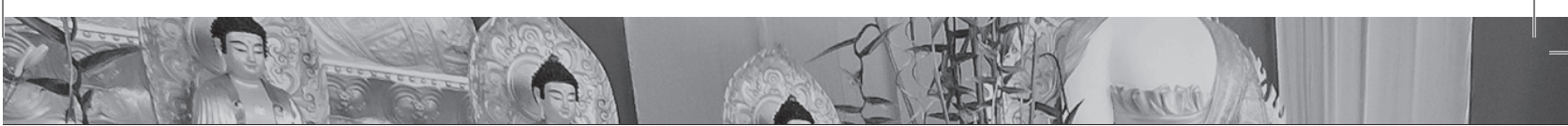
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## Unit Option C

Meaning, Purpose and Expression



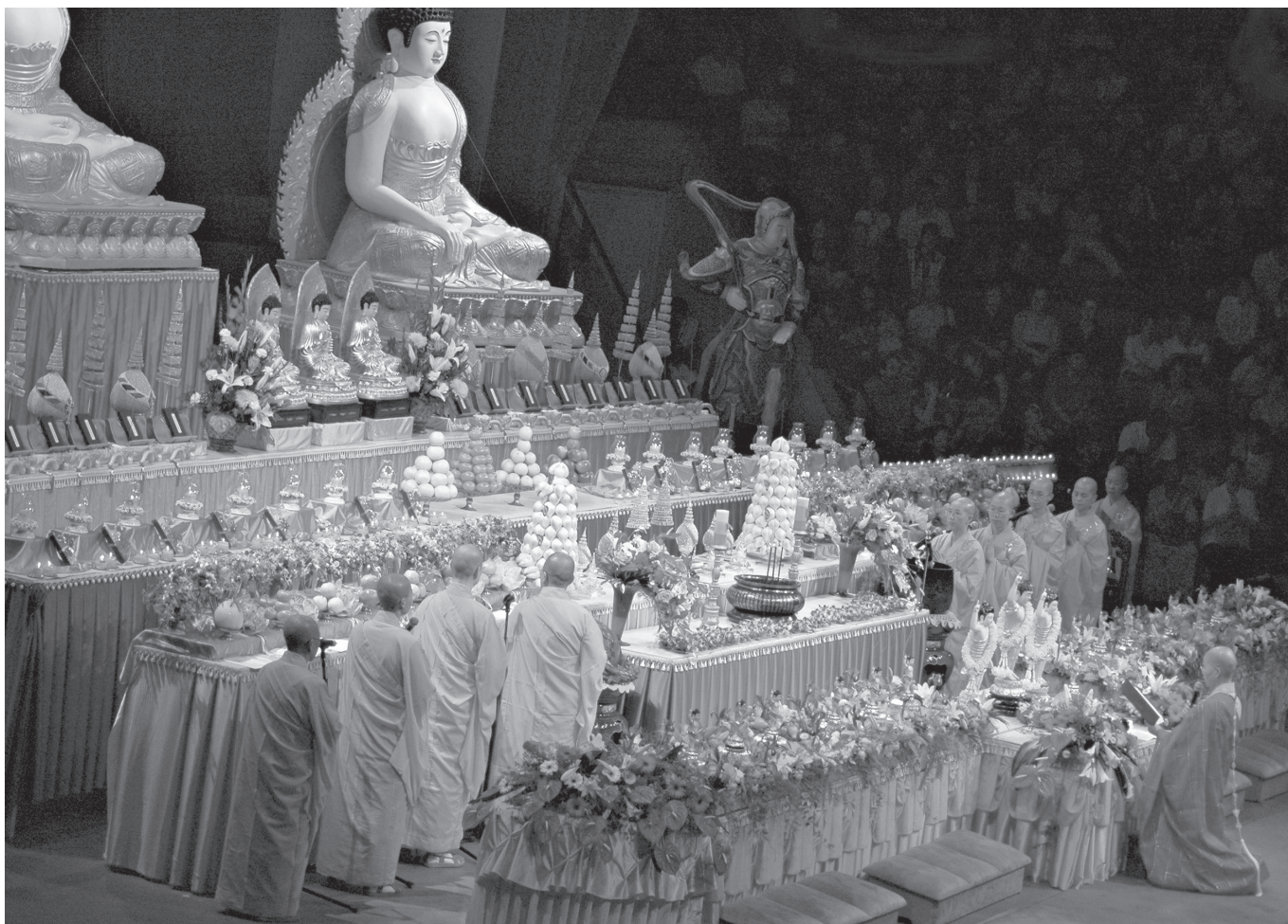
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## Unit Option C Meaning, Purpose and Expression.

**3.1** Describe religious, spiritual and ethical principles and practices about the search for meaning and purpose.

**3.1.1** Define meaning and purpose.





**3.3.13** Describe the factors of spiritual identity, e.g. relationship with the divine or ethereal world, significant relationships and events, sacred stories, culture, connection with the environment, influential people or leaders for a religious tradition.

**3.3.14** Describe the following psychological and ethical theories.

Kohlberg

Myers-Briggs



**3.4.6** Identify shared and debated approaches about the meaning and purpose of life between different religious traditions.

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**3.4.7** Describe examples of shared and debated approaches about the meaning and purpose of a specific religious concept between different religious traditions.

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**3.6 Explain the communal practices, ceremonies and festivals that develop and foster the expression of meaning and purpose and how meaning and purpose change over lifetimes and across situations for religious traditions including the role rituals can play in life transitions and significant events when forming and nurturing identity.**

**3.6.1 Explain the role rituals as communal practices, ceremonies and festivals, can play in life transitions and significant events when forming and nurturing identity in religions.**





**3.8.6** Identify some sacred sites and holy places of different religious traditions.

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**3.8.7** Describe different perspectives in the search for meaning and purpose regarding the role and significance of sacred sites and holy places.

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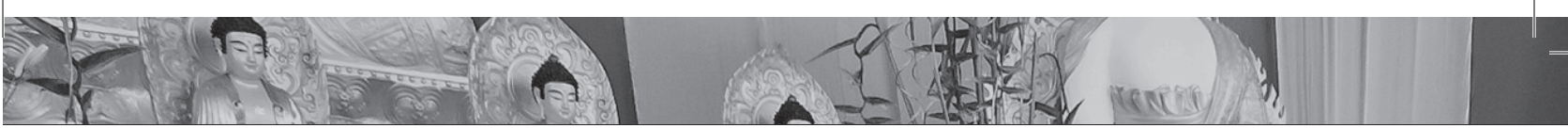
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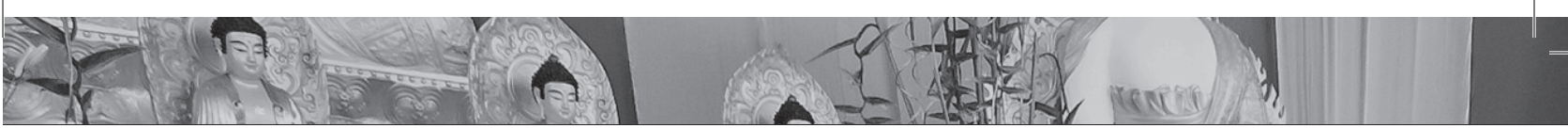
## Unit Option D

### World Religions and Spiritualities



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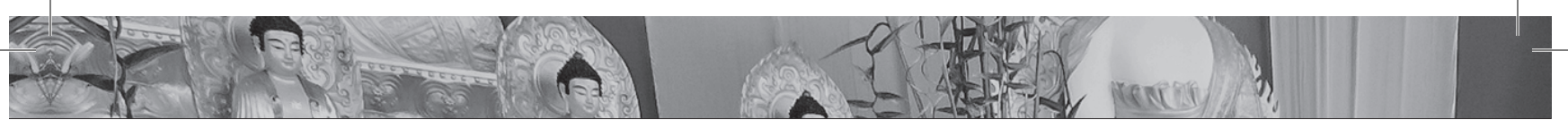
## Unit Option E



Peace

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## Judaism

**5.1.11** Identify the principal teachings about peace in Judaism.

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**5.1.12** Describe the principal teachings about peace in Judaism.

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## Sikhism

**5.1.13** Identify the principal teachings about peace in Sikhism.

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**5.1.14** Describe the principal teachings about peace in Sikhism.

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**5.6 Explain approaches, frameworks or the role of institutions that promote peaceful and respectful outcomes and responses.**

**5.6.1** Identify one or more institutions that promote peaceful and respectful outcomes and responses.

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**5.6.2** Explain approaches, frameworks or the role of this or other institutions that promote peaceful and respectful outcomes and responses.

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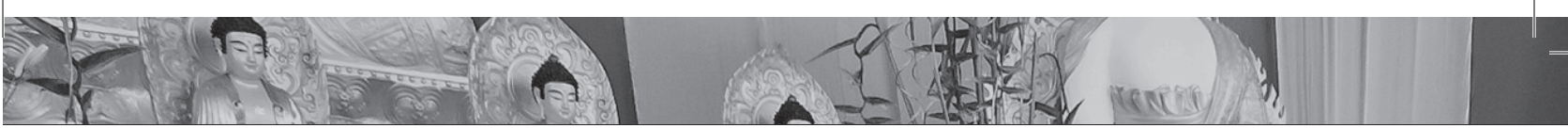
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## Unit Option F

### Sacred Stories



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## Unit Option A Australian Identity

### 1.1.1 Define identity.

Identity can be defined as a statement of knowledge: 'I know who that person is', 'I know my own name'. It can also relate to a deeper understanding: 'I know who I am' when such a statement can encapsulate statements of attitude, belief, strengths, hopes and fears.

### 1.1.2 Define collective identity.

Collective identity refers to a person's sense of belonging to a group of people. The identity of the particular group, sometimes referred to as a 'collective', becomes a part of the person's expressed public identity. Such a collective identity involves shared statements of value or faith and participation in group activities.

### 1.1.3 Explain what you think describes 'Australian identity'.

Answers will vary as this is an individual response but some may include: respect for each other, freedom of religion (or freedom to have no religion), freedom of speech, and freedom to join political and social groups. It may also include statements about respect for the law and equality of opportunity for all people.

### 1.1.4 Define religious belief.

Religious belief is the personal or shared belief in some supernatural being or process. Often referred to as God, this being is associated with the original creation of the Universe and life, and is used as a source for hope, relating to what happens to your spirit after you die. Religious belief can also include belief in spiritual realms sometimes called heaven or paradise.

### 1.1.5 Define religious practice.

Religious practice is the personal or shared behaviour that results from a belief in some supernatural being or process. It can include various communal rituals such as church services or individual rituals such as prayer, meditation or social activities such as feeding the poor or advocating for asylum seekers.

### 1.1.6 Define ethics.

Ethics is the personal or shared behaviour that results from a belief in what is the morally right thing to do. It can be based on religious beliefs or teaching, or it can be areligious and associated with a general belief to do good.

### 1.1.7 Identify a religious tradition or denomination, a religious practice, and an ethical stance or decision.

- (i) Traditions or denominations include: Buddhism as a religion with Mahayana, Theravada and Vajrayana (Tibetan) as branches; Christianity as a religion with Protestant, Roman Catholic and Orthodox as denominations; Hinduism as a religion with Vaishnavism, Shaivism, Shaktism, and Smartism as main divisions; Islam as a religion with Shi'a, Sunni and Sufism as denominations; Judaism as a religion with Orthodox, Reform, Conservative, and Secular as branches; Sikhism as a religion with Khalsa, Namdhari, Nirankari as denominations.
- (ii) Religious practices include: worship services or puja or Friday or Sabbath prayers or serving a langar meal. Personal practices include: prayer, meditation or singing hymns.
- (iii) Ethical stances might include: obeying all religious rules of a particular faith, feeding the hungry, advocating for koalas as an example of supporting creation, or protesting against racism or homophobia.

### 1.1.8 Outline how census data is obtained and presented.

The Australian Bureau of Statistics (ABS) <http://www.abs.gov.au/> obtains information from individuals every five years. The data is analysed and presented to show trends in a number of topic areas. One of these topics is religious belief. Although completing the Census is compulsory for all residents and visitors, answering the religion question is not.

### 1.1.9 Identify some limitations of census data with regard to religion.

Some limitations of census data include: (i) the religion question is not compulsory and some people choose not to answer it, (ii) answering the question does not imply a truthful response, (iii) being a member of a religion and listing that membership in the census, does not mean the person will follow all the beliefs or practices attributed to that religion.

### 1.1.10 Identify some religions and spiritualities in Australia using census data (see <https://www.abs.gov.au/statistics/people/people-and-communities/cultural-diversity-census/2021>).

In the 2021 Census, approximately 11.15 million respondents (44%) classified themselves as Christian, 2.5 million respondents (10%) belonged to other religions (e.g. Buddhism, Hinduism, Islam, Judaism and other religions) and 9.9 million respondents (39%) labelled themselves as having no religion including Secular Beliefs (e.g. atheism) and Other Spiritual Beliefs (e.g. New Age). This was a non-compulsory question so the unlabelled 7% was 'No Response'.



**1.1.11** Describe three principles and practices of religions, spiritualities and ethics in Australia.

Answers will vary but some examples are:

- (i) To follow the teachings of God or the prophets often as recorded in holy writings. These focus on loving your neighbour and yourself and supporting the poor, homeless and hungry.
- (ii) Putting aside bad thoughts and actions both immoral and unethical, and doing good can gain good karma so to be reincarnated in the next life in a more comfortable situation.
- (iii) For some groups, it is important to reach heaven or paradise after death, by virtue of the mercy of God, supported by good works or ethical behaviour during life.

In each of these and other cases, acting in a moral or ethical way towards other people and the environment supports positive outcomes either before or after bodily death.

**1.1.12** Identify some changes in the diversity of Australia's religious traditions, belief systems and spiritualities, over time using census data.

Using the information from <https://www.abs.gov.au/articles/religious-affiliation-australia>, it can be seen that since 1971 (50 years prior to the 2021 Census), Christianity has dropped from 86% of respondents to 44% of respondents and other religions have increased from 1% of respondents to 10% of respondents. In that same time period, the percentage of No Religion respondents has increased from 7% of respondents to 39% of respondents.

With the increase in non-Christian religions in Australia, the diversity of religious belief has increased in the 50-year time frame. Considering the increase in No Religion as a response, the secularisation of Australia has increased in that same time period. Between 2017 and 2021, the proportion of Christian (28%) and No Religion (29%) immigrants maintained these broad trends and about 41% of immigrants who profess a non-Christian religion is much higher than that in the general Australian population.

**1.1.13** Suggest reasons for the diversity of Australia's religious traditions.

In general, the diversity of Australia's religious traditions has increased because of immigration. From <https://www.abs.gov.au/articles/religious-affiliation-australia> we can see that Australia's religious profile has been shaped by migration waves. In the late 18th century, Christianity was introduced by the British and it included both Protestant and Catholic settlers and convicts. Other migration waves included: from the 1800s to early 1900s: British and Irish free settlers then around and post-World War II (1940s and 1950s): migrants from Europe. Many of these were from Italy or Greece. In the 1960s Australia saw refugees from the Middle East and in the 1970s, refugees from South-East Asia, particularly as a result of the war in Vietnam. The 2000s saw humanitarian immigrants from Africa and Middle East and skilled immigrants from North-East and Southern Asia.

**1.1.14** Identify three different ethnic communities in Australia.

Answers will vary but near where this author lives, there are older Italian and Greek communities and more recently Chinese and Korean communities. In some areas, Indian communities are present while in other areas there are people from Somalia. The Census pages refer to the Yezidi ethnic community which is the highest growing religion from 2016 to 2021. Yezidis are mostly from Northern Iraq. In 2021, Yezidis were mainly located in regional locations in Queensland and NSW. These areas are designated regional refugee settlement locations as part of the Humanitarian Settlement Program. You may personally be aware of a Yezidi community near you.

**1.2.1** Describe some aspects of Aboriginal peoples' spiritualities.

Australian Aboriginal spiritualities have an oral tradition supported by song and dance and art. All of it is related to the land. As the early Indigenous people spread across Australia, the traditions developed and became infused with the new environments they encountered and the associated development of understanding and relationship with nature to ensure survival. This understanding encouraged explanation and therefore the stories of the creation time, one aspect of the Dreamtime, developed into the Dreaming concepts we recognise today. The Dreaming refers to all that is known and understood by Aboriginal people. It is the central spiritual concept because it determines not only beliefs and values but also relationships with other people and the overall environment. All Aboriginal lore, interconnectedness and belonging is associated with the land and the Dreaming.

**1.2.2** Describe some aspects of Torres Strait Islander peoples' religion.

Torres Strait Islander beliefs arise out of, and are united by the Tagai beliefs and stories that are the cornerstone of their spiritual beliefs. These stories focus on the stars and identify Torres Strait Islanders as sea people who share a common way of life. The instructions of the Tagai provide order in the world, ensuring that everything has a place. All lore, human interconnectedness and belonging to the sea and land is encompassed in the stories of Tagai.

One story is of Tagai who was a great fisherman, out with his crew of 12 on their canoe. Tagai left the group to search for fish in a nearby reef. The remaining crew of 12 became tired and thirsty and consumed all their water and also all of Tagai's water. When Tagai returned to no water, he flew into a rage and killed all his crew. He sent six of the crew to Usal (Pleiades star cluster) and the other six he sent to Utimal (Orion) and there he told them to wait, never to bother him again.

**1.2.3** Define obligation.

An obligation is an act or specific behaviour or course of action or process to which a person is ethically, morally or legally bound. It is sometimes referred to as a duty or a commitment. It is a behavioural requirement. Some obligations are externally imposed, e.g. the rule that tells us to drive on the left, and others are self imposed, e.g. I believe I must help that person who has been injured.