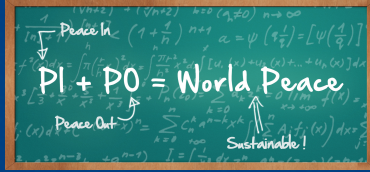


NEALS



# RELIGION AND PEACE



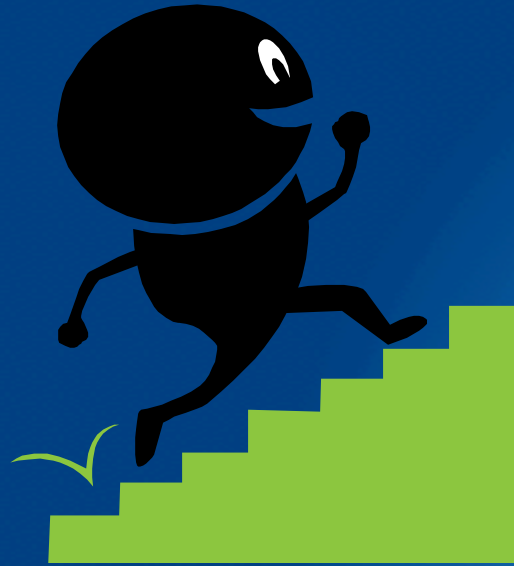
# Aims of this session:

- ❑ Review the syllabus – *student learn to statements*
- ❑ Analyse the 2014 HSC Question to review questioning and essay writing skills
- ❑ Investigate ways of arranging study notes
- ❑ Helpful Hints

# Attacking the Question



Think through the steps that you take  
during an exam...





*But...*

*What are key words?*

*Which words are more important than others?*

*Are the BOS terms key words?*

*Do I need to read the quote before the question?*

*What do I do when every word looks like it's important?*



# Identifying parts of the question

❑ Task or **instruction** words

❑ Words that relate to the subject area being studied or **topic words**

❑ The **limiting** words

# INSTRUCTION WORDS

**Instruction words tell you how to:**

- ☐ approach the topic
- ☐ the type of question you are required to answer
- ☐ can usually be found in the HSC list of terms

*Examples:*

- Discuss
- Explain
- Analyse
- Describe
- How
- Why
- How well does this statement

# TOPIC WORDS

Topic words define the subject matter or content that you will to cover in your answer.

*Examples:*

- contribution of religion to society
- the relationship between the aspects in the diagram and the way they contribute to Christianity as a living religion



# LIMITING WORDS

Limiting words *limit* the question.

They set the boundaries that you shouldn't go past in your answer, but they can sometimes be forgotten in the rush to start writing.

*Examples:*

- at least TWO
- Using examples
- With reference to the quotation

# The Syllabus

*(Taken from BOSTES Studies of Religion Syllabus Document. )*

22 indicative hours

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

## 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
- 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
- H7** conducts effective research about religion and evaluates the findings from the research
- 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.

# The Content

The whole study is to be completed within the same TWO religious traditions.

*Students learn to:*

*Plan, investigate and  
draw conclusions*

- investigate the understanding of peace and how it is informed through significant writings within sacred texts for TWO religious traditions drawn from:

Buddhism – Sutta Pitaka, Dhammapada  
Christianity – the New Testament  
Hinduism – Bhagavad Gita  
Islam – Qur'an and Hadith  
Judaism - the Prophetic vision of peace on Earth

*Indicate the main  
features of*

- outline the principal teachings about peace in TWO religious traditions

*Show by example*

- demonstrate how TWO religious traditions guide the individual in achieving inner peace

*Identify issues and  
provide points*

- discuss how TWO religious traditions are contributing to world peace

# Unpack the question:

## Section IV (20 marks)

Allow about 35 minutes for this question.

show by EXAMPLE

In your answer you 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 1 (20 marks)

*I call on religious communities, religious leaders and people of faith to **confront hostility ... to reaffirm our common humanity, and to pave the way for greater tolerance and solidarity among all groups ... Together, we can realise the enormous potential of religions to foster true peace.***

BAN KI-MOON

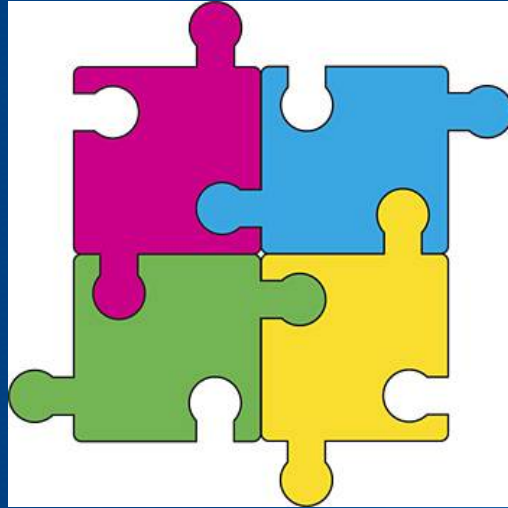
United Nations Secretary-General

Religions for Peace World Assembly, 20 November 2013

*identify issues, provide points about  
relationship between principal teachings and world peace*

With reference to the above statement, discuss how the principal teachings of ONE religious tradition contribute to the achievement of world peace.

**How does this question fit the syllabus?**



# How does this question fit the syllabus?

- *investigate the understanding of peace and how it is informed through significant writings within sacred texts for TWO religious traditions drawn from:*

## *Christianity – the New Testament*

- outline the principal teachings about peace in Christianity
- demonstrate how Christianity guide the individual in achieving inner peace
- discuss how Christianity contributes to world peace

# Mind map – what thoughts and ideas come to mind?







Jesus Christ

Sacred  
Text  
(Bible)

Principal  
Teachings  
**WORLD  
PEACE**  
CHRISTIANITY

Informed  
understanding  
**GLOBAL  
EXAMPLES**

Contribution  
to  
**WORLD  
PEACE**

*A new commandment I  
give unto you: love one  
another. As I have  
loved you, so you must  
love one another.*

**John 13:31**

**INNER  
PEACE**  
leads to  
WORLD  
PEACE


*tolerance, solidarity,  
common humanity*

## **Write a thesis statement in response to the question.**

Achieving world peace is a distinctive feature of Christianity. It is at the centre of Christianity to foster true peace that will create tolerance and solidarity. It is through the principal teachings of peace, determined by the mission and ministry of Jesus Christ, that Christianity has been able to contribute to the achievement of world peace.

# Write paragraphs – about what?

Sacred texts = principal teachings/authority/Jesus Christ/ main teachings – virtues – compassion. Justice, faith, hope and love, tolerance, solidarity



Inner peace leads to World Peace/ beliefs / teachings/ examples



World Peace /beliefs /How the teachings in sacred texts provide guidelines for adherents to contribute to World Peace/ examples, compassion, justice, love, tolerance, solidarity

# NOTETAKING

## Inner Peace

**Religious Tradition : CHRISTIANITY**

### **Evidence from sacred texts**

*By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness...*  
*Galatians 5:22*

*But when you pray you go to your room, shut yourself in, and so pray to the Father who is in that secret place, and your Father who sees all that is done in secret will reward you.*  
*Matthew 6:6*

*I have told you these things, so that in me you should have peace. In this world you will have trouble. But take heart! I have overcome the world.*  
*John 16:33*



# Understandings/Principal teachings

- ❑ ultimate expression of peace in the relationship humanity has with God and the forgiveness of our sins – inner peace
- ❑ the forgiveness of all sins, attained by Jesus at his death secured for all salvation. As a result we have gained eternal life and perfect peace
- ❑ Peace is a personal quality to be shared. ‘....*peace beyond understanding.*’ *Philippians 4:7*
- ❑ World peace can only come from the desire of individuals to be at peace with God and each other, and that can only come from inner peace

# Contribution to inner peace – Examples

- ❑ Genuine engagement in prayer is a way to encounter God
- ❑ sustains the adherent and contributes to a sense of peace and wellbeing
- ❑ Examples of prayer – use of scriptures, Lectio Divina, reflections on icons (*orthodox*), use of rosary beads (*Catholic*), meditation, Taize – international ecumenical movement promotes prayer through mediation.
- ❑ Week of Prayer for Christian unity - NCCA

# World Peace

## Religious Tradition: CHRISTIANITY

### Evidence from sacred text

*You shall love your neighbour as yourself.*

*Matthew 19:19*

*Love your enemy and hate your enemy. Love your enemy and pray for those who persecute you....*

*Matthew 5:43-45*

*A new commandment I give to you: Love one another. As I have loved you, so you must love one another.*

*John 13:34*

*Blessed are the peacemakers for they are the children of God.*

*Matthew 5:9*

## Understandings/ Principal Teachings

- ❑ centred on the ministry and mission of Jesus Christ as recorded in the New Testament *“Prince of Peace”*
- ❑ a belief in equality of all people created in God’s image
- ❑ Christians called to practice justice and compassion
- ❑ live according to the virtues of faith, hope and love
- ❑ defines our social relationship
- ❑ challenge evil not repay evil with evil
- ❑ Peace is an obligation not seeking revenge (*St Paul – Romans*)
- ❑ Christians are stewards of creation, demanding respect and care for all.

# Contribution to World Peace – Examples

## Religion for Peace –International

- ❑ multi-faith organisation (*Christians, Muslims, Buddhists, Hindu*) providing a collective voice about equality and human dignity of all human beings.
- ❑ stand for the most vulnerable and marginalised
- ❑ vision of shared security

**Initiative:** *Offer a Meal Movement 2014* – global campaign to help the hungry and marginalised. Skip several meals and donate the funds that would have been spend to an organisation for the poor. Reflection on our obligation as Christians, to help those in need.

(<http://www.religionsforpeaceinternational.org/vision-history>)



# Contribution to World Peace – Examples

## Columban Mission Institute

- ❑ The centre for Christian – Muslim Relations engages in and promotes the Catholic Church's teachings on interreligious dialogue, especially between Christian and Muslims
- ❑ Building better relationship between people of different religions, promoting mutual understanding, correcting misunderstandings and cooperating for the common good of society
- ❑ **Initiatives:** Organising conferences, seminars and activities to enable Christians and Muslims to meet each other and learn about the others' belief and practices, networking with Inter-faith and Multi-faith groups, co-ordinating a network of Christian women who wish to develop stronger relations with Muslim women, providing speakers and conducting workshops.

(<http://www.columban.org.au/pilgrimage-in-the-footsteps-of-st-columban/pilgrimage-in-the-footsteps-of-st-columban>)

# Write a paragraph?

Many organisation work towards tolerance and solidarity, fostering a notion of true peace. The Columban Mission Institute, Centre for Christian – Muslim Relations engages in and promotes the Catholic Church's teachings on interreligious dialogue, especially between Christians and Muslims. The New Testament records, "You shall love your neighbour and hate your enemy. But I say to you, Love your enemy and pray for those who persecute you...."(Matthew 5: 43-45. The work of this group reflects this Christian belief in equality of all people created in God's image. They are working towards building better relationships between people of different religions, promoting mutual understanding, justice, compassion, and cooperating for the common good of society. They organise conferences, seminars and activities to enable Christians and Muslims to meet each other and learn about the others' belief and practices, network with inter-faith and multi-faith groups, co-ordinating a network of Christian women who wish to develop stronger relations with Muslim women and provide speakers and workshops. Informed by sacred texts, this organisation exhibits a distinctively Christian response to peace.

# MARKING GUIDELINES

## Question 1

Criteria	Marks
<ul style="list-style-type: none"><li>• Comprehensively articulates issues and provides points that establish the relationship between the principal teachings and world peace</li><li>• Accurately addresses the contribution of ONE religious tradition to the achievement of world peace</li><li>• Integration of the stimulus supports the relationship of how the principal teachings of ONE religious tradition contribute to the achievement of world peace</li><li>• Integrates specific terminology relevant to the understanding of world peace within a well-structured answer</li></ul>	17–20

- |  |       |
|--|-------|
| <ul style="list-style-type: none"><li>• Competently identifies points that provide links between principal teachings and world peace</li><li>• Provides points on the contribution of ONE religious tradition to the achievement of world peace</li><li>• Uses the stimulus to show how the principal teachings of ONE religious tradition contribute to the achievement of world peace</li><li>• Integrates some terminology relevant to the understanding of world peace within a well-structured answer</li></ul> | 13–16 |
|--|-------|



<ul style="list-style-type: none"> <li>• Provides some points that link principal teachings and world peace and/or the contribution of ONE religious tradition to the achievement of world peace</li> <li>• May use the stimulus</li> <li>• Uses terminology relevant to the understanding of world peace within a structured response</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Presents a general response with some information about principal teachings and/or world peace</li> <li>• May use some relevant terminology</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about peace or principal teachings</li> </ul>	1–4





- ☐ Answer on the **number** of religious traditions required in the question.
- ☐ Read the question carefully. Look at the **key terms**.
- ☐ **Plan** you answer.
- ☐ When stimulus material is provided make sure you make **explicit** reference to the material **throughout** the essay.
- ☐ Peace may also link to your significant person, ethics and practice.
- ☐ Be clear on the actual teachings,( with evidence from sacred texts) on peace in the religious tradition studied. Make sure you show understanding and the main features of the teaching. It is about the principal teachings as informed by sacred texts.
- ☐ You **MUST** provide **examples** of the contribution to world peace of the religious traditions studied. Include the name of the organisation/ person, initiatives, other traditions that may be involved, how the initiative expresses the principal teachings of the tradition as found in the sacred texts.