

# SENIOR RELIGIOUS STUDY GUIDE

NAME: \_\_\_\_\_



## GLOSSARY OF KEY WORDS

Give an account of:	Narrate a series of events or transactions
Clarify	Make clear or plain
Define	State meaning and identify essential qualities
Describe	Provide characteristics and features
Identify	Recognise and name
Outline	Sketch in general terms; indicate the main features of
Recall	Present remembered ideas, facts or experiences
Recount	Retell a series of events
Calculate	Ascertain/determine from given facts, figures or information
Define	State meaning and identify essential qualities
Discuss	Identify issues and provide points for and/or against
Apply	Use, utilise, employ in a particular situation
Apply	Use, utilise, employ in a particular situation
Construct	Make; build; put together items or arguments
Deduce	Draw conclusions
Demonstrate	Show by example
Investigate	Plan, inquire into and draw conclusions about
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Account for	state reasons for, report on
Analyse	Identify components and the relationship between them; draw out and relate implications
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Contrast	Show how things are different or opposite
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details

**Studies of Religion – 1 Unit**  
**Chunking Diary for Christianity Depth Study**

By following each of the steps below you will be completing some effective revision for the section of the Depth Study on **Christian Bioethics**.

**The 12 Step - 90 Minute Plan for Success**

<b>Steps Involved</b>	<b>Time Allocated</b>	<b>Brief Description of Task</b>	<b>✓ when completed</b>
1. Locate the syllabus document.	2 mins	Have available a copy of the SOR syllabus document for the Christianity Depth Study.	
2. Re-familiarise the key verbs.	5 mins	Use the school diary to review the meaning of verbs such as describe, outline, explain, analyse and discuss.	
3. Record the “Learn To” statements from the syllabus.	2 mins	Record the “Learn To” statements on a sheet of paper – describe and explain as separate points.	
4. Record key points under each heading.	30 mins	Using notes and other sources, list points under each heading. Give particular emphasis to the sources and principles (foundations) of Christian bioethical teachings and the denominational differences by relating these to bioethical issues.	
5. Locate past examination questions on Christianity depth study.	2 mins	Have available a copy of the past HSC and CSSA Trial HSC questions from 2007 – 2009 from Sections II and III of the examination.	
6. Choose a past examination question.	2 mins	Using a sheet of paper, write down one past examination question on Christian ethics.	
7. Record key points under the question.	5 mins	Using the notes sheet developed in step 4, list points relevant to the chosen question.	
8. Practice writing a short answer.	12 mins	Under examination conditions, practice writing a short answer response to the question. Read through the response and compare this to notes.	
9. Write down a different past examination question.	2 mins	Using a sheet of paper, write down one past examination question on Christian ethics.	
10. Practice planning and writing a short answer response.	15 mins	Under examination conditions, plan out and write a short answer response to the question. Submit this answer to your teacher for feedback or swap with other students to review their response and provide feedback.	
11. Review feedback received on short answer response.	3 mins	Spend time reviewing the feedback received on the short answer response.	
12. Reward myself for completing the revision.	10 mins	Celebrate successful study time!	

A blank template is provided below.

**The \_\_\_\_ Step & \_\_\_\_ Minute Plan for Success**

<b>Steps Involved</b>	<b>Time Allocated</b>	<b>Brief Description of Task</b>	<b>✓ when completed</b>

Emotive and opinionated language	Alternative language
<ul style="list-style-type: none"> <li>• “I” or “my”</li> </ul>	<ul style="list-style-type: none"> <li>• “One” or explicitly write the group or individual who have this opinion.</li> </ul>
<ul style="list-style-type: none"> <li>• Broad statements using terms such as: <i>all, nothing, no one</i> and <i>everyone</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Be specific: offer statistics, use information from studies conducted, refer to the author who has made the claim, refer to the group or individual who has this opinion specifically.</li> </ul>
<ul style="list-style-type: none"> <li>• Short or extremely long winded sentences which lead the reader to only one point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read your work and consider if your statements appear pushy, forceful or leading without any actual facts to support them.</li> </ul>
<ul style="list-style-type: none"> <li>• Conveying your point of view without reference to valid research.</li> </ul>	<ul style="list-style-type: none"> <li>• Present points of view through analogies and appropriate examples.</li> </ul>
<ul style="list-style-type: none"> <li>• Opinionated rejection: Comments which demonstrate a biased against the issue or topic.*</li> </ul>	<ul style="list-style-type: none"> <li>• Offer concrete facts or analogies to support your opinion.</li> </ul>
<ul style="list-style-type: none"> <li>• Opinionated acceptance: Comments which demonstrate a biased for the issue or topic.*</li> </ul>	<ul style="list-style-type: none"> <li>• Offer concrete facts or analogies to support your opinion.</li> </ul>
<ul style="list-style-type: none"> <li>• Using vague and leading statements such as: <i>“some people say”, “some argue”, “many people believe”, “obviously”, “correctly”, “experts suggest”</i> and Anthropomorphisms like <i>“Science says ...”</i> or <i>“Medicine believes ...”</i>**</li> </ul>	<ul style="list-style-type: none"> <li>• For this example John Miller is the author of my source. Aside from quoting his work I could write the following: <i>Miller states ..., Miller adds ..., As noted by Miller in the article ...</i></li> <li>• Otherwise in place of his name, where the statement is written on behalf of an organisation I could write: <i>Research attained from the Australian Bureau of Statistics confirms that ...</i> or <i>Figures from the annual report administered by the Red Cross reveal that ...</i></li> </ul>
<p>References:</p> <p>*See: <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1460-2466.1967.tb01191.x/abstract">http://onlinelibrary.wiley.com/doi/10.1111/j.1460-2466.1967.tb01191.x/abstract</a></p> <p>**See: <a href="http://en.wikinews.org/wiki/Wikinews:Avoid_weasel_words">http://en.wikinews.org/wiki/Wikinews:Avoid_weasel_words</a></p>	

**Note:** Persuasive, emotive and opinionated language is not to be dismissed entirely, consider your question before avoiding it completely.

## When in doubt, cite your source!

[More information on quotations, paraphrases and summarizing is available at the University of New South Wales.]

### If you're ever stuck here is a scaffold you can follow:

Following these steps will allow you to incorporate your own writing style so your final paraphrased section sounds more like you. Don't forget to include wide and varied uses of vocabulary and connectives.

1). Write the thesis statement for the section you are paraphrasing on the lines below.

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2). Write a brief summary of the section you are paraphrasing on the lines below.

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3). Are there any direct quotes you can take from the section you are paraphrasing? Write that quote on the lines below.

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4). On the lines below, summarise, in order, the main points the author uses to make his or her case. Add or subtract rows as necessary.

1.	
2.	
3.	
4.	
5.	
6.	

5). Attach your citation/reference.

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## What are the types of evidence you can include in your writing?

quotes	statistics	diagrams	analogies	recounts of events
examples	data from interviews	reference to a person, place or object	images	graphs/charts

## Word Building

Word lists: <http://majortests.com/word-lists/> and <http://www.vocabulary.com/lists/>

## Text Connectives

Other words which contribute to the cohesion of the text are the text connectives. They provide the reader with signposts indicating how the text is developing. If the writer wants to show that a summary is coming up, for example, a phrase such as >In short ...= or >Briefly ...= can be used.

See following page for examples.

<b>Conjunctions and Connectives</b>			
Conjunctions are used to provide different types of relationships between clauses within sentences and between different sentences. These relationships can be:			
<b>Temporal conjunctions and connectives used to show a sequence</b>			
first (second, third etc.)	finally	then	when
firstly (secondly etc)	subsequently	after that	next
here	on another occasion	before that	previously
now	lastly	hitherto	afterwards
at this point	at this moment	until then	in the end
meanwhile	next time	soon	as a result
after a while	at once		
<b>Causal/conditional conjunctions and connectives used to show cause and effect</b>			
so	then	therefore	since
consequently	hence	because	as
an effect of	stemmed from	if	moreover
otherwise	although	as a consequence of	an outcome of
yet	though	so as	as a result of
despite this	however	even though	nevertheless
all the same	an upshot of	a repercussion of	accordingly
<b>Ways to write about cause and effect</b>			
caused by	stemmed from	led to	in that case
produced by	still	influenced	produced
points towards	an upshot of	resulted in	an outcome of
created	inaugurated	under the circumstances	initiated
influenced by	inspired	generated	culminated in
provoked	brought about	arose out of	contributed to
sprang from	gave rise to	grew out of	conditions for
a source of	fostered	derived from	unfolded from
engendered	shaped by	shaped	ramification of
allowed	encouraged	gave scope to	
<b>Comparative conjunctions and connectives used to show contrast</b>			
however	nevertheless	instead	as if
in spite of this	differs from	on the other hand	as though
whereas	on the contrary	also	alternatively
rather	in that respect	in other respects	as
elsewhere	but		
<b>Additional conjunctions (ways to show the addition of an idea or point)</b>			
also	as well	besides	in addition
furthermore	and	additionally	besides
moreover	not only	nor	without
but	while	whereas	neither
in fact	for one thing		



## In-text Referencing

- At the completion of the quote or idea you have paraphrased apply the following:
  - **Book:** (Author's surname, Initial. Publisher, Year Published, Page Number(s) used)
    - (Lewis, C. S. Collins, 2000, 55)
  - **Journal:** (Author's surname, Initial, Journal, Year Published, Page Number(s) used)
    - (Le Messurier, The Australian Journal of Science, 2011, 115-8).
  - **Newspaper:** (Author's surname, Initial, Newspaper, Date, Page Number(s) used)
    - Niall, J. *Sydney Morning Herald*, 21.01.2012, 99.
  - **Internet:** (Author's surname, Initial, Website, Year Published)
    - (Anderton, C. <http://www.music-sound-lab.com/music-composition-sound-design-audio-live-news.html>, 2012)

## Footnote Referencing

- Footnote Format (located at the bottom of the page with the corresponding number placed beside the text). Modern word processing programs like Microsoft Office have made this easier for you (see: the References Command at the top of your screen).
  - **Book:** Author's surname, Initial. *Book Title* (Year published) Page Number(s) used.
    - Lewis, C. S. *The Lion, the Witch and the Wardrobe* (2000) 55.
  - **Journal:** Author's surname, Initial. Article Title. *Journal Title* (Issue#, Volume#), Year Published, Page Number(s) used.
    - Le Messurier, D. H. Aviation Medicine. *The Australian Journal of Science* (Iss. 8, Vol. 1) 2011, 115.
  - **Newspaper:** (Author's surname, Initial, Article title. *Newspaper*, Date, Page Number(s) used)
    - Niall, J. Tie-breaker Tomic shows grit to topple Dolgoplov. *Sydney Morning Herald*, 21.01.2012, 99.
  - **Internet Site:** Author's surname, Initial. *Article title*. Website Address. Date of article creation.
    - Anderton, C. *Craig's List: Five top tips for NAMM Newbie's*. <http://www.music-sound-lab.com/music-composition-sound-design-audio-live-news.html>, 12 .01. 2012.

## Evaluation/Effectiveness Word List

Positive Evaluative Words	Negative Evaluative Words	Comparison Words/Beginning of Sentence
Capability	Inability fails	However
Validity	Inadequate	In relation to
Efficiency	Incapable	This distinguishes
Strong point	Ineffective	As opposed to
Enforcement	Has the weakness	It also
Significant	Lack of	Nevertheless
Ability	Insufficient	Rather than
Adequacy	Is shortcoming	Similar to
Capacity	Incompetent	Exceptions to this
Potential	Another implication	There are flaws
Successful	Unable	Although
Effectiveness	Is limiting	In comparison to
Functions	One such implication	Apart from
Practices	Is unable	Whilst
Aims	In the event of	Furthermore
Intent	Areas to be considered	Other forms
Usefulness	In the essence of	As a result
Motive	Overwhelming	Therefore
Good foundation	As a consequence	This aims
Relevant	Difficult	Generally
Significant	Prolonging	In conjunction to
Caters	Inaccessible	As a consequence
Attempts to provide	Limited	In addition
Beneficial	Regardless	May also apply
Efficient	Failure to comply	Suggests
Positive	Makes it difficult to obtain	Consequently
Enforceable	Since	In the event
Ensures		In contrast
Caused by		Contrary
As a result		As opposed to
Evident through		This suggests
Addresses the issue		In the case of
Justifies		May also apply
Favours		Both the positive and the negative
Show the importance		In the event of
Demonstrates		The mechanism helped
A degree of effectiveness		
Ideally		
Compensates		
Allows		
Reforms		
Illustrates		
Caters		
This aims		
In addition		
As a result of		
Incorporates		

## Sentence Beginners

To begin with ...

However ...

Some additional points need to be considered ...

This approach raises some important questions ...

Sometimes ...

It might seem as if ...

The main concern of this assignment is ...

Some writers have suggested ...

Various people have emphasised ...

Numerous studies have been conducted ...

Most of the evidence indicates ...

It must be acknowledged that ...

In the main, then, the findings discussed suggest that ...

Given these weakness ...

This is clearly at odds with ...

Further support can be found in the work of ...

A recurring theme in the reports is ...

These authors implied that ...

On the issue of ...

Writing in the Australian context ...

There is consistent evidence that ...

In line with predictions ...

It is worth noting that ...

Contrary to expectations ...

On the basis of the first experiment ...

On the basis of the responses, it is possible to infer that ...

Insufficient information exists about ...

With the exception of ( ), there has been little published work aimed at ...

Future research might profit from ...

By logical extension, it can be argued that ...

Somewhat similar inferences can be drawn from ...

Researchers have employed different methods, thus it is not surprising that results have tended to be equivocal ...

Research has yielded some interesting albeit seemingly contradictory results ...

These findings are particularly intriguing given the extensive literature on ...

## Planning for in-class essays

Before writing any essay or even a paragraph, it is important to think, first about the TOPIC and then WHAT YOU WANT TO SAY ABOUT THE TOPIC. Topic sentences should always contain both (1) a **topic** and (2) a **controlling idea**. With in-class essays you have the opportunity effectively research both the topic of your essay and consider the approach or direction you will take to answer the question – the controlling idea.

**For an essay where you already have sighted the question you may have chosen one two options to prepare:**

- (1) Research and write notes on the essay topic and study or revise the notes you have collected.
- (2) Write a draft essay based on the question and memorise it.

**NOTE:** either choice is fine; the most important requirement is that you prepare for the essay.

On the day of your examination, a helpful tool to organise your thoughts is to spend 1-2 minutes jotting down a quick plan for your essay. Even when you have already sighted the essay question, examination conditions are still stressful. The time you allocate for planning before you begin writing your essay is brief in comparison to the accumulation of breaks you take when you are trying to recapture a lost thought or be inspired by a new one. The main benefits of writing an essay plan include:

- Allows you to organise your ideas.
- Creates information for you to include in your introduction and conclusion.
- Acts as a guide for you to check that you have selected the correct information to address the essay question, before you invest too much time in essay writing.
- Prevents repetition of ideas.
- Allows you an opportunity to double check that you are not making contradictory statements.
- Allows you an opportunity to easily return to keywords or quotes and reduces your anxiety about forgetting them during the examination.
- Promotes clarity and cohesion in writing.
- Develops a pattern of arguments that have a logical flow.

## Possible planning layouts for in-class essays

### Option one: A table

Paragraph order of importance/relevance

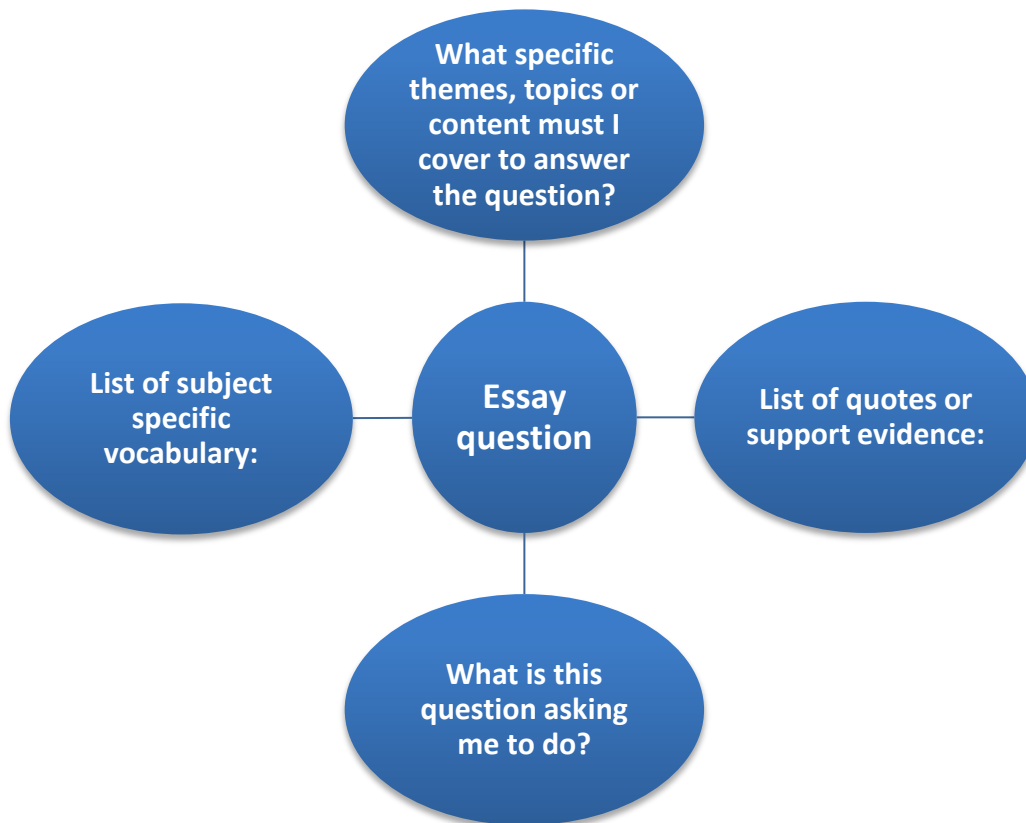
Subject keywords

Quotes or Support evidence

Brainstormed ideas

Paragraph order of importance/relevance	Subject keywords	Quotes or Support evidence	Brainstormed ideas

### Option two: A mind map



## What is an analogy?

The definition of an analogy is an expression of similarity between two unlike things. Analogies can help explain an **unfamiliar** concept by making a comparison to something that we **do** understand.

The following example was found at:

<http://www.thecompletementor.com/PDF/Speech%20Blogs/Analogy%20Stories%20Examples%20and%20Illustraion.pdf>

I heard a wonderful illustration about the harm of gossip over two decades ago. It told of how someone had been spreading a story about someone to all in the community. Upon hearing what was being said about him, the old man who was the subject of the gossip went to the person who started it and kindly explained the truth of the matter. The gossip was cut to the heart. The emotions tore at this person so much so that they asked what could they do to make it up, to make things right.

The old man suggested to the gossip to take his feather pillow and go to the top of the World Trade Centre. Then take a knife and cut it through. *“Cut it from one side to the other on the end”* he kindly made the request and then after a pause that seemed like an eternity he continued, *“Then I would like you to take the feathers and shake them out in the wind. Shake a little on each side. A little here, a little there. Once you have completed your task, and each and ever feather is gone, then I would like you to go and pick them all up.”*

The gossip said that would be impossible to do. The old man said, *“Likewise, it is impossible for you to do anything more for me for because of what you have already done. Perhaps instead, you could make sure you never let any feathers out of anyone else's pillow.”*

If you have ever had someone say something untrue or even hurtful about you, then this illustration will have a special meaning to you. If you have ever been wrong about someone in something you said, this will no doubt move you to use care in talking about others outside their presence.

### Analogy caution

- Care must be exercised otherwise the analogy will be remembered but not the persuasive or motivational purpose of your essay.
- The illustration needs to be **on purpose** and **on point**. Avoid needless details that detract from the purpose you hope to accomplish. Illustrations or analogy need to be appropriate.
- They need to be readily understandable by the audience.

## Linking back to the question stems

- Although ..... may/ may not agree with the actions of... However with the outcome of... leads one to determine .....
- The opinion of... clearly predicates/outlines/ leads/persuades one to consider .....
- The evidence previously stated conclusively proves/disproves...
- From this statement one can assess the value or importance of..... is .....
- On reflection from ..... earlier statement/claim we are challenged to consider whether it would be better if/ to ...
- Why did (the character) choose... which challenges one also to question .....
- With regards to ..... it may be recommended that ...
- In respects towards ..... we could evaluate his/her treatment of ..... as being ....
- This statement/quote/statistic blatantly determines the repercussions of ... by grossly misinterpreting/misleading the .....
- As inferred/indicated/stated/noted/conveyed by ..... his/her choice was greatly influenced by .....
- With options provided for both sides of the argument one must then select the most plausible outcome between ..... and .....
- In response to the aforementioned one is to then prioritize which outcome is the most suitable, whether ..... is superior to .....
- This quote/statement instigates a judgement between values or beliefs of .....
- Based on the information presented, this ..... accurately defines/explains/describes the....
- As previously stated the notion of ..... clearly supports the view of...
- ..... uses this statement/argument to justify the ramifications of...
- The data obtained from ..... was used to make the conclusion of...
- ..... uses this technique to demonstrate/highlight why it is better that...
- ..... uses this technique to prioritize/challenge/question the facts about...
- From what one can gather from this statement, we are able to compare the ideas about...

## **Biblical Studies Websites**

New Testament Gateway

<http://www.ntgateway.com/>

NTWRIGHT page

<http://www.ntwrightpage.com/>

Resource pages for biblical studies

<http://www.torreys.org/bible/>

Early Christian Writings

<http://www.earlychristianwritings.com/luke.html>

Frontline

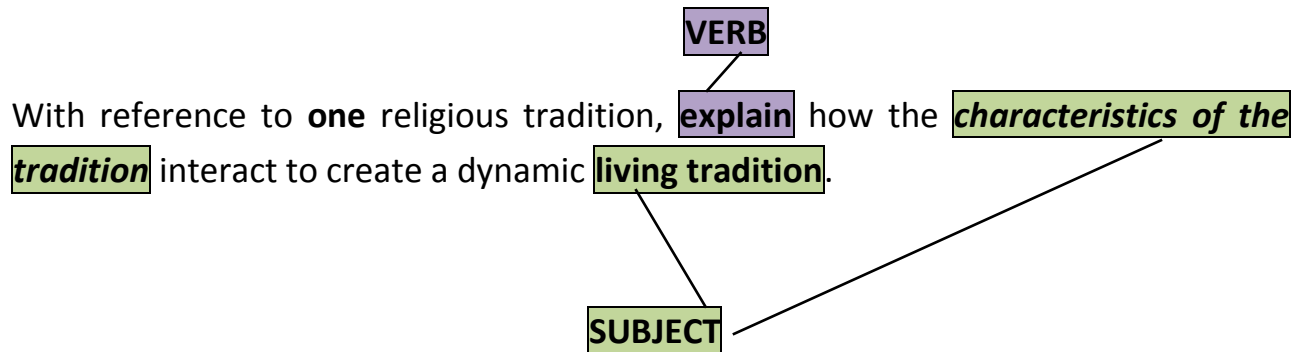
<http://www.pbs.org/wgbh/pages/frontline/shows/religion/story/luke.html>

The Bible and interpretation

<http://www.bibleinterp.com/>



# ESSAY QUESTION:



**STEP ONE:** Identify and highlight the verb. *What is the essay question asking you to do?*

**STEP TWO:** Identify and highlight the subject. *What is the essay asking you to write about?*

**STEP THREE:** Consider what is required in a 'explain' essay.

**EXPLAIN:** *Relate cause and effect; make the relationships between things evident; provide why and or how.*

**STEP FOUR:** Plan the direction of your essay using the following guidelines.

# INTRODUCTION:

- Introductions, just like when meeting someone new, need to be striking to be memorable.
- Avoid just re-writing the essay question, it is important to present your own personal flair at this point.
- Outline points to be discussed within the essay (3-5 lines).

## Begin with the basics:

- Define selected terms to assist your creation of topic sentences.
- Ensure you have accounted/planned for the main issues or ideas you will be covering in your essay.
- Double check that your examples/evidence expand and truly support your argument as opposed to contradicting and weakening your statements.

# BODY:

Use the points outlined in your introduction following the **TEEL** paragraph structure.

**Topic Sentence**

**Explanation**

**Evidence**

**Link back to question**

**Topic Sentence:** *Why is this idea integral to your essay?*

The purpose introduces your topic point or idea in a succinct manner.

**Explanation:** *What do you mean?*

The explanation elaborates upon your topic sentence which is then sustained by your evidence (technique and analysis).

**Evidence:** *Where is your evidence? Where are your quotes?*

The credibility and validity of your evidence (or provided examples) reaffirms your statements and determines the strength of your argument.

**Link back to question:** *How is this idea relevant to the essay question?*

This link concludes your paragraph in and highlights your understanding of the essay question.

*Which pieces of information within your researched information may assist in linking the paragraph one and with paragraph two?*

## CONCLUSION:

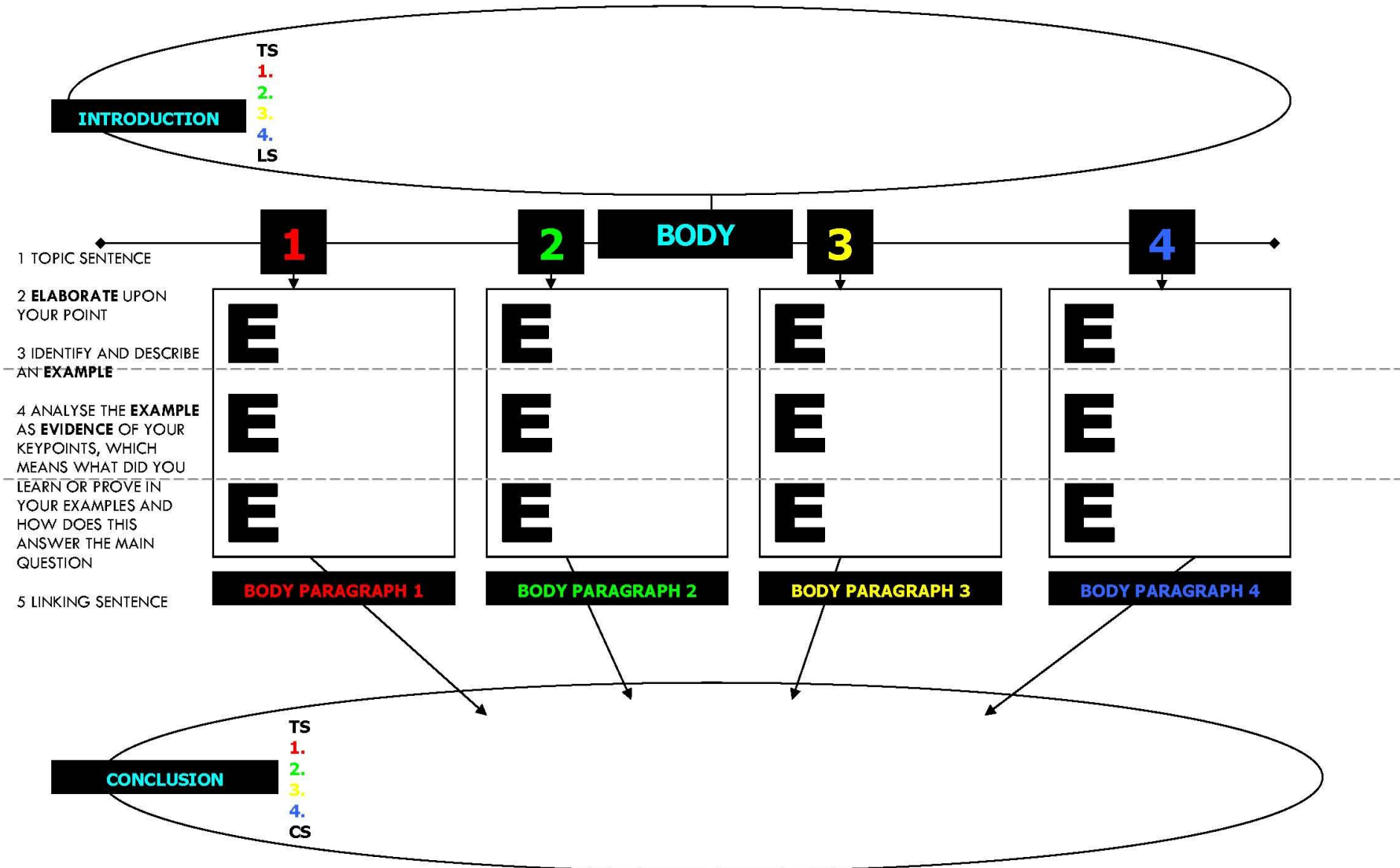
Conclusions should roughly take a paragraph and basically wrap up all that has been previously stated. They generally evaluate how effectively you have answered the essay question and reinforce your argument or discussion without the additions of new ideas.

## Useful Adjectives

<i>Well Thought</i>	<i>Controls</i>	<i>Innovative</i>
<i>Coherent</i>	<i>Extrapolates</i>	<i>Comprehensive</i>
<i>Articulate</i>	<i>Extensive</i>	<i>Thorough</i>
<i>Effective</i>	<i>Strong</i>	<i>Critical</i>
<i>Highly Developed</i>	<i>Accomplished</i>	<i>Relevant</i>
<i>Detailed</i>	<i>Imaginatively</i>	<i>Interprets</i>
<i>Appropriate</i>	<i>Creative</i>	<i>Numerous</i>
<i>Well Developed</i>	<i>Original</i>	<i>Inventive</i>
<i>Profound</i>	<i>Unique</i>	<i>Highly Effective</i>
<i>Argues</i>	<i>Poses</i>	<i>Applies</i>
<i>Perceptive</i>	<i>Resolute</i>	<i>Justifies</i>
<i>Correlates</i>	<i>Actively Engaged</i>	<i>Interprets</i>
<i>Sophisticated</i>	<i>Accurate</i>	<i>Informed</i>
<i>Precise</i>	<i>Abstract</i>	<i>Insightful</i>
<i>Shows Flair</i>	<i>Distinguished</i>	<i>Fluent</i>
<i>Superior</i>	<i>Expressive</i>	<i>Mastery</i>
<i>Makes Informed</i>	<i>Spontaneous</i>	<i>Highly Successful</i>
<i>Judgements</i>		

QUESTION:

# ESSAY PLANNER





Study Notes Sample: Only what is written in the boxes, the accompanying text is simply a guide to assist you.

• **Chapter One: Nature of Religion and Beliefs**

**Religion as a Worldview**

**Keywords/New words:**

**Religion:** a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs.

**Sacred:** devoted or dedicated to a deity or to some religious purpose; consecrated. Entitled to veneration or religious respect by association with divinity or divine things; holy.

**Divine:** of or pertaining to a god, especially the Supreme Being.

**Spiritual Reality:** pertaining to the existence of supernatural beings and or an awareness or connectivity to supernatural beings.

**Supernatural Dimension:** implication of a realm of divine origin.

**Adherents:** steady devotion, support, allegiance, or attachment

**Acknowledges:** to admit to be real or true; recognise the existence, truth, or fact of.

**Beliefs:** confidence in the truth or existence of something not immediately susceptible to rigorous proof.

**Practices:** the action or process of performing or doing something.

- **Skim reading (simply a guideline of what you should have gain from this quick read through, it is not required for you to write in your notes – but if it will assist you why not?):** At a glance the first paragraph of chapter one introduces us to the concept or idea of having a relationship with a higher being, to help us as humans understand our existence and that there are five main religions associated with its expression.
- **Summary of the first and last lines of the paragraph (I have included theses lines in this sample to present to you how I have arrived to my summary):**

**First sentence from paragraph:** *Generally speaking, religion is a ready-made world-view or system of formal beliefs and structured practices that guides and directs its followers to an initial or enhanced feeling for the sacred or divine.*

- Sometimes authors do go on, so I cut out some of the terms and phrases that cloud my reading and comprehension of a paragraph. So the sentence then reads like this:

**First sentence from paragraph:** *Religion is a (global) system of beliefs and practices that **guides and directs** its followers to a feeling for the sacred or divine.*

- I have highlighted *guides and directs* as they have almost identical meanings however, *guides* denotes that the ‘follower’ has a choice in which direction they wish to take whereas *directs* implies a more forceful or coercive approach has been made to persuade the ‘follower’ to adopt a selected path. Not examinable by any means but it is such nuances in language that may change or expand upon the meaning of the text.

**Last sentence from paragraph:** *The names of the major world religions are well known: Buddhism, Christianity, Hinduism, Islam and Judaism.*

- Last sentence from paragraph – take two, not much to adjust.

**Last sentence from paragraph:** *The names of the major world religions are: Buddhism, Christianity, Hinduism, Islam and Judaism.*



## Study Notes Dot Points:

- Religion is a (global) system of beliefs and practices that guides and directs its followers to a feeling for the sacred or divine.
- The names of the major world religions are well known: Buddhism, Christianity, Hinduism, Islam and Judaism.