

# **2006 Religious, Moral and Philosophical Studies**

## **Higher – Paper 2**

### **Finalised Marking Instructions**

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**2006 Religious, Moral and Philosophical Studies (New)  
Higher Paper 2**

**Section 1: Buddhism**

*Mark allocation*

Knowledge and Understanding – approximately 50% of total marks available

Analysis and Evaluation – approximately 50% of total marks available

**Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.**

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence, etc is shown, and/or evaluation is balanced and informed.</li> </ul>

**Question 1**

	<b>KU</b>	<b>AE</b>
<p><b>(a) Describe what Buddhists understand by “eternal nirvana”.</b></p> <p>Points may include, eg:</p> <ul style="list-style-type: none"> <li>• Third Noble Truth – ultimate goal of a Buddhist</li> <li>• extinguishing the fires of anger, desire and ignorance</li> <li>• unconditioned state of bliss</li> <li>• end of craving/ignorance</li> <li>• difficult to describe – can only be experienced</li> <li>• not a place – not Buddhist heaven.</li> </ul>	<b>4</b>	

	KU	AE
<p><b>(b) “Bondage of the lower life.”</b></p> <p><b>Explain what Buddhists would understand by this phrase.</b></p> <p>This is Samsara. Points may include:</p> <p>Lower life:</p> <ul style="list-style-type: none"> <li>• life of suffering/ignorance</li> <li>• state of conditioned existence – our actions create conditions for future existence</li> <li>• unenlightened actions bring suffering</li> <li>• state of ignorance continues while we remain unenlightened</li> <li>• all beings linked in web of existence.</li> </ul> <p>Bondage:</p> <ul style="list-style-type: none"> <li>• we are tied to Samsara by our ignorance</li> <li>• tied by three poisons which keep the wheel turning.</li> </ul>	<b>5</b>	
<p><b>(c) Describe how desire and temptation played a part in the Buddha’s life as he progressed towards Enlightenment.</b></p> <ul style="list-style-type: none"> <li>• Father provided luxury so that he would NOT desire things in order to avoid his asking questions. Hoped he would not ask questions and become a holy man.</li> <li>• Became dissatisfied inside palace. Desire to know what was outside. Tempted out of the palace.</li> <li>• Lived as a sadhu to try to confront human desires and temptations in order to find Enlightenment.</li> <li>• Tempted by Mara (five daughters: pride, greed, ignorance, desire and fear) to give up meditation under Bo tree.</li> <li>• Craving was third insight he gained when meditating.</li> <li>• Enlightenment is point at which all cravings cease.</li> </ul>	<b>4</b>	
<p><b>(d) Why is it important for Buddhists to surrender all desires?</b></p> <p>This is Tanha. Points may include:</p> <ul style="list-style-type: none"> <li>• craving is origin of suffering</li> <li>• while we are craving, we are not Enlightened</li> <li>• we grasp at things we enjoy and want them to be permanent and we suffer when they are not</li> <li>• we want to own more of things that make us happy</li> <li>• nothing stays the same, so we continue to crave</li> <li>• following Dhamma leads to simplicity, to contentment, to decrease in worldly gains and acquisitions</li> <li>• Fourth Noble Truth is ending of suffering: only when we stop craving do we achieve inner calm and satisfaction</li> <li>• Nibbana is when all cravings cease.</li> </ul>		<b>4</b>

	KU	AE
<p>(e) <b>“Wherever holy men dwell, that is indeed a place of joy”</b>  <b>Is it necessary to be a monk to achieve Enlightenment?</b>  <b>Discuss with reference to two Buddhist traditions.</b></p> <p>Reasons why yes:</p> <ul style="list-style-type: none"> <li>• the removal of craving and destruction of attachments and desires are the means to Enlightenment, so it would seem that in any tradition it would be easier to achieve as a monk than as laity because of fewer temptations</li> <li>• being a monk allows time to devote to spiritual training necessary for Enlightenment, eg meditation on craving</li> <li>• monastic life has fewer distractions so monks can confront greed, hatred and ignorance which lay people have less time to notice or deal with</li> <li>• within Theravada, only really possible for monks – stress the need for monastic existence to achieve Enlightenment</li> <li>• only monks gain Arahatsip.</li> </ul> <p>Reasons why no:</p> <ul style="list-style-type: none"> <li>• Mahayana believes all beings have the capacity to become enlightened. Desires have to be thrown off for this to happen</li> <li>• greater vehicle, so more people benefit from Mahayana practices, so laity can achieve Enlightenment</li> <li>• both monastic and lay Buddhists take refuge in the Three Jewels</li> <li>• lay Buddhists can still progress spiritually with good effort</li> <li>• Dhamma embraces every aspect of life – secular too, so laity can work at curbing desires and progressing to Enlightenment</li> <li>• Enlightenment is only ever achieved by own efforts whether as a monk or as laity.</li> </ul>		8

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><b>“It is a Buddhist’s aim to cultivate peace, bliss and wellbeing in him/herself.”</b></p> <p><b>Discuss the extent to which belief in Anatta helps a Buddhist to achieve this aim.</b></p> <ul style="list-style-type: none"> <li>• Anatta is doctrine of no self.</li> <li>• It is Anicca applied to people. Nothing in humans is permanent because people are of an impermanent world.</li> <li>• People are made of a bundle of five skandhas, none of which is permanent.</li> <li>• Non-acceptance of this leads to suffering.</li> <li>• It is a wrong understanding of the world to think of self as being at the centre.</li> <li>• Buddha emphasised need to realise Anatta in order to reach Enlightenment.</li> </ul> <p>SO ... belief in Anatta would help because:</p> <ul style="list-style-type: none"> <li>• Buddhists would not be trying to satisfy ‘self’ in seeking Enlightenment: cannot satisfy ‘self’ because ‘self’ is not permanent</li> <li>• self-centredness arises from attachment – this is unenlightened</li> <li>• negative states of mind result from attachment to self, eg hurt when insulted</li> <li>• positive states of mind also result from attachment to self, eg happy when praised</li> <li>• to cultivate Nibbana is NOT cultivating ego: it is to cultivate a release from the need to satisfy self</li> <li>• must give up preoccupation with ‘me’ and ‘my needs’ to achieve Enlightenment</li> <li>• must show compassion for others (without doing so for Karmic gain) in order to achieve enlightenment</li> <li>• impossible to be selfish AND achieve Enlightenment because if cultivated for ‘self’s’ sake it wouldn’t be achieved</li> <li>• living with delusion of a self cannot result in ease of mind</li> <li>• path to Nibbana involves overcoming obstacles in self.</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>• other key concepts must also be accepted, eg Anicca.</li> </ul>	<b>6</b>	<b>9</b>
<b>Total</b>	<b>19</b>	<b>21</b>

## Section 2: Christianity

*Mark allocation*

Knowledge and Understanding – approximately 50% of total marks available

Analysis and Evaluation – approximately 50% of total marks available

**Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.**

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence, etc is shown, and/or evaluation is balanced and informed.</li> </ul>

### Question 1

	<b>KU</b>	<b>AE</b>
<p><b>(a) Describe the suffering of Jesus.</b></p> <ul style="list-style-type: none"> <li>• Put on trial and wrongly accused</li> <li>• Mocked/crown of thorns</li> <li>• Whipped by the soldiers</li> <li>• Made to carry his cross to the place of execution</li> <li>• Nailed to the cross</li> <li>• His dying</li> <li>• Suffering of knowing his innocence</li> </ul>	<b>4</b>	
<p><b>(b) “Because of the death he suffered.”</b></p> <p><b>In what ways do Christians remember the death of Jesus?</b></p> <p>NB: An answer entirely on Mass/Communion is acceptable.</p> <ul style="list-style-type: none"> <li>• They gather together on Sunday to worship and give thanks.</li> <li>• They follow his teachings.</li> <li>• They try to live their lives by his example.</li> <li>• They celebrate Mass/Communion.</li> <li>• They love their neighbours as themselves.</li> <li>• They live in a sense of forgiveness and hope for the future.</li> <li>• They believe that Jesus’ death has defeated death, so they have hope of eternal life.</li> <li>• Easter Sunday is the most important event in the Christian calendar.</li> <li>• Common symbol of the crucifix/cross.</li> </ul>	<b>4</b>	

	KU	AE
<p>(c) <b>Explain why Christians think that it is important to develop their relationship with God.</b></p> <ul style="list-style-type: none"> <li>• By repentance of past sins and errors, they can begin again.</li> <li>• Acceptance of Jesus as a personal Lord and Saviour brings them support.</li> <li>• By submission to his will gives this present life meaning and purpose.</li> <li>• By living in a state of constant communion with him/prayer and action, they feel his constant support and help in times of need.</li> <li>• A relationship with Jesus gives meaning to other relationships.</li> <li>• It restores the broken relationship between humans and God.</li> <li>• It also restores the broken relationship between other humans.</li> <li>• It leads to concern for others in acts of charity.</li> <li>• Candidates may develop the consequences of the Fall.</li> <li>• Alienation restored in Christ.</li> <li>• Promise of eternal life/end of death.</li> </ul>	3	3
<p>(d) <b>“In order to bring many sons to share his glory.”</b></p> <p><b>Explain what Christians would understand by the phrase “share his glory”.</b></p> <ul style="list-style-type: none"> <li>• Life after death with God</li> <li>• Life in all its fullness for eternity</li> <li>• A new view of this present world</li> <li>• A restored relationship with God</li> <li>• Belief in eternal life</li> <li>• Atonement/oneness with God</li> <li>• Spiritual life now and after death in the holy spirit</li> <li>• Descriptions of Heaven/Hell (no more than 2 KU marks).</li> </ul>	3	4
<p>(e) <b>“For Jesus is the one who leads them to salvation”.</b></p> <p><b>How important is this belief for Christians?</b></p> <ul style="list-style-type: none"> <li>• New Testament testimony to this fact</li> <li>• Belief that resurrection is the first fruits for believers</li> <li>• Belief that it was Jesus’ death and resurrection that restores a relationship with God</li> <li>• It is by following Jesus that wholeness is restored</li> <li>• Leading a moral life depends on the help of Jesus</li> <li>• Jesus alone heals morally, physically and spiritually</li> <li>• Freedom from sin comes through Jesus</li> <li>• Life in Jesus is life in a new spirit</li> <li>• Jesus alone can rescue people from the human condition</li> <li>• Christ is with them moment by moment</li> <li>• The healing ministry of Jesus.</li> </ul>		4

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><b>Read the statement below then answer the question that follows.</b></p> <p><b>“Belief in final judgement helps Christians achieve the goals of life.”</b></p> <p><b>Discuss this belief with reference to two Christian traditions.</b></p> <ul style="list-style-type: none"> <li>• Important because Jesus taught about the importance of Judgement.</li> <li>• It helps Christians to understand the compassion of God.</li> <li>• God is all-powerful/omnipotent.</li> <li>• Only God has the right to final judgement.</li> <li>• Sheep will be separated from the goats.</li> <li>• A proper and fair judgement for those who have lived by the teaching of Jesus.</li> <li>• Important in that it could be an impetus for evangelism.</li> <li>• It is an incentive to live the good life.</li> <li>• Gives direction and purpose to the here and now.</li> <li>• Without this Christianity has little to offer humanity.</li> <li>• Reinforces beliefs in life and death.</li> </ul> <p>But it may not help because:</p> <ul style="list-style-type: none"> <li>• Unimportant because the Christian life is not based on the fear of death</li> <li>• Christian life is a response to Christ</li> <li>• Service is given in gratitude for what Jesus has done</li> <li>• Different groups have different emphasis on this topic.</li> </ul> <p>Candidates will use the above information showing how each of the studied traditions would place its particular emphasis. For example, “Importance for evangelism would be very important for Evangelical Churches but maybe not so important for another tradition such as Quakers.</p>	<b>5</b>	<b>10</b>
<b>Total</b>	<b>19</b>	<b>21</b>

### Section 3: Hinduism

*Mark allocation*

Knowledge and Understanding – approximately 50% of total marks available

Analysis and Evaluation – approximately 50% of total marks available

**Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.**

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence, etc is shown, and/or evaluation is balanced and informed.</li> </ul>

#### Question 1

	<b>KU</b>	<b>AE</b>
<p><b>(a) Explain what Hindus understand by the phrase “God immanent in all”.</b></p> <ul style="list-style-type: none"> <li>• Brahman is in everything</li> <li>• Universe is Brahman</li> <li>• We all have Brahman within</li> <li>• The atman is Brahman and vice versa.</li> </ul>	<b>3</b>	
<p><b>(b) Describe what some Hindus mean by God being “The Transcendent”.</b></p> <ul style="list-style-type: none"> <li>• Beyond our definitions</li> <li>• Nothing can affect Brahman</li> <li>• Brahman cannot be destroyed</li> <li>• Above and beyond the universe</li> <li>• Other than the universe</li> <li>• Remote.</li> </ul>	<b>3</b>	

	<b>KU</b>	<b>AE</b>
<p><b>(c) Why, for some Hindus, is bhakti the most desirable path to follow?</b></p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> <li>• Path of devotion</li> <li>• Practice of puja</li> <li>• Worship of personal deity</li> <li>• Redirection emotion of love to God.</li> </ul> <p>Analysis and Evaluation:</p> <ul style="list-style-type: none"> <li>• Transfers culturally</li> <li>• Most practical for 21<sup>st</sup> century</li> <li>• Easy to understand</li> <li>• No restrictions on caste</li> <li>• Harnesses natural emotions</li> <li>• Does not involve self-mortification</li> <li>• Can be part of everyday life</li> <li>• Kirshna recommended as the best.</li> </ul>	<b>3</b>	<b>4</b>
<p><b>(d) “Those who know, live by what is taught in the Vedas.”</b></p> <p style="text-align: right;"><b>Maitri Upanishad 7:10</b></p> <p><b>What is the importance of the Vedas to Hindus?</b></p> <ul style="list-style-type: none"> <li>• Vedas contain the truth</li> <li>• Vedas explain the nature of the universe</li> <li>• Vedas contain advice for living</li> <li>• Vedas are the holiest of all scripture</li> <li>• Vedas are revealed by Brahman.</li> </ul>	<b>4</b>	
<p><b>(e) How essential is a guru in the life of Hindus?</b></p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> <li>• Role of guru in worship</li> <li>• Role of guru in festivals</li> <li>• Role of guru in rites of passage</li> <li>• Role of guru in spiritual teaching.</li> </ul> <p>Analysis and Evaluation:</p> <ul style="list-style-type: none"> <li>• Initiates the spiritual search</li> <li>• Transmits his spiritual power</li> <li>• Transmits spiritual truth</li> <li>• Guides along the path of enlightenment</li> <li>• Sets an example of how to do it</li> <li>• Dispels spiritual darkness</li> <li>• Leads the individual to the truth</li> <li>• Much depends on the path followed, for some the guru is not important.</li> </ul>	<b>3</b>	<b>5</b>

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><b>“To understand Hinduism you have to understand the importance of karma.”</b></p> <p><b>Is this an accurate assessment of the importance of Karma?</b></p> <p>4 marks for a description of karma:</p> <ul style="list-style-type: none"> <li>• good acts</li> <li>• bad acts</li> <li>• pitiless law of existence</li> <li>• affects samsara</li> <li>• varna and ashrama.</li> </ul> <p>Discussion of karma as related to:</p> <ul style="list-style-type: none"> <li>• importance in the margas, eg good karma is to follow one’s path</li> <li>• importance in dharma, eg good karma is to follow one’s duty</li> <li>• importance in the human condition, eg we all have to act</li> <li>• importance in the goals, eg renunciation</li> <li>• importance in the means, eg caste.</li> </ul> <p>There would be disagreement with this view:</p> <ul style="list-style-type: none"> <li>• Avidya is more important</li> <li>• got to understand how the karma fits into our ignorance</li> <li>• Avidya destroys desire associated with karma</li> <li>• transience could hold the key to Hinduism</li> <li>• accept all is transient, even karma, to understand universe</li> <li>• understanding of the self (atman) is the key, eg separate self from ego and karma’s effect falls away</li> <li>• Moksha, the goal of life, transcends karma.</li> </ul>		
<b>Total</b>	<b>4</b>	<b>11</b>
	<b>20</b>	<b>20</b>

## Section 4: Islam

### Mark allocation

Knowledge and Understanding – approximately 50% of total marks available

Analysis and Evaluation – approximately 50% of total marks available

**Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.**

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence, etc is shown, and/or evaluation is balanced and informed.</li> </ul>

### Question 1

	KU	AE
<p><b>(a) “...but to make you clean...”</b></p> <p><b>Describe what Muslims understand by this phrase.</b></p> <ul style="list-style-type: none"> <li>• That they should be ready to speak with Allah in prayer and should be clean to be in his presence</li> <li>• This infers the ritual cleansing of Wuzu</li> <li>• There are many rules about this ritual</li> <li>• That it is associated with certain other actions</li> <li>• Association with certain acts and people put a Muslim in a state of uncleanness</li> <li>• Points to the future with Allah is a state of purification.</li> </ul>	<b>3</b>	
<p><b>(b) What do Muslims consider to be the purpose of prayer?</b></p> <ul style="list-style-type: none"> <li>• Brings the Muslim closer to Allah</li> <li>• Combines the body and soul</li> <li>• Brings the individual a sense of peace and tranquillity</li> <li>• For the community a sense of brotherhood and fellowship</li> <li>• Personal discipline</li> <li>• Changes a person’s life and their perspective of themselves and others</li> <li>• Promotes patience, courage, hope and confidence</li> <li>• Prepares the Muslim for the trials of this life and the future with Allah.</li> </ul>	<b>4</b>	

	KU	AE
<p><b>(c) Why is it important for a Muslim to submit to the will of Allah?</b></p> <ul style="list-style-type: none"> <li>• Submission is the very heart of Islam</li> <li>• Meaning of the word Islam</li> <li>• To submit to Allah is a test of faith</li> <li>• Also a test of character</li> <li>• Wrongdoing leads to suffering so obedience is important to follow the correct path</li> <li>• Through obedience people learn to accept Allah as compassionate</li> <li>• Helps in conformation to the laws</li> <li>• It is only through such obedience to the will of Allah that they will inherit eternal life</li> <li>• They will learn to be better people by submitting to the will of Allah</li> <li>• Life will be happier for all with such submission and obedience</li> <li>• Less suffering will result</li> <li>• Allah in return will offer his support</li> <li>• Paradise is guaranteed to those who submit to the will of Allah</li> <li>• They will be following the good example of Muhammad</li> <li>• Ihsan and taqwa as the beginning of true submission</li> <li>• Covers all aspects of life</li> <li>• The Qu’ran states on many occasions that all must submit to the will of Allah.</li> </ul>	<b>1</b>	<b>4</b>
<p><b>(d) “...If anyone rejects faith, fruitless is his work, and in the Hereafter he will be in the ranks of those who have lost...”</b></p> <p><b>In what ways is this a significant passage for Muslims?</b></p> <ul style="list-style-type: none"> <li>• Faith without action is meaningless</li> <li>• All life is to be praise to Allah</li> <li>• All will one day be answerable to Allah for all actions</li> <li>• Day of Judgement</li> <li>• Nobody, not even Muhammad, knows when this day will be</li> <li>• Record of deeds kept by the angels</li> <li>• These will be handed over at the last day</li> <li>• Faithful are purified – evildoers will suffer</li> <li>• This is an encouragement to live the good life</li> <li>• Encourages the practice of the Five Pillars</li> <li>• Gives meaning and purpose to life</li> <li>• It holds the promise of eternal life.</li> </ul>	<b>3</b>	<b>3</b>

	<b>KU</b>	<b>AE</b>
<p><b>(e) Why should Muslims be concerned about the use of free-will?</b></p> <ul style="list-style-type: none"> <li>• Everything in the universe is under the control of Allah.</li> <li>• Allah has granted humans the right to choose their own actions</li> <li>• Freewill is this right to choose</li> <li>• It is what makes us human</li> <li>• Our days are all counted/predestined</li> <li>• Everything is known to Allah</li> <li>• Human beings are not governed in the same way as the natural law of the world</li> <li>• Misuse of freewill deprives people of right of entry to paradise</li> <li>• Misuse results in suffering</li> <li>• Causes alienation from Allah if used wrongly</li> <li>• Causes alienation between people likewise</li> <li>• Misuse results in conflict</li> <li>• People who walk in the dark will be blind to the truth</li> <li>• If we do not wish to be burned, we must stay out of the fire</li> <li>• Misuse of freewill affects people physically as well as morally</li> <li>• It brings penalty on the day of judgement.</li> </ul>	<b>4</b>	<b>3</b>

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><b>Read the statement below then answer the question that follows.</b></p> <p><b>“Muslims would agree that the Five Pillars are of benefit both to the individual and to the community of Islam.”</b></p> <p><b>Discuss with reference to two of the Pillars other than Prayer.</b></p> <p>Maximum of 4 KU marks for naming and describing two pillars other than Prayer.</p> <p>Any two of the following:</p> <p>Kalimah and Shahadah</p> <ul style="list-style-type: none"><li>• Importance of the recitation of the Shahadah</li><li>• This is the way of worship</li></ul> <p>Zakah</p> <ul style="list-style-type: none"><li>• The giving of charity at least once per year</li></ul> <p>Sawm</p> <ul style="list-style-type: none"><li>• Fasting during the month of Ramadan</li></ul> <p>Hajj</p> <ul style="list-style-type: none"><li>• The annual pilgrimage to Mecca.</li></ul>		

	KU	AE
<p>The benefits to the individual and community of the chosen two.</p> <p>Kalimah and Shahadah</p> <ul style="list-style-type: none"> <li>• Strong sense of community inspired by this</li> <li>• The basis of Islam is submission for the whole community and the individual</li> <li>• Way into worship for the community and the individual</li> <li>• Therefore a benefit</li> <li>• But it could become mere repetition and so of little benefit</li> <li>• May take away individual actions.</li> </ul> <p>Zakah</p> <ul style="list-style-type: none"> <li>• Cleanses the individual of love of money</li> <li>• Purifies the individual</li> <li>• Encourages compassion for all</li> <li>• Can be seen as all that is required, therefore can be restrictive of action</li> <li>• Could encourage false sense of pride in the individual and the community</li> <li>• Equality for all</li> <li>• Money helps not only individuals but all of the community</li> <li>• A once a year thing so forgotten for the rest of the year</li> <li>• May engender an inward-looking community.</li> </ul> <p>Sawm</p> <ul style="list-style-type: none"> <li>• Develops individual self-control</li> <li>• Overcomes selfishness for all of the community</li> <li>• Builds up spiritual self/individual and community</li> <li>• Shared ordeal</li> <li>• Self-righteousness can easily be fostered</li> <li>• Develops the moral life</li> <li>• Sense of individual willpower</li> <li>• Could become inward-looking.</li> </ul> <p>Hajj</p> <ul style="list-style-type: none"> <li>• Develops a strong sense of faith</li> <li>• Forgiveness of Allah to the individual and all the community</li> <li>• Sense of self to become a pilgrim now and in all life</li> <li>• More aware of the soul and the fragility of life</li> <li>• Can engender a feeling of the only one true religion</li> <li>• Having accomplished it may mean no further need for action.</li> </ul> <p>11 marks AE for discussion relating to each pillar with a maximum of 7 AE marks for any one pillar (ie a candidate cannot gain full marks for an extended response on only one of the pillars chosen).</p>	4	11
<b>Total</b>	<b>19</b>	<b>21</b>

## Section 5: Judaism

### Mark allocation

Knowledge and Understanding – approximately 50% of total marks available

Analysis and Evaluation – approximately 50% of total marks available

**Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.**

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence, etc is shown, and/or evaluation is balanced and informed.</li> </ul>

### Question 1

	KU	AE
<p><b>(a) “But in the end of days it shall come to pass”</b></p> <p><b>Describe Jewish beliefs about the Messianic Age.</b></p> <ul style="list-style-type: none"> <li>• Messiah will be a man – prophet, teacher, leader</li> <li>• Descendent of David</li> <li>• Peace will reign</li> <li>• Lead Jewish people back to the land of Israel</li> <li>• Either because world is good enough – or too evil.</li> </ul>	<b>5</b>	
<p><b>(b) “...and He will teach us of His ways...”</b></p> <p><b>In what ways do Jews observe the teachings of God in the home?</b></p> <ul style="list-style-type: none"> <li>• Ritual observance, eg Shabbat, Kashrut</li> <li>• Festivals – Pesach, Sukkot</li> <li>• Mezuzah, tefillin</li> <li>• Brit milah</li> <li>• Lashon Harah</li> <li>• Study of Torah and Talmud.</li> </ul>	<b>5</b>	
<p><b>(c) “...for out of Zion shall go forth the law...”</b></p> <p><b>Explain the connection between the Written Law and the Oral Law.</b></p> <ul style="list-style-type: none"> <li>• Both given to Moses on Mount Sinai</li> <li>• Written Law unchanged</li> <li>• Oral Law is explanations and interpretations</li> <li>• Oral Law grows and develops.</li> </ul>	<b>2</b>	<b>2</b>

	<b>KU</b>	<b>AE</b>
<p><b>(d) Explain the importance of the principle of justice in Judaism.</b></p> <ul style="list-style-type: none"> <li>• Biblical teachings set out to ensure justice and fairness to all</li> <li>• Prophets fought for social righteousness</li> <li>• Justice applies to all spheres of life, eg business</li> <li>• Basic belief is that God deals justly with his creation</li> <li>• Special consideration for the weak and defenceless.</li> </ul>		<b>4</b>
<p><b>(e) Discuss the view that this world (Olam ha-Zeh) is more important to Jewish belief and practice than the world to come (Olam ha-Bah).</b></p> <ul style="list-style-type: none"> <li>• World to come – where souls go after death</li> <li>• Ultimate reward for righteous Jews</li> <li>• Enjoy God’s presence, absence of anything negative</li> <li>• Observance of mitzvot in this life influences world to come</li> <li>• Working towards peace in this world</li> <li>• Opportunity for sincere repentance</li> <li>• Tenakh makes little mention of world to come.</li> </ul>	<b>3</b>	<b>4</b>

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><b>“Jews believe that human beings are created in the image of God.”</b></p> <p><b>Discuss the implications of this belief.</b></p> <p>Creation/image of God, eg:</p> <ul style="list-style-type: none"> <li>• everything in Creation is as God willed it</li> <li>• man given sovereignty over nature</li> <li>• God’s nature: omniscient, omnipotent, omnipresent</li> <li>• creator, father, king, judge, teacher</li> <li>• human beings reflect God’s nature</li> <li>• man has moral capacity, reason, free will</li> <li>• man can love God and have a spiritual bond.</li> </ul> <p>The implications of this belief for Jews, eg:</p> <ul style="list-style-type: none"> <li>• creation is ongoing and moving towards fulfilment of a purpose</li> <li>• responsibility to follow God’s guidelines for life</li> <li>• to resist the yetzer harah</li> <li>• strengthen spiritual bond through prayer, teshuvah</li> <li>• gain closeness to God through ritual observance</li> <li>• show love for God through love for others, Golden Rule</li> <li>• await the coming of the Messiah/Messianic Age.</li> </ul>	<b>5</b>	
<b>Total</b>	<b>20</b>	<b>10</b>

## Section 6: Sikhism

### Mark allocation

Knowledge and Understanding – approximately 50% of total marks available

Analysis and Evaluation – approximately 50% of total marks available

**Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.**

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence, etc is shown, and/or evaluation is balanced and informed.</li> </ul>

### Question 1

	KU	AE
<p><b>(a) In this source, God is referred to as the ‘Architect of Destiny’.</b></p> <p><b>What is meant by this title?</b></p> <p>Three relevant points, eg:</p> <ul style="list-style-type: none"> <li>• God as the creator of all that exists</li> <li>• God as the controlling power behind all events and circumstances in a person’s life</li> <li>• God’s Grace is needed for spiritual development, a person cannot make progress without it</li> <li>• everyone has free will and must exercise their choices in the circumstances God has given them.</li> </ul>	<b>3</b>	
<p><b>(b) The main sacred text of the Sikh faith is called the Guru Granth Sahib.</b></p> <p><b>Describe <u>two</u> other ways in which the title Guru is used by Sikhs.</b></p> <p>Two uses, eg:</p> <ul style="list-style-type: none"> <li>• Guru referring to all, or one of, the ten Sikh Gurus who first taught/communicated the Sikh faith.</li> <li>• Guru referring to God as the True Guru, source of all wisdom.</li> </ul>	<b>4</b>	

	KU	AE
<p>(c) <b>Singing ‘the kirtan of the Praises of the Lord’ is one way in which Sikhs worship God.</b></p> <p><b>Describe <u>one</u> other way in which Sikhs worship God.</b></p> <p>Any relevant description of <b>one</b> way in which a Sikh person worships God, eg:</p> <ul style="list-style-type: none"> <li>• community worship – takes place in a Gurdwara throughout the day (in some areas at set times); washing before visiting Gurdwara, removing shoes, head covered; bowing before the Guru Granth Sahib and giving an offering; sitting with others on the floor and listening to Granthi reading from Guru Granth Sahib; sharing karah prashad and langar in recognition of God within all/all equal.</li> <li>• private devotion – following a daily routine of prayer and meditation; rising early (the ‘ambrosial hour’), washing and meditating on God’s name/Naam until sunrise; mentally or verbally repeating God’s name/Naam while carrying out daily work/duties; prayers and meditation at the end of the day; reading and studying passages from the Guru Granth Sahib; Khalsa Sikhs have additional devotional duties (five set times).</li> <li>• may also refer to sewa (service) as form of worship or caring for Guru Granth Sahib.</li> </ul> <p>A brief description gains 1 mark, a very detailed description gains 2 marks.</p>	<b>2</b>	
<p>(d) <b>Explain the phrase “all my wanderings”.</b></p> <p>Knowledge and Understanding of transmigration, eg:</p> <ul style="list-style-type: none"> <li>• all human beings have a soul/atma which is part of God</li> <li>• the soul journeys through many lives and forms before becoming human and having the opportunity to reunite with God.</li> </ul> <p>Further explanation of transmigration, eg:</p> <ul style="list-style-type: none"> <li>• birth as a human is unique because only in human form can the soul reunite with God</li> <li>• the souls’ progress is determined by the law of karma which is part of the created order</li> <li>• good karma brings the soul closer to reunion, bad karma takes the soul further away from God</li> <li>• karma is created through a person’s thoughts and actions</li> <li>• consciously acting in harmony with God’s Will cancels out all previous karma and avoids new karma being created. This leaves the human open to reunion with God.</li> </ul>	<b>2</b>	<b>3</b>

	KU	AE
<p><b>(e) Why is sewa important to Sikhs?</b></p> <p>Definition of Sewa as ‘service in a spirit of emotional detachment/without thought of reward’ (or equivalent).</p> <p>Any relevant explanation of the importance of Sewa, eg</p> <ul style="list-style-type: none"> <li>• Sewa is of equal importance with simran (devotion/worship) in helping Sikhs to progress towards reunion with God – one without the other is pointless</li> <li>• involves service within the Sikh community (Gurdwara or wider Sikh community) and also to all humanity in recognition of the belief that God is within all creation</li> <li>• by serving creation/others, Sikhs believe that they are also serving God who is within all creation.</li> </ul>	<b>1</b>	<b>3</b>
<p><b>(f) This source helps to describe the final goal of life for Sikhs.</b></p> <p><b>Explain Sikh beliefs about the final goal of life.</b></p> <p>Description of the final goal as ‘merging/reunion with God’. Any other relevant facts to expand on this, eg:</p> <ul style="list-style-type: none"> <li>• involves reunion of the soul/atma with its original source</li> <li>• phrase ‘peace and tranquillity’</li> <li>• can only ultimately be achieved by the grace of God</li> <li>• phrase ‘my Lord and Master has become merciful’</li> <li>• cannot be fully described, can only be experienced.</li> </ul> <p>Further relevant explanation, eg:</p> <ul style="list-style-type: none"> <li>• based on the belief that, at the creation of the universe, God infused Self into all creation and is the soul or divine spark within all creation</li> <li>• human beings can help themselves through meditation (simran) and service (sewa)</li> <li>• phrase ‘sing the Praises of his Lord’</li> <li>• reunion with God not after death – Jivan Mukti</li> <li>• state of peace/contentment (‘I have found peace and tranquillity’)</li> <li>• all material and worldly concerns are irrelevant (‘my struggle has ended’)</li> <li>• a state of equipoise where pain and pleasure are experienced with equal detachment (sahej).</li> </ul>	<b>3</b>	<b>4</b>

## Question 2

	KU	AE
<p><b>“The need to fulfil the social duties of a householder could lead Sikhs away from reunion with God.”</b></p> <p><b>Would all Sikhs agree with this statement?</b></p> <p>A description of Sikh beliefs regarding the importance of fulfilling the duties of a householder, eg:</p> <ul style="list-style-type: none"> <li>• all creation is part of God and only by serving/engaging with creation can a person reunite with God</li> <li>• Sikh Gurus taught that it is only by engaging with the world (which is part of God) that one can truly serve God</li> <li>• family/community life is an important way of engaging with the world</li> <li>• Sikhs reject the route of withdrawal/asceticism (may include an example/ anecdote).</li> </ul> <p>A discussion which covers only one possible response can gain a maximum of 8 marks.</p> <p>In agreement with statement, eg:</p> <ul style="list-style-type: none"> <li>• many temptations and distractions are involved in living as a householder (wealth, becoming emotionally attached, contemporary pressure to ‘succeed’ (five evils))</li> <li>• it is very difficult not to become emotionally attached to members of your family (eg children/parents)</li> <li>• daily practical duties involved in family life can cause frustration or distraction from the spiritual goals of life</li> <li>• the idea of engaging with the world in a spirit of detachment may go against modern emphasis on self-realisation/gratification.</li> </ul> <p>In disagreement with statement:</p> <ul style="list-style-type: none"> <li>• by engaging with the world a Sikh is constantly reminded of ‘God within all creation’ (reinforces belief)</li> <li>• gives a sense of appreciation of the struggles/experiences of others and can promote compassion</li> <li>• avoids the danger of becoming divorced from reality</li> <li>• fits with modern ideas of the importance of commitment to/engagement with others.</li> </ul> <p>Candidates may include examples of the work of individual Sikhs/Sikh communities in improving/serving the world around them.</p> <p>A clear answer to the question asked, supported by reasons, should be given in order for a candidate to be awarded full marks.</p>	<b>5</b>	
<b>Total</b>	<b>20</b>	<b>10</b>

[END OF MARKING INSTRUCTIONS]