

2006 Religious, Moral and Philosophical Studies

Intermediate 1 – New Arrangements

Finalised Marking Instructions

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Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 60% of mark
Analysis and Evaluation – Approximately 40% of mark

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

Assessment objective	Generic requirements
Knowledge and understanding	<ul style="list-style-type: none">• Accurate and relevant knowledge of content is demonstrated• The information is presented in a clear manner• Information is communicated effectively using correct terminology
Analysis and evaluation	<ul style="list-style-type: none">• Analysis of beliefs and practices is shown, and/or• Evaluation is balanced and informed

- Where candidates have included material which is irrelevant to the question, markers may use square brackets to indicate this, [].
- Repetition of material by candidates may be highlighted by using the abbreviation Rep. in the left margin.
- Otherwise, only a tick (✓) at each relevant point should be marked on scripts.

SECTION ONE

WORLD RELIGIONS

BUDDHISM

1. The Human Condition

- (a) After leaving the palace the Buddha saw four sights. Describe the first three sights. 3

KU 3 marks

- He first saw an old man which disturbed him as he had never seen old age when he was in the palace.
- The second sight was a diseased/dying man – disease was kept from him and he was horrified by the sight of a sick broken body.
- The third sight was a corpse. This was the most shocking to him as it was the first he realised that death was the end that awaited us all.

- (b) What does dukkha mean? 1

KU 1 mark

- Literally suffering – the first noble truth. It means all life is suffering; it is the essence of the human condition.
- To a Buddhist the word has connotations of anxiety or any form of dissatisfaction at the difficulties of life.

- (c) The fourth sight was a holy man. What effect did this have on the Buddha? 2

KU 2 marks

- On seeing the Holy man the Buddha was struck by the peaceful nature of his demeanour.
- The Buddha realised that his experience of wealth had not brought him the kind of happiness he saw in the Holy Man.
- The Buddha decided to search for whatever the man knew that allowed him to have such peace in the face of the horrors and suffering of life.
- He left his wife and family and went to the forest and lived the life of an ascetic – searching for the truth that brought such peace to the man. He could not rest until he did so.

(d) *“If you know what causes suffering, you can avoid suffering,”*

Would a Buddhist agree?

Give two reasons for your answer.

4

AE 4 marks

Agree

- When you see what causes suffering you know what to avoid.
- Attachment to things that will end will always lead to unhappiness.
- Knowing this will allow you to avoid the kind of attachments that lead to unhappiness – and to cope with suffering when it comes.
- Knowing that desire also contributes to attachment and to the things that cause suffering will lead to being able to detach yourself.
- Following the Eightfold Path/four Noble Truths makes it possible to avoid suffering.

Disagree

- No amount of knowing about the causes of suffering can avoid the pain of death.
- Just knowing about the cause of suffering cannot help you avoid such things as sickness and ageing – these are inevitable and will almost always lead to pain either when we die ourselves or when we lose someone close to us.
- For many just knowing the wrong thing to do does not prevent them from making mistakes that will lead to suffering – this is as true of Buddhists as anyone else.

2. The Means

- (a) Describe what the Eightfold Path teaches about right speech. 2

KU 2 marks

- Showing respect and kindness by how you speak to people.
- This is one of the steps of the eightfold path and is essential to gaining full enlightenment.
- Right speech is to not gossip or speak unkindly about other people. It is also speaking truthfully at all times.
- It also includes the use of encouraging speech to encourage others, quoting from the scriptures, etc.

- (b) Name one other part of the Eightfold Path. 1

KU 1 mark

- Candidates can choose any one of the remaining steps in the path – not right speech
- View • Livelihood • Concentration
- Intention • Effort
- Action • Mindfulness

- (c) Explain one of the precepts which only Buddhist monks are expected to keep. 3

KU 3 marks (1 mark for simply stating the precept, additional marks for more detailed description)

- Chastity only means no sexual relationships for monks and nuns.
- Not eating after midday – for monastic communities only.
- The vow of poverty would also only be expected of a monk or nun.
- Not sleeping on a soft bed.
- Abstention from amusements and adornments would only be strictly adhered to by monks and nuns.

- (d) *“Meditation can help Buddhists follow the eightfold path.”*

Do you agree?

Give two reasons for your answer.

4

AE 4 marks

Agree

- Meditation helps a Buddhist to control their mind and therefore their behaviour. This helps them to ensure they maintain right speech, livelihood or action.
- Meditation helps Buddhists to develop a compassionate spirit towards others and this will help them.
- It also helps them to achieve enlightenment/Nibbana through wisdom.

Disagree

- While it may be difficult for candidates to disagree with this statement some might be aware of ideas such as transference of merit.
- Meditation is a difficult thing to find time to do.

CHRISTIANITY

1. The Goals

(a) What is the purpose of individual prayer? 2

KU 2 marks

- Communication with God in a personal/private level in order to develop the relationship with God.
- Adoration – thinking about God’s greatness.
- Confession – facing up to wrongs/sins.
- Thanksgiving – thanking God for His goodness.
- Intercession – asking for God’s help for self and/or others.
- Listening to God.

(b) Explain what is meant by community prayer. 2

KU 2 marks

- Prayers said with other people.
- Prayers said in a church service led by a minister/priest.
- Prayers used in an assembly or school service.
- Prayers said from a lectionary/prayer book.
- Prayers said in a small gathering of people.

(c) How do Christians celebrate Easter? 2

KU 2 marks

- Special services in places of worship, eg Good Friday and Easter Sunday.
- Sunrise services outside on Easter Sunday.
- Remember the events of the last days of the life of Jesus.
- Passion plays.
- Decorating of churches.
- Remembering the stone rolling away by rolling eggs.
- Pilgrimage to Jerusalem to follow in footsteps of Jesus.
- Stations of the Cross.

(d) *“Easter is the most joyful celebration of the Christian year”.*

Would all Christians agree?

Give two reasons for your answer.

4

AE 4 marks

Agree

- It is the most important festival and therefore the most joyful.
- It celebrates the resurrection and the triumph of Jesus over sin, death and the devil.
- It is a celebration of hope.
- It gives hope for life after death.
- Hope for a better life now.
- Jesus is alive.
- Jesus is with us now.
- New relationship between God and humans.

Disagree

- Reminds us of the terrible suffering of Jesus.
- Think about the horror of His death.
- Made to think about consequences of sin.
- Reminded of the reality of evil.
- Some might argue Christmas is the most joyful celebration because of the birth of Jesus.

2. The Means

- (a) **What had happened to the man lying on the road?** 1
- KU 1 mark**
- Attacked by robbers.
 - Beaten, stripped and left for dead.
- (b) **Describe what the Samaritan did for the man.** 3
- KU 3 marks**
- Any three of the following points:
- Went over to the man when others had passed by
 - Poured oil and wine on his wounds and bandaged him
 - Put him on his animal and took him to an inn
 - Paid for him to be looked after
 - Offered to pay extra on the way back.
- (c) **Jesus was telling this story to a crowd of people. Why would they think that the actions of the Samaritan were unusual?** 2
- KU 2 marks**
- Samaritans and Jews were enemies.
 - He would have been the one not expected to help the man.
- (d) **How might this story guide Christians in their lives?** 2
- AE 2 marks**
- Explains what is meant to 'love your neighbour as yourself'.
 - Teaches that caring for others is more important than religious laws.
 - Prejudice/sectarianism should not stop a Christian from caring for others.
 - Help should be given to anyone in need since this is what it means to "love your neighbour".
 - Even traditional 'enemies' should be helped.
 - God gives help in times of need.
- (e) **Why might some Christians find it difficult to put the lessons from this story into practice?** 2
- AE 2 marks**
- Not easy to help people who may have harmed you in the past in some way.
 - Difficult to change what you may have been brought up to believe about others.
 - Following a religious duty may be very important to some Christians and they would not want to go against it.
 - So many people need help, can't help everyone.
 - Some people will only help those like themselves.
 - Might be dangerous in today's society to do what the Samaritan did because of personal safety.
 - People may not want to be helped.

HINDUISM

1. The Goals

- (a) Describe what Hindus mean by dharma. 2

KU 2 marks

- Dharma literally means duty but also refers to discipline/responsibilities which Hindus have in life.
- Dharma is the religious or moral duties which Hindus have to carry out in relation to their particular caste/age or stage in life/education or occupation.
- It is a Hindu's personal code of conduct.
- Dharma can also be described as holy law, the "eternal religion".

- (b) What are the duties of a member of the Brahmin caste? 2

KU 2 marks

- Brahmins are usually priests who conduct rituals and pujas in the Temple/homes (as a professional priest).
- Brahmins can also be teachers who are well versed in the scriptures and teach them to the other Hindus.
- They are generally intellectuals who also carry out advisory tasks to others.
- As members of the highest varna (caste/jati) they need to keep the rules about caste more strictly as an example to others.

- (c) What is meant by moksha? 2

KU 2 marks

- Moksha is Hindus' final destiny, final stage of existence – "release" from the cycle of rebirths (samsara) where the soul will never be reincarnated.
- Involves release from the suffering and limitations of a narrow view of the self and an awareness of one's eternal destiny.
- The union of the individual soul (atman) with the universal (Brahman) like a river merging into the sea.
- The state where the purpose of life and the successive progress of the soul has been achieved and so no further rebirths are necessary.
- The highest state of happiness/bliss. It cannot be described, only experienced, eg like an animal describing to a fish what life on land is like.

- (d) Explain how dharma is linked to moksha. 2

AE 2 marks

- Following one's dharma means Hindus can draw closer to moksha and liberation from constant rebirth (samsara).
- Dharma is seen as the easiest form of worship which leads to good karma which is the simplest way to moksha (release from samsara).
- If Hindus perform their dharma well in one life they can climb the ladder of samsara and so become closer to moksha.

(e) *“Most Hindus have little chance of achieving moksha in one lifetime.”*

Do you agree?

Give one reason for your opinion.

2

AE 2 marks

Agree

- For many Hindus, especially those who are poor or in the lower castes, it is a very remote possibility as they are low down in the cycle of samsara.
- Many Hindus have problems just living and surviving so moksha may not be seen as a major concern.
- Following dharma and karma may be seen by many Hindus as a more practical and realistic aim in life.
- Many Hindus are content with practice of Bhakti (worship/devotion) as the aim of life and do not necessarily seek moksha.

Disagree

- Hindus who live out a good karma and practising their devotions (bhakti) and meditating on the nature of atman/brahman may possibly achieve moksha.
- Hindus who aim for a higher caste to be "closer" to moksha may see this as a real possibility during life.
- While moksha may be regarded as more achievable by those in the higher caste (Brahmins) it is not impossible for those in lower castes.
- As moksha is attained when a Hindu realises that his/her atman is identical to Brahman, then this can be achieved at any level of samsara.

2. The Means

- (a) **What are the ashramas in Hinduism?** **1**

KU 1 mark

- They are the four stages in life that a Hindu traditionally goes through.

- (b) **Describe the first two ashramas.** **4**

KU 4 marks

First stage/ashrama (Brahmacharya)

- Student stage – begins with initiation (sacred thread) ceremony (Upanayana) representing a “second” birth (called “twice born”). Aim is to gain knowledge by a course of study (mainly in ordinary schools) and to learn skills for employment as well as various rules and rituals of Hinduism.

Second stage/ashrama (Grihastha)

- After gaining skills and employment, Hindu marries and enters second stage (a married householder). This is seen as a sacred duty to continue the family, social and religious traditions. A man has responsibility for providing for his wife and children, for education and earning money honestly and to spend it in ways which will not harm himself or others.

- (c) **What is a Sannyasin?** **1**

KU 1 mark

- A sannyasin is a holy man who has reached the final stage of life and has no responsibilities but to concentrate entirely on his religion.

- (d) ***“It is not necessary to complete all the ashramas to be a good Hindu.”***

Is this true?

Give two reasons for your opinion. **4**

AE 4 marks

True

- Following all ashramas is only an ideal; many cannot afford or wish to do this.
- Many Hindus do not wish to give up everything they enjoy in life and so continue in the second stage (Grihastha) until they die.
- Very few Hindus go on to the third stage and even fewer to the sannyasin stage.

Not true

- Hindu teaching is based on the four stages of life and this can only be fulfilled when people are prepared to give up the world.
- By the time they reach the sannyasin stage, they have sufficient experience of the world to be able to judge the best/worst of life. Only then can they properly decide.
- Completing the four stages is the only way to be ready to leave the world and unite or merge with God (Brahman).

ISLAM

1. The Means

- (a) **The man in the picture is performing Hajj. What is Hajj?** 2

KU 2 marks

- The 5th Pillar of Islam.
- Pilgrimage to the holy shrine of the Ka'bah in Makkah.

- (b) **How does Hajj help Muslims to remember the life of Muhammad?** 2

KU 2 marks

- Everything they do on Hajj follows the footsteps of the Prophet performing actions in the places he performed them.
- It is traditional to visit the Prophet's grave and the mosque at Medina when the Hajj is complete.

- (c) **Why do pilgrims wear white robes during Hajj?** 2

KU 2 marks

- They are a symbol of unity; everyone dresses the same.
- They are a symbol of spiritual purity.
- They are similar to the clothes worn by the Prophet.

- (d) ***"It is too much to expect Muslims living in Scotland to go on Hajj."***

Do you agree?

Give two reasons for your answer. 4

AE 4 marks

Agree

- It is very expensive to go on Hajj. The money could be given to the poor.
- It is too far away. The person needs to be away from their family for a long time. If they are the breadwinner this could affect the rest of the family in a negative way.

Disagree

- It is supposed to involve sacrifice on the part of the individual.
- There are clear conditions for the pilgrim, eg they must be healthy, be able to afford it, and not cause financial hardship for those left at home.

2. The Goals

(a) What does the term “halal” mean? 2

KU 2 marks

- Literally halal means any action Allah has permitted as lawful.
- It may refer to meat prepared in a specific way.

(b) State two conditions that must be met for meat to be halal. 2

KU 2 marks

- The animal is turned towards Makkah and the slaughterer recites verses from the Qur’an.
- The animal is killed by drawing a sharp knife across the jugular vein in a singular blow.
- All blood is drained away.
- The animal should lose consciousness immediately and should not be allowed to suffer or be frightened.

(c) How does keeping halal show submission to Allah? 2

KU 2 marks

- It is obedience to Allah’s word in the Qur’an.
- It involves self-discipline to keep halal law.

(d) *“Total obedience to Allah can be difficult but the rewards are great.”*

Would Muslims agree with this statement?

Give two reasons for your answer.

4

AE 4 marks

Agree

- It provides a good quality of life in this world.
- It provides the reward of living in Paradise after death, this makes up for any difficulties in this life.

Disagree

- Obedience is not that difficult, Allah helps faithful followers to keep his rules.
- The rewards are only worthwhile in the next life.

JUDAISM

1. The Goals

- (a) Describe one responsibility which the covenant with Moses gave to the Jews. 2

KU 2 marks

- To keep the covenant the Jews have to keep the commandments – the mitvah.
- They must follow the Torah – The Law.
- They had to only worship the one true God, Yahweh.

- (b) What do Jews mean by the Messiah? 1

KU 1 mark

- The Anointed One – The Chosen One/Saviour.
- A human descendant of David who would restore Israel to its former glory.
- Not leader/not God's Son.

- (c) What do Jews believe the world will be like in the Messianic Age? 2

KU 2 marks

- Scriptural image – Wolf and lamb/calf and the lion will lie down together.
- Orthodox Jews believe the Temple in Jerusalem will be restored by an actual person, the Messiah. Physical resurrection will take place.
- Reform Jews do not believe in a person, but in a time where all men, no matter their religious background, will live in peace.
- Peace will reign throughout the Earth, all people will worship the one true God.
- Israel's enemies will be defeated and the Jewish people will live in peace in the homeland.

- (d) How difficult is it for modern Jews to remain close to God?

Give two reasons for your answer.

4

AE 4 marks

Difficult

- The society they live in does not keep the same religious tradition – following a Jewish way of life is impossible.
- People are far too busy to worry about that side of life.
- There are not enough synagogues to worship at.
- Following the commandments, especially in relation to worship and prayer, is not possible because ...
- Far too many temptations to turn away from God.

Not Difficult

- If a person simply keeps the commandments he will be close to God.
- A person can follow the laws about religious observance within the confines of their own home – a prayer life is important in being close to God.
- Modern Jews do not have to stay within walking distance of the synagogue, today they can drive cars. This means they can still carry out public worship.
- Being part of a community helps bring one closer to God individually.

2. The Means

(a) What is meant by Torah? **2**

KU 2 marks

- It is the law God gave to the Jews.
- The actual words of God given to Moses (orthodox belief)
- God gave Moses the Torah on two tablets of stone.
- It exemplifies how the Jews can keep the Covenant with God, the Mitzvot (commandments).
- It is a moral code which Jews use to live a good life.

(b) How was the Torah given to the Jewish people? **2**

KU 2 marks

- God had told Moses to bring the Jewish people to his holy mountain, Mount Sinai.
- God gave Moses the Mitzvot on two tablets of stone on Mount Sinai, as well as revealing the others to Moses.
- Moses showed the Jewish people the tablets of stone and told the people the law.
- It was written in the Five Books of Moses.

(c) Describe a Bar Mitzvah ceremony. **3**

KU 3 marks

- Bar Mitzvahs take place on the first Shabbat after a boy's thirteenth birthday.
- The father blesses his son.
- A passage for the day, from the Sefer Torah, is read by the boy.
- A passage from the Prophets may be read as well.
- Young adult then offers a blessing for the Torah.
- Boy makes promises to follow his religion.

(d) *"Keeping the food laws must be difficult for Jewish people"*

Do you agree?

Give two reasons for your answer.

4

AE 4 marks

Agree

- Too difficult in this modern life.
- Easier to buy food from supermarkets.
- Pressure of jobs – not enough time to prepare food.
- Pressure from others to conform to society's norm.
- Other people will not know them, bad manners to refuse food.

Disagree

- Good supermarkets now provide foods which are kosher.
- If it's important enough they will make time to make sure they keep the laws.
- They have family and friends who are Jewish, they will make it easier.

SIKHISM

1. The Goals

- (a) State two things a Sikh would do on entering the Gurdwara. 2**

KU 2 marks

Any two of the following:

- Remove his shoes and leave them in a shoe rack
- Wash his hands
- Cover his head as a sign of respect
- Ensure he had no tobacco or alcohol on his person
- Bows in front of Guru Granth Sahib.

- (b) What is meant by ‘in the presence of our Guru’? 1**

KU 1 mark

- Sikh worship takes place in front of the Guru Granth Sahib, the Sikh holy book.

- (c) Describe three things Sikhs do during worship at a Gurdwara. 3**

KU 3 marks

- Enter the Diwan hall
- Bow before the Guru Granth Sahib (GGS)
- Place a gift of food, money or a Romalla cloth in front of the GGS
- Sit on the floor, men on one side women on the other
- Chant verses from the GGS
- Sing hymns
- Share Kara Parshad
- Share the Langar meal

- (d) Why might Sikhs prefer to worship at a Gurdwara rather than at home? 4**

AE 4 marks

- Hear the GGS being read
- May not have a copy of the GGS at home
- Encouraged by listening to the words of the Granthi
- Enjoy the music and the singing
- Benefit from being part of a community activity
- More spiritual atmosphere in Gurdwara
- Fewer distractions in Gurdwara
- May feel closer to God

2. The Means

(a) Why does a Khalsa Sikh wear a kara? 2

KU 2 marks

- One of the Five Ks.
- Reminds Sikhs that God has no beginning and no end.
- Steel is hard metal which reminds Sikhs that they must be strong in standing up for what is right.
- Reminds Sikhs of the unity that is the Khalsa fellowship.

(b) Name another two of the 5Ks. 2

KU 2 marks

- Kesh - uncut hair
- Khanga - wooden comb
- Kaccha - shorts
- Kirpan - short sword

(c) Describe two of the social duties expected of a Khalsa Sikh. 2

KU 2 marks

Any two of the following points:

- Not to cut hair
- Not to smoke or drink alcohol
- To be faithful to their husband or wife
- To work honestly
- To give one tenth of their income
- Accept other Sikhs as brothers
- Be willing to sacrifice all for their faith
- Working in Langar
- Service to others.

(d) *“The only true Sikhs are Khalsa Sikhs”.*

Would all Sikhs agree with this?

Give two reasons to support your opinion.

4

AE 4 marks

Agree

- Khalsa Sikhs have made a commitment to their faith.
- Following the traditions established by Guru Gobind Singh.
- Have been fully instructed in their beliefs.
- Keeping alive Sikh traditions and beliefs.
- Try to follow all the duties and don't 'pick and choose'.

Disagree

- Membership not important.
- Some rules old fashioned and difficult to keep in modern society.
- Not necessary to keep all the rules. Attitude of heart more important.
- Can worship and pray without needing to be in the Khalsa.
- Can still follow the teaching of the Guru Granth Sahib.
- Can still work hard and do good (be a good Sikh) without needing to be in the Khalsa.

SECTION TWO

MORALITY IN THE MODERN WORLD

GENDER

1. (a) How is the financial position of Mary different from women in the past? 3

KU 3 marks

- In the past men were the main bread winners.
- Women were economically dependent on their husbands to get money. It was expected that a woman would marry and be supported by her husband.
- In the past women's property actually became the property of their husbands when they married and was held by the men.

- (b) Give two reasons why there is economic inequality in the UK. 4

KU 4 marks

- Traditional dominance of men in our society.
- Women often end up in lower paid or part time jobs which pay less than men.
- Women still have fewer promotion opportunities than men in many professions and this is reflected in the statistics of gender representation at senior management level in major companies.

- (c) State three things that have improved the economic relationship between men and women in the UK. 3

KU 3 marks

- Equal Pay Act was introduced in 1970 which outlawed paying men and women different rates of pay.
- Sex Discrimination Act 1975 which went further – outlawing discrimination on the grounds of gender in promotion issues. This legislation makes it illegal to ask certain questions which might be seen to be gender specific, eg questions about family commitments, etc.
- Equal Opportunities Commission was set up the same year to hear complaints from people if they felt they were being discriminated against on the grounds of gender.
- Some credit may be given to a general statement that does not relate to the specific acts mentioned above but which is still relevant.

(d) What possible advantages might there be for Mary's husband as a result of their increased income?

3

AE 3 marks

- The whole family would obviously benefit from an increased income – but having a wife that earns more than him would allow him to have more access to his own share of the family income.
- It might take pressure and stress out of his work situation not being the main breadwinner.
- If the increase is large enough they could purchase extra consumer goods that would help the whole family including her husband, eg a second car, or a bigger house.

(e) Name one religion you have studied. What does it say about the economic relationship between men and women?

3

KU 3 marks

Christianity

- Genesis 1 & 2 describes the male as the main breadwinner suggesting that women are dependent on their husbands.
- Paul states that the man is the head of the household and that women must submit to their husbands.
- Fundamentalist Christians may argue the roles of men and women are equal but different. Economic dependence is not seen as a negative thing.
- Examples are given of working Christian women – Lydia the purple seller, the financially independent women who ‘supported Jesus,’ etc.
- Modern church documents or teachings may be cited as examples.

Islam

- Islam sees different roles between men and women. Women are to be responsible for the family while men are seen as the providers for the family.
- The prophet Muhammad taught that if women abided by their husbands then ‘to them belongs the right to be fed and clothed’; this seems to imply that economic dependence is part of the partnership between men and women.
- Economic dependence is not seen by many Muslims as a negative thing, merely an equal but different role for men and women in a family partnership – men must respect women. They can control who they see but this is for their protection.
- Muhammad said that women had the right to work and this is reflected in his marriage to Khadijah – a wealthy business woman who supported him in his ministry.

Judaism

- Women have a primary role in the home both in looking after the physical needs of the family and in taking charge of the spiritual life of the home, playing a leading role in home festivals and worship.
- Men are seen as the providers after the pattern set by Adam and Eve in Genesis 1-3.
- Economic dependence not always seen as negative – there is a partnership between the sexes.
- Women seen as gift from God and therefore to be respected.

(e) (continued)

Hinduism

- Women seen as having the primary role in procreation as they give birth thus implying in one sense a greater importance for women.
- As a result of this important role they must be supported by men – this not seen as a negative thing but a way of honouring the role of women in the family and wider community.
- Traditional Hindu societies see men as having the role of protecting women and men having the traditional role of provider is seen as a way of keeping them from situations where they may come to harm.

Buddhism

- As with most religions, women are seen as important in the role of procreation and therefore must be respected and protected by the males in the family.
- Men are seen in most traditional Buddhist societies as the providers for the family while women have the role of looking after the family.
- Economic dependence/inequality is seen as a sharing of the responsibilities in a family partnership.

Sikhism

- In Sikhism men and women are seen as being equal in both the social and religious life of the community and the family.
- The Gurus taught equality between the sexes and women are allowed to lead worship in the Gurdwara and to work.
- In practice in many traditional Sikh communities there is still patriarchy in the sense that men are the providers and women are responsible for the family. This has led to economic dependence.

(f) *“The view that men ‘should be the main wage earner in the family’ is no longer realistic.”*

Do you agree?

Give two reasons for your opinion.

4

AE 4 marks

Agree

- Men and women are equal and should have the same opportunities to work and earn an income.
- Men could take on family responsibilities as well as women can.
- In the modern world, whether we like it or not, people often have their status measured on their economic worth and men being ‘the main wage earner’ means women are not treated equally and do not enjoy equal status according to the values of today.
- It is wrong to base economic relationships between men and women on religious beliefs and principles that were drawn up many centuries or even millennia ago and which are not shared by many people in our society.

Disagree

- The idea of ‘economic inequality’ is an alien idea to many religious people. A man as the main wage earner is seen as just part of a partnership of support.
- They would argue it is a partnership of equal but different roles and mutual support. Ideas of economic disparity are problems of modern capitalist societies where we have placed too much emphasis on importance of economic providers and career progression at the expense of social and family values.
- It could be argued that views independent of religion would also agree that there is nothing wrong with men being the main wage earner. To some the lack of parental presence in some families is a cause of teenage crime and the mother being at home might help this. This emphasises the importance of the idea of family partnership.

INTERNATIONAL ISSUES

2. (a) What is meant by the term “globalisation”? 2

KU 2 marks

- Globalisation is the rapid increase in cross-border economic, social, technological exchange under conditions of capitalism.
- An economic phenomenon, involving the increasing interaction, or integration, of national economic systems through the growth in international trade, investment and capital flows.
- A decoupling of space and time, emphasising that with instantaneous communications, knowledge and culture can be shared around the world simultaneously – Anthony Giddens.

(b) Describe two different forms of globalisation. 4

KU 4 marks

- Economic Liberalisation – Free Trading Markets.
- Transnational Companies, used to be called Multinationals.
- Westernisation/Americanisation of political, economic and cultural life.
- New information technologies – the Internet revolution.
- Examples may be given, eg Microsoft/McDonalds.

(c) Explain one advantage and one disadvantage of globalisation. 4

AE 4 marks

Advantage

- Free trade has broken down barriers to some countries, these countries have benefited – investment in poorer countries has taken place.
- People are being paid wages above average for their country. People have more money to spend.
- Standard of living in poorer countries has improved as a result of globalisation.

Disadvantage

- Real money is being made by the Transnational companies, developing countries not gaining as much freedom.
- Developing countries are being forced to produce cash crops, often crops not native to their own countries.
- National identities are being lost because everybody has to be the same.
- Individuality is being sacrificed for conformity.

(d) Globalisation can cause problems. Describe one way that organisations have tried to solve these problems. 2

KU 2 marks

- Fair Trade – attempting to provide farmers and producers from the developing world a level field in trade – giving a fairer price for their product.
- Encouraging people to boycott companies, and their products, which are involved in unfair practices.
- Encouraging people to demand the stocking of far more fair trade products in our supermarkets.
- Raising awareness of the main issues linked with international trade at conferences and rallies, eg G8 summit 2005. Make Poverty History.
- Ethical Investment – investing in companies and countries to give them the opportunity to reach their potential.

(e) Why should religious leaders be concerned about unfair trade?

4

KU 4 marks

Christianity

- Christian leaders should be concerned about unfair trade because Jesus taught them to help other people – “Love your neighbour as you love yourself”.
- Jesus told the story of “The Good Samaritan” as an example for his followers what it means to “love your neighbour” – a Christian should do everything in their power to help others.
- Matt 25:31-46 – Jesus teaches final judgement will be based on how we helped poor people – people are made poor by unfair trade.
- Liberation Theology challenges Christians to do something about injustice when they see it taking place, including suffering as a result of unfair trade.
- Unfair trade is not providing farmers and producers from the developing countries a level field in trade – Christians should do something about it as Amos and the Old Testament prophets taught.

Muslim

- Muslim leaders should be concerned about unfair trade because helping the poor is one of the pillars of Islam, Zakah.
- Sadaqah is encouraged, acts which are done to show love, generosity or compassion. Fair trade could be seen as a way of carrying this out.
- Surah 2:177 states “...it is righteousness to believe in Allah... to spend of your substance out of love for him, for your kin, for orphans, for the needy...” A way of doing this is to make sure people are being treated justly through fair trade.
- Muslims believe wealth should be spread around; this is one way of spreading wealth.

(f) “Fair trade can help to lift people out of poverty.”

Do you agree?

Give two reasons for your answer.

4

AE 4 marks

Agree

- If farmers and producers are given a fair price for their crop, they can use this money to help lift their families out of poverty.
- The money invested in countries through fair trade can be used to improve the effects of poverty in that country.
- If fair trade is carried out, more money can be used to fight corruption in the developing countries. There will be less need for corruption.
- Less need for workers to move to the cities if fair trade took place.

Disagree

- Fair trade only helps a small number of farmers and land owners. The vast majority of people would still live in poverty.
- Benefits of fair trade will be lost to ordinary people by the bureaucracy of corrupt officials.
- Globalisation is the way to lift people out of poverty. Fair trade has broken down barriers to some countries, these countries have benefited – investment in poorer countries has taken place.
- Globalisation makes it possible to pay wages above average wage for their country. People have more money to spend.
- Standards of living in poorer countries have improved as a result of globalisation.

MEDICAL ETHICS

3. (a) **What is an embryo?** 2
- KU 2 marks**
- A fertilised egg from 14 days to 8 weeks.
 - The Human Fertilisation and Embryology Act defines an embryo as a live human embryo where fertilisation is complete, or
 - An egg in the process of fertilisation.
- (b) **Why do scientists use human embryos for research into genetic illnesses?** 2
- KU 2 marks**
- A human embryo gives a more accurate picture of how the illness/treatment may affect a person.
 - The embryo is not a human being but only a collection of cells with no self-awareness, thoughts, internal organs, etc. Therefore, material can be extracted to benefit others.
 - The research could help to eliminate diseases such as Parkinson's, Alzheimer's and even cancer.
 - The research can help to find cures for diseases.
- (c) **Give two religious arguments against using human embryos in research.** 4
- KU 4 marks**
- Buddhism**
- All living things are caught in samsara. Being born in human form is rare and precious.
 - "Consciousness penetrates a being at the very moment of conception, and that consequently the embryo is already a living being," Dalai Lama.
- Christianity**
- Humans are made in God's likeness – Genesis 1:27.
 - 'Do not commit murder' – Exodus 20:13.
 - Life is sacred and should only be ended by God – Job 1:21.
 - God cares for the developing foetus – Psalm 139:13-16.
 - The Roman Catholic Church teaches that life begins at conception. Therefore life must be protected from the moment of conception. However, gene therapy is acceptable where it is of medical benefit.
 - The Church of Scotland teaches that life must be protected from the moment of conception. Genetic engineering for cosmetic purposes is rejected because it is 'playing God' to decide which people are to be valued and which are not.
- Hinduism**
- In Him all things exist – Mahabharata Shanti Parva 47-56. Brahman is in every living creature. Therefore all life is valuable and is to be respected.
 - The soul enters the embryo at conception.
- Islam**
- Life is sacred and a gift from Allah – Surah 17:33, 40:70.
 - How we treat other living things throughout life will form part of our judgement by Allah.
 - Liberal Muslims might accept that Allah has given us the knowledge and skills to do this work.

(d) *“The rules controlling embryo research are too strict.”*

Do you agree?

Give two reasons for your answer.

4

AE 4 marks

It is acceptable for candidates to state that they are not sure as long as this view is supported with reasons.

Agree

- The rules limit the amount of research that can be carried out – some cures/treatments may not be developed, lives may be lost.
- The UK will fall behind its competitors; we will lose money that could be earned by developing treatments.

Disagree

- Abuses still happen.
- There is a need to protect embryo’s from the moment of fertilisation.
- The present rules give plenty of scope for developing treatments for illnesses.

(e) **Describe a viewpoint independent of religious belief about genetic research.**

4

KU 4 marks

As there are no mandatory viewpoints the viewpoints illustrated below are only examples.

Peter Singer (a Utilitarian)

- We already allow genetic selection by encouraging prenatal diagnosis of conditions such as Down’s Syndrome as this often leads to selective abortion.
- If humans have already developed the ability to prevent certain genetic disorders then we should use this technology to benefit people.
- Individuals should be free to make their own choices on this issue as it is a private matter harming no one else.
- As, at this time, we cannot know the outcome of therapeutic cloning on any individual we cannot conclude that it will be harmful to any individual involved or to the society in which it occurs.
- However, Singer also points out that human genetic engineering may lead to a loss of diversity among human beings. This may reduce humanity’s capacity to adapt to changing circumstances.
- This may also lead to an increasing gap between rich and poor in society as the children of the rich, who can afford to genetically enhance their offspring, gain more advantages over the children of the poor.
- Singer suggests the State should control human genetic engineering so that everyone can share in the benefits.

(e) (continued)

The British Humanist Association

- The most important consideration is the quality of life of the individual person.
- An embryo is a fertilised egg with the potential to develop into a person but it has no self-awareness, functioning brain or ability to feel pain or emotion. Therefore, it cannot suffer.
- If parents do not consent to embryos being used for research they should not be used.
- However, spare embryos are routinely disposed of and parents do not seem unduly concerned.
- Donors may even prefer embryos to be used to benefit others.
- If an embryo's cells can be used to alleviate suffering the good consequences outweigh the bad.
- It is recognised that the technology involved in therapeutic cloning may be exploited by some scientists.

Mary Warnock (Philosopher)

- Immense benefits can come from research using human embryos therefore it is right that they are used.
- Research using human embryos follows the moral consensus of the majority.
- We need to value the 'life' of the embryo as we think best.
- Before 14 days the embryo is only a collection of cells, what happens at this stage is speculative, eg the cells may become part of the placenta or the embryo and twinning can also take place up to 14 days.
- The key stage is the development of the 'primitive streak' at 14 days.
- Claims that human embryo research is unnatural are weak arguments as almost any medical intervention could be classed as unnatural.
- The success rate must be improved; this can only be done through further research.
- The 'slippery slope' argument is not valid as there are specific laws to stop this happening, eg the '14 day rule'.
- The laboratory inspectorate set up by the HFEA has prevented abuses – it has worked effectively.
- Scientists who publish work developed, by breaking the law would be prosecuted.

(f) *“Using human embryos for research produces more benefits than dangers.”*

Do you agree?

Give two reasons for your answer.

4

AE 4 marks

Agree

- It develops cures for diseases.
- It can eliminate some diseases.
- It improves the quality of life for many throughout the world.
- Developments can be sold to make money, benefiting the country.
- There are strict laws controlling human embryo research, it cannot be abused.

Disagree

- It can lead to a disregard for life.
- In spite of the laws it can still be abused.
- It is a relatively new development, we still don't know all the long-term effects.
- Scientists and doctors can 'play God' thinking, as the experts, that they know best.

WAR AND PEACE

4. (a) State two effects of the use of nuclear weapons. 2

KU 2 marks

- Radiation sickness and burns.
- Massive amounts of fatalities.
- Immediate destruction of the site and surrounding areas.
- Fallout effects not only target, but other areas around.
- Radiation will affect site for years to come as it is radioactive.
- People will suffer from disease/contamination for a long time.
- Others may also use them and a nuclear war could start.

- (b) Give two reasons why a country might want to possess nuclear weapons. 4

KU 4 marks

- They may feel they are protected better in case of attack, if they have nuclear weapons.
- They will deter others from invading their country if they possess the weapons.
- They want to defend themselves with the best weapons available, nuclear weapons are the best.
- If Britain and America have them, why shouldn't all countries possess nuclear weapons.
- It gives a feeling of political power.

- (c) *“The advantages of possessing nuclear weapons outweigh the disadvantages.”*

Do you agree?

Give two reasons for your answer.

4

AE 4 marks

Agree

- You will not be seen as an easy target by your neighbours.
- Some countries feel their international standing will improve if they possess nuclear weapons.
- It gives people a great sense of security knowing they are armed with the latest technology.
- Possessing nuclear weapons gives people a greater negotiating tool in the international arena.

Disagree

- The cost of Nuclear Weapons is extortionate, the money could be much better spent on inequalities in society.
- They are a disaster waiting to happen, the fallout of an accident is too terrible to contemplate.
- They could become the target for terrorists, the security headaches in guarding them make them too big a risk.
- Nuclear Weapons are indiscriminate and their destruction is far greater than conventional weapons.

- (d) **You have studied one viewpoint independent of religious belief. What moral arguments might it use to oppose weapons of Mass Destruction?**

4

KU 4 marks

Humanist Viewpoint (others may be accepted).

- Human life is all the more valuable if you do not believe in an afterlife, why choose something which could endanger people.
- Humanists believe WMD are hugely destructive, ruining lives, wasting resources, and degrading the environment.
- Some Humanists, such as the famous philosopher Bertrand Russell, have campaigned against WMD in previous years.
- Humanists would respond by saying that we should use our intelligence and ability to reason to overcome some natural instincts, and that, in the case of something as terrible as war, we should always seek non-violent solutions rather than use WMD.

- (e) **Describe two possible dangers of making and storing chemical weapons.**

2

KU 2 marks

- They are a possible danger to those who work with the chemical weapons. Safety could be a big problem, they could become contaminated due to overexposure to the chemicals.
- There could be accidents which would result in explosions, like Bhopal in India. The fallout could kill thousands of innocent people, as well as render land uninhabitable or inhospitable for years to come.
- The money used in making them and securely storing them could cripple the economy of a country. It costs far too much money to make, but, more importantly, store the weapons securely.
- The weapons might become a target for terrorists who want to steal them.

- (f) **Should religious people be against the possession of chemical weapons?**

Give two reasons to support your opinion.

4

AE 4 marks

Christianity

Against

- Christians should be against the possession of Chemical Weapons as they break the main teachings of Jesus – Love Your Neighbour.
- They could be seen as a threat by other countries, a provocation (India and Pakistan).
- These weapons are not a benefit; they are an obstacle to peace.
- Christians would feel that the money used in making and storing these weapons could have been far better used in other areas of society, ie poverty, homelessness, education, etc.
- There could be an accident; the destruction which could follow is indefensible, Christians are charged to look after the planet, not destroy it.
- “Those who live by the sword will die by the sword” Jesus warned his followers about the use of violence. Possessing CW could be seen as an extension of this.

(f) (continued)

however

- Christians have to protect the weaker in society, including countries possessing Chemical Weapons, giving other countries a sense of protection.
- Christians should use whatever is at our disposal to protect the weak, today that means possessing Chemical Weapons.
- Just War Theory says similar force to your enemies can be used in war. If someone else has Chemical Weapons, then it is right for us to have them – that way you can retaliate with the same force.
- Possessing Chemical Weapons can be a deterrent to other countries; Christians would be justified in possessing them if it saved others from suffering.

Islam

Against

- Muslims believe Chemical Weapons are indiscriminate; too many people could be injured. This is against the Qur'an.
- Muslims are meant to show mercy to prisoners and the defeated, Chemical Weapons make this very difficult.
- Muslims would believe that the money used in making and storing these weapons could have been far better used in other areas of society, ie poverty, homelessness, education, etc.

however

- Muslims should use whatever is at their disposal to protect the weak, today that means possessing Chemical Weapons. Muslims could justify storing Chemical Weapons.
- Muslims have the right to defend their country using weapons which are the same as the aggressors. Other countries have Chemical Weapons, so why shouldn't Muslim countries.

Buddhism

Against

- Buddhists would be totally against the possession of chemical weapons as it could result in great devastation to human beings of this world.
- Buddhists believe in peace. Chemical Weapons could result in massive suffering, this would then be wrong.
- Possessing Chemical Weapons would not be seen as right action, as it could result in bad karma if there was an accident.

There can be no justification, by Buddhists, for possessing C.W.

SECTION THREE

EXISTENCE OF GOD

1. (a) **What do religious people mean when they say “God is creator”?** 2

KU 2 marks

- God is the source of or reason behind everything that exists and the creative force or power behind/involved in the universe.
- The universe is dependent on this power for its existence.
- God existed before the creation of the world and then brought it into existence in a divine act of creation. Without God, nothing would exist at all.
- The creative power of God continues to keep the world in existence.
- Life should be lived in relation to the creative process which has produced us.
- God as creator is also the belief that life is not meaningless, nor is the result of blind forces or chance.
- God is a symbol of the creativity, consciousness and intelligence in the world.
- The Design Argument.

- (b) **Describe the First Cause argument for the existence of God.** 4

KU 4 marks

- Logical arguments proposed by Aquinas.
- Everything that happens has a cause. Things don't just happen for no reason.
- You can then trace back a series of causes for everything, until you can go back no further and get to the first or final cause in the chain.
- You cannot have an infinite number of causes for anything that exists.
- If you then consider the universe, you can follow the same logical argument until you get to a stage of the First Cause of the universe as well.
- This First Cause of the universe has not been caused by anything else so must be the ultimate First Cause. This is what we mean by God.

- (c) **Explain what is meant by the Big Bang theory.** 4

KU 4 marks

- The Big Bang theory is the main scientific explanation of origin/development of the Universe.
- Universe began with an “explosion” around 12 – 15b. years ago – a vast inflationary expansion on a massive scale.
- Everything originally concentrated into very dense “particle” called a singularity.
- Particles which were produced expanded and cooled, some clumped together by gravity and formed galaxies out of which came suns.
- Clouds of gas developed which spun under the force of gravity heat produced first planets, stars...elements- hydrogen, helium, carbon, oxygen, etc.

(d) How convincing is the Big Bang theory as an argument against the existence of God?

Give reasons for your answer.

4

AE 4 marks

Big Bang theory is convincing:

- Big Bang theory provides good evidence to support this whereas there is no comparable evidence for existence of God.
- Science gives us a much better understanding as it is based on facts/evidence/observations and not just on belief/speculation about God as creator.
- Big Bang theory suggests a spontaneous “explosion” based on natural laws so no need to suggest any other (unnecessary?) power like God to explain it.
- The idea of God was only necessary when we did not know enough about how the universe came into existence – before development of modern theories.

Belief in God as Creator is more convincing:

- Universe is so well organised and finely tuned that there has to be some kind of creative power behind it, ie God.
- Universe needs some kind of final explanation – it is too complex to simply be the result of chance.
- The presence of conscious, intelligent life in the universe suggests that there is a conscious “mind” behind it all – which we can call God.
- Belief in God gives meaning and purpose to what would otherwise be a process which is going nowhere. The Big Bang theory does not concern itself with meaning or purpose.

(e) The Big Bang theory is one objection to the First Cause argument.

Describe one other objection to this argument.

2

KU 2 marks

- There does not have to be a First/Final Cause to the universe – it might have come into existence spontaneously with no actual (first) cause.
- The First Cause of the universe may not be God – it may be a natural event.
- If everything has a cause, then God must be caused by something, you cannot just stop at any point in the chain and randomly call this God.
- Just because individual things within the universe have causes, it does not mean that the world/universe itself has a cause.
- Just because every human being has a mother it does not follow that the universe has a mother!
- References to evolution, the Design Argument and/or existence of evil/suffering are not relevant as objections to First Cause.

(f) **“It is foolish to believe in a God whose existence cannot be proved.”**

Do you agree?

Give two reasons for your opinion.

4

AE 4 marks

It is not foolish:

- It seems reasonable to believe that the Universe must have some kind of explanation or reasons for its existence even though this cannot be proved.
- God is worshipped as creator by people of all religions. Belief in God is one of the strongest and most powerful beliefs which people have; they don't see this as foolish.
- The belief that God exists and created the universe gives meaning and purpose to both the world and human life. This is a very positive rather than a foolish belief.
- There are many things in life which people believe in which cannot be proved (scientifically or otherwise). People do not agree that these improvable beliefs are foolish so why pick out God as being any different?
- Many religious people believe in life after death so their final destiny is seen as being with God. They would not necessarily regard this belief as foolish although it may be difficult to prove.
- People have freedom to believe what they want without proof.

It is foolish:

- Many people believe in things which are not true or cannot be proven. This is not logical or reasonable and can lead to problems if put into practice.
- In a religion like Buddhism, there is no belief in God as the Buddha rejected belief in God or the gods as idle speculation which detracted from what life was all about.
- People have done and still do many bad/evil things in the name of God, eg Crusades, wars, racism, etc. How can this be morally justified if God's existence cannot be proved?
- Belief in God is a false basis for peoples' lives. It is simply the result of people's opinions and has no rational justification. So why believe it?

[END OF MARKING INSTRUCTIONS]