

**2006 Religious, Moral and  
Philosophical Studies**

**Intermediate 2 – New Arrangements**

**Finalised Marking Instructions**

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### Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark  
Analysis and Evaluation – Approximately 50% 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"><li>• Accurate and relevant knowledge of content is demonstrated.</li><li>• The information is presented in a clear manner</li><li>• Information is communicated effectively using correct terminology</li></ul>
Analysis and evaluation	<ul style="list-style-type: none"><li>• Analysis of beliefs and practices is shown, and/or</li><li>• Evaluation is balanced and informed</li></ul>

- 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

#### 1. BUDDHISM

- (a) **What do Buddhists understand by the term kamma?** **2**

**KU 2 marks**

- Kamma is basically cause and effect, our actions and their consequences.
- Kamma formations are those things which basically bring us into existence and keep us in Samsara.

- (b) **“The fetters that bound him are thrown away and the burning fever of life is no more.”**  
**How should this teaching about the ‘fever of life’ affect the way a Buddhist lives?** **4**

**KU 4 marks**

- “Fever of life” can refer to suffering/3 poisons/Dukkha
- These fetters are our attachments to the unreal or the impermanent.
- The fetters that bind us control our behaviour and our nature as we all act on our thoughts and our actions. Kamma is a direct result on acting on how we think.
- A Buddhist should strive to achieve pure thoughts to improve their nature and to break free from all the attachments.
- This should alert a Buddhist to living the right way – following the eightfold path, 5 precepts, etc.

**Fever of life**

- The Buddha taught that we were all subject to the three poisons: Ignorance, Greed and Hatred. These control our thoughts and if we succumb to them then we will be controlled by bad Kamma.
- A Buddhist should try to control their desires as desire is what leads us into suffering (Dukkha) and this ultimately is down to our thoughts. It should also lead a Buddhist to see the importance of meditation in controlling thoughts and ultimately controlling the attachments that bind.

- (c) **Explain the relationship between kamma and nibbana.** **3**

**KU 3 marks**

- Kamma controls our progress through Samsara, it is the consequences of acting on our desires.
- Kamma is the force that carries on from one life to the next – a candle flame passing from one candle to the other, or a row of dominoes linked.
- Nibbana is the goal of all Buddhists. It is the absence of kamma.
- Nibbana can only be achieved when kamma has ceased.
- Nibbana is the absence of kamma.
- Trapped in samsara

- (d) **How do Theravada and Mahayana Buddhists differ in their beliefs about nibbana?**

6

**KU 6 marks (Max 4 marks for explanation of one viewpoint)**

- Theravada = way of elders, strict adherence to one path
- Mahayana = several routes to Nibbana, literally the “Greater Vehicle”
- Nibbana is seen by all Buddhists as the ultimate goal, the end of all existence. Literally means ‘blown out’.
- Theravada Buddhists believe nibbana can only be achieved by following the Noble Eightfold Path.
- Theravada Buddhists believe it takes many lifetimes to achieve.
- In the Theravada Tradition the Arahant achieves enlightenment and goes beyond to Nibbana.
- Mahayana Buddhists believe in the path of the Bodhisattva.
- Nibbana can be postponed in order to lead others to enlightenment.
- Concepts of paranibbana can be discussed.
- Some Mahayana groups believe in the concept of the transference of merit to aid others to achieve nibbana.

- (e) **Buddhists are required to practice right speech. Why might this be difficult?**

5

**AE 5 marks**

- Right speech requires a Buddhist's speech to be pure.
- There must be no gossip or lies or slander. This is difficult in a world where much of the information we get is in the form of ‘gossip’ about celebrities or public figures.
- The political system in many countries depends on verbal insults and criticism that would make it difficult for a Buddhist to be involved.
- In the world of work, ambition and rivalry often make right speech a difficult goal to achieve.
- Right speech also implies positive and encouraging speech which can be difficult in some situations.
- Difficulties of living in a non-Buddhist community.

- (f) *“Many celebrities and film stars have become Buddhists. It is difficult for them to truly achieve the goals of Buddhism.”*

**Do you agree?**

**Give reasons for your answer.**

**10**

**AE 10 marks**

**Agree**

- Their lifestyle and wealth make it difficult to detach themselves from material things which keep them from true enlightenment.
- Such people are often conscious of their own image and self importance and this does not fit the Buddhist ideal.
- Many live lives which are far from the moral life that the Noble Eightfold Path requires.
- This lifestyle can lead to bad kamma which can damage their chance of enlightenment.
- In their hectic lives, time for meditation is not enough to truly find enlightenment.
- They often create images and lifestyles that fuel desire and/or envy in others and this would not fit the true goals of Buddhism creating not only kamma for themselves but also for others.
- Some might argue the three poisons of greed, hatred and ignorance are evident in their lives.
- The idea of always wanting to look young is contrary to the Buddhist Ideal.
- Right Intention – many celebrities just follow Buddhism as it is fashionable – the latest thing. There is no Right Intention there.

**Disagree**

- Many can be good people who do a lot of charity work for others and get good kamma.
- According to the legends the Buddha himself came from a wealthy background and may well have been something of a celebrity or at least a celebrated figure in his day – wealth was no barrier to enlightenment.
- Mahayana Buddhists and the idea of the ‘greater vehicle’ – wealth and position no barrier to being a faithful Buddhist.
- Prominent people can have an influence for good on society and many who turn to Buddhism raise the profile of the teachings of the Buddha.
- This could conform to right speech if they use their platform to spread positive ideas and to promote the moral code of Buddhism.
- Buddhist beliefs and ideals such as respect for all living creatures or peace are championed by people in the public eye.
- Some might see that it is celebrities who do have the time to perform Buddhist Practices.
- There is nothing wrong with using their lives to earn good kamma for a better rebirth.

Any other relevant points.

## 2. CHRISTIANITY

- (a) In the source above, who is “the King”? 1

**KU 1 mark**

- God
- Jesus

- (b) Explain what is meant by the phrase “being sent off to eternal punishment”. 4

**KU 4 marks**

- Being sent to hell.
- Destination of the unsaved.
- Literal understanding of a place of torture and torment, fire and suffering.
- Symbolic understanding...a state of mind.
- Separation from God.
- Where sin is punished.

- (c) Who was Jesus referring to as “the righteous”? 2

**KU 2 marks**

- Those who have helped the poor
- Those who are saved
- Those who have followed the example and teaching of Jesus
- Those who will go to heaven.

- (d) What do Christians understand by “eternal life”? 5

**KU 5 marks**

- Life of the soul after death.
- Life in a literal place called heaven.
- Life in the presence of God.
- Life all will enjoy.
- Life only some will enjoy.
- Eternal life begins now...life in all its fullness.
- A view of the world now as seen through the eyes of God.
- Hell/Damnation are not relevant answers within the context of this source.

(e) ***“God could never condemn anyone to eternal punishment.”***

**Would all Christians agree with this statement?**

**Give reasons for your answer.**

**8**

**AE 8 marks**

**Some would**

- God would not reject anyone
- God could not run an eternal torture chamber
- This belief leads to fear and intolerance
- Purgatory prepares people for heaven
- Salvation is open to everyone who does the will of God
- Universalists say all men will be united with God.

**Some would not**

- People put themselves in hell because of what they have done in this life
- People have chosen in this life to live separate from God
- Evil cannot be left unpunished
- God must be fair and just
- Jesus spoke about hell.

(f) **Describe two ways in which Christians follow the example of Jesus.**

**4**

**KU 4 marks (maximum of 2 marks for a simple list. maximum of 2 marks for each way fully described)**

Examples of Christian involvement in

- charitable works
- social action
- care in the community
- working for a better society
- action against injustice and oppression internationally
- preaching and teaching
- service through a denomination or a religious community
- healing ministry
- missionary work
- through the sacraments
- avoidance of sin

(g) *“Belief in eternal life should affect the way a Christian lives his or her life.”*

**Do you agree?**

**Give reasons for your answer.**

**6**

**AE 6 marks**

**Yes**

- Christians should prepare now for future life with God
- Should be prepared to account for their actions
- Helps them to understand present sufferings
- Gives hope when confronting death
- Should make them want to encourage others to follow Christ’s teaching and example
- Should make them take their beliefs seriously

**No**

- Christians should focus on this present life
- Lives should be based on other teachings of Jesus
- Love for God in this life should be motive for Christian living
- Can be ‘too heavenly minded to be any earthly use’.
- Christians believe different things about eternal life

### 3. HINDUISM

(a) Describe two of the ways of “the path of the Transcendent”.

4

These ways refer to the 3 margas:

**KU 4 marks**

**Bhakti:**

- usually takes the form of devotion through puja via the family shrine and involves emotions, discipline as well as the intellect
- each family has a deity to focus on which represents an aspect of Brahman
- involves complete faith/trust and shows surrender to the will of God.

**Karma:**

- path of good moral action and the idea that living according to dharma (duty) can gain good karma and come closer to moksha
- it also involves reflection on thought processes which can lead to good/bad action
- aim of karma is selfless activity and the use of God-given talents and abilities to reach full potential and have beneficial effects on others
- doing your job to the best of your ability.

**Jnana:**

- involves having a learned teacher to study and understand the difficult ideas of the Vedas and Upanishads
- it allows people to be more clear headed and concentrated on personal improvement and spirituality by freeing themselves from the material world
- this enables them to reach a higher spiritual level by giving them a better understanding of the universe and their place within it
- involves strict discipline and concentration/meditation on Brahman.

(b) Give two reasons why the “path of Transcendent is hard for mortals to attain”.

4

**AE 4 marks**

- Path of knowledge is most difficult and few people have the ability to understand it.
- These scriptures deal with the Supreme Spirit (Brahman), the individual Spirit (atman) and nature of universe and place of human beings within it and so require significant and concentrated study which is not possible for many.
- It is normally accompanied by the process of meditation and require a great deal of personal discipline to join the spiritual forces of the mind to the material forces of the body to work together in harmony.
- Most Hindus do not have the time or the opportunity (inclination?) to follow what is a very strict regime/process and demands separation from a great deal of everyday life.

**(c) What do 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 life/education or occupation
- It is a Hindu's personal code of conduct
- Dharma is also seen as the order which gives structure to the universe as it harmonises all the forces of nature with human behaviour.

**(d) Why is the relationship between dharma and the ashramas important to Hindus? 4**

**AE 4 marks**

- Hindus refer to their way of life as Sanatana dharma (eternal religion) and also as varna-ashrama-dharma (duties of this way of life) there is a close link here
- The varna (hence dharma) duties for Hindus remain unchanged through life but the ashrama duties change as life progresses, so there's a fixed/changing relationship
- The dharma sets our duties and responsibilities and the ashramas are the means whereby these duties are enacted at the various stages of life
- However, as the dharma is a universal obligation for Hindus, the ashramas are not necessarily always followed – in fact rarely do Hindus go through all stages.

**(e) What is meant by samadhi? 2**

**KU 2 marks**

- True knowledge or enlightenment – total awareness of nature of reality
- Final union of self (atman) and God (Brahman)
- Best achieved by meditation (Jnana) as one of the margas
- It is indescribable, devoid of duality, absolute bliss
- Brings all change and development (of the individual) to an end.

**(f) How is samadhi linked with Brahman? 2**

**KU 2 marks**

- Samadhi (enlightenment) is attained by realisation of true nature of reality, ie the union of the Self (atman) with God (Brahman)
- Samadhi can best be achieved by meditation on the nature of reality – the union of atman and Brahman as One
- Samadhi is indescribable as a state as is the nature of Brahman – both have the same nature.

(g) Explain the Hindu belief that Brahman can be worshipped in many forms.

4

**KU 4 marks**

- The various gods/goddesses worshipped are all different aspects of Brahman who takes many forms and Hindus are free to decide which form to worship
- Hindus can more easily pray/express devotion to images of gods/goddesses which they can see rather than Brahman which they cannot.
- It is important to realise that many Hindus do not worship the statues but use them as symbols or representations or focuses of Brahman
- The character and actions of each deity show Hindus something of what Brahman is like so a great variety can be helpful for devotion purposes
- As there can be no pictures or statues of Brahman, who is beyond shape or form, then there is a need to find a suitable representation of Brahman in other forms
- Hinduism believes that God (Brahman) can be worshipped in many ways and so people can decide on a way which is individual to them – there are many ways to climb a mountain.

(h) *“It is not necessary for Hindus to enter the final two ashramas in order to achieve Moksha.”*

**Would all Hindus agree?**

**Give reasons for your answer.**

8

**AE 8 marks**

**Agree:**

- 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 so most Hindus do not necessarily see all ashramas as important.
- Hinduism is changing from traditional forms and many see alternative ways of attaining moksha without going through all ashramas.

**Disagree:**

- 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 world to judge the best/worst of life. Only then can they properly decide.
- Completing the four stages is only way to be ready to leave world and unite or merge with God (Brahman).
- The attainment of moksha – union with Brahman – can only really be achieved by separation of all things worldly – and hence by following the ashramas.

**4. ISLAM**

- (a) What does this passage teach Muslims about the importance of the Qur'an? 2**

**KU 2 marks**

- It is God's final revelation.
- It comes from God himself.

- (b) State two ways that a Muslim may show respect for the Qur'an. 2**

**KU 2 marks**

- It is kept wrapped up so it does not become soiled.
- It is placed on a shelf higher than any other book.
- Hands are washed before touching it.
- They will not eat, drink or engage in casual conversation while reading it.
- They never let it rest below their navel.
- In the Mosque, Qur'an stands are provided so it does not touch the floor while being read.

- (c) Should Muslims only read the Qur'an in Arabic? Give reasons for your answer. 4**

**AE 4 marks**

- May experience a sense of unity with other Muslims throughout the world.
- Arabic is the language of God so using it brings them closer to God.
- Learning to read the Qur'an in Arabic is an act of submission even if the person does not understand it.
- Reading a translation such as the Yusuf Ali with an English translation side by side can give a greater understanding of the Qur'an.
- None of the original meaning is lost in the translation to another language.

- (d) The third pillar of Islam is zakah. How is this practised in Muslim countries and in the UK? 4**

**KU 4 marks**

**Muslim Countries**

- Government collects it as a tax as in Saudi Arabia.
- Some Muslim countries leave it up to the conscience of the person to pay Zakah.

**UK**

- Every individual is expected to make their own arrangements for paying Zakah.
- Arrangements can be made for Zakah to be collected at the local Mosque.

- (e) **Explain what is meant by sadaquah.** 2

**KU 2 marks**

- Sadaquah is voluntary giving.
- It may include giving time, talents, prayer, sympathy, etc. in addition to money.

- (f) **Why should a Muslim's attitude towards material possessions be affected by zakah?** 4

**AE 4 marks**

- It reminds them that material possessions are given by Allah in the first place.
- They are only stewards of their possessions as they really belong to Allah.
- Other things are more important in life.
- As Muslims live in hope of an eternal future, there is no point in clinging to material possessions.

- (g) **The passage above mentions Judgement. What do Muslims believe will happen on the Day of Judgement?** 4

**KU 4 marks**

- The dead and the living will be raised and brought to the plain of judgement.
- They will stand naked before God.
- Each person is given the book of their life to read out.
- Those given the book in their right hand go to heaven. Those given the book in their left hand go to hell.
- Judgement is based on a mixture of faith and reason.

- (h) ***“Muslims only submit to Allah because they are frightened of His judgement.”***

**How far would Muslims agree with this statement?** 8

**AE 8 marks**

**Agree**

- They are aware that everything they do is recorded and judged by God on the last day.
- They are regularly reminded that the criterion for judgement is how far they have submitted to God.
- Submission is based on fear and is not a loving, free response.

**Disagree**

- Muslims submit out of respect for God and not fear.
- Muslims should be concerned about how they live their lives. Judgement provides a positive motivation for behaviour.
- Submission is a way of life and not a fearful response.

## 5. JUDAISM

- (a) **What does this passage teach Jews about the Messianic age?** 2

**KU 2 marks**

- The existing world order, as it is now, will end. There will be a new eternal world.
- The Messianic Age will be a kingdom of fairness and peace, protected by God.
- People will live in harmony and free from fear.
- There will be no wars.

- (b) **Describe two different Jewish understandings of the Messiah.** 4

**KU 4 marks**

- Orthodox – The Messiah is God’s Anointed one – Jewish belief that God will send his chosen one at some point in the future.
- Due to the amount of suffering experienced by the people, belief grew that God would send someone to deliver them out of their suffering. This was aided by the Prophets teaching.
- A human being possessing extraordinary powers of wisdom, justice and leadership – a descendant of King David and would create a state greater than David’s Golden Age.
- He will restore the Temple in Jerusalem and their obedience to the Torah.
- Orthodox Jews believe that all Jewish enemies will be defeated and driven from Israel and the Kingdom will be of this world.
- Reform Jews do not see one Messiah as an actual person.
- All people together bring peace, kindness and justice to all, all over the world – paradise on earth.

- (c) **Explain the terms of the Covenant between God and Abraham.** 4

**KU 4 marks**

- Abraham and his descendants had to worship God and God only.
- They had do what God asked them – move to the land of Canaan.
- All males had to be circumcised.

God agreed the following:

- to give Abraham descendents who would become a great nation
- to give Abraham and his descendents their own land
- to protect and look after his people.

(d) ***“It is beneficial for modern Jews to keep the Covenant.”***

**Why might some Jews agree with this statement?**

**4**

**AE 4 marks**

- This reminds the Jews that they are still God’s chosen people.
- It gives them a sense of who they are, because they have a history. They are continuing the Covenant of old.
- It makes them feel part of a larger group and therefore makes them feel better.
- God said he would look after his chosen people, God will look after them.
- It should result in a moral, law-abiding society.

(e) **What happens at a Brit Milah ceremony?**

**4**

**KU 4 marks**

**Orthodox**

- Eight days after he is born, a boy has the foreskin of his penis removed.
- Sandek holds baby.
- A moshel, a trained circumciser, is employed to carry out the operation.
- After a prayer of intent, the foreskin is removed with a quick stroke of the knife.
- The father of the child says a prayer of blessing to God.
- The child is then given a name.
- A blessing is said over a glass of wine, some of which is dropped onto the baby’s lips.
- The father drinks some of the wine and the rest is sent to the mother, who is in another room, to drink.

**Reform**

- May not separate the women.

(f) **To what extent might the Brit Milah ceremony be unacceptable for some Jewish people?**

**Give two reasons for your answer.**

**4**

**AE 4 marks**

**Unacceptable**

- Violation of human rights – lack of consent.
- It is a cruel ceremony to put a new-born baby through.
- It is out-dated and has no significance.
- The child has no understanding of what is going on, any benefit is for the adults. They are using the child.
- Many ordinary people are circumcised for health reasons, therefore it cannot be an indicator of Jewishness.
- It creates a difference in the treatment of boys from girls, this creates stereotyping of roles, ie boys are more important. Where is equality in that?
- The ceremony could go wrong. Risk to the child.

**Acceptable**

- It is a sign of the Covenant.
- Shows obedience to God.
- It is a direct command from God. Jews have no choice.
- Following Jewish traditions.
- It is an important symbolic action.

(g) *“Belief in the Messiah is the only thing which keeps the Jewish faith alive.”*

**Would all Jews agree with this statement?**

**Give reasons for your answer.**

**8**

**AE 8 marks**

**Agree**

- Both Orthodox and Reform Jews believe in the Messiah, it gives them hope.
- Many Jews do not believe in an after life, so what is the point of living? Belief in the Messiah, therefore, gives purpose to people’s life.
- The Messianic age will bring everlasting peace for everyone, not just Jewish people.
- All Jews will return to the homeland, this is important.
- This helps Jews look forward, rather than backwards as all other Jewish festivals and practices tend to do. This looking back can turn people off.

**however**

- It’s the People who keep the religion alive, not beliefs.
- Following the ten commandments and living your life well – this is what keeps the faith alive.
- Following the Kashrut will keep the faith alive far more than any belief.
- A close personal relationship with God will keep the faith alive
- Carrying out the religious worship with other people is what keeps the faith alive.
- Following key religious festivals, Passover, Succoth – this keeps the faith alive.

## 6. SIKHISM

- (a) Explain the importance of Nanak for Sikhs. 1

**KU 1 mark**

- The first of the ten Sikh Gurus
- Some might say he is the founder of Sikhism.

- (b) State two Sikh beliefs about God which are not mentioned in the passage above. 2

**KU 2 marks**

- God is Creator
- There is only one God
- He is Immortal (Akal Parkh)
- He is Bodiless (Ek Onkar)
- He sustains everything
- He is a personal God, close to our hearts.

- (c) According to Sikhism, how do human beings become separated from God? 4

**KU 4 marks**

- If they give in to the notion of self-centredness, considered by Sikhs to be a major evil.
- Sikhs are taught to put others before themselves, to serve others and through that they are serving God. If they do not do so then they will be separated from God.
- Those who do not consider others as equal to them, who do not participate in charity work and/or Sikh Langar will be separated from God.
- Those who succumb to Maya and give in to their own selfish desires will also be separated from God.

- (d) Why should Sikhs understand the importance of maya? 3

**AE 3 marks**

- Maya must be avoided. It is dangerous for individuals and its affects are dangerous for society as a whole.
- Maya is not illusion but ignorance of what is good and right, ignorance of the Lord.
- Its root is egoism. The assertion of self as having prime importance. It encourages self-complacency, intellectual pride, family attachment, pleasure seeking and money-grabbing.
- Maya will trap the soul and its residue will accumulate through many births.
- Maya makes it difficult to achieve reunion with God.

(e) ***“Jivan Mukhti is the highest spiritual state for Sikhs.”***

**Do you agree?**

**Give two reasons for your answer.**

**4**

**AE 4 marks**

- It is the Sikh belief that a person may achieve spiritual liberation in their lifetime and not necessarily only at death
- Jivan = life, mukhti = emancipation
- The person who achieves Jivan Mukhti is truly at one with God and at peace with human society.
- There will be no further rebirth for this person
- They have achieved the goal of Sikhism – reunion with God

(f) **Sikhism teaches that humans must control the Five Evils.**

**Describe two of these.**

**2**

Candidates may choose any **two** of the following:

**KU 2 marks**

- lust (Kam)
- anger (Krodh)
- greed (Lobh)
- worldly attachment (Moh)
- pride/ego (Ahankar).

(g) **How can the Guru Granth Sahib help Sikhs to achieve their spiritual goals?**

**6**

**KU 6 marks**

- It is the Sikh holy book – the living Guru
- Considered the Supreme Spiritual Authority & Head of the Sikh religion
- Contains works of Sikh Gurus but also writings of people from other faiths
- It lays down moral and ethical rules for development of the soul and spiritual salvation
- Following its guidance can bring the believer closer to reunion with God.
- The message of the Granth proclaims the one God and lays stress on meditation on the True Guru (God). Sikhs who follow this advice will achieve salvation.
- In times of difficulty the Guru Granth Sahib can provide comfort and solace
- It gives direction to ceremonies held at key times in life such as birth, marriage, death and thereby ensures that the focus of every stage in life is God.
- “In this dish are placed three things Truth, Contentment & Wisdom. These are seasoned with the Name of God which is the basis of all; whoever eats and enjoy it shall be save” Guru Arjan Dev.

(h) *“You don’t need to be a Sikh to achieve reunion with God.”*

**Would a Sikh agree with this statement?**

**Give reasons for your answer.**

**8**

**AE 8 marks**

**Yes:**

- Guru Nanak himself was born Hindu, brought up Muslim and then founded Sikhism. He preached about equality of all people and peace and harmony between people of different faiths. “There is neither Hindu nor Muslim”.
- Sikhs are taught the importance of practical action in living out their faith. Participation in family and working life of community can bring one nearer to salvation.
- Emphasis is on service to others, equality of all people and charity. Worship does not need to be at the Gurdwara.
- Believing in one God is what is important, Sikhism is only one form of worshipping that God.
- The morality and ethics of Sikhism are much the same as other religions.

**No:**

- Salvation is about the soul returning to God.
- Need to meditate on the name of God in order to merge with God and achieve salvation.
- Good works are not enough, they must be accompanied by meditation and mental absorption.
- Principle of equality is central to life of a Gurdwara. Some would say that Sikhism is the only religion which truly treats everyone as equal. No religious leaders, men & women equal, children treated with respect, visitors honoured and cared for.

## **SECTION TWO**

### **MORALITY IN THE MODERN WORLD**

#### **1. CRIME AND PUNISHMENT**

- (a) Why is punishment a moral issue? 2**

**KU 2 marks**

- Disagreement over purpose of punishment
- Disagreement over methods of punishment and their effectiveness
- Disagreement over treatment of criminals.

- (b) Explain why courts sometimes use community service as punishment. 4**

**KU 4 marks**

- For less serious crimes
- To keep some offenders out of prison
- If crime has been against the community ie vandalism, breaking in to public buildings, damaging private property.
- To make the offender face the victims of his/her crime
- To take responsibility for their actions
- To put right the wrong that has been done.

- (c) Many people think that proper punishment must include retribution.**

**What is meant by retribution? 2**

**KU 2 marks**

- Criminal being made to pay in some way for crime
- Society taking revenge
- 'Eye for an eye a tooth for a tooth'
- Punishing those who hurt others
- Making punishment hurt the criminal.

- (d) **Describe one viewpoint independent of religion that would support Michael Howard's point of view.**

4

**KU 4 marks**

**Egoist**

- Crime threatens personal safety
- Locking up criminals makes society safer and more pleasant for the individual
- Wrongs should not be overlooked or trivialised
- In Egoists best interests to insist that standards be applied in society.

**Utilitarian**

- Majority of people are not criminals
- Society better for all if crime free
- Consequences of actions should be considered and not motives
- Actions which bring harm to many cannot be defended
- Everyone's interests should be treated as equal, including the victims of crime.

- (e) ***"Criminals need help, not punishment."***

**How true do you think this statement is?**

**Give reasons for your answer.**

6

**AE 6 marks**

**True**

- Aim should be to reform criminals
- Reasons for committing crimes needs to be addressed
- Many crimes are drug or alcohol related
- Need help to break the cycle of a life of crime
- Prison will not necessarily help a criminal, may draw them deeper into criminal ways
- A criminal record will make it even more difficult for an offender to make a fresh start in life.

**Not true**

- State demands punishment if law is broken
- Law must be respected
- Justice must be done
- If punished a criminal might learn a lesson
- Disruptive people must be removed from society
- Society must be protected
- Criminals are responsible for their own actions.

(f) Name a religion you have studied. What does it teach about crime and punishment?

4

**KU 4 marks**

**Christianity**

- Punishment and forgiveness go together
- Punishment must follow breaking of rules
- Aim of punishment should be reform of criminal
- No room for revenge in Christian thinking
- Consideration should be given to the criminal and not just the crime.

**Buddhism**

- Crime will be paid for in karma
- People still need to be protected from criminals
- Criminal needs to be protected from creating more bad karma
- Retaliation, revenge and punishment also affect the karmic cycle.

**Islam**

- Muslims believe in strict justice
- Principles of honour tempered with mercy
- If someone has wronged another person **their** demand for justice must be satisfied first
- Wronged person can ask for compensation or insist on punishment of offender
- Justice should always be carried out publicly.

**Sikhism**

- Punishments should be sensible
- Society should be protected
- Prison can be proper option
- Criminals should have chance to return to society.

(g) *“Punishment creates more problems, more suffering, more distrust, more resentment, more division. The result is not good for anyone.”*

**Do you agree with this statement?**

**Give reasons for your answer.**

8

**AE 8 marks**

**Agree**

- Prisons are schools for criminals
- Excessive punishment breeds anger and resentment
- Prison sentences can lead to family problems
- Sense of injustice over sentence fuels bitterness against society and authority
- If criminals punished but not helped to reform then cycle of offending behaviour will continue.

**However**

- Victims may also feel sense of injustice
- If crimes not punished severely people lose faith in justice system

**Disagree**

- Criminals create problems for themselves
- Putting criminals in jail protects innocent people
- Punishing criminals appropriately helps maintain faith in the justice system
- Punishment of criminals is fair for the victim
- Severe punishment for serious crimes acts as a deterrent.

## 2. GENDER

- (a) What reasons might Cheryl's grandfather have given for not wanting his wife to work? 4

**KU 4 marks**

- A woman's place is in the home with her family, cooking, cleaning, etc.
- She needs to look after the children
- A woman's role is to support her husband and he wants her home making the tea and keeping the place clean
- His religious teachings might suggest that women should obey/be subservient to men
- It is a man's role to be the breadwinner.

- (b) Give two advantages for the family if Cheryl goes out to work. 2

**KU 2 marks**

- They will have a bigger income to support their lifestyle
- They will be able to afford a nicer house
- The family will have a more comfortable life
- Other examples will be acceptable.

- (c) Name a religion you have studied. Would its teachings be able to support both Cheryl and her grandmother's viewpoints? 6

**AE 6 marks (maximum of 4 marks for only one viewpoint)**

Answers could include quotes/comments from contemporary religious statements/stances. More traditional examples might include:

### **Buddhism**

- Traditional Buddhist teaching sees equality between the sexes. However in many Buddhist societies the woman is not given the same spiritual authority as a man
- Women were the mainstay of the family.

### **Christianity**

- Man was the head of the house, women were to be subservient
- Women were only to be responsible for the development of the children
- They have a role in the spiritual development of children and other women in the family set up
- In some biblical passages, women were portrayed in what might be seen as a more positive light. Lydia the purple Seller, Deborah, etc

### **Hinduism**

- Women are again homemakers
- They will often take an active role in religious devotions in the home but not in the temple. They will lead worship
- Women are also responsible for looking after the husbands extended family in some traditions.

### **Islam**

- Men can have more than one wife
- The wife must look after the husband
- In some traditional Islamic societies the role of the wife is to remain at home
- Muhammad's wife Kadijah was a successful business woman so clearly there was no problem with the idea of a working woman.

### **Judaism**

- Women have a powerful role in the spiritual development of the family
- Women lead many of the family rituals such as Shabbat, etc.
- Old Testament women with a leading role – Deborah etc.

### **Sikhism**

- Women have an equal role in the family and in the religious community
- Men and women have duties and responsibilities towards the upbringing and spiritual development of the family
- In practice in some local cultures they are expected to stay at home and keep house.

**(d) What is meant by gender stereotyping?**

**2**

### **KU 2 marks**

- Stereotyping means that we apply certain attributes to certain types of people.
- Gender stereotyping is applying traditional male/female characteristics or images to men and women.

Examples might include – men as engineers, women as cooks or housewives. Any relevant example will do.

- (e) **“Religion has contributed to stereotyping of woman in a way that has denied them equality”**

**Some people have views which are independent of religious belief.**

**How might they respond to the above statement?**

**4**

**KU 4 marks**

- They would see many religions as being patriarchal in structure and therefore discriminating against women
- In most religions it is men who have led/founded the religion and women are excluded from most religious expressions of devotion, certainly in the public arena. This has caused women to be regarded as less important
- Religion is often, or has been in the past, a powerful influence on society. Its views on women have influenced the way that many societies have been set up
- Many religions are out of step with the changes that have taken place in the way women are treated in the wider society.

- (f) **In what ways does the media reinforce negative images of men and women?**

**4**

**KU 4 marks (Candidates may refer to images of men or women or both)**

- Men not showing emotion.
- Macho male image.
- Men portrayed as lazy/not good at housework, looking after children, etc.
- Images of women can include positive and negative images.
- Negative images might be such things as sex objects, page three, etc. This can demean the status of women.
- Portrayal of women in traditional motherhood/homemaker roles stereotypes them as unable to take on greater responsibility.
- Women as scheming, eg as in soap operas can be negative.
- Women as stupid often blonde bimbos again a negative image pushed by sections of the media.

- (g) ***“Women will only gain equality when they challenge religious teachings about the status of women.”***

**Do you agree with this statement?**

**Give reasons for your answers.**

**8**

**AE 8 marks**

Candidates can present arguments from either or both sides.

- Examples can include such issues as the status of women in the religious community – this can include changing attitudes, eg from Christianity the ordination of women, Islam – respect for women.
- Attitudes to women in the wider society as a result of religious teachings – give examples of either positive or negative religious teachings to support viewpoint.
- Explain how such religious teachings affect women today and where they need to be challenged, eg fundamentalist ideas of women in the home, or sati in Hinduism etc.
- Ideas that may be included – female circumcision, female sexuality as a negative force, etc.

### 3. INTERNATIONAL ISSUES

(a) Why is international aid a moral issue?

2

**KU 2 marks**

- It is concerned with the way in which rich countries can help poor ones achieve a better life – helping the needy
- It also involves the issues of fairness and equality in a more global way
- It is related to the way in which people around the world can be more independent in creating a better standard of living and dignity in co-operation with one another
- It involves issues of human rights.

(b) Describe three different kinds of international aid.

6

**KU 6 marks**

**Food aid:**

- giving of food supplies in emergencies but also food-for-work projects provide the means to produce their own food to sustain a good nutritional level
- improved storage and distribution systems for food to help overcome problems such as drought and poor quality soil, etc
- giving of seeds and fertilisers to enable poor countries to produce more and better quality food.

**Medical aid:**

- immunisation projects against polio, tetanus, measles, whooping cough, etc.
- water and sanitation projects and rehydration programmes against illness like diarrhoea
- family planning aids as a means of controlling fertility and populations
- various drugs to control/prevent diseases such as AIDS, cholera, malaria, etc.

**Technological aid:**

- bio-technological aid such as genetically modified high yield rice which is rich in vitamin A
- to improve the quality and safety of water by providing well boring equipment and water purification plants
- control of parasitic diseases on crops/other forms of agricultural food production
- development of crops which can resist pests, grow with less water and thrive in poor growing conditions.

**Armaments aid:**

- many countries/governments still give/sell armaments to groups in countries where there is oppression so that they can defend themselves or overthrow the oppressors
- this is either done directly or by a third party broker (where the selling country does not know what the destination of these arms will be)
- 80% of world arms trade from 1998-2002 was carried out by 4 of the 5 permanent members of the UN Security Council
- since 1960 about 2/3 of the global arms trade has gone to developing countries
- References to Tied Aid also accepted.

- (c) **Why is international aid important for the countries who receive it?** 2

**KU 2 marks**

- It enables them to have a better quality of life and improves the conditions in which they live
- It gives them the educational and technological means to improve their situation for themselves and become more self-sufficient in the future
- It helps them to overcome the natural problems they experience, eg drought, disease/illness, famine and not be so subject to the laws/conditions of nature
- It also shows these countries that they are part of a global humanity and that other countries and organisations are aware of their plight
- It gives the people hope for the future and allows them to experience a better quality of existence than just a hand to mouth survival.

- (d) **In what ways might religious teachings about poverty influence the giving of international aid?** 4

**AE 4 marks**

There are a number of religious teachings which encourage followers to help the poor and these teachings can influence followers to do various things, eg

- By encouraging them to put pressure on governments to contribute more to international aid
- By setting up charities to help and support those in need – especially in developing countries
- Congregations/religions may set up and support projects, eg individual, groups which can help people in different parts of the world
- By trying to influence policies which produce more benefits for those who live in different and poorer parts of the world
- By getting people more involved in raising issues about poverty and the need to do more in relation to international aid.

- (e) **Explain two moral arguments, independent of religious belief, that support the giving of international aid.** 4

**KU 4 marks**

- Utilitarian ethics (Bentham and Mill) argue that to contribute to international aid would be a good way of bringing “the greatest benefit/happiness to the greatest number of people.”
- Humanism may argue that on the basis of fairness and justice, each person as a human being should have a happy and satisfying life and this can be achieved by helping those in the developing world by means of international aid
- Humanism would also say that as we are all equal and united with life through the process of evolution, then we should help and care for one another – by aid.
- The United Nations declaration of Human Rights ascribes “equal rights to all human beings as well as to education and equal opportunities” These rights can be used as a basis for giving international aid to people in pursuit of those rights and values.

(f) ***“International aid creates more problems than it solves.”***

**Do you agree?**

**Give reasons for your opinion.**

**6**

**AE 6 marks**

**Agree**

- Direct intervention via aid can have a bad effect on the countries helped who are not so able to create their own wealth
- Many governments develop corrupt practices with aid they receive and are inefficient in ensuring the right people get what they need
- Aid can mask other important issues such as trade and debt and the negative impact of trans-national companies on the economy of the poorer countries
- Aid is frequently tied and this in reality provides hidden subsidies for the donor countries rather than really helping the poorer ones
- Aid might reinforce the idea of “superior” countries giving to “inferior” countries and maybe contributes to issues of racism and stereotyping
- Aid can be used as an economic, political and strategic device to maintain the current situation in the world rather than change it.

**Disagree**

- It allows many people to have a better quality of life and helps them improve their living conditions and so give them hope for the future
- It gives them the educational/technological means to make them more self-sufficient in the future
- It helps them to overcome the natural problems they experience, eg drought, disease/illness, famine and be less subject to the laws/conditions of nature
- It shows humanitarian concern and provides people in the developed world with channel to direct concern
- Aid is an effective means of redistributing global wealth and contributing to peace
- The experience and expertise of the better off parts of the world are made available to the poorer parts.

(g) ***“Countries that can afford it have a moral duty to give international aid.”***

**Do you agree?**

**Give reasons for your opinion.**

**6**

**AE 6 marks**

**Agree**

- Many countries have become wealthy at the expense of countries which are now poor, eg by exploitation. They have a moral obligation to right the balance
- International aid can allow countries to become more self-sufficient and allow the people there to live a better quality of life – a moral duty
- We now live in a global economy where we are interdependent of one another. If we are to have more equality among countries then this aid is a moral necessity
- Many religions and other organisations identify the deep divisions between rich/poor countries. From a common humanitarian concern, the wealthy countries are the only ones which can do something about it.

**Disagree**

- Each country has a moral obligation to its own citizens, it has no such moral obligation to other countries/people.
- Many countries have been given international aid in the past and have squandered it. If those in charge waste this aid they should not expect to be baled out every time.
- International aid may discourage countries/governments from standing on their own two feet. They have to learn to cope with their own resources and not expect regular help from rich countries.
- If a country is dependent on international aid all the time this may be a bad thing as they become too dependent on others and do not do enough to solve their own problems. Getting regular aid may be demotivating.

#### 4. MEDICAL ETHICS

- (a) **What guidelines does the British Medical Association (BMA) provide to help doctors in this kind of situation?**

2

**KU 2 marks**

- The BMA is opposed to the legalisation of euthanasia.
- Euthanasia or physician-assisted suicide is in tension with the traditional role of doctors as healers.
- The doctor should be accountable to the law.
- They agree with the House of Lords that although in individual cases euthanasia may seem appropriate, it would be wrong for society as a whole as it could be abused. The interests of society must overrule those of individuals.
- Also, that it is not possible to set secure limits on voluntary euthanasia.
- If doctors were involved in euthanasia it would change the way long-term illness, disability or needing substantial health resources were viewed by society.

- (b) **Alice's mother is deeply religious but fully supports her daughter's request for euthanasia.**

**Describe two religious arguments which support voluntary euthanasia.**

4

**KU 4 marks**

(Candidates can answer with two different viewpoints from within the same religion or viewpoints from two different religions.)

##### **Christianity**

- The Bible teaches Christians *'Love your neighbour as you love yourself'*, Luke 10:27. If someone is suffering with no hope of recovery, voluntary euthanasia is the most loving and caring thing to do.
- Some Christians accept euthanasia if the patient is brain-dead as there is absolutely no hope of recovery and therefore no reason to keep them alive artificially.
- Compassion is one of the main qualities Christians are meant to show; it is not compassionate to allow someone to suffer with no hope of improvement.
- God does not want people to suffer unnecessarily.
- If it is against the law to allow an animal to suffer the same should be true for humans.

##### **Islam**

- Some Muslims have tried to adapt the teaching of the Qur'an to suit situations they have faced in modern times.
- *"In his/her defence of life... The Doctor is well advised to realise his limit and not transgress it. If it is scientifically certain that life cannot be restored, then it is futile to diligently keep that patient in a vegetative state by heroic mean"* Islamic Code of Medical Ethics 1981.

- (c) **Explain what the law in the Netherlands states about euthanasia.** 2

**KU 2 marks**

- The patient must personally volunteer a request for euthanasia.
- The patient must be terminally ill.
- Euthanasia must be a last resort.
- Two doctors must agree that euthanasia is the best option for the patient.

- (d) **Analyse the strengths and weaknesses of the law in the Netherlands about euthanasia.** 6

**AE 6 marks**

**Strengths**

- It respects the rights of the individual.
- It values the quality of life.
- Strict rules prevent abuses.

**Weaknesses**

- It devalues human life – life becomes disposable.
- It does not prevent abuses – many cases are not reported.
- It damages the relationship between doctor and patient.

- (e) ***“A patient’s request for euthanasia should always be granted.”***

**Do you agree?**

**Give a reason for your answer.** 2

**AE 2 marks**

**Agree**

- It is a person’s right to choose when to end their own life.
- The individual patient understands the quality of their own life better than anyone.

**Disagree**

- People can be depressed and make poor decisions.
- Alternatives to euthanasia, eg palliative care can make a person’s life worth living.

- (f) **Explain the differences between voluntary and involuntary euthanasia.** 2

**KU 2 marks**

- Voluntary – the person requests euthanasia.
- Involuntary – euthanasia is carried out without the person’s permission.

**(g) Describe two acceptable alternatives to euthanasia.**

**4**

**KU 4 marks**

- Advances in medical treatment can provide ways of treating most illnesses.
- Palliative care has advanced sufficiently to provide pain relief in the majority of cases.
- Hospices provide support and the possibility of a dignified death.
- Specialist nurses provide good care for the patient in their own home.

**(h) “A change in UK law allowing voluntary euthanasia would create more problems than it would solve.”**

**How far do you agree?**

**Give reasons to support your answer.**

**8**

**AE 8 marks**

**Agree**

- It could lead to human life being devalued.
- It could mean pressure would be put on the terminally ill or elderly to allow themselves to be killed.
- It could lead to a change in the way long-term illness or disability is viewed by society.
- It could lead to fewer medical treatments being developed as they would not be needed as urgently.

**Disagree**

- It would lead to a greater respect for the quality of human life.
- It would allow NHS funds to be used in a more efficient way helping those who can recover from their illness.
- Society will benefit as it is good for society for the rights of the individual to be respected.
- It can never be good for people to be allowed to suffer in any way.

## 5. WAR AND PEACE

(a) What is a smart missile?

2

**KU 2 marks**

- A smart missile is a missile which can be guided by moving the fins and tail.
- It means specific targets can be hit, thus pinpointing key targets.
- They are supposed to lessen the amount of casualties in a bombing.

(b) Explain what one International Convention says about the use of chemicals in modern warfare.

4

**KU 4 marks**

Convention on the Prohibition of the Development, Production and Stockpiling of Bacteriological (Biological) and Toxin Weapons and on Their Destruction (1972)

- Determined to act with a view to achieving effective progress toward general and complete disarmament, including the prohibition and elimination of all types of weapons of mass destruction, and convinced that the prohibition of the development, production and stockpiling of chemical and bacteriological (biological) weapons and their elimination, through effective measures, will facilitate the achievement of general and complete disarmament under strict and effective control

The Chemical Weapons Convention (CWC) is an international treaty that bans the use of chemical weapons and aims to eliminate chemical weapons, everywhere in the world, forever.

- Each State Party to this Convention undertakes never under any circumstances:
- to develop, produce, otherwise acquire, stockpile or retain chemical weapons, or transfer, directly or indirectly, chemical weapons to anyone
- to use chemical weapons
- to engage in any military preparations to use chemical weapons
- to assist, encourage or induce, in any way, anyone to engage in any activity prohibited to a State Party under this Convention.

**(c) Should there be laws about modern warfare?**

**Give reasons for your answer.**

**6**

**AE 6 marks**

**Yes, there should be laws**

- All previous legislation is out of date.
- Technology has advanced so much, new laws necessary.
- Examples of technology – smart missiles, cluster bombs, etc
- Methods of fighting have changed dramatically.
- Example of different methods – hostage taking, human shields, use of chemicals, etc
- More civilians are being hurt in wars, not soldiers.
- People’s human rights are being abused, torture, etc – people are simply ignoring existing laws – UDHR.

**However**

- In war anything should go, no need for laws.
- Existing laws are sufficient, Geneva conventions, etc
- The laws exist as they stand in each country, this should be sufficient.
- The declaration of human rights ensures people are sufficiently protected.

**(d) Why might many religious people disagree with this statement about war?**

**4**

**KU 4 marks**

**CHRISTIANITY**

- Christians must follow religious teachings which would say they can only use appropriate force – Thomas Aquinas, Just War theory.
- Jesus said “Love your enemies” – this means to treat them with care and respect. This would result in treating others in a kind way, not using any old method, ie torture.
- Christians should seek not to use force at all, Jesus said “Happy the peacemakers...”.
- Origen, early Christian writer – “For we no longer take sword against nation, nor do we learn any more to make war, having become sons of peace for the sake of Jesus who is our leader.”

**BUDDHISM**

- Buddhists are non-violent and would not resort to acts of violence – “Hatred does not cease by hatred; hatred ceases only by love. This is the eternal law.” – The Dhamapada.
- Buddhists would not do something which might result in other people suffering - “...compassion is the driving force of action, where all, including the least of living things are treated with fairness, consideration and love...” Walpola Rahula.
- Buddhists are not interested in fighting, they are more concerned with individual responses – “Victory breeds hatred, for the conquered is unhappy. The calm one is he who has given up both victory and defeat.”
- People wanting to fight do not understand reality – “World peace will not result through external development...The only cause that can bring peace to universal beings is to change ourselves...”

- (e) *“There is no difference between having weapons of mass destruction and using them.”*

**Do you agree?**

**Give reasons for your answer.**

**4**

**AE 4 marks**

**Yes**

- You can have them to deter others from attacking you.
- They can be used as a bargaining tool in negotiations.
- Countries need to know the latest developments and the sort of weapons they could face in the future.

**However**

- They are threat to your country, there could be an accident.
- They are too expensive to produce, the money could be used in far better ways.
- Other people can be influenced by them and then use them against you.

- (f) **Explain one viewpoint, independent of religious belief, about the use of nuclear weapons.**

**4**

**KU 4 marks**

- Some Humanists will see Nuclear Weapons as wrong because they do not see the justification for war in the first place as people will suffer.
- Some Humanists would believe that it is wrong to use Nuclear Weapons, as humanists believe they are too destructive – indiscriminate, humans will suffer.
- Humanists were leaders in the CND marches of old – Bertrand Russell, etc, they believed making Nuclear Weapons was wrong. It would therefore be wrong to use them today.
- Some Humanists would see their use as wrong as innocent people will suffer as a result of the radioactivity left behind by the weapons.

**(g) Is war necessary to achieve peace?**

**Give reasons for your answer.**

**6**

**AE 6 marks**

**Yes**

- We must use whatever force or methods are necessary, when all other avenues have failed then war may be necessary.
- Some people only understand the use of force, anything else is seen as weak. War must be used on people like this.
- Sometimes a quick, short sharp pain is better than something which rumbles on for ages – war is the quick solution which can alleviate pain and suffering in the long run.
- St Thomas Aquinas – Just War Theory – any of the conditions developed into reasoned argument.

**No**

- Wars never result in proper peace, there is always a residue which leads to further resentment. There are always losers.
- Proper peace can only be created after the proper process of negotiations take place.
- Wars can only create temporary solutions, they will never solve deep rooted problems. In fact they create resentment and more problems than they solve.
- Violence breeds violence, it does not breed peace. War is counterproductive to peace.

## SECTION THREE

### EXISTENCE OF GOD

- (a) **How might the First Cause argument be used to prove God's existence?** 4

**KU 4 marks**

- Thomas Aquinas – The universe itself is the most vital piece of evidence for the existence of God. If God does not exist the world as we know it cannot be explained.
- First of 5 ways – (motion) everything that moves is moved by something else. This cannot be infinite or the movement would not have started in the first place. There must be an 'unmoved mover' – God.
- Second of 5 ways – (causality) everything has a cause. There cannot be an infinite number of causes therefore there must be an 'uncaused cause' – God is the First Cause.
- Third of 5 ways – (potentiality) nothing can come from nothing. Something only comes into existence as a result of something that already exists. There must be something with 'necessary being' that exists of itself – God.

- (b) ***“If everything has a cause, what caused God?”***

**Is this an effective challenge to Aquinas' argument?**

**Give reasons for your answer.**

4

**AE 4 marks**

**Yes**

- It highlights a contradiction in Aquinas' reasoning – if everything needs a beginning then so does God.
- Kant – an 'uncaused cause' is a mental impossibility – we impose causality on our universe.

**No**

- The argument is picturing God in human terms. God is infinite and does not share in the experiences of finite beings, eg needing a beginning.
- This is too simplistic an argument, God is far greater than we can ever explain with our finite logic.

- (c) **Describe the Big Bang theory.** 4

**KU 4 marks**

- The universe began with an explosion.
- This happened about 12-15 billion years ago.
- This event was an 'accident' with no specific cause.
- Particles were produced which gradually developed into atoms and molecules and in time formed the universe.

- (d) **Does the Big Bang theory weaken the First Cause argument for the existence of God? Give reasons for your opinion.**

4

**AE 4 marks**

**Yes**

- It provides an alternative ‘first cause’ to God.
- It is based on scientific evidence and not faith – it can be proved.

**No**

- God could have caused the Big Bang.
- It is open to the same basic challenge as the existence of God – if nothing can come from nothing, who caused the Big Bang?

- (e) ***“The arguments for God’s existence rely more on faith than reason.”***

**How might a religious person respond to this statement?**

6

**KU 6 marks**

**Agree**

- There is no logical scientific evidence to support God’s existence.
- The infinite God is beyond our finite minds.
- It is important that people need faith to believe in God, if he could be ‘proved’ he would not be Almighty God.

**Disagree**

- There is evidence to prove God exists, eg order and purpose in the universe.
- It is a logical possibility that God exists, everything in our experience needs a beginning, only God could be the first cause.
- It is important that people can be convinced logically that God exists. If it was only based on faith they would give up whenever they experienced doubts.

- (f) ***“The existence of suffering is proof that God does not exist.”***

**Do you agree?**

**Give reasons for your answer.**

8

**AE 8 marks**

**No**

- The existence of suffering does not mean that God does not exist, it only questions his character and motives.
- Suffering is the result of the misuse of human free will (candidates may refer to a specific religious tradition, eg the Fall of Adam and Eve in Genesis 3).
- Natural suffering is the result of natural laws, eg gravity.
- God does not cause suffering but he does help people to cope with it.
- Suffering has a purpose; it is used by God to develop human character.
- Suffering is just part of life.

**Yes**

- If God was good he would want to prevent suffering.  
He doesn't – so he is either cruel or he doesn't exist.
- If God was omnipotent he would do something to prevent suffering.  
He doesn't – so he is either weak or he doesn't exist.
- If God was a loving God he wouldn't allow suffering to exist.  
It does – so either he doesn't care or he doesn't exist.
- The description of God's character do not match up with the existence of suffering.  
So either God isn't what he claimed to be or he doesn't exist.
- If God chooses not to intervene in people's suffering, what is the point of worshipping him?

## SECTION FOUR

### CHRISTIANITY: BELIEF AND SCIENCE

- (a) Explain one way in which “revelation” can be understood by Christians. 2

**KU 2 marks**

**Traditional/alternative views include:**

- revelation can be described as knowledge given to people by a divine/supernatural agent, eg God
- religious people often claim that God communicated with them directly and revealed certain beliefs or information to them
- revelation can occur as a result of particular events, people or from the scriptures of their religion
- not necessarily coming from God but from the collective unconscious/inner awareness of their own minds as they have developed/evolved from primitive beginnings
- it could be something they realised that they had not realised before in their experiences – a bit like the phrase: “the penny dropped”
- revelation can also be seen as a human experience, view, interpretation or understanding of an event/experience which has significance.

- (b) Explain fully, what is meant by “scientific method”. 4

**KU 4 marks**

- Scientific method is a systematic approach to understanding world in a rational and verifiable way
- Scientific method involves observation, hypothesis, experiment, law – brief explanation of what these are – appropriate illustrative example(s) may be included.  
(A detailed description of this may be awarded full marks.)
- Involves the study, investigation of processes of nature to find general laws behind the operation of natural world
- Can provide data to be independently tested by other scientists
- Provides evidence/information of provisional nature which is subject to change in light of new evidence/discoveries

- (c) How does Genesis Chapter 1 describe the beginning of the universe? 4

**KU 4 marks**

- Original state of world was formless and desolate with spirit of God moving over water
- God commanded “Let there be light” so darkness and light were separated and called “day” and “night”
- In a series of acts of creation, God created the division of the waters and land, sun/moon/stars.

- (d) **Why do some Christians believe that the Genesis account of the beginning of the Universe is literally true?**

2

**KU 2 marks**

- They understand the Bible at face value so if it says God created the world in 6 days then that's what it means.
- If you take the Bible literally then it saves complications; you don't have to decide what bits are true and what bits aren't – they are all true as it's "God's word."
- Having faith means believing things which you cannot prove to be true. People who question the truth of the Bible are not showing much faith.
- It's easier to believe in what the Bible says than the complicated explanations of science
- The Bible is right and science is wrong.

- (e) ***"The creation story in Genesis can be understood symbolically."***

**How does this help Christians understand life?**

4

**AE 4 marks**

- The Bible contains different kinds of writings, eg poetry, parables, myths, etc. Interpreted symbolically, it contains important beliefs and values about life.
- The Bible isn't meant to explain how the world began – it's not a scientific textbook. Its purpose is spiritual and moral – not scientific.
- We know from science that world/life took billions of years to develop – aim of creation stories is about meaning and purpose in life – not scientific accuracy
- The creation stories developed out of the seven day Jewish New Year festival – reason it is in a seven day form about the role and purpose of human life
- There are more important issues in the creation stories, eg human relationships/conscience/moral attitudes and behaviour communicated symbolically in the stories
- The Genesis stories were written for a different purpose than describing how world began. They assume God is behind the process rather than just blind chance. Understood symbolically they still have meaning/relevance.

- (f) **Explain how scientific method challenges the biblical account of the origins of the Universe.**

4

**KU 4 marks**

- Scientific method has shown that the universe began with an "explosion" around 12 – 15b. years ago and developed over this time – did not appear ready made
- There is a great deal of evidence to support the scientific account, eg rate at which galaxies are moving away from each other, universe expanding, red shift principle.
- The creation account was based on speculation and lack of knowledge about the universe – it cannot be validly compared with modern scientific accounts
- The Genesis creation story is based on totally different ideas from the scientific view; to compare them as having equal validity is wrong
- Our views of the world and the universe are totally different from those of the Genesis writers
- The order and sequence of the Genesis creation story is quite different from that discovered by modern science.

- (g) *“The biblical account of creation and the scientific account of the origin of the Universe are not compatible.”*

**How far would Christians agree with this view?**

**10**

**AE 10 marks**

One view may be that science and religion are not compatible:

- widely accepted that science has disproved a literal understanding of Genesis
- science speaks of Big Bang and evolutionary development of universe and provides good evidence to support this; literal interpretations of Genesis say that the world was created in 6 days by God. Not compatible
- many people do not believe in this view of Genesis because they accept that science has a better explanation
- the Biblical account is primitive and written about 2500 years ago compared to modern scientific ideas
- Christians who accept the Biblical account of Genesis may reject scientific account as incompatible
- science gives us a much better understanding because it is based on facts and evidence and observations and not just on speculation (revelation?) about how the world might have come into existence
- science leaves no room for God in its understanding of the world. Many Christians cannot accept this.

Others may regard both science and religion as being compatible because:

- many scientists are also religious people and do not see any conflict between scientific discoveries and various interpretations of Genesis (except literal)
- many don't regard the Bible as a scientific text book in opposition to science. Modern theology helps people to interpret Genesis religiously not scientifically
- issues of Genesis go beyond science; no need to try to square them with modern science. Genesis is more concerned with meaning/purpose than explanation
- creation is a continuing process not a one-off event so science can give us a continuing understanding of nature of creative physical Universe
- Genesis is a statement about God's relationship with the world and regards God the sustaining power behind the whole process, not just initial step in natural process.

[END OF MARKING INSTRUCTIONS]