



2007 Religious, Moral and Philosophical Studies

Higher – Paper 2

Finalised Marking Instructions

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**2007 Religious, Moral and Philosophical Studies
Higher Paper 2**

Section 1: Buddhism

Question 1

Allocation of Marks: Knowledge & Understanding – Approximately 50% of mark
Analysis & Evaluation – Approximately 50% of mark

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology. 		
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence etc is shown, and/or evaluation is balanced and informed. 		
		KU	AE
<p>(a) “Dried empty gourds thrown away.”</p> <p>This is an example of anicca, one of the 3 Marks of Existence. Give a full description of what Buddhists understand by anicca.</p> <ul style="list-style-type: none"> • Impermanence – nothing lasts forever. • Universal law covering all universe including dhamma. • Everything constantly changing and becoming something else. • One of 3 Marks of Existence along with anatta and dukkha. • Some things change slowly, some things fast. • All things inter-related by anicca as all are constantly changing and this creates a constantly changing relationship of one thing to another ... inter-dependent. 		4	
<p>(b) Briefly describe the other two Marks of Existence.</p> <p>N.B. Full marks only if description is of both.</p> <p>Anatta</p> <ul style="list-style-type: none"> • Doctrine of “no-self”. • Anicca as applied to people. • Nothing about a person stays the same. • Can’t have a soul or atman. • Made up of 5 skhandas. <p>Dukkha</p> <ul style="list-style-type: none"> • Unsatisfactoriness. • Contact with the unpleasant brings suffering. • Separation from the pleasant brings suffering. • Physical/mental/emotional pain. 		4	

	KU	AE
<p>(c) What do Buddhists understand by samsara?</p> <ul style="list-style-type: none"> • Cycle of rebirth. • Goal of Buddhists is to gain better samsaric rebirth to reach nibbana. • Proximal goal for lay Buddhists in Theravadin tradition. • Some mahayanan schools see nibbana and samsara as indistinguishable. • State of dependent origination. • While in samsara, we are in a state of constant suffering – dukkha. • Conditioned by karma in previous lifetimes. • Trapped in continuous cycle until escape by reaching enlightenment. 	4	
<p>(d) Explain the consequences for Buddhists of not accepting anicca.</p> <ul style="list-style-type: none"> • Not accepting anicca leads to illusion of permanence which causes craving and attachment. • Accepting anicca leads to lessening of suffering. • Not accepting anicca links to bad karma in the form of hatred, greed, etc (3 poisons). • 3 poisons are centre of wheel of samsara, turning the wheel. • Delusion and non-acceptance of impermanence lead to suffering caused by attachment. • Being attached shows ignorance of Buddhist way and keeps people tied to cycle of rebirth. • Rebirth will continue until one learns not to be attached. 		4
<p>(e) What might a Buddhist understand by “the true treasures of life”?</p> <p>KU content</p> <ul style="list-style-type: none"> • The true treasure would be found in gaining self harmony by following the Buddhist way. • Living a Buddhist life following the Dhamma – the teachings. • Following the example of the Buddha – the one who founded the teachings. • Right Path – the method that will lead to nibbana. • Enlightenment is the ultimate treasure. <p>EA content</p> <ul style="list-style-type: none"> • 3 Jewels are all seen as refuges to help Buddhists achieve nibbana, so all are valuable in themselves. All are necessary. • These will help eliminate suffering, so have true value. • True treasures are not things that have “value” in material sense – the real treasure is the Buddhist way. • Ultimate “treasure” is nibbana itself – nothing greater. 	2	2
<p>(f) Explain the relationship between anatta and samsara.</p> <ul style="list-style-type: none"> • If anatta is the idea of no self or no soul and samsara is rebirth, what moves from life to life to be reborn? • There is a continuity from life to life but no idea of separate “self” identities, because there is no “self”. • There is a causal connection between samsaric lifetimes. • Karmic influence or energy links from life to life. • If we don’t accept anatta, we will remain self illusioned, so our actions will be selfish, leading to rebirth. • Eg a candle flame lights the next candle and causes it to burn, but does not become the new flame. 		5

Question 2

	KU	AE
<p><i>“Some people claim that Buddhism is a selfish religion because it concentrates on individual enlightenment.”</i></p> <p>Discuss two possible Buddhist responses to this claim.</p> <ul style="list-style-type: none"> • To outsiders, stream enterers – set on addressing own human condition to progress to nibbana and escape samsaric suffering. • Behave in a moral way to keep karma good to suit “self’s” progression towards nibbana. • Theravadins might be accused by Mahayanans of selfishness because aim is to achieve nibbana – arahat. • Buddha paved way for arahat – no ultimate compassion for others until boddhisatva ideal. • Possible selfishness of only monks achieving enlightenment. • Also selfishness of expecting laity to support monks in “easy” lifestyle. • However, can’t be selfish because of belief in the no self. • Wouldn’t achieve enlightenment if they were selfish. • Buddha’s aim was to help all sentient beings. • Laity gain karma from supporting monks. • Road to arahathood is moral therefore helps all other beings. • Monks teach others to help them on road to nibbana. • Won’t achieve enlightenment if being moral only to benefit “self”. • Mahayanans – not selfish (compassion for others led to boddhisatva ideal). • All can gain enlightenment in Mahayanan Buddhism. 	5	10
Total	19	21

Section 2: Christianity

Question 1

Allocation of Marks: Knowledge & Understanding – Approximately 50% of mark
 Analysis & Evaluation – Approximately 50% of mark

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology. 		
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence etc is shown, and/or evaluation is balanced and informed. 		
		KU	AE
(a) According to Genesis how did sin come into the world? <ul style="list-style-type: none"> • Outline of story and/or consequences • Banishment from the garden led to a life of toil. • Alienation from creation. • Alienation from each other. • Suffering and death. • Relationship between humans and God broken. • Constant state of temptation enters the human condition. 		3	
(b) What is meant by “you will receive God’s gift, the Holy Spirit”? <ul style="list-style-type: none"> • Some may think it means being born again. • For others new life in Jesus. • The ability to speak in tongues. • A close daily relationship with Jesus. • Jesus as personal saviour. • Forgiveness of all past sins. • The ability to heal and help others. • A turning away from evil acts. • The ability to preach. • Help in times of trouble and need. 		3	

	KU	AE
<p>(c) Explain why Christians think it is important to follow the teachings of Jesus.</p> <ul style="list-style-type: none"> • So that they may live in fellowship with him. • That they may inherit eternal life. • That they may be free from future punishment. • That they may be with him in heaven. • That life will be better for them now. • The Kingdom of God may become a reality. • Jesus taught that they should do this. • The Bible says this time and again. 	3	3
<p>(d) Explain what Christians understand by turning away from sin.</p> <ul style="list-style-type: none"> • Stopping doing wrong. • Following the teachings of Jesus. • Living by the Ten Commandments. • Following the Golden Rule. • Giving their lives over to Jesus. • Being “born again”. • Being baptised into the fellowship of the church. • Admitting past sins. • Repentance. • Belief in the word of God. • Belief in action. • Helping others. • Acceptance of salvation. • Believing Jesus died for forgiveness for all. 	2	4
<p>(e) Explain the importance of worship in building God’s Kingdom on Earth.</p> <ul style="list-style-type: none"> • Worship helps to build the community of Christians. • Eucharist builds up fellowship one with another. • The worshippers learn about the life and teachings of Jesus. • The mission of the church will be strengthened through the preaching of the word. • Aware of judgement and heaven and hell. • Prayer will be a constant help. • Sense of community will be engendered. • What is meant by worship? • What do we mean by Kingdom of God? 	3	4

Question 2

	KU	AE
<p><i>“Human beings are called to account for their actions after death.”</i></p> <p>With reference to two traditions you have studied discuss the importance for Christians of belief in judgement.</p> <p>Important the candidates clearly show two traditions to gain full marks. Differing traditions will place greater emphasis on differing points.</p> <ul style="list-style-type: none"> • Jesus taught about judgement. • Sheep and goats. • Good life will be rewarded. • Bad life will be condemned. • Emphasis on the threat of hell for some. • Incentive to good life. • Justice for all. • Give purpose to life. • Spur for evangelism. • Without this Christianity offers society nothing. • Motivation to follow Jesus’ teaching. • Hope of life after death. • Therefore hope for the future. • God’s justice seen to be fair. • Contrast with the world. <p>Could also be stated</p> <ul style="list-style-type: none"> • Christian life not dependent on reward. • Response to Jesus’ love. • Gratitude for salvation. • Might lead to neglect of the here and now. • Removal of hope. • Other things more important. • The moral life. • God’s love. • Belief in incarnation. 	5	10
Total	19	21

Section 3: Hinduism

Question 1

Allocation of Marks: Knowledge & Understanding – Approximately 50% of mark
 Analysis & Evaluation – Approximately 50% of mark

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology. 		
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence etc is shown, and/or evaluation is balanced and informed. 		
		KU	AE
<p>(a) “Just so the one whose mind has gone within Is completely freed.”</p> <p>Explain what Hindus believe about samadhi.</p> <ul style="list-style-type: none"> • Cannot be described. • It is an experience. • Brings complete bliss. • Requires concentration. • Requires meditation. • Requires practice. • Mind becomes one with brahman. • Requires detachment. • Requires renunciation. 		3	
<p>(b) What are the key features of meditation?</p> <ul style="list-style-type: none"> • Concentration. • Renunciation. • Self-discipline. • Encourages people to live a moral life. • Helps to detach people from everyday life. 		3	
<p>(c) Why is release from samsara considered desirable by Hindus?</p> <ul style="list-style-type: none"> • Life is full of misery and suffering. • Universe is transient, impermanent. • Painful to be stuck in the cycle of rebirth. • Bliss is gained on escape from samara. • Existence is maya, what’s the point of living in an illusion? • Anything is better than the present existence. • All will make sense of liberation from samsara. • End of dharma. 		4	

	KU	AE
<p>(d) Explain some of the problems associated with the attainment of moksha.</p> <p>KU – definition of Moksha</p> <ul style="list-style-type: none"> • Moksha is the release from cycle of samsara. • Recognition of oneness of brahman and atman. • Renunciation of the jiva. • State of bliss. • Can be achieved at death in some traditions. • Can be achieved during life in other traditions. <p>AE</p> <ul style="list-style-type: none"> • Highly abstract. • Can be very intellectual. • Philosophical ideal not a practical reality. • Beyond most people. • More materialistic world. • Attachment to the phenomenal world. • Unwillingness to renounce jiva. • Possible traditional caste restrictions. 	3	4
<p>(e) Why is the performance of dharma so important to Hindus?</p> <p>KU</p> <ul style="list-style-type: none"> • 4 types of dharma – universal, human, social and individual. • Found in the vedas. • Morality is an important part of it. • Caste is associated with dharma. • Ashrama is associated with dharma. <p>AE</p> <ul style="list-style-type: none"> • Everyone has a role. • Duties take precedence over rights. • Linked to karma. • Linked to samsara. • Contributes to a balanced society. • Recognises different stages and approaches to quest for liberation. • Vedas and Gita emphasise dharma. • Moral behaviour promotes harmony. • Explains existence of suffering. • Gives everyone clear guidelines for life. 	2	6

Question 2

	KU	AE
<p>Assess the importance of ahimsa to Hinduism.</p> <p>KU</p> <ul style="list-style-type: none"> • Ahimsa or non-injury is non-killing. • Non-injury is not merely non-killing. • Ahimsa or non-injury means entire abstinence from causing any pain or harm whatsoever to any living creature, either by thought, word or deed. • Non-injury requires a harmless mind, mouth and hand. • It is the development of a mental attitude in which hatred is replaced by love. • Ahimsa is true sacrifice. • Ahimsa is forgiveness. • Ahimsa is sakti (power). • Ahimsa is true strength. <p>AE</p> <p>Candidates will probably concentrate on ahimsa's importance but they are entitled to explore other aspects of Hindu belief which they consider more important than ahimsa.</p> <p>Ahimsa has a role in:</p> <p>Dharma: which has as its central element – forgiveness, truthfulness, control of the mind, purity, practice of charity, control of the senses, non-violence, compassion, absence of greed and absence of malice as the ingredients of samanya. Dharma, the general law for all men – all of these are part of ahimsa.</p> <p>Yoga: Patanjali recommends that ten virtues should be practised by all men. The first five are: ahimsa (non-violence), satya (truthfulness), brahmacharya (celibacy in thought, word and deed), asteya (non-stealing) and aparigraha (non-covetousness). These constitute yama or self-restraint – all key features of ahimsa.</p> <p>Gita: fearlessness, purity of heart, steadfastness in the Yoga of Wisdom, self-restraint, straightforwardness, harmlessness, truth, absence of wrath, peacefulness, absence of crookedness, compassion to living beings, non-covetousness, mildness, vigour, forgiveness, purity and absence of envy and pride.</p> <p>Margas: Jnana involves control of the body and the senses, control of the mind, forbearance – again important in ahimsa. Bhakti aspirant must be spiritually and morally pure before embarking on the path and again principles of ahimsa are seen in here as with karma the path of selfless action where again moral virtue which embraces ahimsa is a key element.</p> <p>Other aspects could be considered but these will be the main ones.</p>	<p>5</p>	<p>10</p>
Total	20	20

Section 4: Islam

Question 1

Allocation of Marks: Knowledge & Understanding – Approximately 50% of mark
 Analysis & Evaluation – Approximately 50% of mark

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology. 		
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence etc is shown, and/or evaluation is balanced and informed. 		
		KU	AE
(a) “To believe in ... the Messengers.”			
<p>Who are the “Messengers” referred to in the passage?</p> <ul style="list-style-type: none"> • All of the prophets of the old testament. • Jesus. • Muhammad the last and final prophet. • The angels of Allah. • Messengers are those who deliver the word of Allah. 		3	
(b) Why is “the Book” important to Muslims?			
<ul style="list-style-type: none"> • The word of truth from Allah. • Handed down directly through Muhammad. • Teaches on all aspects of life. • Offers guidance to all. • The process of revelation. • No need to seek help anywhere else. • The source of all knowledge. • Study of the Qur’an brings about a better person. 		3	
(c) “To be steadfast in prayer,”			
<p>Discuss the importance of prayer for Muslims.</p> <ul style="list-style-type: none"> • Prayer is one of the Five Pillars. • Relationship with Allah is maintained through prayer. • Creates personal discipline – prayer five times per day. • Good for the individual. • Promotes the qualities of patience and virtue. • Creates a sense of hope now and for the future. 		2	2

	KU	AE
<p>(d) “... be firm and patient in pain (or suffering) And adversity.”</p> <p>In what ways does this command benefit Muslims?</p> <p>Description of suffering – maximum 3 marks</p> <ul style="list-style-type: none"> • Suffering is linked to death and is a fact of life, helps understanding. • Wrongdoing can lead to idolatry. • Suffering is a punishment for sin. • Suffering is a sign of the flawed nature of humanity. • It can be character building. • There will be less suffering if Muslims follow the will of Allah. • Suffering can lead to an awareness of the compassion of Allah. • Suffering is caused by selfishness. • The theory of instrumentality. • Necessary for the purpose of Allah. • Life is a time of testing. • Bring hope and comfort in times of grief. • Development of patience. 	3	4
<p>(e) Explain the significance for Muslims of belief in the day of judgement.</p> <ul style="list-style-type: none"> • State of barzakh between death and the day of judgement. • On the day of judgement all will be required to answer. • It is therefore a motivation to live a good life now. • Not only for the individual but for all nations. • Life in paradise is a reward for a good life. • Hell the result of disobedience. • This is a basic principle of Islam. • A fundamental and basic part of Islam. • Judgement in relation to Resurrection, Heaven and Hell. 	4	4

Question 2

	KU	AE
<p><i>“The problems caused by the human condition can be overcome through the practice of Hajj.”</i> To what extent would Muslims agree with this statement.</p> <p>Maximum of 5 marks for describing Hajj/Human Condition.</p> <p>KU</p> <ul style="list-style-type: none"> • Final Pillar of Islam. • Human condition is a life of suffering. • Humans can be in a state of alienation to Allah due to the fall. • Alienation to each other/war, etc. • Prayers to Allah at Mt Arafat. • Rejection of the devil at Mina. • Kissing of the black stone. <p>Helping to overcome the human condition.</p> <p>AE</p> <ul style="list-style-type: none"> • Pilgrim becomes engrossed in the presence of Allah. • Shows man’s subservience. • Worship through sacrifice. • Remembrance of the life of the prophet. • Humans lose all false ideas of the self. • Garments of ihram show equality of all beings. • Submit totally to the will of Allah in the rituals of hajj. • At the mercy of Allah. • Unique spiritual event. • Allah alone can aid them in the completion of hajj and thus overcome the human condition. • Could be said to help self awareness therefore bad. • Engender selfishness. • Equality for Muslims alone? • May make Muslims feel they are more important to Allah than others. • Other pillars may be more or less helpful in overcoming the human condition than hajj. 	5	10
Total	20	20

Section 5: Judaism

Question 1

Allocation of Marks: Knowledge & Understanding – Approximately 50% of mark
 Analysis & Evaluation – Approximately 50% of mark

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology. 		
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence etc is shown, and/or evaluation is balanced and informed. 		
		KU	AE
(a) What do Jews mean when they say man is made “in the image of God”?	<ul style="list-style-type: none"> • Man given sovereignty over nature. • God’s nature: omniscient, omnipotent, omnipresent. • Creator, father, king, judge, teacher. • Human beings reflect God’s nature. • Man has moral capacity, reason, free will. • Man can love God and have a spiritual bond. 	4	
(b) How were the man, the woman and the serpent each punished as a result of their actions?	<ul style="list-style-type: none"> • Cursed above all creatures. • Cursed ground. • Hard work. • Pain in childbirth. • Subject to man. • Dust to dust. 	3	
(c) Explain Jewish beliefs about the Yetzer Tov and the Yetzer Harah.	<ul style="list-style-type: none"> • Moral conscience. • Instinct for survival. • Good when controlled. • Evil when uncontrolled. • Teachings of Torah provide control. 	2	3
(d) Explain the importance of the principles of repentance and forgiveness in Judaism.	<ul style="list-style-type: none"> • Repentance (Teshuvah) offers a new beginning. • Returning to God. • Repentance is for sins against God. • Jews must make their own peace with fellow man. • Can repent at any time. • Rosh Hashanah and Yom Kippur – time for reflection. 	2	4

	KU	AE
<p>(e) Assess the role of the prophets as the social and moral conscience of the Jewish people.</p> <ul style="list-style-type: none"> • Greatest prophet was Moses. • Major prophets, eg Isaiah, Ezekiel, Jeremiah. • Role models of holiness and closeness to God. • Conveyed God's message to the people of Israel • Often their message was ignored – uncomfortable. • Criticised excessive luxury, idolatry, sexual immorality. • Called for justice and charity towards the poor and needy. • Foresaw and foretold consequences for the people. • Relevance of the prophets today. 	3	4

Question 2

	KU	AE
<p><i>“The responsibilities of Judaism are essential in maintaining the religious identity of both family and community.”</i></p> <p>Discuss Jewish responses to this view.</p> <p>Religious responsibilities, eg:</p> <ul style="list-style-type: none"> • Brit milah, kashrut, bar/bat mitzvah, shabbat, festivals, mezuzah/tefillin. <p>Arguments about their importance:</p> <ul style="list-style-type: none"> • obligations of torah • taught to children from a young age • strengthen family life • develops identity and understanding of faith • brings about closeness to God • separates Jews from non-jewish culture • reform Judaism – many practices outdated and irrelevant. 	5	10
Total	19	21

Section 6: Sikhism

Question 1

Allocation of Marks: Knowledge & Understanding – Approximately 50% of mark
 Analysis & Evaluation – Approximately 50% of mark

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology. 		
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence etc is shown, and/or evaluation is balanced and informed. 		
		KU	AE
<p>(a) What would a Sikh understand by the phrase ‘True Guru’?</p> <p>Two relevant points, eg:</p> <ul style="list-style-type: none"> • Guru refers to God in his role as Divine Teacher • ‘True’ emphasises the fact that, although prophets deliver God’s message, God alone is the real source of their wisdom. 		2	
<p>(b) Describe Sikh beliefs about God’s Will.</p> <p>Description may include, eg:</p> <ul style="list-style-type: none"> • God’s Will/Hukam is the active Force of Power that creates and controls all events and circumstances • God’s Will is beyond human understanding • God’s Will can only be known by an act of revelation • human beings make spiritual progress by learning to act in harmony with God’s Will. 		3	
<p>(c) What do Sikhs believe about the Ten Gurus?</p> <p>Relevant beliefs may include, eg:</p> <ul style="list-style-type: none"> • Sikhs believe that the Gurus were prophets chosen by God to reveal his Will • all Gurus shared the same soul/atma • non-karmic births • Sikhs believe that the Gurus were reunited with God, their lives are therefore examples of totally God-centred lives. 		3	

	KU	AE
<p>(d) Explain why the Guru Granth Sahib is called the Living Guru.</p> <p>Understanding may include, eg:</p> <ul style="list-style-type: none"> • Guru Granth Sahib was declared the Living Guru by the Tenth Guru, Guru Gobind Singh, before his death • Guru Gobind Singh said there would be no more human Gurus after him and that the Guru Granth Sahib was to be the only spiritual guide for Sikhs in the future. <p>Further explanation may include, eg:</p> <ul style="list-style-type: none"> • not just a record of the Gurus' teachings but an active spiritual guide at all stages of life, just as the Gurus were while alive • its words have the power to transform the lives of those who hear them (eg Sajjan the thief) just as the words of the Gurus did. 	2	2
<p>(e) Explain the phrase '<i>the womb of reincarnation.</i>'</p> <p>Understanding may include, eg:</p> <ul style="list-style-type: none"> • phrase refers to the belief that the soul/atma goes through many life-cycles (transmigration). <p>Further explanation may include, eg:</p> <ul style="list-style-type: none"> • soul/atma may inhabit both animate and inanimate matter • soul is part of God and will only find happiness/fulfilment when it reunites with God • birth as a human is unique because it is only in human form that the soul can achieve reunion • the soul's progress is determined by the law of karma which is part of the created order • explanation of creation and effects of good and bad karma • karma created by thoughts and actions • once a person begins to act in harmony with God's Will all previous karma is erased and no new karma is created. 	1	4

	KU	AE
<p>(f) In what ways do sewa and simran help Sikhs to walk ‘in harmony with the Will of the True Guru’?</p> <p>Description of sewa and simran, eg:</p> <ul style="list-style-type: none"> • Sewa as selfless service in a spirit of detachment • examples of sewa in home, sangat, wider community • Simran as constantly meditating on God and keeping the mind open to Him at all times • examples of Simran, eg Naam simran/japna, meditating on verse in Guru Granth. <p>Explanation of the benefits of both, eg:</p> <ul style="list-style-type: none"> • through sewa, Sikhs are serving creating and therefore serving God • serving others helps train the person to be less selfish • selfishness is one of the greatest barriers to following God’s Will • through simran Sikhs keep the mind focused on God while serving Him through creation • by keeping the mind focused on God Sikhs believe that they can avoid the temptations/evils which lead the soul away from God • Simran helps the mind to understand God’s Will which has been communicated through the words of the Gurus • Sewa and simran are interlinked and of equal importance. 	4	4

Question 2

	KU	AE
<p><i>“It is not possible for human beings to be completely free from the powerful influences of maya and haumai.”</i></p> <p>Discuss two possible Sikh responses to this statement.</p> <p>Any relevant description of maya and haumai, eg:</p> <ul style="list-style-type: none"> • Maya, literally illusion • does not imply that the physical world does not exist, only that we think it will last and stay the same • the human tendency to treat physical objects/emotions/attachments as if they were lasting • leads to soul away from God because it forgets that God is the only lasting part of reality • Haumai is a result of maya • means ‘self-centredness’ • once human beings are under the spell of maya then all their actions become selfish because they have forgotten God. <p>Maximum of 8 marks for discussing only 1 possible response.</p> <p>In agreement with the statement:</p> <ul style="list-style-type: none"> • Maya and haumai are human tendencies which are part of God’s created order so in that sense they cannot be avoided • at all stages of spiritual development the soul can be overcome by maya and haumai, eg becoming proud and self-satisfied because of deepening spiritual awareness/powers • many Sikh practices seem to emphasise the importance of constantly trying to avoid these tendencies (eg sewa, simran, developing compassion, giving in charity, keeping the mind detached while living an active life in the world). <p>On the other hand:</p> <ul style="list-style-type: none"> • the Gurus taught that all will eventually be reunited with God therefore maya and haumai will be totally overcome at that point • meditating on God at all times and selflessly serving others gradually train human beings to be less focused on their own desires and self • becoming reunited with God happens during life, not after death and involves the state of sahej • those who are reunited (jivan mukht) are unaffected by maya and haumai or any other temptation or physical sensation • God’s Grace can, at any time, help human beings overcome maya and haumai. 		
Total	5	10
	20	20

[END OF MARKING INSTRUCTIONS]