



# **2008 Religious, Moral and Philosophical Studies**

## **Higher – Paper 2**

### **Finalised Marking Instructions**

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**2008 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"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence etc shown, and/or</li> <li>• Evaluation is balanced and informed.</li> </ul>

	<b>KU</b>	<b>AE</b>
<p><b>(a) Describe the role of the Buddha in revealing the dhamma.</b></p> <ul style="list-style-type: none"> <li>• Dhamma there waiting to be discovered for each universe.</li> <li>• Siddhartha meditated under Bo tree until he discovered it at his enlightenment.</li> <li>• Told it to 5 ascetics at deer park in Benares – turning wheel of Dhamma.</li> <li>• Travelled rest of life sharing Dhamma.</li> </ul>	<b>4</b>	
<p><b>(b) Describe what Buddhists understand by kamma.</b></p> <ul style="list-style-type: none"> <li>• Literally means actions.</li> <li>• Natural law of cause and effect.</li> <li>• Results of our actions are visited upon us at a future time – either immediately, later in this life or in future lifetime.</li> <li>• Doesn't come back in same form.</li> <li>• Impossible to trace back web of actions.</li> <li>• “unskilful” actions bind unenlightened to Samsara.</li> <li>• “skilful” actions lead towards enlightenment.</li> </ul>	<b>5</b>	
<p><b>(c) What would Buddhists consider to be “the dangers of life”?</b></p> <ul style="list-style-type: none"> <li>• Anything that would keep them on Samsara.</li> <li>• 3 poisons – greed sourced in desires, so won't escape Samsara hatred leads to bad kamma ignorance of Buddhist way does not allow progress to Nibbana.</li> <li>• Bad kamma which keeps them on Samsara.</li> </ul>	<b>3</b>	

	KU	AE
<p>(d) <b>Why would knowing about your faults be considered “a hidden treasure”?</b></p> <ul style="list-style-type: none"> <li>• Knowing faults leads to taking action to put them right.</li> <li>• The treasure is the goal of Nibbana that can be achieved if you realise faults and try to remedy them.</li> <li>• MUST sort out faults to reach Nibbana.</li> </ul>		2
<p>(e) <b>The dhamma is not the source of enlightenment; it only indicates the way.</b></p> <p><b>Explain why Buddhists would believe this to be the case.</b></p> <ul style="list-style-type: none"> <li>• Don’t believe in God, so there is no Being to please by following it – don’t get enlightenment “by god’s grace” – only reach enlightenment by following Dhamma.</li> <li>• Each individual has to follow OWN path to perfection and it is the Dhamma that shows the way they have to follow.</li> <li>• Dhamma can be abandoned once enlightenment has been found, so it is only a vehicle for reaching goal through their own effort.</li> </ul>		3
<p>(f) <b>Discuss the view that the Sangha is central to Buddhism.</b></p> <p><b>KU might include</b></p> <ul style="list-style-type: none"> <li>• Sangha is body of monks established by Buddha as group who received Dhamma.</li> <li>• Early Sangha kept Dhamma pure by passing it on.</li> <li>• Still has function in passing on Dhamma in teaching others, etc.</li> <li>• Key role in Theravadin Buddhism.</li> </ul> <p><b>AE might include</b></p> <p><b>Is Sangha central?</b></p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• Without it there would be no purity of teachings.</li> <li>• Without it, no point in Buddha revealing Dhamma.</li> <li>• Monastic Sangha facilitates following of Dhamma.</li> <li>• Arya Sangha inspiration as perfect example.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• All three jewels equally important.</li> <li>• Could claim Dhamma most important as, without it, the understanding of the way would not exist.</li> <li>• Sangha would have no purpose without Dhamma.</li> <li>• None of this would have existed without Buddha.</li> </ul>	2	6

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><b><i>“The arhat is the true ideal of Buddhism.”</i></b></p> <p><b>Would all Buddhists agree?</b></p> <p><b>5 marks KU given for information regarding arhat and Bodhisattva might include:</b></p> <ul style="list-style-type: none"> <li>• Arhat is holy man or saint</li> <li>• always male</li> <li>• achieves enlightenment enters parinibbana</li> <li>• doesn't have rebirth</li>   <li>• Bodhisattva is on verge of attaining Nibbana</li> <li>• puts off final Nibbana to return to teach others to save from suffering.</li> </ul> <p>10 marks AE for discussion of which way is better might include:</p> <p>Reasons why Arhat is true ideal:</p> <ul style="list-style-type: none"> <li>• it is the ideal for Theravadins</li> <li>• way of elders, so the practice is closest to way preached by Gautama himself</li> <li>• gives examples to others, so is effective</li> <li>• has wisdom, morality, skill in meditation, detachment, so clearly works and has skill to help others</li> <li>• teaches others to allow them to progress, just like Buddha</li> <li>• allows laity to provide for him...to let them gain karma.</li> </ul> <p>Reasons why Bodhisattva is ideal:</p> <ul style="list-style-type: none"> <li>• Mahayana ideal</li> <li>• gives ordinary Buddhists a meaningful spiritual life...arhat too difficult for most</li> <li>• shows active and ultimate compassion for others by delaying Nibbana...unlike arhat...so more in keeping with aims of Buddhism</li> <li>• easier to reach enlightenment than in Theravadin.</li> </ul>	<b>5</b>	<b>10</b>
<b>Total</b>	<b>19</b>	<b>21</b>

## 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"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of sources, beliefs and practices is shown</li> <li>• Evaluation is balanced and informed.</li> </ul>

	<b>KU</b>	<b>AE</b>
<p><b>(a) Explain what is meant by ‘the descendants of Abraham’.</b></p> <p><b>Any two relevant points, eg</b></p> <ul style="list-style-type: none"> <li>• All people who have faith in God.</li> <li>• Those who have inherited the faith of Abraham.</li> <li>• Background details of Abraham’s faith from Genesis.</li> <li>• Those made righteous not because of actions but faith.</li> </ul>	<b>2</b>	
<p><b>(b) “...he had to become like his brothers...”</b></p> <p><b>Why is it important for Christians to believe in the humanity of Jesus?</b></p> <p><b>Any five relevant points.</b></p> <p><b>Two marks maximum KU for any relevant points defining Incarnation.</b></p> <ul style="list-style-type: none"> <li>• Jesus is God Incarnate.</li> <li>• He was both fully God and fully man.</li> <li>• Born of woman and Holy Spirit.</li> <li>• Existing in the beginning.</li> </ul> <p>Important because, eg</p> <ul style="list-style-type: none"> <li>• Only a human being could understand our condition.</li> <li>• Or pay for our sin.</li> <li>• Only way we could understand the nature of God.</li> <li>• Role model/ideal human for Christians to imitate.</li> </ul>	<b>2</b>	<b>3</b>

	KU	AE
<p><b>(c) What reasons do Christians give for following the example of Jesus?</b></p> <ul style="list-style-type: none"> <li>• Teachings.</li> <li>• Humanity.</li> <li>• Mission, eg from his life and teaching eg from the teaching and tradition of the church.</li> </ul>	4	
<p><b>(d) According to Christians, what are the main causes of suffering?</b></p> <p><b>Any four relevant points.</b></p> <p><b>2 marks for merely referring to Genesis 2 and 3.</b></p> <ul style="list-style-type: none"> <li>• Results of human disobedience.</li> <li>• The Fall.</li> <li>• Misuse of freewill.</li> <li>• Creation spoiled.</li> <li>• Result of alienation from God.</li> <li>• Alienation from each other.</li> <li>• And alienation from the rest of creation.</li> </ul>	4	
<p><b>(e) How might prayer and meditation help Christians achieve their goals in this life?</b></p> <p><b>Any five relevant points, eg</b></p> <p><b>2 marks maximum KU for any relevant points describing Christian prayer and meditation, eg</b></p> <ul style="list-style-type: none"> <li>• Thanking, adoring, conferring with, petitioning God.</li> <li>• Still, quiet time of focus, concentration on spiritual matters.</li> <li>• Found in solitary or collective worship.</li> </ul> <p>Helps to, eg</p> <ul style="list-style-type: none"> <li>• Deepen relationships with God through adoration.</li> <li>• Through listening more carefully to his instructions.</li> <li>• Through experiencing his presence and forgiveness.</li> <li>• Deepen relationship with our neighbour through connecting with common humanity.</li> <li>• Through ridding ourselves of negative thoughts.</li> <li>• Through strengthening conviction.</li> </ul>	2	4
<p><b>(f) Why might the existence of suffering be a problem for Christians?</b></p> <ul style="list-style-type: none"> <li>• Not all suffering seems to have a purpose.</li> <li>• Not all suffering seems to be caused by human sin.</li> <li>• If God is sovereign, then he is responsible for suffering.</li> <li>• If God is both good and omnipotent, why doesn't he stop innocent suffering?</li> <li>• Either he is limited in power or in goodness.</li> </ul>		4

## Question 2

	KU	AE
<p><b>(a) Describe the suffering and death of Jesus.</b></p> <p><b>Any five relevant points from the Biblical accounts.</b></p> <ul style="list-style-type: none"> <li>• Betrayed by Judas, his own disciple.</li> <li>• Tried unjustly in various courts.</li> <li>• Beaten and mocked by Roman soldiers.</li> <li>• Crucified between two thieves, outside city walls.</li> <li>• Died a criminal's death after 6 hours of torture and taunting.</li> </ul>	<b>5</b>	
<p><b>(b) Assess the importance of the suffering and death of Jesus as a means of salvation.</b></p> <p><b>Candidates may restrict themselves to an evaluation of Jesus' suffering and death or, in addition to this, consider other equally important aspects.</b></p> <p><b>Very important because through Jesus' suffering and death, Christians believe.</b></p> <ul style="list-style-type: none"> <li>• We are released from the human condition of sin, guilt and death.</li> <li>• The broken relationship between God and humanity is restored.</li> <li>• We are justified, if we believe.</li> <li>• We are redeemed – a ransom has been paid.</li> <li>• Jesus took place of humanity.</li> <li>• A sacrificial offering has been made to atone for sin.</li> <li>• Jesus exemplifies the perfect life, demonstrating God's love that makes sinners repent.</li> <li>• God overcomes the cosmic powers of evil.</li> </ul> <p>However, other aspects also very important, eg</p> <ul style="list-style-type: none"> <li>• Incarnation – salvation depends on Jesus' humanity and divinity.</li> <li>• Holy Spirit's work within, new creation.</li> <li>• Faith is dead without works – moral wholeness.</li> <li>• Jesus' life and example of complete obedience to God.</li> <li>• Resurrection guarantees eternal life.</li> <li>• Some believe salvation is also social/political.</li> </ul>		<b>10</b>
<b>Total</b>	<b>19</b>	<b>21</b>

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

	<b>KU</b>	<b>AE</b>
<p><b>(a) What is the importance of sruti scripture in Hinduism?</b></p> <ul style="list-style-type: none"> <li>• Sruti – revelation direct from God.</li> <li>• Contains Krishna’s revelation to Arjuna.</li> <li>• Explains what God is like.</li> <li>• Explains the importance of the margas.</li> <li>• Explains caste and dharma.</li> <li>• Contains main tenets of Hinduism.</li> <li>• Has a role in rites of passage and worship.</li> </ul>	<b>2</b>	
<p><b>(b) State the dharma for each ashrama.</b></p> <ul style="list-style-type: none"> <li>• Student – study and learning.</li> <li>• Householder – family, work and community.</li> <li>• Forest dweller – greater contemplation and limited withdrawal.</li> <li>• Wanderer – renunciation, teaching.</li> </ul>	<b>4</b>	
<p><b>(c) Describe the importance of dharma in Hinduism.</b></p> <ul style="list-style-type: none"> <li>• It is the cosmic order.</li> <li>• Gives everything a purpose.</li> <li>• Gives everything a role.</li> <li>• Promotes social cohesion.</li> <li>• Governs morality.</li> <li>• Governs social structure.</li> <li>• Decreed by Brahman.</li> <li>• Key role in karma, samsara and moksha.</li> </ul>	<b>4</b>	

	<b>KU</b>	<b>AE</b>
<p><b>(d) What is the relationship between karma and varna?</b></p> <ul style="list-style-type: none"> <li>• Karma determines varna.</li> <li>• Good karma means good varna.</li> <li>• Bad karma means bad varna.</li> <li>• Karma encourages acceptance of varna.</li> <li>• Karma encourages fulfilment of varna dharma.</li> <li>• Performance of varna dharma is good karma.</li> </ul>	<b>5</b>	
<p><b>(e) Explain why the caste system might be criticised.</b></p> <ul style="list-style-type: none"> <li>• System is abused.</li> <li>• Advantages upper caste.</li> <li>• Treatment of dalits.</li> <li>• Rules are not scriptural.</li> <li>• Discriminatory.</li> <li>• Form of apartheid.</li> <li>• Denies human rights.</li> <li>• Promotes inequality.</li> <li>• Cannot change it.</li> <li>• Cannot help the caste you are in.</li> <li>• Caste system has allowed invaders to enter India.</li> <li>• Divides society.</li> </ul>		<b>4</b>
<p><b>(f) Explain how the caste system might be defended.</b></p> <ul style="list-style-type: none"> <li>• It is in Vedas.</li> <li>• Rules made up by men not God.</li> <li>• Karma dictates caste.</li> <li>• Gives everyone a role.</li> <li>• It is honest – class discrimination exists everywhere, no pretence of natural equality.</li> <li>• Present caste is for one life only.</li> <li>• Remove caste and Hindu society breaks down.</li> <li>• Caste system has held India together.</li> <li>• Gives an aim in life.</li> <li>• Promotes co-operation in society.</li> </ul>		<b>6</b>

## Question 2

	KU	AE
<p><b>How accurate are Hindu descriptions of the human condition?</b></p> <p>KU – descriptions of</p> <ul style="list-style-type: none"> <li>• Transience.</li> <li>• Avidya.</li> <li>• Nature of Brahman.</li> <li>• Nature of reality.</li> <li>• Gunas.</li> <li>• Samsara.</li> <li>• Karma.</li> </ul> <p>AE</p> <p>Answers here will be quite wide ranging. The statement will be accurate for some aspects of the human condition and not so accurate for others. A few examples are listed below.</p> <ul style="list-style-type: none"> <li>• Transience: accurate – nothing lasts, all is changing, we all die.</li> <li>• Avidya: accurate – ignorant of purpose in life. Inaccurate – maybe there is no purpose of which to be ignorant.</li> <li>• Brahman: inaccurate – cannot be proved that we are all a part of Brahman.</li> <li>• Reality: accurate – we all see it differently so we don't know what it is. Inaccurate – it is real, it is not in our imagination (rejection of the concept of maya).</li> <li>• Gunas: accurate – personalities are all different. Inaccurate – anybody can achieve spiritual perfection irrespective of personality.</li> <li>• Samsara – inaccurate – no proof of its existence.</li> <li>• Karma – accurate – words and actions can have consequences. Inaccurate – every thought does not have a consequence.</li> </ul> <p>NB – these are just examples, the list is not exhaustive nor balanced – it is provided simply to give a broad outline of the kind of approach that may be taken by pupils.</p>	<b>4</b>	<b>11</b>
<b>Total</b>	<b>19</b>	<b>21</b>

## 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"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of sources, beliefs and practices is shown</li> <li>• Evaluation is balanced and informed.</li> </ul>

	<b>KU</b>	<b>AE</b>
<p><b>(a) “...who sent down to thee (step by step), in truth, the Book...”</b></p> <p><b>Describe the ways Muslims show that “the Book” is important to them.</b></p> <ul style="list-style-type: none"> <li>• The book is the Qur’an, the word of Allah.</li> <li>• It is the living word direct from Allah to humankind.</li> <li>• It was given to Muhammad so of great importance.</li> <li>• It is kept in a high place.</li> <li>• It is never touched needlessly.</li> <li>• Hands are always washed prior to touching.</li> <li>• Kept wrapped in a cloth.</li> <li>• Muslims attempt to learn it and memorise its content.</li> </ul>	<b>3</b>	
<p><b>(b) Discuss the significance of Revelation for Muslims.</b></p> <ul style="list-style-type: none"> <li>• Allah revealed himself through Muhammad.</li> <li>• Therefore revealed himself to all Muslims.</li> <li>• Muhammad therefore takes on a significant role.</li> <li>• The Qur’an becomes the revealed word of Allah.</li> <li>• All of life is directed by this revealed word.</li> <li>• Muslims have a constant source of guidance.</li> <li>• Qur’an the unchangeable word of Allah.</li> <li>• No Muslim need go through life in ignorance.</li> <li>• Every aspect of life is covered by this revealed word.</li> <li>• Muslims are confident in their understanding of Allah.</li> <li>• Allah has revealed himself to Muslims in a special way.</li> <li>• Source of awareness of the ever present nature of Allah.</li> </ul>	<b>2</b>	<b>4</b>

	KU	AE
<p>(c) <b><i>“From God, verily nothing is hidden on earth or in the heavens.”</i></b></p> <p><b>In what ways do Muslims respond to this passage?</b></p> <ul style="list-style-type: none"> <li>• It will give them strength knowing they are not alone.</li> <li>• Will be an encouragement to keep the Five Pillars.</li> <li>• A prompt for honest living.</li> <li>• They will be aware that all life is a test on this earth.</li> <li>• That Allah is a constant companion.</li> <li>• They will use their freewill with thought of their actions.</li> </ul> <p>All actions will be measured by the word of Allah.</p>	<b>3</b>	
<p>(d) <b><i>“Then those who reject Faith in the Signs of God will suffer the severest penalty...”</i></b></p> <p><b>Describe Muslim beliefs about suffering.</b></p> <ul style="list-style-type: none"> <li>• Suffering is a part of every day life.</li> <li>• It is linked to death and what will happen thereafter.</li> <li>• Wrongdoing leads to suffering here and now.</li> <li>• It also leads to suffering in the life after earthly life.</li> <li>• Suffering is a punishment for sin.</li> <li>• It is caused by the misuse of freewill.</li> <li>• It happens less if Muslims do not question the will of Allah.</li> <li>• It can be character building.</li> <li>• Indifference of the needs of others can bring suffering to the individual.</li> <li>• Life is a constant day to day test.</li> <li>• Through suffering the Muslim is aware of the compassion of Allah.</li> <li>• Theory of instrumentality.</li> <li>• It could lead to a questioning of the purpose of life.</li> <li>• It could be a strength.</li> </ul>	<b>5</b>	
<p>(e) <b>Explain how Muslims understand the day of Judgement.</b></p> <p>Maximum of 2 for descriptions of Heaven and Hell.</p> <ul style="list-style-type: none"> <li>• There will be a great day when all will stand before Allah.</li> <li>• Each individual and each nation will need to answer to Allah.</li> <li>• There will be a record of the deeds of each individual.</li> <li>• A similar record of the deeds of nations.</li> <li>• Those who have lived in accord to the will of Allah will be rewarded.</li> <li>• Those who have not will be punished.</li> <li>• There will be a state of Barzakh between death and judgement.</li> <li>• Belief in judgement is a basic principle in Islam.</li> <li>• No Muslim is unaware of this forthcoming judgement so is a great prompt to a good life.</li> </ul>	<b>3</b>	<b>5</b>

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><i><b>“It is within the practice of salah that Islam finds its true identity.”</b></i></p> <p><b>Discuss this statement.</b></p> <ul style="list-style-type: none"> <li>• Salah is prayer.</li> <li>• Prayer is performed five times per day.</li> <li>• Times of prayer.</li> <li>• Friday prayers at mosque of importance.</li> <li>• Practices associated with prayer.</li> <li>• Preparation for prayer.</li> <li>• Prayer brings meaning to the life of the individual Muslim.</li> <li>• It binds the individual to Allah in a strong way.</li> <li>• It can offer support in times of doubt and uncertainty.</li> <li>• Strength in times of sickness.</li> <li>• Can bring routine and order to the individual.</li> <li>• Binds them to the community of Islam.</li> <li>• May be difficult especially in the western world.</li> <li>• May separate from the wider community in the west.</li> <li>• Bring a sense of brotherhood to the whole of Islam.</li> <li>• Friday prayers will make one realise they are part of something much bigger.</li> <li>• The coming together for prayer will strengthen the individual and the community.</li> <li>• Prayer is one of the Five Pillars so without it Islam would be non existent.</li> <li>• Centrality of the mosque and the community strengthened by prayer.</li> <li>• Family life given more meaning and purpose.</li> <li>• Bring understanding to the individual of their place in Islam.</li> <li>• Could be argued that community of Islam is bigger than these things.</li> <li>• That individuals could pray alone without all that Islam attaches to it.</li> <li>• Belief in Allah more important.</li> <li>• The teachings of Muhammad more important.</li> </ul>		
<b>Total</b>	<b>4</b>	<b>11</b>
	<b>20</b>	<b>20</b>

## 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"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of sources, beliefs and practices is shown</li> <li>• Evaluation is balanced and informed.</li> </ul>

	<b>KU</b>	<b>AE</b>
<p><b>(a) What is the importance of Moses in Jewish tradition?</b></p> <ul style="list-style-type: none"> <li>• Led Jews out of slavery in Egypt to promised land.</li> <li>• Author of the Torah.</li> <li>• Established covenant with God.</li> </ul>	<b>3</b>	
<p><b>(b) “And all the people perceived the thunderings, and the lightnings...”</b></p> <p><b>Gives examples of ways in which Jewish people believe God has interacted with humanity.</b></p> <ul style="list-style-type: none"> <li>• Creation stories – Adam and Eve.</li> <li>• God’s dealings with Abraham and the patriarchs.</li> <li>• Ten plagues and the Exodus.</li> <li>• Return from Exile.</li> <li>• State of Israel.</li> </ul>	<b>4</b>	
<p><b>(c) What happens at a Bar Mitzvah ceremony?</b></p> <ul style="list-style-type: none"> <li>• Becomes full member of the community.</li> <li>• Responsible for observing the commandments.</li> <li>• Reads portion of Torah in synagogue and puts on tefillin.</li> <li>• Rabbi addresses boy in his sermon.</li> <li>• Boy can now be counted as a member of the minyan.</li> </ul>	<b>3</b>	
<p><b>(d) Explain how the Ten Commandments can be seen as a summary of the mitzvot of the Torah.</b></p> <ul style="list-style-type: none"> <li>• Give relevant examples of mitzvot.</li> <li>• Mirrors split between religious and ethical mitzvot.</li> <li>• Positive and negative commands.</li> <li>• Commandments about outward actions and inner thoughts.</li> <li>• Cover relationships with God and other people.</li> </ul>	<b>2</b>	<b>3</b>

	KU	AE
<p>(e) <i>“Honour thy father and thy mother...”</i></p> <p><b>Assess the importance of the family in Judaism.</b></p> <ul style="list-style-type: none"> <li>• Inclusion in Ten Commandments shows importance.</li> <li>• Emphasis on Shabbat ritual and family involvement.</li> <li>• Role of children in festivals (eg Pesach).</li> <li>• Importance of education and example within the family.</li> <li>• Role of the family in maintaining Jewish identity.</li> </ul>	2	2
<p>(f) <b>Discuss the view that evil and suffering occur as a result of disobedience to God’s will.</b></p> <ul style="list-style-type: none"> <li>• Creation story – Adam and Eve punished for disobedience.</li> <li>• Disobedience by the people of Israel followed by suffering is a theme running through the Torah.</li> <li>• But there are other explanations of evil and suffering, eg Job, the suffering servant.</li> <li>• Holocaust has led to a wide range of explanations of evil and suffering.</li> </ul>	2	4

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><b>(a)</b> <i>“The world depends on three things – on Torah study, on service to God and on kind deeds.”</i></p> <p><b>Is this an accurate summary of Judaism?</b></p> <p>Briefly describe relevant practices</p> <ul style="list-style-type: none"> <li>• Torah reading and study, Talmud and oral tradition.</li> <li>• Prayer and worship.</li> <li>• Ritual observance.</li> <li>• Repentance.</li> <li>• Charity and honesty.</li> </ul> <p>Arguments about their contemporary importance</p> <ul style="list-style-type: none"> <li>• Extent to which these practices are carried on today.</li> <li>• Differences between Orthodox and Reform approaches.</li> <li>• Difficulties and pressures faced by some Jews.</li> <li>• Jewish people as an example to the world.</li> </ul>	<b>5</b>	<b>10</b>
<b>Total</b>	<b>21</b>	<b>19</b>

## 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"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of issues and viewpoints is shown</li> <li>• Evaluation is balanced and informed.</li> </ul>

	<b>KU</b>	<b>AE</b>
<p><b>(a) Describe Sikh belief about God.</b></p> <ul style="list-style-type: none"> <li>• The Creator – One and Universal.</li> <li>• God is Truth.</li> <li>• God is within as well as without.</li> <li>• Guru’s grace – revealing God’s Will (Hukam) through scriptures and through Chosen enlightened beings – Guru Nanak.</li> </ul>	<b>3</b>	
<p><b>(b) Describe how the Guru Granth Sahib is used in worship.</b></p> <ul style="list-style-type: none"> <li>• Guru Granth Sahib – living word of God (shabad).</li> <li>• Regarded as being as important as the 10 Guru’s.</li> <li>• It is a living source and guide of inspiration for all stages of life.</li> <li>• Source of meditation and with understanding and action can take a Sikh closer to reunion with God.</li> <li>• Guru Granth Sahib has a daily role and a formal role during special occasions like birth and death.</li> <li>• Treated with great respect, given a place of central importance in the Gurdwara and at home.</li> <li>• Placed on a raised platform and covered with a canopy.</li> <li>• Worshipers fan the book with a chauri – as a sign of respect because this book contains the Word of God.</li> <li>• If a copy of the Granth is kept at home it must be given the same respect as if it were in a Gurdwara – a separate room, on a platform and it must be consulted daily.</li> </ul>	<b>3</b>	

	KU	AE
<p><b>(c) How do Sikhs show compassion and selflessness?</b></p> <ul style="list-style-type: none"> <li>• In order to achieve the goal of reunion with God Sikhs must constantly develop their love for God by developing compassion for all God's creation.</li> <li>• All actions motivated by selflessness lead the soul/atma to God.</li> <li>• Action for personal gain is worthless.</li> <li>• They must atune their mind to God at all times – Gurmukh – God must be sounding in their minds at all times in order to be able to do God's Will (hukam).</li> <li>• Material wealth is unimportant.</li> <li>• Sharing – kara prashad at the Langar.</li> <li>• Sikhs accept their circumstances and stop looking for further ways to develop their own personal comfort.</li> </ul>	<b>3</b>	
<p><b>(d) "...others by His Command wander aimlessly for ever."</b></p> <p><b>How does this explain the Sikh understanding of the human condition?</b></p> <ul style="list-style-type: none"> <li>• Humans have Free Will.</li> <li>• The ability to choose whether they follow God's Will or ignore it.</li> <li>• Service to others, following the Guru Granth Sahib and by the Guru's Grace are all combined to be ways to achieve union with God.</li> <li>• This choice will lead to happiness, however if they choose to focus on worldly goods and material possession they will fail to achieve their goal.</li> <li>• Create maya – illusion.</li> <li>• "wander aimlessly forever" through endless cycles of birth, life and rebirth.</li> </ul>	<b>2</b>	<b>4</b>
<p><b>(e) Explain how the Five Evils create a barrier to reunion.</b></p> <p><b>Two marks maximum for simply listing.</b></p> <ul style="list-style-type: none"> <li>• Five Evils – sexual desire, anger, greed, emotional attachment and egoism.</li> <li>• Sexual desire – a desire to satisfy one's own need. No longer focuses on love for the other person. Sex should be between husband and wife and born out of love.</li> <li>• Anger – is all-consuming and destructive. It is harmful to yourself and to others. Leads to lack of self-control.</li> <li>• Greed – personal wealth and gain – Sikhs believe they should be content with what God has given them. If they focus on themselves they are no longer focused on God.</li> <li>• Emotional attachment makes one forget about God – family life is important but when attachment becomes excessive it is destructive and leads the soul away from God.</li> <li>• Pride (egoism) regarded as the worst of the Five Evils. It makes you treat others unfairly and badly. People like this forget that all their talents and gifts are from God and they attribute them to themselves. This leads them away from reunion with God.</li> <li>• Pride leads to the haumai – because it makes people believe that they are the most important thing in life and this leads to self-centredness.</li> <li>• By training their minds to focus on God at all times Sikhs believe that they can overcome the natural human impulses which create a barrier to reunion with God.</li> </ul>	<b>5</b>	<b>5</b>

**Question 2**

	<b>KU</b>	<b>AE</b>
<p><b>Discuss the spiritual and physical importance of the 5 Ks for a Sikh.</b></p> <ul style="list-style-type: none"> <li>• Khalsa formed by Guru Gobind Singh in 1699.</li> <li>• Gobind Singh declared Khalsa to be his physical presence and that his spirit would live on in the Khalsa.</li> <li>• Khalsa to live as “Saint-Soldiers”.</li> <li>• Panj Piaray – Five Beloved ones.</li> <li>• Initiated by the Amrit ceremony.</li> <li>• No caste system – everyone equal including women.</li> <li>• 5K’s – kara, kirpan, kesh, kachha and kangha.</li> <li>• Kesh – uncut hair symbolizes that the Sikh is living in harmony with God.</li> <li>• Kangha – a sign of spiritual discipline and purity as well as being practical for keeping their hair neat and tidy.</li> <li>• Kara – steel bangle worn on right wrist – sign that they have made a commitment to serve God, who is One – it also reminds them of their faith at times of temptation.</li> <li>• Kachha – cotton shorts or underwear, also a sign of purity.</li> <li>• Kirpan – the sword symbolizes honour, courage and the fact that a Sikh must be ready to fight against injustice and defend those who need help.</li> <li>• Each K is a practical reminder that they have made a commitment to follow a distinctive way of life.</li> <li>• They show that members of the Sikh community are strongly bonded together.</li> <li>• The 5 K’s link every living member of the Khalsa with every Sikh warrior or Saint since 1699.</li> <li>• In addition to this because they have very deep spiritual meaning, the removal of any one of the K’s is considered to be a breach of the vows they have taken.</li> <li>• If any of these vows are broken then the Sikh must go through the process of re-initiation.</li> <li>• The symbols have become more powerful with every Sikh year that passes.</li> </ul>	<b>5</b>	<b>10</b>
<b>Total</b>	<b>21</b>	<b>19</b>

[END OF MARKING INSTRUCTIONS]