



2008 Religious, Moral and Philosophical Studies

Intermediate 1

Finalised Marking Instructions

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Specific Marking Information

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

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

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

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

SECTION ONE

WORLD RELIGIONS

BUDDHISM

1. The Human Condition

- (a) What does the word Buddha mean? 1

KU 1 mark

- The Enlightened One.

- (b) Why did the Buddha's father keep him locked in the palace grounds? 3

KU 3 marks

- Predictions were made about his life that he would be a great leader or a holy man.
- His father decided that he wanted his son locked in a protected environment to keep him from thinking on big questions about the meaning of life.
- His father did not want him to see suffering or death.
- His father wanted him to be a great leader like him.

- (c) Describe how the Buddha's life changed after the Four Sights. 2

KU 2 marks

- He left his palace of luxury to live in the forest.
- He denied himself all pleasures and starved himself, beat himself and ended up extremely thin and unwell.
- He meditated and found the truth – in the end and became the founder of a new religion. All of this was a contrast to his life in the palace.

- (d) The Buddha left his wife and family to search for truth.

Do you think he was right to do so? Give two reasons for your answer. 4

AE 4 marks

For

- Wife and family are distractions and attachments – the Buddha needed to leave them to find truth.
- His 'truth' was more important for millions of people rather than his own family.
- His wife and family would benefit from his teachings in the same way as everyone else so it was good for them in the long run.

Against

- He had responsibilities to a wife and family – he had made that choice so should have stayed to help them.
- It was a selfish act – contradicts the Buddhist idea of selflessness.
- It is a bad example to set his followers.
- Seems a very harsh and hurtful thing to do – hardly the action of someone starting a religion that preached compassion.

2. The Means

- (a) **What is the purpose of a Buddhist prayer wheel?** 2

KU 2 marks

- Perpetual circling around spreads the prayers around and brings about good karma for the world.
- The revolving wheel sends out prayers that reduce suffering in the world.
- It is a way of saying many prayers over a period of time.

- (b) **State two objects you might find on a Buddhist shrine.** 2

KU 2 marks

- Statue of the Buddha – to remind the worshipper of the origin of their beliefs.
- A bell is used to help the worshipper through the stages of worship and meditation.
- Incense is burnt to purify the air and to create an atmosphere conducive to worship.
- Candles to improve the reflective atmosphere for the worshippers.
- Food.
- Flowers.

- (c) **Describe one form of Buddhist meditation.** 2

KU 2 marks

- Samatha Meditation – develops mindfulness and a calm mind free from distractions.
- Vipassana meditation (insight)
- Sitting in the lotus flower position with hands faced upwards to receive wisdom.
- Focus on an object to help empty your mind of thought.
- Concentrating on loving kindness and other positive emotions.
- Zen Meditation – again controlling the mind, and allowing calmness to pervade your whole life. Soto Zen and Rinazi Zen.
- Zen Buddhism involves meditation and koans.

- (d) ***“Meditation is important for Buddhists.”***

Explain why Buddhists would agree with this statement.

4

AE 4 marks

- It leads them to enlightenment and away from desire and attachment and suffering.
- It is the gateway to Nibbana – the way to enlightenment.
- It is following the example of the Buddha and his experience of meditation in the forest.
- It is part of the Eightfold Path that leads to enlightenment and this makes it central to Buddhism.
- It helps them control the mind and temptation which helps overcome desire.

CHRISTIANITY

1. The Human Condition

- (a) **In what way had the son sinned against his father?** 2

KU 2 marks

- Treated father disrespectfully by asking for his share of the property.
- Left home and wasted his money.
- By feeding pigs he abandoned family beliefs.

- (b) **State two things the father did for his son when he returned.** 2

KU 2 marks

- Forgave him.
- Embraced him.
- Gave him a robe, ring and shoes.
- Had a feast to celebrate his return.
- Took him back as a son and not a slave.

- (c) **Why was the older son angry with his father?** 2

KU 2 marks

- His hard work and loyalty had never been rewarded or given feast.
- He had always obeyed his father.
- Felt his father had been too lenient with his younger brother.
- He had not spent his inheritance.

- (d) ***“You only need to say sorry and God will forgive you.”***

Would all Christians agree? Give two reasons for your answer. 4

AE 4 marks

Some might because...

- Jesus spoke about ‘continually forgiving’.
- Bible teaches God forgives when sin is confessed.
- Nothing can be done to earn God’s forgiveness.
- Example of dying thief at crucifixion.

Some might not because...

- Bible teaches need for repentance.
- Sin will not be taken seriously enough.
- Makes forgiveness and God’s grace ‘cheap’.

2. The Means

- (a) Describe what happens during an adult baptism ceremony. 3**

KU 3 marks

Any three of the following...

- Takes place during a service of worship.
- Person being baptised will explain why they want to be baptised and say something about their religious experience.
- They will normally dress in white clothes.
- They go into a tank/pool etc.
- They will be asked further question about their beliefs.
- They will be totally immersed in the water.
- Hymns/songs will be sung.
- Prayers said.

- (b) Adult baptism does not always happen in a church. Where else might this ceremony take place? 1**

KU 1 mark

- At a swimming pool.
- Any reference conveying the idea of open water.
- Loch or a river.
- Sea.

- (c) Explain one example of symbolism in an adult baptism ceremony. 2**

KU 2 marks

- White is worn as symbol of purity.
- Going into the water symbolises leaving old life behind.
- Going under the water symbolises death to the old life.
- Coming up out of the water symbolises the start of a new life.
- The whole service points to spiritual changes which have already taken place in the person being baptised.

(d) *“It is better to be baptised when you are an infant.”*

Would all Christians agree with this statement? Give two reasons for your answer.

4

AE 4 marks

Some would because...

- Jesus blessed children.
- It is good to bring up children in the Christian faith from an early age.
- It makes a child part of the family of the church.
- In some traditions it signifies regeneration.
- In some traditions it is essential for the eternal security of a dying child.

Some would not because...

- An infant doesn't know what is happening.
- It is the faith of the parents which is in operation.
- Jesus was not baptised as a child.
- Causes confusion later in life.
- Baptism should be the decision of the person who wants to be baptised.

HINDUISM

1. The Human Condition

- (a) **Brahma and Shiva are two forms of Brahman. State the third form.** **1**

KU 1 mark

- Vishnu.

- (b) **Describe the role of Brahma in Hindu belief.** **3**

KU 3 marks

- Brahma creates the world and is the creator aspect of Brahman, the Supreme Spirit.
- Brahma is part of the Hindu trimurti along with Shiva, the destroyer and Vishnu, the sustainer or preserver.
- Brahma continues to re-create the world so Brahma's work is never at an end.

- (c) **What is karma?** **2**

KU 2 marks

- Moral law of action or behaviour which Hindus are expected to follow.
- Good actions earn good karma and bad actions, bad karma.
- The idea of "you reap what you sow". Whatever people do, good or bad, will come back to them.
- Karma is a law which must work itself out so that life of an individual at any time is directly related to state of their atman (soul) from a previous incarnation.

- (d) **"Karma helps Hindus understand why many people suffer in life." Do you agree?**

Give two reasons for your answer.

4

AE 4 marks

Agree:

- Actions performed in one lifetime believed to influence what happens when "soul" is reincarnated.
- Karma must work itself out so that life of an individual at any time is directly related to state of their atman from previous incarnation.
- This leads to the idea of "you reap what you sow." Good actions (karma) produce good results and bad actions produce bad consequences eg, suffering. Good and bad actions are simply working themselves out.

Disagree:

- It's not fair to punish someone in a later incarnation for the bad karma of another person in a previous existence.
- People suffer in life for a whole variety of reasons, not just karma. Too convenient an explanation and a reason for nothing being done to improve peoples' lives now.
- Caste system is an unfair and immoral one. It needs to be changed. To explain it in terms of good or bad karma misses the point and gives justification to continue things as they have always been rather than try to change them.
- Some Hindus seriously question whether a "soul" can be reincarnated in another body. If this is true, then the idea of karma in one life affecting suffering in the next does not make sense.

2. The Means

(a) Describe two of the margas.

4

KU 4 marks

Bhakti

- The path of devotion. Aims to experience oneness of atman/Brahman by concentrating on a personal god, eg family deity, representing an aspect of Brahman.
- Belief that by the practice of bhakti, bad karma will be removed and moksha will be achieved more easily, involving complete faith/trust in God and shows surrender to the will of God.
- Usually takes the form of devotion through puja via the family shrine and involves emotions, discipline as well as the intellect. It is the way followed by most Hindus.

Karma/kama

- Path of action and the idea that living according to dharma (duty) can gain good karma and come closer to moksha.
- Aim of karma is the good effect of actions/behaviour and the use of God-given talents and abilities to reach full potential and have beneficial effects on others.
- Aim is to benefit society and serve God by living in the best moral way possible.

Jnana

- Path of knowledge and is most difficult to follow- requires a learned teacher/close study of difficult ideas of Vedas and Upanishads.
- 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.
- It is normally accompanied by the process of meditation and requires 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.

(b) What is the Hindu word for non-violence?

1

KU 1 mark

- Ahimsa.

(c) State one method of non-violence used by Mahatma Gandhi.

1

KU 1 mark

- Non-cooperation with the British rulers.
- The Salt marches.
- Not defending themselves when physically attacked.
- Civil disobedience.

- (d) **“Gandhi’s non-violent approach brought more benefits to Hindus than any fighting would have achieved.” Do you agree?**

Give two reasons for your answer.

4

AE 4 marks

Agree

- Harijans (Untouchables) were allowed into temples whereas before they were forbidden.
- They could also walk on any road and draw any water they wished.
- Sit-ins and marches of a non-violent nature were carried out and resulted in changes in the application of the law about the Salt tax.
- Fighting would have produced a violent reaction from the authorities and little effect. The moral, non-violent approach seems to be more effective in the long term.
- The independence of India from Britain was achieved as a result of these non-violent approaches.

Disagree

- Traditions from the caste system are still strong and many Hindus have refused to accept reforms under Gandhi.
- Life is still difficult for many Harijans/Palits and not everybody was convinced about what Gandhi was doing.
- Gandhi’s tactics resulted in a great deal of violence and death to many protesters and this was a significant price to pay.

ISLAM

1. The Human Condition

- (a) **Why are pictures not allowed in a mosque?** **1**

KU 1 mark

- They may lead to worship of the image instead of Allah.

- (b) **What do Muslims mean by “Just and Merciful Creator”?** **2**

KU 2 marks

- He created everything by himself – he is one.
- He created everything – he is powerful.
- Creation is designed and organised – he is a loving God.
- He sustains life and cares for even the smallest part of his creation – he is a compassionate and merciful God.

- (c) **Muslims speak about the “oneness” of Allah. What does this mean?** **3**

KU 3 marks

- There is one God, alone and without equal.
- Allah alone has the power to create and sustain life.
- He is transcendent – he exists outside the created world and time.
- Allah is eternal, without beginning or end.
- Allah is beyond human knowledge and reasoning.

- (d) **Explain two different ways that belief in the oneness of Allah may benefit a Muslim.** **4**

AE 4 marks

- It helps them submit to Allah because they realise His greatness.
- It gives them confidence that Allah can help in any situation as everything is planned.
- It makes them humble as they realise that everything comes from Allah.
- It encourages them to take up responsibilities as they must answer to Allah for all their actions.

2. The Goals

- (a) **In what ways was Muhammad's early life difficult?** 2

KU 2 marks

- He was an orphan.
- His father died before his birth and his mother when he was six.
- His grandfather died two years after taking responsibility for him.
- Although raised by his uncle Abu Talib, his family's importance declined during his childhood years.

- (b) **What does Muhammad's early life tell us about his character?** 2

KU 2 marks

- He was trustworthy.
- He was hardworking.
- He was able to overcome difficulties.
- He was diplomatic.

- (c) **What is the Hijrah?** 2

KU 2 marks

- Emigration of first Muslims to Yathrib (Medina) from Mecca in 622CE.
- The beginning of Islam as a community.
- The point in time at which the Muslim calendar begins (Caliph Umar decided this marked the beginning of Islam).
- The establishment of a Muslim state based on the Qur'an.

- (d) **"It is important for Muslims to follow the example of Muhammad." Do you agree?**

Give two reasons for your answer.

4

AE 4 marks

Agree

- He is the final prophet chosen by Allah.
- He delivered the final revelation from Allah.
- He is the founder of Islam.
- He is the Seal of the Prophets, the Messenger and Prophet of Allah.

Disagree

- Muhammad is only a human – there is a danger that some may worship him.
- Shi'ites believe the example of Imans is equally important.
- Some Shi'ites believe the Qur'an is not the final revelation therefore they have difficulty viewing Muhammad as the Seal of the Prophets.

JUDAISM

1. The Human Condition

- (a) **What was life like for Adam and Eve in the garden of Eden?** **2**

KU 2 marks

- It was perfect, they lived in harmony with God, each other and all animals.
- They lacked nothing. God provided everything for them.
- There was no suffering, illness or evil in the world, it was bliss for them.

- (b) **Why was God disappointed with Adam and Eve?** **1**

KU 1 mark

- He told the man and woman not to eat the fruit of the tree of knowledge.
- They disobeyed God's wishes.

- (c) **What punishment did God give to Adam and Eve?** **3**

KU 3 marks

- God punished the woman by increasing her pain in childbirth.
- He also made her desire her husband and made her subordinate to her husband.
- God punished the man by making him have to work for his survival.
- They would die.
- Banished from the garden.

- (d) ***“Adam and Eve deserved to suffer.”***

Do you agree? Give two reasons for your answer. **4**

AE 4 marks

Agree

- Adam and Eve went against God's wishes, they had to be punished.
- People learn from being punished, they get to know right from wrong.
- Adam and Eve broke the agreement with God, they knew what they were doing.

Disagree

- Adam and Eve were like young children, they barely knew right from wrong.
- God was being harsh.
- This shows the God of Abraham, Isaac and Jacob as a God of wrath – he punishes innocents.
- Adam and Eve were merely using the gifts God had given them – the gift of freewill, choosing to do things for themselves.

2. The Means

- (a) **Which word do Jewish people use for the Sabbath?** **1**

KU 1 mark

- Shabbat.

- (b) **Describe two ways Jewish people “observe the Sabbath”.** **2**

KU 2 marks

- They layout a special table, with candles, bread and wine.
- Special prayers are said to welcome the Shabbat.
- They make it a special day – no work is done. They make it different by not doing ordinary day-to-day things.
- They go to the synagogue and join in the service.
- To mark the end of this special day, they perform Havdalah – the extinction of a candle in wine and passing round the spice box.

- (c) **Why are the commandments important to Jewish people?** **3**

KU 3 marks

- They are the words of God – given to Moses.
- They are God’s law for how Jewish people should live their life.
- God chose Jewish people as his chosen people, the commandments are how they keep this Covenant.
- The commandments cover every aspect of life, this shows their importance.

- (d) ***“The Torah was written so long ago, it is now out of date for our society.”***

Would all Jewish people agree? Give two reasons for your answer. **4**

AE 4 marks

Agree

- It was written for a different time, it doesn’t deal with today’s problems.
- Life was very simple two thousand years ago, today life is far more complicated.
- Some Jewish people will be under pressure from their Gentile peers against the Torah. People around them, day by day, do not share the same values, the Torah is out of date.
- Business practices and demands have superseded the Shabbat rules on working. Many Jewish festival days and holidays are not officially recognised, Jewish people have to work or take “leave of absence” to follow the Torah. This shows the Torah is out of date.
- Food laws and hygiene demands make it impossible to carry out the Kosher rules. Few supermarkets in Scotland cater for the Jewish community, it is impossible to expect Jewish People to keep the Food laws. This makes the Torah out of date.

Disagree

- The Torah is the word of God, it can't go out of date.
- The Torah is God's law for all of life, they are to be interpreted to fit your life.
- The Torah, though once written on tablets of stone, is now written in people's hearts – Jeremiah. The people keep it alive by living it day to day as best they can. It can't go out of date.
- In our troubled modern society the Torah is seen as something which can be turned to whenever Jews need it. It is like a lighthouse standing out in the mist showing off its beacon. It can't be out of date.

SIKHISM

1. The Goals

(a) **What is Naam Simran?** **1**

KU 1 mark

- Meditation on the name of God.

(b) **Why do Sikhs practise Naam Simran?** **2**

KU 2 marks

- To receive a sense of God's presence.
- To grow closer to God.
- To learn to love God more than themselves.

(c) **State three other things Sikhs do as part of private worship.** **3**

KU 3 marks

- Rise early, wash and meditate.
- May use wooden mala (rosary).
- Read from the GGS or Gutka.
- Use Nit Nem = the daily prayer book.
- Repeat Waheguru throughout the day.
- Say Rahiras = evening prayers.
- Say Sohila = prayer said before sleep.

(d) **“It is easier to worship at home rather than at a Gurdwara.” Would all Sikhs agree?**

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

AE 4 marks

Some might agree because...

- Fewer distractions.
- Easier to find a quiet place to meditate.
- Easier to wash and feel pure at home before worship.
- If have own copy of the GGS have a Gurdwara in your home.
- Easier for children to learn to meditate at home.

Some might disagree because...

- May not have own copy of the GGS.
- At home you would miss the teaching given by the Granthi.
- More sense of community at the Gurdwara.
- Music is an important part of worship.
- Important to receive Kara Parshad as a sign of blessing and equality.
- Good to share Langar meal with other Sikhs.

2. The Means

(a) **What is Sewa?** **1**

KU 1 mark

- Service for others.

(b) **Describe one way Sikhs practise Sewa in the Gurdwara.** **2**

KU 2 marks

- Langar meal as an opportunity to serve.
- Taking a turn to prepare and serve the meal.
- Looking after the Gurdwara by doing practical tasks like cleaning, repairing, etc.

(c) **In what ways might Sikhs perform good deeds for the wider community?** **3**

KU 3 marks

- Service takes three forms **tan** (physical), **man** (spiritual) **dhan** (material).
- Langar meal is open to all.
- Sikhs encouraged to use their skills freely for the benefit of all.
- Tenth of income given for charitable purposes.
- Telling others about God and praying for them...acts of spiritual service.
- Helping any in need.
- Defending the weak.

(d) ***“To be a good Sikh you have to do more than good deeds.”***

Would all Sikhs agree? Give two reasons for your answer. **4**

AE 4 marks

Some might agree because...

- Good Sikh will also meditate on God.
- Good Sikh will see the importance of attending the Gurdwara for services.
- Good Sikh will practice private devotion.
- You have to wear the Five K's.
- You must take seriously all the rules of the Khalsa.

Some might disagree because...

- Guru Nanak taught importance of service.
- He taught that followers should give of their time, money and skills freely for others.
- Expected of a member of the Khalsa.
- Doing good deeds helps achieve salvation.
- Living a good life helps Sikhs to achieve reunification with God.

SECTION TWO

MORALITY IN THE MODERN WORLD

GENDER

1. (a) Describe the historic role of men in the family. 2

KU 2 marks

- Men were seen as the breadwinner – they went out and earned the money.
- Men were seen as the head of the household – they made the decisions that affected the family.
- Often seen as the person who disciplined children.

- (b) Explain the teachings of one religion on the traditional role of women in the family. 4

KU 4 marks

Most religions

- Women are responsible for giving birth and bringing up the children. Most religions teach that this is an important role to play.
- They have the duty of making a good home for their husbands and supporting them, eg the Bible says wives submit to their husbands, in Islam it is the duty of a wife to create a good home for their husbands and families.
- In some religions it is also important for the woman to teach the children in the family in the ways of the family. This is true of most religions but is especially true in Judaism and Sikhism.

- (c) Describe how gender roles in the family might be set “at a very early age”. 4

KU 4 marks

- The mother takes time off work to bring up the children or goes part time – the pattern is set that women have a special nurturing role.
- Many women give up work to bring up their families.
- Often the husband will still be the breadwinner or the one with the best paid job – women earn 20% less than men on average.
- Even when both parents work the mother will still be expected to take the main responsibility for the cooking, cleaning and other family chores.

- (d) The role of women in the family has changed in recent years.

Describe one change that has taken place. 2

KU 2 marks

- More women go out to work and have the main job.
- More men are taking their share of the chores – cooking, cleaning, washing up.
- Men now have greater opportunity for paternity leave and helping with new born children.

(e) **Explain why gender stereotypes can be harmful in society.** **4**

AE 4 marks

- Women are stereotyped as less capable than men, this stops them being taken seriously in some areas.
- Unequal attitudes lead to women being treated badly or abused. This can happen when images of women show them in compromising positions – such as ‘page three’ images.
- If there is not equality of opportunity then there can be tensions between men and women in the family.
- Women get paid less than men.

(f) ***“Women should be paid to stay at home to look after their children.”***

Do you agree with this statement? Give two reasons for your answer. **4**

AE 4 marks

Agree

- Women often have to give up their careers to look after their children.
- Someone looking after children is good for society and it is important that children are cared for if we are to stop some of the problems in society – therefore it is good to pay them.
- It gives women, especially single mothers, independence from their husbands or male partners.

Disagree

- We cannot afford it – there are other priorities for government spending.
- If the husband earns a good salary why should we pay women from tax money.
- Why can the payment not be made to men – why should it be women.

INTERNATIONAL ISSUES

2. (a) **What makes globalisation a moral issue?** 2

KU 2 marks

- There is no real agreement as to whether it is a good thing or not.
- It raises issues about how wealthy nations trade with less wealthy ones.
- It is debatable who really benefits from Globalisation.

(b) **Describe two advantages globalisation can bring to developing countries.** 4

KU 4 marks

- It increases the availability of food, nutrition and clean water.
- It lowers the prices of commodities for consumers.
- It provides employment for indigenous people.
- It gives access to the lifestyle developing countries take for granted.

(c) **What is meant by fair trade?** 2

KU 2 marks

- Paying people in developing countries a fair market price for their goods which meets their needs.
- Enabling people to receive fair payment for what they grow, make or produce.
- A commitment to treating employers and workers fairly using sustainable environmental practices.

(d) **Name a religion you have studied. What does it teach about sharing wealth?** 2

KU 2 marks

Buddhism

- Sharing wealth helps to end craving for satisfaction through material possessions and creates karma to be truly wealthy in this life or the next.

Christianity

- Sharing wealth and giving to poor people is following the teaching of Jesus who said that keeping wealth encouraged greed and unhappiness.

Hinduism

- Hindu law encourages people to earn money for themselves in an honest and lawful way. The law of karma can lead to indifference to the needs of others. However Sewa, service to the poor, is part of Dharma in Hindu thought.

Islam

- Muslims are encouraged to show concern for others by sharing their wealth. As a religious duty it is zakah. As a spontaneous act of generosity, it is sadaqah.

Judaism

- Jewish people are expected to set aside a tenth of their income to share with those in need. Tzedaka in particular involves sharing wealth.

Sikhism

- The Guru Granth Sahib teaches that the wealth of the godly can be used to give to the needy. Vand chhakana means sharing with anyone in need.

- (e) **Do you agree with Jack? Give two reasons for your answer.** **4**

AE 4 marks

Yes

- The money never reaches the poor.
- It just makes people dependent.
- The need is so enormous it makes little difference.

No

- Aid can help those most in need.
- Aid is one effective way of redistributing global wealth.
- We can make sure money given is wisely spent.

- (f) **Describe one effect of globalisation on the environment.** **2**

KU 2 marks

- Human activity is polluting the world's oceans, rivers and lakes more than ever.
- Poor land management has led to land degradation on an unprecedented scale.
- The threat globalisation presents to eco-systems like the rainforests is leading to the massive loss of species.
- Globalisation takes little or no account of the fact that earth's resources are limited.

- (g) **“Large global companies should be made to pay for the damage they do to the environment.”**

Do you agree? Give two reasons for your answer. **4**

AE 4 marks

Agree

- They must accept responsibility for the harm they cause.
- It is the only way the environment can have a chance of recovering.
- Only companies like these have the resources to make such payments.

Disagree

- There is an inevitable environmental cost for the economic advantages globalisation brings.
- Governments must bear the costs on behalf of their own countries.
- Damage to the environment is often exaggerated.

MEDICAL ETHICS

3. (a) Many of those who voted against Lord Joffe's bill are religious leaders.

Choose one religion you have studied. What arguments might it use against voluntary euthanasia?

4

KU 4 marks

Buddhism

- The first precept states that a Buddhist should not harm any living thing.
- Action affects karma. Involvement in euthanasia can cause spiritual harm to the person performing it.
- Euthanasia can never be an escape from suffering.

Christianity

- Life is sacred and a gift from God – Job 1:21.
- Do not commit murder – Exodus 20:13.
- Euthanasia is a grave violation of the law of God – Pope John Paul II.
- Nothing and no one can in any way permit the killing of an innocent human being. No one is permitted to ask for this act of killing – Catholic Truth Society, 1980.
- Human life is on loan from God. We have responsibilities to care for one another – Church of Scotland, 1997.
- There can be a purpose in suffering.

Hinduism

- Suicide is a crime and a sin. People should die naturally.
- Bad actions attract bad karma and suffering in future rebirths – Bhagavad Gita 14:16.

Islam

- No one dies unless Allah permits. The term of every life is fixed – Surah 3:145.
- Suicide is wrong. Euthanasia is a form of suicide. It is interfering with Allah's will.
- There can be value in suffering; it is part of Allah's will. Surah 31:17.
- It is the code of life the doctor aims to maintain and not the process of dying – Islamic Code of Medical Ethics, 1981.
- Anyone who kills a believer deliberately will receive as his reward a sentence to live in hell forever. God will be angry with him and curse him and prepare dreadful torment for him – Surah 4:93.

Judaism

- Do not commit murder – Exodus 20:13.
- Life is sacred and should only be ended by God – Job 1:21.
- Euthanasia is not allowed. Everything should be done to save life.

- (b) **Describe two arguments used to support legalising voluntary euthanasia in the UK.** **4**
- KU 4 marks**
- Economic argument: money saved, beds freed up.
 - It ends suffering and shows respect for life.
 - It shows respect for the patient's own free choices and shows that human rights are respected in society.
 - It helps to end the suffering and anguish of the patient's relatives.
 - Humane treatment of animals should be applied to humans.
- (c) **State two of the legal conditions required for euthanasia in the Netherlands.** **2**
- KU 2 marks**
- The patient must personally volunteer a request for euthanasia.
 - The patient must be terminally ill or suffering from psychological illness.
 - Euthanasia must be a last resort.
 - Two doctors must agree that euthanasia is the best option for the patient.
 - The patient must be a resident of the Netherlands.
- (d) **Only doctors should be allowed to make decisions about euthanasia.**
- Do you agree? Give two reasons for your answer.** **4**
- AE 4 marks**
- Agree**
- Doctors are the experts and know best.
 - The doctors are not emotionally involved and can therefore make the best decision.
 - Doctors are responsible for patient care.
- Disagree**
- Research shows that doctors make mistakes in 40% of cases.
 - Doctors may be influenced by things like costs.
 - Members of the family may also want to be involved in the decision.
- (e) **Voluntary euthanasia is only one option for the terminally ill. Describe one other option.** **2**
- KU 2 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.

(f) *“To allow voluntary euthanasia is suggesting that some lives are not worth living.”*

Do you agree? Give two reasons to support your answer.

4

AE 4 marks

Agree

- Quality of life is more important than quantity.
- If someone is suffering with no hope of pain relief their life is not worth living.
- If someone is in a coma with no hope of recovery the money used to care for them could help lots of other patients.

Disagree

- All life is equally valuable.
- As long as someone is alive there is still hope of improving the quality of their life.
- Once a life is ended it cannot be restored.

WAR AND PEACE

4. (a) **Explain what is meant by Weapons of Mass Destruction (WMD).** 2

KU 2 marks

- Weapons which are not conventional (simply explode).
- Weapons which result in large numbers of casualties or the destruction of the environment.
- Examples of WMD, eg nuclear, chemical, biological.

- (b) **Describe one of the effects of nuclear weapons.** 2

KU 2 marks

- Large amounts of people killed in comparison to conventional weapons.
- As well as explosion, there is fallout which can poison people.
- Radiation given off can contaminate people and land for years to come.
- The indiscriminate killing of civilians.
- It acts as a deterrent.
- It can end a war quickly.

- (c) **What moral arguments might people with no religious beliefs use to support nuclear weapons?** 4

KU 4 marks

- A utilitarian/consequentialist may look at nuclear weapons as a deterrent – that is a way of frightening or discouraging other people from using them.
- They may believe they will be safer if they have nuclear weapons because other countries will be less likely to invade. More people will benefit in the long run.
- Financial profit – the utilitarian/consequentialist may realise the country makes money out of nuclear weapons in the Arms Trade. Therefore they should be used because of the amount of people who will benefit from the money and jobs.
- It's better to use nuclear weapons and hurt a number of people if it means the majority will benefit in the long run.
- The utilitarian may have short goals, this life time, it will save problems for the vast majority of people, if we use nuclear weapons.

Similar arguments may be used from the humanist viewpoint.

(d) Do the advantages of using nuclear weapons outweigh the disadvantages?

Give two reasons for your answer.

4

AE 4 marks

Advantages

- Nuclear weapons give us security, knowing we can defend ourselves makes people happier. We have a responsibility to ensure our country is properly protected, this would justify the use of nuclear weapons.
- In order to fight effectively and cut down suffering in war, we should have the latest equipment. If by using nuclear weapons we reduce the overall suffering in war, then it is an advantage to use them.
- Nuclear weapons are an advantage because they are a deterrent to other countries who may express aggression towards our country. If we do not have the weapons we are seen as a soft touch.
- They are a good tool for negotiation, if other countries know you have them.
- If other countries have them, then we need to be armed the same way. If we are seen to be weaker, other countries may attack us.
- In order to protect weaker countries – Just War Theory – we need to be armed to assist the smaller countries.
- They help bring a speedy end to a war, eg World War II.
- Limited use may prevent greater loss.

Disadvantages

- In years gone by, one bullet fired would kill one person. Shelling made it possible to kill more people with an individual strike. Nuclear weapons have taken this onto a new frightening level – they are so destructive.
- People, perhaps, forget that with nuclear weapons it is not just the initial explosion which causes damage. There is the fall-out, short-term and long-term effects on people. This is what makes nuclear weapons so frightening to some people and is a disadvantage.
- Nuclear weapons are totally indiscriminate, completely innocent people and land will be destroyed. More people should be reminded of this, this is a definite disadvantage.
- Accidents can happen. Do some people think of the possible results to our country or waters if there was to be an accident? This could be a definite disadvantage.
- Some people forget or do not realise the suffering and illness, which would take place as a result of using nuclear weapons. Years after the event, people will be still suffering from radiation sickness.
- Nuclear weapons will destroy the land so nothing will grow. Even when growth does take place, there may be a sharp increase in deformities and mutations of plants, animals and even humans. People should care more about this rather than argue about the price of nuclear weapons.

- (e) **Describe two religious teachings which argue against the use of nuclear weapons.**

4

KU 4 marks

Christian

- Some Christians feel that the teachings of Christ are totally opposed to the use of nuclear weapons, Christianity teaches “love” – agape – how can we love and respect people and possess nuclear weapons.
- In Matt 5, The Sermon on the Mount – Jesus taught “Blessed are the peacemakers” – this teaching would be against the use of nuclear weapons.
- Matt 25:30-46 – “...whenever you do this for the least...” – THE SHEEP AND THE GOATS. Christians will be judged on how they have treated their fellow humans. Blowing them up with nuclear weapons would seem to go against this.
- Other Christian social teachings from the Church against nuclear weapons.
- Relevant points from Just War Theory on proportionalism.

Muslim

- Islam means “peace”, this should be at the heart of muslim life.
- The Qur’an teaches Muslims to seek peace – the use of nuclear weapons would seem to them to be the exact opposite.
- Muslims are expected to show compassion to civilians and prisoners of war – nuclear weapons do not take prisoners.
- The Qur’an does not allow the burning of bodies.

Judaism

- Some Jews believe that nuclear weapons are unacceptable because of the destruction they will bring. The possession of nuclear weapons would be seen as unacceptable.
- They are indiscriminate, both in place and time – innocent people will be killed – as a result of the blast and with radiation fall-out.
- Some believe they are wrong because of the cost of them – money could be used elsewhere. To have nuclear weapons would be seen as even more wrong as it will result in more money being used.

- (f) **“If some countries possess nuclear weapons it is only right to allow every country to have them.”**

Do you agree? Give two reasons for your answer.

4

AE 4 marks

Agree

- UDHR – everyone is treated fairly. What is right for one country should be right for all. If some have nuclear weapons, then everyone should be allowed them.
- Every country should have the right to defend themselves. If they decide to use nuclear power to build weapons, who are we to stop them. It is their right to defend themselves, we've got them.
- It is right to help weaker people, this includes going to war. People may use nuclear weapons, everyone should have access to them.
- People will want to defend themselves, if enemies have nuclear weapons, then it only seems right that they will want nuclear weapons.
- Nuclear weapons are necessary as a deterrent, it would make other countries think twice about invading if they know you have nuclear weapons to use in defence.

Disagree

- The UN does not agree that every country should have them. I agree with the UN.
- It would be outrageous if countries were spending so much money on nuclear weapons, when their people were living in poor conditions. Use the money to help your people's standard of living before spending it on nuclear weapons.
- There are rogue states with dictators, the last thing you would want would be for these people to get access to nuclear weapons.
- Nuclear weapons should be banned. No-one should be allowed them, they are a danger.

SECTION THREE

EXISTENCE OF GOD

(a) *“God is all-powerful and all-loving.”*

Describe two ways religious people believe this is shown.

4

KU 4 marks

All-powerful

- God can do anything, eg God created the world.
- No other power is strong enough to have created the world.
- Only God is powerful/creative enough to have created the world and all that is in it.

All-loving

- God loves everyone, just like good parents love their children.
- God is always there for people to turn to in times of trouble.
- God listens to people’s problems and prayer like a good, loving father.

(b) **Do you believe that the existence of suffering and evil is a good argument against the existence of God?**

Give two reasons for your opinion.

4

AE 4 marks

Good argument

- If God really existed then surely he would do much more to prevent such suffering and evil.
- Often it’s good and innocent people who suffer the most and bad people don’t. This doesn’t seem very fair.
- There’s so much suffering/evil in the world that any idea of a loving God who created it is out of the question.
- There is so much suffering and evil in the world that God either does not care (is not all-loving) or is not able to do anything about it (is not all-powerful).

Poor argument

- Suffering serves a purpose. It can warn us of things that are wrong so we can do something about it.
- The suffering of people can encourage or motivate others to be helpful and compassionate towards them. It helps us to improve and live good lives helping others.
- Suffering can make people better and stronger and develop courage and determination which brings out the best in them.
- Suffering and evil cause us not to take things for granted and make us grateful and appreciative of life.
- Suffering and evil can often be the consequences of misuse of human freedom. God is not to blame for this.

(c) Describe the waste and suffering involved in the process of evolution.

4

KU 4 marks

- Nature “red in tooth and claw” waste/suffering seem to be built into the natural process where the fight for survival in the animal world results in death and destruction.
- There is so much waste in the evolution of the world. All early life forms have become extinct at the expense of later, more developed forms.
- Chance mutations and genes have created so many problems and disasters in the process and have resulted in significant disasters and abnormalities.
- Evolution is based on the survival of the fittest. Only those life forms strong enough to survive actually do. The rest just fall by the wayside and seem doomed to disaster.
- Very few, if any, forms of sentient life escape suffering especially those with a central nervous system. So much of this suffering seems wasteful and pointless.

(d) Describe the Freewill Defence argument.

4

KU 4 marks

- God did not create people as robots but gave them the freedom to make their own choices and decisions.
- Much of the suffering and evil in the world is caused by bad human choices. You cannot accept that people have the freedom to choose and then blame God or anyone else for wrong or bad decisions.
- If God intervened every time we made or were about to make bad or wrong choices we wouldn't be properly free. God gives us the freedom to make our own decisions even if many turn out to be wrong.
- Far better to be able to make free choices and decisions and accept the, sometimes bad, consequences than to be controlled by forces outside your power.

(e) Is Freewill Defence a weak argument?

Give two reasons for your answer.

4

AE 4 marks

Yes

- There is so much suffering and evil in the world that it is doubtful whether being free to make choices could ever justify all the suffering and evil in the world.
- If God exists, why does God not intervene to stop or limit suffering and evil in some way rather than allow so many problems as a result of bad/wrong freewill decisions.
- If God is all knowing and all good, why did he create a world where evil and suffering exist in the first place?
- It's unlikely that any forms of life apart from humans have freewill and so much of the suffering takes place in the animal world.
- Some philosophers might argue whether even humans have freewill as our choices and decisions are caused or influenced by so many factors. Freewill may be an illusion.
- Can the belief that we make free choices really justify all the suffering and evil that exists? This is doubtful.

No

- The belief that we make free choices explains the possibility of all the suffering and evil that exists.
- It explains the existence of suffering and evil without blaming God.
- Most suffering is caused by choices people make.
- The gift of freewill is evidence of a loving God.

[END OF MARKING INSTRUCTIONS]