



2008 Religious Studies

Standard Grade Credit

Finalised Marking Instructions

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GENERAL RUBRIC:

The answers outlined are indicative but not exhaustive. Marks should be given for alternative correct information (KU) or valid supporting reasons (E).

Note: in Evaluation answers, marks are not given for the stating of opinion but for the reasons that support the opinion. At 'F' and 'G' in Evaluation, up to 2 marks for a valid reason. At 'C' an exceptionally well-argued point can gain 3 marks.

Religious Studies Standard Grade 2008 – Credit Level

Section A – Christianity

1. (a) *Explain what happened next to Elizabeth and Mary.*

Elizabeth

- Elizabeth to have a son. (1)
- Despite being barren/too old. (1)
- His name is to be John. (1)
- She did not leave the house for 5 months. (1)
- When Mary came to visit she was filled with the Holy Spirit/recognised Mary as the Mother of the Lord. (1/2)

Mary

- Angel Gabriel visited Mary. (1)
- She was to have a son despite being a virgin. (1)
- His name was to be Jesus. (1)
- He will be the Son of the Most High God. (1)
- Mary visited Elizabeth. (1)

Candidates must mention both Elizabeth and Mary – max points for only one (4KU).

(6KU)

- (b) *“It is important for Christians to believe that the stories of the Incarnation actually took place.” How far do you agree?*

Agree

- Incarnation stories in the Bible – the literal word of God. (2)
- Writers of the Incarnation inspired by the Holy Spirit. (2)
- Question the Incarnation stories could challenge the whole message of the Bible. (2)
- Questioning the Incarnation stories could challenge the veracity of the Jesus/Christian message. (2)

Disagree

- The stories can be symbolically interpreted – look for a deeper meaning/message of the Incarnation story. (2)
- Incarnation message of peace, joy and love much more important than whether it actually took place. (2)
- Christian action is more important than belief in Biblical stories. (2)

Candidates must consider both points of view.

Max 4 for one side

(6E)

2. (a) Explain fully **three** practices that happen **inside** a church at Easter.

Good Friday

- Church stripped of all colourful decoration. (1)
- To show how desolate Jesus was on the cross. (1)
- Passion story is read – the story of the Crucifixion. (1)
- To remind Christians of the suffering of Christ on the cross. (1)
- Thanks are given. (1)
- To thank God as Jesus went to the cross to save humanity from their sins. (1)

Easter Saturday

- Some churches keep an Easter Vigil in the evening. (1)
- Paschal Candle – cross and alpha and omega. (1)
- 5 grains of sand are placed on it/representing the 5 wounds of Jesus. (1/2)
- Procession of lit candles takes place. (1)
- Representing the victory of light over darkness, good over evil. (1)

Easter Sunday

- Churches fully decorated – flowers, priest in white robes. (1)
- Representing light, victory over death/evil, the Resurrection of Christ. (1)
- Easter hymns are sung rejoicing in the resurrection. (2)
- Story of the empty tomb and appearances of Christ read out (Easter eggs/boiled eggs coloured). (2)

Palm Sunday – Easter Sunday is the agreed timeframe to award marks.

Candidates **must** explain customs to get full marks.

Max 4 marks for description only.

(6KU)

- (b) “The world needs the Easter message more than ever.” Do you agree?

Agree

- Message of hope, justice, good over evil and salvation needed in this world of war, hate, injustice. (3) (4 with examples)
- Loss of humanity in today’s world/no one cares. (2) (3 with examples)

Disagree

- It’s governments not religion which will change the state of the world. (2) (3 with examples)
- Religion has been the cause not the solution of the world’s problems. (2)
- Evil can never be totally defeated – part of the human condition. (2)

Candidates must consider both points of view.

Max 4 for one side.

(6E)

Section B – Hinduism

3. (a) Describe fully **two** of the four stages of life.

Each ashrama (stage of life) has its own dharma, or specific duty. (1)

Stage One – Brahmacharya, the student

- This stage begins, for the members of the top three castes, when they are born again after the sacred thread ceremony.
- After the ceremony the child is placed under the guidance of a Guru or spiritual teacher.
- The duty of the student to gain knowledge and show respect towards parents and teachers.
- Not essential for child to leave home to study with the Guru.

4

Stage Two – Grihastha, the householder

- Considered to be the most important ashrama.
- Involves the duty to earn a living, marry, have children, support students and dependent family members.
- Man viewed as the breadwinner and will inherit family wealth.
- Woman must manage the home, perform religious rituals (puja).
- Householder contributes to overall fabric/stability of society.

4

Stage Three – Vanaprastha, retirement

- Householder hands over family leadership/responsibility to eldest son (usually coincides with birth of first grandchild).
- Focus turns to more spiritual matters and two ultimate questions:
 - What is the universe and life about?
 - How do I discover my true self?
- Emphasis is on prayer, study and meditation.
- Under the Laws of Manu (scripture) a Hindu can leave his family to seek the truth.

4

Stage Four – Sannyasa, the spiritual pilgrim

- Optional stage adopted as a way of life by a minority.
- Men must leave family and possessions and search for their true selves.
- The Sannyasan may possess a begging bowl, staff and must live as a nomad, eat what he finds/is given and share his wisdom with those he encounters.

4

Two different stages **must** be given to get full marks.

Max of 4 for any one stage. Marks given according to detail.

(6KU)

- (b) *There are four paths to Moksha. To what extent do the paths help Hindus get closer to the ultimate goal?*

Bhakti – loving devotion to a personal god (ishwara)

- Easily integrated into everyday life through:
 - puja
 - attendance at religious festivals and pilgrimages
 - by simply remembering/being mindful of a personal god at all times.
- This path will allow Hindus to progress relatively easily towards Moksha. (2/3)

Karma – actions

- The law of cause and effect dictates future rebirths.
- By being aware of everything they do, a Hindu can avoid actions that would negatively affect future rebirths.
- This path can readily allow a Hindu to work towards Moksha. (2/3)

Jnana – knowledge

- This path is more prohibitive.
- Not easily integrated into everyday life due to:
 - emphasis on learning, understanding sacred scriptures
 - input required from a Guru.
- Only very committed would be able to follow this as a path to Moksha. (2/3)

Yoga – spiritual and mental exercise

- Requires stamina and commitment.
- Exacting and demanding. (2/3)

To a certain extent a Hindu can isolate one path, however, good works, knowledge and love and blend and work together harmoniously.

At least two of the paths should be dealt with.

2 marks for each explanation/3 if well developed

Both sides must be developed.

Max 4 marks if only one side developed (6E)

4. (a) Describe what happens at a Hindu marriage ceremony.

- A scarf is tied round groom's neck and attached to bride's sari. (2)
- Couple take seven steps round a sacred fire. (2)
- Seven steps represent: food, energy, wealth, happiness, children, seasons and friendship. (2)
- Fire symbolizes the presence of God. (2)
- Vows are said as they walk round the fire. (1)
- Rice grains representing fertility are sprinkled over the couple. (2)

Other possible answers could include:

- Wedding vows like the pole star, unchanging (night wedding). (2)
- Groom fronts the procession on horseback with eyes veiled. (2)

2 marks for each description

3 marks available for a well developed description

Simple point not developed may attract 1 mark.

(6KU)

(b) "A Hindu should only marry a Hindu." To what extent would a Hindu agree with this statement?

Agree

- Maintains tradition. (1)
- Maintains the religion. (1)
- Shows respect for religion and culture. (2)
- Shows respect for parents and elders. (2)
- Easier to pass on religion and associated customs. (2)
- Fulfils dharma and duty as a householder. (2)

Disagree

- Religion is a personal matter. You can still be faithful to your beliefs if your partner does not share them. (2)
- Possible to maintain religious beliefs within a mixed marriage – may even strengthen religious conviction. (2)
- You cannot chose who you fall in love with based on religion. (2)

2 marks for each explanation

3 marks available for a well developed explanation.

Simple point not developed may attract 1 mark.

Max 4 marks for only developing one side.

(6E)

Section C – Islam

5. (a) *Explain fully the events of the Revelation.*

- Muhammad frequently meditated at Cave Hira on Mount Noor. (2)
- One night the Angel Jibreel appeared. (1)
- Instructed Muhammad to read. (1)
- Muhammad could not read so recited the words of the Angel. (1)
- Muhammad very scared (1) tried to throw himself off the mountain. (2)
- Revelation continued for 22 years. (1)
- Words recited to his followers were written into the Qur'an. (1)
- Desert/wilderness. (1)
- Bewildered. (1)

(6KU)

(b) *“Reading the Qur'an is the most important part of being a Muslim.” To what extent would a Muslim agree with this statement?*

Agree

- Qur'an the literal word of god – of supreme importance. (1)
- A blue print for life. (1)
- Provides guidelines on how to submit to the will of Allah through the five pillars – the purpose of life – the Five Pillars. (3)
- The poetry of the Arabic verse show the true power of God. (2)
- Provides guidelines of everyday life – what to eat, how to dress modestly. (2)
- Provides information about Muhammad – the perfect role model on which to base your life as a Muslim. (2)
- Offers the promise of Paradise or the pain of hell – the ultimate goal. (2)

Disagree

- Reading the Qur'an in Arabic may not give the follower a true understanding of the meaning – rote reading. (3)
- The practical application of the Qur'an is more important, the Five Pillars is the true way to submit to the will of God. (2)
- Islam instructs the believer to engage in everyday life, not to be shut away. Reading the Qur'an could be a solitary occupation. (2)

Candidates must consider both points of view.

Max 4 for one side

(6E)

6. (a) Describe what happens at a Muslim marriage ceremony.

- Marriage usually takes place in the bride's home. (1)
- Bride represented usually by her father. (1)
- Dowry provided by groom's family. (1)
- Bride dressed in red. (1)
- 4th chapter of the Qur'an read. (1)
- Couple asked 3 times if they agree to the marriage. (2) If only asked then (1)
- Contract signed. (1)
- Rings exchanged. (1)
- Prayers for Allah's blessing. (1)
- May remain in separate rooms. (1)

(6KU)

(b) "A Muslim should only marry a Muslim." To what extent would a Muslim agree with this statement?

Agree

- Shared faith/values/perspectives will strengthen marriage. (2)
- No disagreement about faith of children. (2)
- No difficulties with family or relatives. (2)

Disagree

- Modern Muslims may wish to marry for love, cannot dictate faith in a love marriage so possibility that you may marry out. (2)
- Islam is about faith and individual responsibility, not that of your spouse. (2)
- Intermarriage good for society as a whole – crossing religious barriers. (2)

Candidates must consider both points of view.

Max 4 for one side

(6E)

Section D – Judaism

7. (a) *Explain fully what being God's chosen people means for Jews.*

- Unique – set apart from the rest of humankind. (2)
- They have a special relationship with God through the covenant made with Moses on Sinai. (2)
- God promises to bless them as a people and make them prosper as a nation when they follow his laws. (2)
- They have a responsibility to follow God's law faithfully in order to point other nations to God – a "light to the nations". (2)
- Not ignorant, therefore subject to punishment when they stray from God's way. (2)

2 marks for each explanation.

3 marks available for a well developed explanation.

A simple point which is not developed may attract 1 mark, eg "God has blessed them" or "They are a unique nation."

(6KU)

(b) *To what extent is keeping Shabbat important for Jews today?*

Important

- Shabbat is the only festival mentioned in the ten commandments, and therefore part of the Mosaic covenant with God. (2)
- Modern life is busier than ever and Shabbat ensures that Jews can "break off" from daily concerns and remember that the world belongs to God. (2)
- Worshipping and sharing the Shabbat meal together strengthens family life. (2)
- Shabbat helps Jews to remember their faith through time for studying the scriptures. (2)
- Public expression demonstrates the importance of the covenant to others. (2)
- "All the days of the week are blessed by Shabbat". (2)

Not Important

- Reformed Jews argue the Shabbat rules aren't hard and fast. The 39 melachot are ceremonial so can be adapted to suit the modern world, eg allowing use of labour saving technology. (2/3 with example)
- Not realistic in the modern, multicultural world where people work and socialise on a Saturday. (2)

2 marks for each explanation.

3 marks available for a well developed explanation.

A simple point which is not developed may attract 1 mark, eg "A chance to rest" or "Impractical in the modern world."

This could be a 'one-sided' evaluation.

(6E)

8. (a) Describe what happens at a Jewish marriage ceremony.

- Groom waits for bride under the chuppah. (2)
- Rabbi recites blessings and then passes a cup of wine to the couple. (2)
- The Rabbi or groom reads the ketubah (marriage contract) which outlines the responsibilities of the husband. (2)
- Groom gives the bride a ring, usually plain gold, to symbolise the marriage. (2)
- Cantor sings blessings to the couple. (2)
- The bride and groom sip wine from a cup held out by the Rabbi. (2)
- Groom stamps on a wine glass and everyone shouts “Mazaltov!”. (2)
- Rabbi recites the Aaronic blessing. (2)
- The ketubah is a requirement for ceremony to start. (2)

2 marks for each description.

3 marks available for a well developed description.

A simple point which is not developed may attract 1 mark, eg “Contract is read” or “people shout Mazaltov!”

(6KU)

(b) *“A Jewish person should only marry a Jewish person.” To what extent would a Jewish person agree to this statement?*

Agree

- Important for the wife to be Jewish because then any children born will be Jewish. (2)
- If both partners aren’t Jewish there could be problems deciding how to raise children (1), with explanation. (2)
- Family purity depends on both partners and could be a cause of strain if they aren’t both Jewish. (2)
- Jewish marriage gives roles to both the husband and wife (eg Shabbat, management of household) so easier if both are Jewish. (2)
- The couple can encourage and support each other in following the religion. (2)

Disagree

- Religion is a personal matter. You can still be faithful to your beliefs if your partner doesn’t share them. (2)
- If Jews are in a minority it could be hard to find a husband/wife who is also Jewish. (2)
- A husband doesn’t have to be Jewish for children to be Jewish. (2)
- “Mixed marriages” can be very successful. (2)

2 marks for each explanation.

3 marks available for a well developed explanation.

A simple point which is not developed may attract 1 mark, eg “It could be hard to find a partner” or “helps keep the faith.”

Max 4 marks for one sided evaluation.

(6E)

Section E – Issues of Belief and Morality

9. (a) *“I make up my own mind. No one influences my beliefs.” What might influence a person’s beliefs?*

- Influenced by family unit or significant relatives. (2)
- Influenced by the media – power of newspapers/TV. (2)
- Influenced by friends – peer pressure. (2)
- Influenced by religious community which shapes beliefs. (2)
- No influence – use of reason and conscience to make decisions. (2)

(6KU)

(b) *“Belief in life after death gives life meaning.” How far do you agree with this statement?*

Agree

- The promise of a better life offers hope when times are hard and no meaning to life can be found. (2)
- No life after death may allow for chaos and selfishness. (2)
- Offers a purpose and structure to this life. (2)

Disagree

- Some people do not share this belief and their life still has meaning. (2)
- This belief actually detracts from this life – should concentrate on now and not the hereafter. (2)
- This belief used as a crutch – prevents the revolution (Marx!). (2)

Candidates must consider both points of view.

Max 4 for one side

(6E)

10. (a) *Explain fully why a woman might want an abortion.*

- An accidental pregnancy – woman not prepared mentally, physically or financially to become a mother. (3)
- Woman might be a victim of rape, sexual abuse and therefore forcibly pregnant. (2)
- May be too young to cope with the pressures of motherhood. (2)
- Foetus may be disabled – no potential for a meaningful life. (2)
- May already have a family – too much strain to have another baby. (2)
- May be a risk to the mother’s health – eg heart condition, blood pressure. (2)

Candidates **must** explain – max 4 marks for description only

(6KU)

(b) *“A foetus has the same rights as any other human.” How far do you agree with this statement?*

Agree

- Foetus a living being – just a matter of geography. (2)
- Foetus to be viewed as potentially human and therefore deserves same rights. (2)
- Foetus part of God’s creation – all equal before God. (2)
- Foetus defenceless – necessary to protect the rights of the unborn child. (2)

Disagree

- Mother has more rights as it is her body. (2)
- Foetus not viable in a certain time frame so should not have human rights until that time. (2)
- Foetus not able to function as a human and therefore does not require human rights. (2)
- Rights for the foetus is just a way to control women. (2)

Candidates **must** consider both points of view.

Max 4 for one side

(6E)

[END OF MARKING INSTRUCTIONS]