



**2008 Religious Studies**

**Standard Grade General**

**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 – General Level

### Section A – Christianity

1. (a) *What happened next?*

- He heard the crowd passing by (1) and asked, “What is this?”. (2)
- He cried out (1) “Jesus! Son of David! Take pity on me”. (2)
- The people scolded him and told him to be quiet. (2)
- He shouted more loudly, “Son of David! Take pity on me!” (2)
- Jesus stopped and ordered the man to be brought before him. (2)
- Jesus asked the blind man what he wanted Jesus to do for him. (2)
- The blind man stated that he wanted to see again. (1)
- Jesus said, “Then see! Your faith has made you well again”. (2)
- The blind man saw again (1) and followed Jesus, giving thanks to God. (2)
- The crowd saw the miracle and praised God. (2)

The marks can be made up of several parts of the story.

(4KU)

(b) *Describe fully one of the **other** miracles of Jesus.*

#### **A Man with an Evil Spirit**

- Jesus went to Capernaum. (1)
- The people were amazed at the way he taught, because he taught with authority. (2)
- In the synagogue a man with an evil spirit screamed out “Ah! What do you want with us, Jesus of Nazareth? Are you here to destroy us? I know who you are: you are God’s holy messenger!”. (2)
- Jesus ordered the spirit to be quiet and come out of the man. (2)
- The demon threw the man down in front of the crowd and left him unharmed. (2)
- The people were amazed and questioned each other – “what kind of words are these?”. (2)
- The reports of Jesus spread everywhere in the region (Galilee). (2)

#### **Jesus heals a Roman Officer’s Servant**

- Jesus was in Capernaum. (1)
- A Roman Officer had a servant that was very dear to him (1) – the servant was about to die. (2)
- The Officer heard about Jesus and sent some Jewish elders to ask Jesus to come and heal his servant. (2)
- The elders begged Jesus earnestly/pleaded for the Roman Officer – he’d built a synagogue. (2)
- Jesus agreed to help and set off, however, before he reached the Roman Officer’s house, the Officer approached him and said that he did not deserve Jesus to enter his house/speak to him in person. (2)
- He asked Jesus simply to give the order and cure his servant. (2)
- Jesus said that he had never encountered such faith. (2)
- The Officer went home and found his servant cured. (1)

Any other miracle story is acceptable. (Marks given accordingly).

(4KU)

- (c) *Do you think it is hard for Christians today to believe in the healing miracles of Jesus? Give reasons for your answer.*

**No**

- Jesus is God incarnate – anything is possible. (2)
- True Christians should believe in the literal truth of the Bible/miracles. (2)

**Yes**

- These miracles were simply a way of expressing Jesus' greatness/of confirming his uniqueness. (2)
- Science and medicine disprove the healing miracles. (2)

Any reasonable answer accepted.

**(4E)**

- (d) *Many Christians try to stop injustice. Do you think **all** Christians have a duty to stop injustice? Give reasons for your answer.*

**Yes**

- Jesus stood up to injustice/helped those less fortunate. (2)
- Jesus challenged corruption. (2)
- Basic Christian values suggest that we should love our neighbour – this necessarily requires that we look out for others/protect others. (2)

**No**

- Christians can promote the teachings of Jesus in other ways – charity, etc. (2)
- Christians can be selective about how they choose to follow Jesus. (2)
- As long as some Christians oppose injustice they reflect the sentiment of the majority. (2)

Any reasonable answer accepted.

**(4E)**

2. (a) Describe *one* type of baptism you have studied.

#### **Anglican baptism**

- Often take place during a Eucharist or family service. (2)
- The parents agree to help the child grow up as a Christian (1). They promise to set a good example of Christian living. (2)
- The parents and godparents may sign the child with the cross. (2)
- The child's family gathers with the priest at the font and the water is blessed. (2)
- The congregation state their belief in God as Father, Son and Holy Spirit. (2)
- Water is poured on the head three times – 'I baptise you in the name of the Father, the Son and the Holy Spirit'. (2)
- The parents and child may be given a lighted candle (light of Christ). (1/2)
- The congregation welcome the child into the family of God. (2)

#### **Orthodox baptism**

- The godparents are asked to answer for the child when they are asked to turn away from evil. (2)
- The water in the font is blessed. (1)
- Prayers are said for the child. (1)
- The child is anointed with oil called chrism. (1/2)
- The child is immersed three times in the water and baptised 'in the name of the Father, the Son and the Holy Spirit'. (2)
- The child is dried and dressed in a baptismal robe. (2)
- A cross is hung around the child's neck. (1)
- Immediately after baptism the ceremony of chrismation takes place, in which the child is confirmed as a full member of the church. (2)

#### **Roman Catholic baptism**

- Takes place during mass. (1)
- The child, parents and godparents are welcomed by the priest. (2)
- The sign of the cross is made on the child's forehead by the priest. (1)
- Bible readings are followed by a homily, during which the meaning of baptism is explained. (1/2)
- The child is anointed with oil – a sign that the child is dedicated to God. (1/2)
- The parents and godparents reject evil. (2)
- Water is poured on the forehead three times in the name of the Father, the Son and the Holy Spirit. (2)
- A candle is lit from the paschal candle and given to the parents. (1/2)

#### **Believers' baptism**

- Candidates enter the pool by a set of steps, this shows that they wish to leave their old sinful life behind. (2)
- They are briefly immersed in the water – old life has died. (1/2)
- They leave the pool and their new lives as Christians begin. (1)

Marks awarded according to detail.

(4KU)

**(b)** *Who do you agree with? Give reasons for your answer.*

**Isabel**

- People can still follow the teachings/actions of Jesus without having been baptised. **(2)**
- God gave free will. Christians can choose how to interpret the Bible. **(2)**

**Maggie**

- Christians should demonstrate faith by following sacraments/rites of passage. **(2)**
- True Christians would baptise their children/opt to have a believer's baptism. **(2)**

Any reasonable answer accepted.

**(4E)**

## Section B – Hinduism

3. (a) *What part does Hanuman play in the story of Rama and Sita?*

- Hanuman is a monkey general (1) sent to help Rama find Sita. (2)
- After searching for many days Hanuman tracked Sita down to Lanka where she was imprisoned in a palace garden guarded by fierce female demons. (2)
- Hanuman presented Sita with Rama's ring – Rama sent this to prove his love and that he remained unrelenting in his search. (2)
- Hanuman then wreaked havoc in Ravana's palace – he enlarged himself, tore up trees and used them to batter demons. (2)
- Indrajit used his snake arrow and managed to bind Hanuman in coils. (2)
- Hanuman was about to be executed but Hanuman's tail began to grow – the demons wrapped his tail in cloth with the intention of setting Hanuman on fire. (2)
- Hanuman shrank his tail back to normal size and as the executioners set it alight he jumped throughout the palace setting everywhere alight with the burning cloth. (2)
- Hanuman helped Rama's army cross the sea to Lanka by forming a monkey bridge/by getting his monkeys to throw stones into the sea. (2)
- Hanuman helped fight the demons in a mighty battle. (1)
- Laxmana was terribly injured and required a special tree root to save him – Hanuman took a mighty leap and bounded to the island where the tree grew. (2)
- Hanuman was unable to find the particular tree so lifted the entire mountain and bounded back to Lanka. (2)

(4KU)

(b) *Explain fully two things that Hindus do at Divali.*

- Diwali means 'row of lights' – these are placed in windows/on roofs to welcome Lakshmi, the goddess of wealth. (2)
- The woman of the house performs a Lakshmi puja to bring health, wealth and good fortune to the family. (2)
- Statues of Lakshmi are washed in milk/women bathe in milk. (2)
- Hindus play cards/chance to attract good fortune. (2)
- Business people balance their accounts/close their accounts and open new ones – a special Lakshmi puja is performed to bring prosperity to these businesses. (2)
- Rangoli patterns are made to welcome Lakshmi into homes. (2)

(4KU)

Maximum of 3 marks if only a description is given.

(c) *"Hindu pupils should get time off school to celebrate their religious festivals." Do you agree?*

**Yes**

- Important to show respect for all faiths in our multicultural society. (2)
- Pupils are allowed off for Christmas, etc – need for equality/parity. (2)
- It is an important way of enabling Hindus to maintain their religion and culture. (2)

**No**

- Where would it end? (2)
- The UK is nominally a Christian country. (2)

Any reasonable answer accepted.

(4E)

4. (a) *Explain the Hindu belief that God is both Creator **and** Destroyer.*

- Hindus believe in one almighty God/Supreme Spirit, Braham. (1)
- Braham is so complex, so divine that Brahman is unknowable. (1)
- Brahman is therefore broken down into lesser Gods. (1)
- Shiva (destroyer) and Brahma (creator) are aspects of the divine. (1)
- Shiva (Destroyer – destroys the world (things), ends things (death?). (1)
- Brahman (creator) – creates the world (things), begins things (life?). (1)

(4KU)

(b) *Hindus can choose their own personal God. Do you think this is a good idea?*

**Yes**

- Element of personal choice - makes religion seem more accessible. (2)
- Easier to worship a god you have an affinity with. (2)
- May be more inspired by the actions/deeds of an Ishwara. (2)

**No**

- Might blur understanding of Brahman. (2)
- There are too many Hindu gods to choose from. (2)

Any reasonable answer accepted.

(4E)

(c) *Do you think Puja is the best way for Hindus to learn about God?*

**Yes**

- Focuses the mind on Brahman. (2)
- Puja is part of daily life – constant learning. (2)
- While performing puja not only does a Hindu learn about Brahman but they fulfil their dharma/get good karma. (2)

**No**

- Might focus too much on Ishwara. (2)
- The holy books (Bhagavad Gita/Ramayana) are a more exciting way to learn about Brahman. (2)

Any reasonable answer accepted.

(4E)

## Section C – Islam

5. (a) *Muslims believe that God is Alone and God is Creator. Explain these two names of God.*

### God is Alone

- There is only one god. (1)
- There is no being/object equivalent or parallel to God. (2)
- God has no father/son. (2)

### God is Creator

- God made everything in the universe/world. (2)
- God has control over everything. (2)

Max 2 marks for each explanation.

(4KU)

- (b) *Do you think belief in a Creator God will affect how a Muslim treats the Earth?*

### Yes

- More likely to look after what God has provided knowing He is the Creator. (2)
- More likely to be ecologically minded/recycle, etc. (2)

### No

- Life is too busy to focus on the work of the Creator God. (2)
- Modern technology has taken us away from the natural world. (2)
- Political/social beliefs may affect how we treat the earth more. (2)

2 marks for each well explained reason, max 3 for one fully explained.

(4E)

- (c) *Explain fully why Muslims are forbidden from worshipping idols.*

- Pre Islamic Arabia teeming with false idols. (2)
- Muslims taught not to return to the Age of Ignorance. (2)
- Islam a monotheistic religion. (1)
- One of the Five Pillars, Shahadah, “There is no God but God....”. (2)
- Worship of false idols is the worst sin. (2)
- Cannot fully submit to the will of Allah if worshipping idols. (2)

2 marks for each well explained observation, max 3 for one fully explained.

(4KU)

(d) *“Sometimes it’s hard for young Muslims to put God first.” Do you agree?*

**Yes**

- Going through adolescence is hard enough without always putting God before friends, work, etc. **(2)**
- Too many things to distract you, with examples. **(2)**

**No**

- Part of the way that you are brought up, why should it be hard. **(2)**
- Will be supported by family and friends/community. **(2)**

2 marks for each well explained reason, max 3 for one fully explained.

**(4E)**

6. (a) *The fast takes place during the month of Ramadan. List **four** rules of the fast.*

- Fasting – no food or water between sunrise and sunset. (1)
- No backbiting. (1)
- No sexual relationships during fast time. (1)
- Pregnant women, travellers, soldiers, the sick, the elderly and the very young exempt. (2 max for those exempt).
- God to be kept at the forefront of your mind. (1)
- Attention to fulfilling Salat and increased reading of the Qur'an. (1)
- 'Water' could include swallowing spit. (1)

Max one mark for each rule.

(4KU)

(b) *"I felt closer to God during Ramadan." Do you think fasting can make Muslims feel closer to God?*

**Yes**

- Total focus/submission for a month bound to bring a Muslim closer to God. (2)
- Giving up of physical for the spiritual. (2)
- Collective nature of the fast assist a closeness to God. (2)
- Increased prayer and reading of the Qur'an. (2)

**No**

- Can still be distracted by everyday life. (2)
- May be seen as a family/community activity, no individual spiritual connection made. (2)
- Other things (examples) may make you closer to God than a fast. (2)

2 marks for each well explained reason, max 3 for one fully explained.

(4E)

## Section D – Judaism

7. (a) Describe how the Egyptians were defeated at the Red Sea.

- God says he will harden the hearts of Pharaoh and his army so that they will follow the Israelites and be defeated. (2)
- The pillar of cloud and the angel separate the two armies making one side dark and one side light. (2)
- Moses holds his staff over the sea and the water parts leaving dry ground for the Israelites to walk on. (2)
- Walls of water on their right and left. (1)
- Egyptian army enters the sea and God throws them into confusion (eg wheels come off chariots). (2)
- Egyptians realise that God is fighting for the Israelites and try to flee. (2)
- God tells Moses to hold his hand over the sea again and it sweeps back over the Egyptian army. (2)
- No survivors. (1)

2 marks for each description given. A simple point which is not developed may attract 1 mark, eg “Egyptian army follows” or “God parts the water.”

(4KU)

(b) Do you think the Exodus has any real meaning for Jewish people today? Give reasons for your answer.

**Yes**

- Remembers God’s deliverance of the Jews from slavery in Egypt. (2)
- As an obedient servant of God Moses sets a pattern for Jews to follow today. (2)
- Remembering it connects modern Jews to their history/origins. (2)
- It teaches what God is like, eg loving, faithful, a strong deliverer, etc. (2)
- God doesn’t change, so what it showed then must be just as true today. (2)
- The exodus has come to symbolise God’s ongoing deliverance from the day-to-day things which “enslave” people. (2)

**No**

- It happened 4000 years ago, so not relevant to the life of modern Jews. (2)
- Jews have their own land and are no longer slaves, so no longer meaningful. (2)
- God may have saved them then, but what about other times in history, eg the Nazi holocaust? (2)

2 marks for each reason given. A simple point which is not developed may attract 1 mark, eg “It shows what God is like” or “It happened a long time ago.”

3 marks available for a very well developed reason.

(4E)

(c) *Jews were given ten Commandments. List **four** of the Commandments.*

- Worship God only/no other gods. (1)
- Don't make/worship idols/images. (1)
- Don't misuse God's name. (1)
- Keep the Sabbath holy/no work on Sabbath. (1)
- Respect father and mother. (1)
- Don't murder/kill. (1)
- Don't commit adultery. (1)
- Don't steal. (1)
- Don't accuse anyone falsely/lie. (1)
- Don't covet/desire what belongs to another man. (1)

1 mark for each commandment listed. 4 needed for full marks.

(4KU)

(d) *"Sometimes it's hard for Jewish people to keep **all** Ten Commandments." Do you agree? Give reasons for your answer?*

Candidates may consider the commandments as a whole, or may refer to specific examples of commandments which are hard to follow.

**Yes**

- Could feel burdensome because it takes a lot of self discipline/commitment. (2)
- Some are easier to follow than others. (1)
- Laws about actions (eg killing, lying) are probably easier to follow than laws about attitudes and feelings (eg respect, covetousness) because harder to control. (2)
- Lots of pressure in the modern world to make idols out of things like money and power. (2)
- Everyone faces temptation. (1)

**No**

- There is lots of encouragement and support from the fellow Jews who are also trying to follow them, so not difficult. (2)
- A Jew may argue that it's easy because you know they help you to love God and your neighbour and this makes life better. (2)

2 marks for each reason given. A simple point which is not developed may attract 1 mark. 3 marks available for a very well developed reason.

(4E)

8. (a) Explain *two* things which happen at Simchat Torah.

- All of the Torah scrolls are taken out of the Ark and paraded seven times around the synagogue. (2)
- The congregation sings hymns, claps and dances. (2)
- Some strong alcohol may be consumed. (1)
- Children carry banners, flags, candles and sometimes replica scrolls. (2)
- In some places the procession spills out onto the streets. (2)
- Sometimes all of the men take turns to carry or read from the Torah scrolls (2) (children may read too).
- (Next morning in Diaspora, same day in Israel) last part of Deuteronomy/first section of the Torah and first part of Genesis/first section of the Torah is read. (2)
- Three members of the congregation carry the scrolls to the Bimah. (2)
- Bridegroom of Genesis and Bridegroom of the Torah are chosen to do public reading. (2)
- Bridegrooms stand under a tallit held up by four men and everyone sings “Mazaltov!” (2)
- After Deuteronomy is read congregation says “Be strong and let us be strengthened”. (2)
- All men and boys over thirteen say a blessing over the scroll before Genesis is read. (2)
- Tallit held over heads of children and a blessing is said. (2)
- Small gifts are exchanged (1) such as sweets and fruit. (1)

2 marks for each description. A simple point which is not developed may attract 1 mark. 3 marks available for a very well developed description.

(4KU)

(b) “Jewish pupils should get time off school to celebrate their religious festivals.” Do you agree? Give reasons for your answer.

**Yes**

- Makes sense in a Jewish school because everyone would be joining in the celebration. (2)
- It’s important for helping younger Jews to learn about their faith and feel part of their religion. (2)
- Christians get time off for festivals, so why not other religions too? (2)
- Children are central to Jewish festivals so need to be there. (2)

**No**

- Over 30 days a year are festival days, so risk falling behind with schoolwork. (2)
- Can still celebrate in the evening after school. (2)
- Could be resented by those who don’t get time off? (2)

2 marks for each reason given. A simple point which is not developed may attract 1 mark, eg “It’s an important part of the religion”, “They would miss work”. 3 marks available for a very well developed reason.

(4E)

## Section E – Issues of Belief and Morality

9. (a) *Not all beliefs are religious. Explain **two other** types of belief.*

**For example:**

- Political - beliefs about the governing of a country. (2)
- Moral - beliefs concerning what is right/wrong. (2)
- Superstitious - beliefs about good/bad luck. (2)

Maximum of 2 marks if only a list (no explanation)

Any reasonable belief (except religious) accepted.

(4KU)

- (b) *Choose one religion you have studied. How does it explain the **origin** of the world?*

**Judeo/Christian**

- 6 days of creation/God rested on 7th day.

**Islam**

- In the time before time, Allah was. When Allah wanted to create, all he needed to say was “Be”, and it became. He created the world, heavens, creatures, angels, sun, moon, stars. He poured down the rain to bring forth vegetation. Then Allah ordered angels to go to earth to fetch earth from which he could model man. He breathed life and power into the earth. Adam was placed in Paradise. Eve was created from Adam’s side.

**Hindu**

- Asleep on the waters resting in the coils of a great serpent lay Vishnu. From the depths of the ocean came the sound Aum. The sound grew louder, waking Vishnu. From his naval grew a lotus flower. In the centre sat Brahma. Vishnu commanded Brahma to split the lotus flower into three, creating the heavens, sky and earth. He created hills, trees, birds, beasts.
- The breath of life gave birth to the whole world. It breathed power into all living things. It takes on living creatures like clothes to wear. All life is one and depends on the breath of life.
- Before time began, the world was dark/formless/unknowable. There was one eternal, self-existent being. This being scattered darkness and appeared spontaneously and through the power of thought he created waters. In the water he put his seed, which became a golden egg. In this egg he himself was born – Brahma. Brahma remained in the egg for a year then through thought he divided the egg into the heavens and earth.

Any reasonable example. Marks awarded depending on detail.

(4KU)

- (c) *“We don’t need religion. Science has all the answers.” Do you agree? Give reasons for your answers.*

**Yes**

- Science questions the existence of the divine and cites empirical evidence. (2)
- Religion simply provided answers at a time when science hadn’t progressed adequately to do so. (2)

**No**

- Science and religion can work together to answer ultimate questions. (2)
- Science doesn’t have all the answers. (2)
- Science is constantly developing and amending theories. (2)
- People need religion – faith/hope/comfort. (2)

Any reasonable answer accepted.

**(4E)**

10. (a) *What is euthanasia?*

Quite an open question/talk about different types of euthanasia.

- Euthanasia ‘a gentle easy death’ (etc).
- Voluntary/involuntary
- Active (specific action, etc)
- Passive (withdraw treatment, etc)

Marks given for any reasonable description given.

**(4KU)**

(b) *Do you think hospices help people enough?*

**Yes**

- Pain control/medication available. **(2)**
- Emotional support/people in similar situation. **(2)**
- Helps patient to relax because the burden of care is taken away from relatives. **(2)**

**No**

- Palliative pain control is unlikely to be enough. **(2)**
- Still may want to end suffering. **(2)**
- Lack of dignity despite supportive environment. **(2)**

Any reasonable answer accepted.

**(4E)**

(c) *“Euthanasia is a medical issue, not a moral issue.” Do you agree?*

- Doctors know best/part of good doctoring is to end intolerable pain. **(2)**
- Moral issue because it is to do with ethics/a question of right/wrong in society. **(2)**
- Not a moral issue/not a medical issue, but a religious issue – taking of that which is God given. **(2)**
- To do with individual choice/rights/responsibilities – every individual has their own level of tolerance. **(2)**

Any reasonable answer accepted.

**(4E)**

[END OF MARKING INSTRUCTIONS]