



2009 Religious, Moral and Philosophical Studies

Higher – Paper 2

Finalised Marking Instructions

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**2009 Religious, Moral and Philosophical Studies
Higher Paper 2**

Section 1: Buddhism

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark

Analysis and Evaluation – Approximately 50% of mark

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

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

<i>Question No.</i>	<i>Question: 1</i>		<i>Approx Marks weightings: 50% KU – 50% AE</i>	
	Source	<p>...But he who is pure from sin and whose soul is strong in virtue, who has self-harmony and truth, he is worthy of the holy robe. Those who think the unreal is, and think the Real is not, they shall never reach the Truth, lost in the path of wrong thought. Dhammapada 9 - 11</p>		
(a)	Q MI	What would Buddhists understand by “wrong thought”?		
		<ul style="list-style-type: none"> • Any thoughts that are unenlightened • Thoughts of self-centredness • Thoughts of attachment to impermanent things • Any immoral or uncharitable thoughts that go against Buddhist principles of unselfish compassion for all beings 	3	
(b)	Q MI	Describe fully what Buddhists would understand by the Sangha.		
		<ul style="list-style-type: none"> • One of the 3 Jewels/Refuges • Brotherhood of monks • Purpose of the Sangha • Historical background 	4	

(c)	Q MI	<p>Explain two benefits of the Sangha for Buddhists.</p> <p>Two benefits should be covered and a brief explanation of each included. No credit should be given if candidates explain more than two benefits. Each benefit covered may gain a maximum of four marks. Benefits may include:</p> <ul style="list-style-type: none"> • Preserves the Dhamma and keeps it pure • Provides facility to pass on message of the Dhamma to Lay Buddhists • Monastic sangha provides opportunity for monks to devote all their efforts to gain enlightenment • Monastic sangha gives opportunity for lay Buddhists to gain merit though supporting monks • Education • Sets an example • Different role on Therevada and Mahayana • Egs from around the world 		6
(d)	Q MI	<p>What is meant by anatta and anicca?</p> <ul style="list-style-type: none"> • Anicca is impermanence • Anatta means no soul • One of 3 marks of existence/universal truths <p>Anicca</p> <ul style="list-style-type: none"> • Nothing lasts forever. Everything constantly changing • Some things change slowly eg erosion of granite, some change fast eg rotting fruit • Attachment to impermanent things leads to suffering when things change <p>Anatta</p> <ul style="list-style-type: none"> • No unchanging eternal soul • Skandhas • Karmic energy is all that is passed on 	6	
(e)	Q MI	<p>Explain at least two ways in which accepting anicca helps Buddhists to achieve “self-harmony”.</p> <p>At least two ways should be explained to gain full marks. Maximum of four marks if only one way is covered. Ways may include:</p> <ul style="list-style-type: none"> • Necessary to accept impermanence, to let go of attachment • Let go of attachment to impermanent things and we achieve self-harmony and realise truth • Douses the fires of greed, hatred and ignorance which bring no self-harmony • Disperses the poisons that lead to unenlightened actions and bad Karma • Reduces the impact of samsara • Leads to improved rebirth • Not accepting anicca is obstruction to reaching nibbana, the ultimate truth and harmony 		6
Total			13 KU	12 AE

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

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

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

<i>Question No.</i>		<i>Question: 2</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
(a)	Q MI	<p>Describe fully the law of kamma.</p> <ul style="list-style-type: none"> • Kamma = actions • Volitional actions • Natural and unavoidable law of cause and effect • Not necessarily in same form • Web of actions so can't trace back chain of cause and effect • Unskilful actions bind us to samsara • Sources could be used 	7	
(b)	Q MI	<p>Explain the benefits and difficulties of belief in kamma for Buddhists.</p> <p>Candidates must include at least one benefit and one difficulty in their answer to gain full marks. Maximum of six marks where <i>only</i> benefits or <i>only</i> difficulties are covered. It is acceptable to have an imbalance of benefits and difficulties.</p> <p><i>Benefits</i></p> <ul style="list-style-type: none"> • Helps explain reasons for suffering • Helps to accept suffering and welcome it as a consequence of own past actions • Allows control over future human life/rebirth • Causes Buddhists to live a life lacking hatred and greed • Spreads goodness into society • Contributes to achievement of Nibbana <p><i>Difficulties</i></p> <ul style="list-style-type: none"> • Can't escape outcome of actions • Puts pressure on to live a perfect life • Requires constant awareness of actions • Easier to control in a monastic situation rather than lay situation • Harder for laity to accumulate good kamma 		8
		Total	7 KU	8 AE

Section 2: Christianity

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% 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, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology.
Analysis and evaluation	<ul style="list-style-type: none"> Analysis of concepts, processes, evidence etc is shown, and/or Evaluation is balanced and informed.

Question No.	Question 1		Approx Marks weightings: 50% KU– 50% AE
	<p>He said to him, “You may eat the fruit of any tree in the garden, except the tree that gives knowledge of what is good and what is bad. You must not eat the fruit of that tree; if you do, you will die the same day.’</p> <p style="text-align: right;">Genesis 2:16-17</p>		
(a)	Q	Describe what Christians would understand by “The Fall”.	
	MI	<ul style="list-style-type: none"> Adam and Eve disobeying God Human disobedience Human disobedience and expulsion from the Garden of Eden Introduction of sin into the system Biblical account of the Fall could be described 	3
(b)	Q	Describe what Christians understand by freewill.	
	MI	<ul style="list-style-type: none"> Freedom to choose Responsibility for actions Consequences of actions Gift from God Human conscience is a gift from God which enables us to make our own decisions Is used as the explanation for the fact that human beings are not ‘robots’ controlled by God Humans often misuse this gift Human beings are ‘free persons’ made in the image and likeness of God Is used to explain the existence of suffering and evil Is used in the Bible in the story of the Fall 	4

(c)	Q MI	<p>Explain two implications of belief in freewill for Christians.</p> <p>Two implications should be covered and a brief explanation of each included. No credit should be given if candidates explain more than two implications. Each implication covered may gain a maximum of four marks. Implications may include:</p> <ul style="list-style-type: none"> • Salvation • Nature and effects of sin • Forgiveness • Moral evil • Original sin • Judgement • Relationship with God • Personal responsibility • Accountable for our actions 		6
(d)	Q MI	<p>What do Christians understand by the term “resurrection”?</p> <ul style="list-style-type: none"> • Physical • Spiritual • Physical/spiritual • Jesus’ resurrection • Human resurrection • Purpose • Life after death 	6	
(e)	Q MI	<p>Explain at least two ways in which resurrection is important to Christians.</p> <p>At least two ways should be explained to gain full marks. Maximum of four marks if only one way is covered. Ways may include:</p> <ul style="list-style-type: none"> • Hope of life after death • Comfort • Confirmation of Jesus divinity • Fulfilment of Jesus’ promise • Eternal life • Gives life meaning, value and purpose • Defeat of death • Defeat of evil • God’s purpose realised • Atonement • Salvation 		6
Total			13 KU	12 AE

Specific Marking Information
Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

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

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

<i>Question No.</i>		<i>Question 2</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
(a)	Q MI	<p>Describe fully one example of how Christians combat social injustice in the world.</p> <p>Candidates may use an example they have studied and any others they may have studied.</p> <ul style="list-style-type: none"> • Campaigns • Awareness raising • Prayer • Finance • Variety of missionary work • Lobbying • Self-sacrifice • Protests • Charity work 	7	
(b)	Q MI	<p>Explain the benefits and difficulties for Christians of becoming involved in action against social injustice.</p> <p>Candidates must include at least one benefit and one difficulty in their answer to gain full marks. Maximum of six marks where <i>only</i> benefits or <i>only</i> difficulties are covered. It is acceptable to have an imbalance of benefits and difficulties.</p> <p><i>Benefits</i></p> <ul style="list-style-type: none"> • Relieve suffering • Follow the example of Jesus • Share God’s love • Spread the word of God • Change the situation • Expand the church • Publicity • Demonstrate worldly concerns of the Church 		

		<i>Difficulties</i> <ul style="list-style-type: none"> • Time • Effort • Publicity • Spiritual v. Secular • Loss of neutrality • Seen as interference • Hinders spiritual development 		8
		Total	7 KU	8 AE

Section 3: Hinduism

Specific Marking Information

*Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark*

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

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

<i>Question No.</i>	<i>Question 1</i>	<i>Approx Marks weightings:</i> 50% KU– 50% AE
	<p>“In song it has been called the supreme <i>brahman</i>. In it are the triad, the good support and the imperishable...The powerful one bears the whole, united, Perishable and imperishable, manifest and unmanifest.”</p> <p style="text-align: center;"><i>Svetasvatara Upanishad 1:7-8</i></p>	
(a)	<p>Q</p> <p>Describe what Hindus understand by avidya.</p> <p>MI</p> <ul style="list-style-type: none"> • Ignorance • Ignorance of the true nature of Brahman • Ignorance of the true nature of the self • Ignorance of the true nature of the universe • Ignorance of the cause of dukkha • Ignorance of the solution to dukkha 	3
(b)	<p>Q</p> <p>Describe the different ways in which Hindus understand Brahman.</p> <p>MI</p> <ul style="list-style-type: none"> • Saguna • With attributes • Personal • Many forms • Nirguna • No attributes • Permeates all • Atman is identical • Brahman is the universe 	4
(c)	<p>Q</p> <p>Explain two implications of avidya for Hindus.</p> <p>MI</p> <p>Two implications should be covered and a brief explanation of each included. No credit should be given if candidates explain more than two implications. Each implication covered may gain a maximum of four marks. Implications may include:</p> <ul style="list-style-type: none"> • Traps individuals in samsara • Misunderstand your own nature • Misunderstand the universe • Fail to see maya • Return again and again in the cycle of samsara • Affected by the law of karma 	6

(d)	Q MI	What are the key features of meditation? <ul style="list-style-type: none"> • Breathing • Posture • Control • Concentration • Meditation • Detachment • High morals • Abstinence 	6	
(e)	Q MI	Explain at least two difficulties Hindus face when trying to attain Samadhi. <p>At least two difficulties should be explained to gain full marks. Maximum of four marks if only one difficulty is covered. Difficulties may include:</p> <ul style="list-style-type: none"> • Abstract • Impossible to find words to describe it • High levels of discipline required • High levels of self control needed • High levels of concentration needed • Time to perfect the skill • Involves seeing the world in a completely different way 		6
Total			13 KU	12 AE

Specific Marking Information
Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

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

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

<i>Question No.</i>		<i>Question 2</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
(a)	Q MI	<p>Describe fully how Hindus follow bhakti marga.</p> <ul style="list-style-type: none"> • Path of devotion • Use of emotions • Polytheistic • Comprised of many cults • Puja • High moral code • No caste restrictions • Most popular marga 	7	
(b)	Q MI	<p>Explain the benefits and difficulties of following bhakti marga.</p> <p>Candidates must include at least one benefit and one difficulty in their answer to gain full marks. Maximum of six marks where <i>only</i> benefits or <i>only</i> difficulties are covered. It is acceptable to have an imbalance of benefits and difficulties.</p> <p><i>Benefits</i></p> <ul style="list-style-type: none"> • No caste restrictions • Non intellectual • Does not require special discipline or commitment • Harnesses natural emotion and re-directs it rather than introducing austerities • Tamil bhakti poetry directed at the ordinary person • Can be followed anywhere • Not strong in its lack of intellectual appeal • Not strong in its move away from some traditional Vedic teachings which may put off more traditional Hindus • Not strong because of its support of polytheism which could be perceived as primitive by westernised Hindus 		

		<i>Difficulties</i> <ul style="list-style-type: none"> • False gurus • Cultural export – could be hard to practice abroad • Lacks intellectual credibility • Perhaps it is too easy in the view of some • Confusing array of gods • Confusing array of practices • Moral code that accompanies it is very demanding 		8
		Total	7 KU	8 AE

Section 4: Islam

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% 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, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology.
Analysis and evaluation	<ul style="list-style-type: none"> Analysis of concepts, processes, evidence etc is shown, and/or Evaluation is balanced and informed.

Question No.	Question 1		Approx Marks weightings: 50% KU – 50% AE	
	<p>“Allah! There is no god but He, the Loving, the Self-Subsisting, Eternal. It is He Who sent down to thee (step by step), in truth, the Book, confirming what went before it”</p> <p style="text-align: right;">Surah 3:2-3</p>			
(a)	Q	Describe Muslim beliefs about the role of Muhammad.		
	MI	<ul style="list-style-type: none"> He is the Seal of the prophets The Qur’an was revealed to him Sunnah/Hadith Teaches us how to submit to Allah Trustworthy and brave 	3	
(b)	Q	Describe fully two sources of Shariah.		
	MI	<p>Two sources should be covered and a brief description of each included. No credit should be given if candidates describe more than two sources. Each source covered may gain a maximum of two marks. Sources include:</p> <ul style="list-style-type: none"> Qur’an – not always possible to make an analogy with something in the Qur’an Hadith – may not cover a modern problem Qiyah Ijma – comes down to the judgement of a few individuals, no Divine command behind their decisions, disagreement between countries over conclusions 	4	

(c)	Q MI	<p>Explain two difficulties that might be associated with Shariah.</p> <p>Two difficulties should be covered and a brief explanation of each included. No credit should be given if candidates explain more than two difficulties. Each difficulty covered may gain a maximum of four marks. Difficulties may include:</p> <ul style="list-style-type: none"> • Context • Cultural • Sources other than the Qur'an are open to interpretation • Authority • Views of Sunni and Shi'a can differ 		6
(d)	Q MI	<p>What do Muslims understand by the term “resurrection”?</p> <ul style="list-style-type: none"> • We are resurrected from Barzakh • Soul (ruh) and body joined together again • Resurrected in peak physical form • Brought to the Plain of Judgement to find if we have passed Allah's test • Everyone is resurrected • Greater/Middle/Minor 	6	
(e)	Q MI	<p>Explain at least two ways in which resurrection is important to Muslims.</p> <p>At least two ways should be explained to gain full marks. Maximum of four marks if only one way is covered. Ways may include:</p> <ul style="list-style-type: none"> • Gateway to Eternal Life • It is proof of the aim and purpose of Allah • Gives hope, death is not the end • Reinforces the power and love of Allah • Gives hopes to those with disabilities as they will be resurrected in perfect form • May affect behaviour on earth • Creation drawn closer to Allah 		6
		Total	13 KU	12 AE

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

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

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

<i>Question No.</i>		<i>Question 2</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
(a)	Q MI	<p>Describe fully Muslim beliefs about freewill.</p> <ul style="list-style-type: none"> • Gift from God • Makes us pinnacle of creation • Iblis story • Test • Origins of freewill • Fitrah • Through freewill you can allow your soul to prosper or degenerate • Misuse causes suffering 	7	
(b)	Q MI	<p>Explain the benefits and difficulties of believing in freewill for Muslims.</p> <p>Candidates must include at least one benefit and one difficulty in their answer to gain full marks. Maximum of six marks where <i>only</i> benefits or <i>only</i> difficulties are covered. It is acceptable to have an imbalance of benefits and difficulties.</p> <p><i>Benefits</i></p> <ul style="list-style-type: none"> • Allows us to prove our worth to Allah by using freewill in accordance with His rules • Deep and meaningful relationship with Allah • Means we are the pinnacle of creation – reinforces our relationship with Allah • Makes life more diverse and exciting • Consequences of freewill allow us to understand the difference between good and bad • Personal growth • Individual responsibility for actions 		

		<p><i>Difficulties</i></p> <ul style="list-style-type: none"> • Why would Allah create people with the capacity to commit appalling acts? • If humans are the only creation with freewill how could Iblis choose to disobey Allah and trick Adam and Hawwah? • Believers become fearful of Allah watching and judging • Freewill and Al-Qadr can be confusing • Purpose of natural suffering 		8
		Total	7 KU	8 AE

Section 5: Judaism

Specific Marking Information

*Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% 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, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence etc is shown, and/or • Evaluation is balanced and informed.

Question No.	Question 1		Approx Marks weightings: 50% KU–50% AE	
	And I will establish My covenant between Me and thee and thy seed after thee throughout their generations for an everlasting covenant, to be a God unto thee and to thy seed after thee... Genesis 17:7			
(a)	Q	Describe what Jews understand by the Covenant.	3	
	MI	<ul style="list-style-type: none"> • Contract between God and Jews • Abraham and Moses • Relationship between God and the Jewish people • Obligation • Binding on both sides • Eternal 		
(b)	Q	Describe fully two special responsibilities Jews have as a result of the covenant.	4	
	MI	<p>Two responsibilities should be covered and a brief description of each included. No credit should be given if candidates describe more than two responsibilities. Each responsibility covered may gain a maximum of two marks. Responsibilities may include:</p> <ul style="list-style-type: none"> • Duty to be an example to the world • ‘light to the nations’/‘kingdom of priests’ • observance of mitzvot requires dedication • ensure the next generation are taught God’s law • obey God in all things (eg Micah 6:8) • moral and social responsibilities • special relationship with God 		

(c)	Q MI	<p>Explain two implications of maintaining religious identity for Jews.</p> <p>Two implications should be covered and a brief explanation of each included. No credit should be given if candidates explain more than two implications. Each implication covered may gain a maximum of four marks. Implications may include:</p> <ul style="list-style-type: none"> • Community worship to maintain identity • Community involvement in festivals • Education of the young • The need to maintain Jewish Law to promote identity • Infrastructure for observing kashrut • Jewish responsibility for ethical living and social justice within the community • Persecution/prejudice 		6
(d)	Q MI	<p>What do Jews understand by the oral traditions?</p> <ul style="list-style-type: none"> • Torah • Oral Law • Talmud • Oral interpretation • Wisdom of rabbis • Mishnah • Ongoing process 	6	
(e)	Q MI	<p>Explain at least two ways in which the oral traditions are important for Jews.</p> <p>At least two ways should be explained to gain full marks. Maximum of four marks if only one way is covered. Ways may include:</p> <ul style="list-style-type: none"> • Reform (non-binding) and Orthodox (binding) approaches • Oral Tradition goes back to Moses • Collected wisdom of centuries of Jewish thought • Ongoing process – allows Jews to respond to new situations • Oral Tradition has survived centuries of persecution • Keeps the Law relevant 		6
Total			13 KU	12 AE

Specific Marking Information
Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

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

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

<i>Question No.</i>		<i>Question 2</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
(a)	Q MI	<p>Describe fully Jewish beliefs about freewill.</p> <ul style="list-style-type: none"> • Humans created in image of God • We have freewill • Freewill means we are capable of living in harmony with God • Freewill means we are capable of living in harmony with creation • Humans have a dual nature – freewill is present here • Evil and suffering results from disobedience arising from our freewill • Humans misuse freewill • Misuse results in alienation from God • Misuse results in alienation from creation 	7	
(b)	Q MI	<p>Explain the benefits and difficulties of believing in freewill for Jews.</p> <p>Candidates must include at least one benefit and one difficulty in their answer to gain full marks. Maximum of six marks where <i>only</i> benefits or <i>only</i> difficulties are covered. It is acceptable to have an imbalance of benefits and difficulties.</p> <p>Benefits</p> <ul style="list-style-type: none"> • Gives an insight into God’s nature • Emphasises that humans are made in God’s image • Highlights human freedom and independence • Doing the right thing will be for the right reasons • Working in partnership with God • Potential of living in harmony with God, nature and fellow man 		

		<p>Difficulties</p> <ul style="list-style-type: none"> • Jews have to choose which impulse to follow – Yetzer tov or yetzer harah • Personal responsibility can be a burden – no one else to blame but yourself • The individual must control the yetzer harah • Yetzer harah is not bad in itself but finding the right balance can be hard • Consequences of following the wrong impulse, eg alienation 		8
		Total	7 KU	8 AE

Section 6: Sikhism

Specific Marking Information

*Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark*

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

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

<i>Question No.</i>	<i>Question 1</i>		<i>Approx Marks weightings: 50% KU– 50% AE</i>	
		<p>“He nourished us in the mother’s womb: why forget Him from the mind?... He Himself is the love, and He Himself is the embrace, the Gurmukh contemplates Him forever.” Guru Granth Sahib 920 -921 (selection)</p>		
(a)	Q MI	<p>Describe what Sikhs understand by the word “Gurmukh”</p> <ul style="list-style-type: none"> • The opposite to haumai • Egoism, self-centred • Gurmukh means God-centred. 	3	
(b)	Q MI	<p>Describe two consequences for Sikhs if they were to “forget Him from the mind.”</p> <p>Two consequences should be covered and a brief description of each included. No credit should be given if candidates describe more than two consequences. Each consequence covered may gain a maximum of two marks. Consequences may include:</p> <ul style="list-style-type: none"> • They may become haumai • Self-centred • They won't be able to gain reunion with God • They will become attached to things that don't last 	4	

(c)	Q MI	<p>Explain two benefits that jivan mukti might bring to Sikhs.</p> <p>Two benefits should be covered and a brief explanation of each included. No credit should be given if candidates explain more than two benefits. Each benefit covered may gain a maximum of four marks. Benefits may include:</p> <ul style="list-style-type: none"> • known as Jivan Mukhti – reunion with God • It is a benefit because it is the final stage of spiritual development • It can take place when a person is still living – Sach Khand • It brings with it a state of unending bliss or happiness • Another benefit is that the person is now free from the cycle of rebirth • This is important because when a person dies in this state they will no longer be reborn in physical form but they will remain permanently united with God who is pure spirit • It is a benefit because it shows that the unique opportunity of human life has not been wasted • The soul/atma has merged with its original source – God – the ultimate goal • benefit – the mind becomes completely calm and is no longer affected by desire 		6
(d)	Q MI	<p>What do Sikhs understand by Kirt Karna?</p> <ul style="list-style-type: none"> • Kirt Karna means honest work • Work that does not harm others • Work that does not harm God’s creation • Sikh’s must earn a living and cannot rely on charity or begging • It is a form of sewa • Form of simran • Links to karma 	6	

(e)	Q MI	<p>Explain at least two ways in which Kirt Karna is important to Sikhs.</p> <p>At least two ways should be explained to gain full marks. Maximum of four marks if only one way is covered. Ways may include:</p> <ul style="list-style-type: none"> • It may help to achieve goal of life • As it shows and develops spiritual devotion to God • A Sikh must be active and take a positive active role in society • This precludes a reclusive, ascetic life which focus' on the individual rather than the community which is not part of the Sikh Way • This is important because it is a practical path to reunion with God • On the other hand, it may not help because it can cause difficulties for Sikhs • It restricts the job they can do • They may see social security and pension as a form of begging and therefore not take what they are entitled to • They may find doing honest work difficult because of lack of understanding and racism • They may feel forced into cutting their hair and removing their turbans which would means them going against an important religious belief • They may get distracted from their goal by trying to gain honest work 		6
Total			13 KU	12 AE

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

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

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

<i>Question No.</i>		<i>Question 2</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
(a)	Q MI	<p>Describe fully Sikh beliefs about equality.</p> <ul style="list-style-type: none"> • Everyone is equal • No caste distinction • All races equal • Gender equality • Religious equality • All people created by God and thus equal • All made from the same “clay” • Reject purdah • Reject sati • No social discrimination • Equal rights for all 	7	
(b)	Q MI	<p>Explain the benefits and difficulties for Sikhs of believing in equality.</p> <p>Candidates must include at least one benefit and one difficulty in their answer to gain full marks. Maximum of six marks where <i>only</i> benefits or <i>only</i> difficulties are covered. It is acceptable to have an imbalance of benefits and difficulties.</p> <p><i>Benefits</i></p> <ul style="list-style-type: none"> • Means all beings created equal by one God – don’t look down on anyone • Means all humans on the same journey towards reunion with God, the creator – no need for bigotry • Rejection of caste system • Men and women treated equally • It is made clear that women should not be discriminated against • God is also referred to using male and female words thus showing equality 		

		<i>Difficulties</i> <ul style="list-style-type: none"> • Discrimination can still be found • Some Gurdwaras still run a caste system and insist that children be married to people in the same caste as them • Gender bias in committees hard to break down • Committees are predominately run by men • Traditional domestic roles still assigned to women • Prejudice/bigotry persist • States may not practice equality • Definitions of equality vary 		8
		Total	7 KU	8 AE

[END OF MARKING INSTRUCTIONS]