



# **2009 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.

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

- 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 is samsara? 1

**KU 1 mark**

- It means the cycle of rebirth which we are all locked into.

- (b) Describe why the Buddhist monk believes samsara is important. 2

**KU 2 marks**

- Samsara is important because it helps a person to realise the impermanence of all things, including ourselves.

- (c) Describe one realm of existence which you find in the wheel of life. 3

**KU 3 marks**

- The hungry ghosts, the hells, the titans. These are the evil realms and candidates can describe them as a form of inevitable karmic justice.
- The heavens, the human realm and the realm of animals.
- The realm of the humans is the only realm that allows a person to achieve Nibbana. Important to stay there and not waste human existence.
- The hungry ghosts are people still attached to possessions, or things or people and relationships. Can't move on.
- The Asuras or Titans or angry gods – will do anything to get what they want. They are there because of the violence and aggression they showed in trying to get their own way.

- (d) *“The wheel of life is a good way to describe samsara.”*

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

**AE 4 marks**

**Agree**

- Circular illustration helps to understand the cycle of rebirth as continuing from life to life.
- It shows the causes of the turning of the wheel – the 3 poisons so helps understand how to stop it.
- Tibetan/Mahayana Buddhists use it to gain an understanding of the universe.

**Disagree**

- Some Buddhists do not believe the realms to be literal stages so unhelpful.
- More related to karma than samsara – a motivation for moral behaviour.
- Can be a complicated illustration and inhibit understanding.

## 2. The Means

- (a) **What did the Buddha mean by “Right Speech”?** 2

**KU 2 marks**

- It is speech that is uplifting – you can make someone feel good by the things you say.
- It is avoiding lying, gossip, saying nasty things about others.

- (b) **State two examples of Right Action.** 2

**KU 2 marks**

- It is avoiding drugs, alcohol, and other such substances.
- It is avoiding harming living things.
- It is avoiding stealing.
- It is avoiding sexual misconduct – sex outside of marriage or inappropriate sex.

- (c) **What do Buddhists understand by Right Intention?** 2

**KU 2 marks**

- It is not always what you do that makes an action bad – it is the intention behind it.
- If you lied to save a life then the intention was right so the lie would be acceptable.
- We should intend to resist desire.
- We should intend to do good, there is no point in overcoming desire if we do not then intend good.
- We should intend good actions.
- Some candidates may mention skilful actions.

- (d) **“Right Livelihood is difficult for Buddhists living in Scotland.”**

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

**AE 4 marks**

**Agree**

- Many jobs involve a Buddhist doing what they think is wrong.
- Working in a restaurant handling meat.
- Working in a bank or financial institution means fuelling greed in some people’s eyes.
- Even being part of the work place seeking promotion is a form of greed.

**Disagree**

- Why is it more difficult than anywhere else – you can stick to your principles.
- Working in a bank may be seen as helping others.
- Many jobs allow you to show the compassion of the Buddha – eg nursing, doctor or any profession where you help others.
- You can use your job to show others the example of a good Buddhist life and perhaps lead others to think of enlightenment.

## CHRISTIANITY

### 1. The Goals

- (a) **What is eternal life?** 2

**KU 2 marks**

- Belief that life does not end at death.
- Being with God forever or,
- Being apart from God forever.
- Taught in the Bible.
- Jesus spoke about it.
- What is experienced by believing in Jesus in this life (John 3v16).

- (b) **Describe one thing the Bible teaches about heaven.** 2

**KU 2 marks**

- Place where God is.
- Referred to as a banquet (Luke 14).
- Reward for those who have used their talents wisely in this life.
- Where the righteous go after judgement (Matthew 25).

References to the poetic/symbolic language of the Bible should be accepted.

- (c) **Describe one image of hell used in the Bible.** 2

**KU 2 marks**

- Place of fire and torment.
- Lake of fire where those whose names were not in the book of life were thrown to be punished.
- Place of separation from God (Rich man and Lazarus).
- No escape once there.

- (d) ***“Belief in a final judgement should affect how Christians live.”***

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

**AE 4 marks**

**Agree**

- This life is a preparation for eternal life.
- They should do good deeds in this life to receive eternal reward.
- They should try to please God in as many ways possible if he is keeping a record of their life.
- The way they live their life should reflect the seriousness of judgement to others.

**Disagree**

- Christians should live a good life regardless of belief in judgement.
- Living a good life should be a response of love and not fear.
- Some Christians don't believe in judgement but still live a good life.
- Eternal life is based on belief in Jesus.

## 2. The Means

- (a) Name the method used to put Jesus to death. 1

**KU 1 mark**

- Crucifixion.
- The cross.

- (b) State two things that happened to Jesus leading up to his death. 2

**KU 2 marks**

- Shared a last meal with his disciples.
- Betrayed by Judas.
- He was arrested in the Garden of Gethsemane.
- He was abandoned by his disciples.
- Peter denied that he knew him.
- He was tried by the Council of the Jews and accused of blasphemy.
- He was questioned by Pilate.
- He was taken to Herod (Luke).
- Sentenced to death by Pilate.
- Mocked and beaten by Roman soldiers.

- (c) Explain why the death of Jesus is important for Christians. 3

**KU 3 marks**

- Shows how much God loved the world.
- Jesus took the punishment for our sins (substitute).
- Means we can be forgiven.
- Brings man and God together again.
- It represents victory over the devil.
- Example of sacrifice for others.

- (d) *“You have to be baptised to be a Christian.”* 4

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

**AE 4 marks**

**Agree**

- Baptism washes away sin.
- Cleansing which marks a new life with God.
- Baptism is way into the church.
- It is a sacrament and the way in which you receive God’s grace.

**Disagree**

- Baptism is what you do after you have believed in Jesus.
- Baptism alone is not enough to become a Christian.
- Being a Christian is based on grace and faith.
- Going through a ceremony does not mean you will go on to live as a Christian.
- Many people are Christians who have never been baptised.

## HINDUISM

### 1. The Goals

(a) **What are the varnas?** 1

**KU 1 mark**

- The four main traditional caste/social classes of Hinduism (varna literally means colour)

(b) **Describe two of the duties of the Kshatriya caste.** 4

**KU 4 marks**

- The (aristocratic) warriors who were the traditional rulers forming the ruling class.
- The administrators who governed the Hindu settlements.
- They were the soldiers who had to protect the people against external enemies.
- They had to be brave, strong and skilful and have strong faith in God as an example to the others.
- They were also to be charitable towards others.

(c) **What is meant by dharma?** 1

**KU 1 mark**

- Dharma literally means duty but also refers to discipline/responsibilities which Hindus have in life.
- Dharma is the religious or moral duties which Hindus have to carry out in relation to their particular caste/age or stage in life/education or occupation.
- It is a Hindu's personal code of conduct.
- The holy law, the "eternal religion" – the sanatana dharma (in original Sanskrit language).

(d) ***"The caste system has many benefits in modern India."***

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

**AE 4 marks**

**Agree that it has many benefits**

- Has worked for thousands of years and maintains harmony as well as economic security for millions.
- Caste system still gives millions of Hindus a sense of community and belonging.
- Loyalty to a caste is a long tradition and gives a clear role for Hindus to fit into.

**Disagree that it still has benefits**

- Caste system has largely disappeared in urban areas as traditional separation of duties no longer practical.
- Caste system is seen as discrimination and is banned by the Indian constitution.
- Modern life and society has resulted in a mixing of the various castes with few problems. There is no reason to perpetuate a system which is no longer useful.

## 2. The Means

- (a) **What are the ashramas?** 2

**KU 2 marks**

- The four stages in life that a Hindu traditionally goes through.
- The student stage, the householder stage, the forest dwelling or retirement stage, the renunciation or wandering hermit stage.

- (b) **Describe what happens in one of the ashramas.** 2

**KU 2 marks**

### **First stage/ashrama (Brahmacharya)**

- Student stage – begins with initiation (sacred thread) ceremony (Upanayana) representing a “second” birth (called “twice born”). Aim is to gain knowledge by a course of study (mainly in ordinary schools) and to learn skills for employment as well as various rules and rituals of Hinduism.

### **Second stage/ashrama (Grihastha)**

- After gaining skills and employment, Hindu marries and enters second stage (a married householder). This is seen as a sacred duty to continue the family, social and religious traditions. Man has responsibility for providing for his wife and children, for education and earning money honestly and spend it in ways which will not harm himself or others.

### **Third stage/ashrama (Vanaprastha)**

- Literally means forest dwelling stage ie retirement from daily work having fulfilled social, religious and family obligations and secured a pension.
- Hands over running household to son and spends time reading the scriptures.
- Gives up all pleasures in life.
- May go on pilgrimage, give advice to younger Hindus. (Only men normally enter this stage).

### **Fourth stage/ashrama (Sunnyasin)**

- Gives up all ties with worldly life, name and belongings and becomes a wandering holy man (sadhu) renunciation.
- Becomes a wandering hermit unhindered by family, home or possessions.
- Meditates on mysteries of death and rebirth. Begs for food.
- When he dies he is buried (rather than cremated) as there is no one to perform such rituals. (Optional stage only – not for women).

- (c) **What do Hindus mean by the margas?** 2

**KU 2 marks**

- The paths of knowledge (jnana), action (karma) and worship/devotion (bhakti) which are the main ways towards moksha.

(d) *“The margas are very important for Hindus.”*

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

**4**

**AE 4 marks**

**Agree**

- They allow Hindus to choose an appropriate way of progressing more closely to moksha.
- They give Hindus a choice of ways to follow according to their motivation/background/traditions.
- Bhakti (the path of devotion) concentrates on a personal god so is very important/personal to a family/individual.
- Karma for those who wish to follow the way of moral values into practice of daily life.
- Jnana for those who wish to concentrate on meditation and reflection on the philosophy and scriptures of Hinduism.

**Disagree**

- Many Hindus find it difficult to survive on a daily basis (poverty) and may have little time for following margas.
- Others may feel that what they do may not have any real impact on their progression towards reincarnation/moksha.
- Some may feel that they do not have the freedom or opportunity to choose between the different ways so it does not make much difference how they live or act.

## ISLAM

### 1. The Human Condition

- (a) **What did Adam and his wife do to disobey God?** 2

**KU 2 marks**

- Adam and his wife were tempted by Iblis to disobey Allah.
- They were not to eat from one certain fruiting tree.
- However they both gave in to the temptation of Iblis who promised them immortality if they ate from it.

*(The Qur'an does not name Eve but Islamic tradition refers to Adam's wife as Eve Iblis is also referred to as Shaytan in many Islamic traditions.)*

- (b) **State two consequences of Adam's disobedience.** 2

**KU 2 marks**

- They were ashamed of their nakedness.
- They were punished by Allah and sent out of their lovely paradise (The Garden of Bliss).
- They became ordinary people and there was to be 'enmity' between them.
- They lost each other and wandered the earth very unhappy.
- They prayed for forgiveness and God received them back.
- The reunion took place on the Mount of Mercy (Mount Arafat).

- (c) **Why is repentance important for Muslims?** 2

**KU 2 marks**

- If they repent with sincerity then their sins will be forgiven.
- Anyone can sin but can also seek forgiveness.
- It is so important that a chapter in the Qur'an has been named 'Al-Tawba' – Repentance.
- They can then be rewarded in paradise after death.
- They will become closer to Allah.
- Muslims repent and seek forgiveness at the Mount of Mercy during Hajj. They believe that they will receive it because Adam repented and was forgiven there by Allah.

- (d) ***"Suffering is a necessary part of life."***

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

**AE 4 marks**

- Allah can work through pain and suffering in people to produce good.
- Muslims believe that the good which comes out of suffering is greater than the results of the suffering.
- A soul can be purified by suffering.
- Suffering encourages self discipline.
- Muslims can become closer to Allah and find deeper faith through suffering.
- Those who have suffered can help others to find Allah.
- In times of natural suffering such as natural disasters, Muslims put their Faith in Allah who sees the 'bigger picture'.

## 2. The Goals

- (a) State two rules which Muslims must follow when practising Saum. 2

### KU 2 marks

- Everyone who is eligible must fast for 29 days during the month of Ramadan.
- They should fast between the hours of sunrise and sunset.
- They should have no food or drink during this time.
- They should refrain from indulgence of any kind and focus on worship of Allah.

- (b) Give two reasons why a Muslim might be unable to carry out Saum. 2

### KU 2 marks

- Exemption from Saum is permitted for the benefit of the sick, young, old, pregnant or nursing mothers.
- Travellers on an important journey are also exempted from fasting.

- (c) Describe one benefit of Saum for Muslims. 2

### KU 2 marks

- The real value of fasting is spiritual and it helps them to focus on the worship of Allah.
- It develops discipline, compassion and patience.
- It allows Muslims to empathise and show sympathy for the poor.
- It reminds them of how much Allah has provided for them.
- Fasting together helps them to feel part of the Muslim community and share in the brotherhood, bringing them closer to Allah.

- (d) *“It is easier to practise Saum in a Muslim country than in Scotland.”*

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

### AE 4 marks

#### Agree

- It is easier when everyone is fasting together as it strengthens your determination.
- Muslim countries do not allow eating in public and close restaurants when Muslims are fasting, so you are less likely to break the fast.
- You would more likely be given time off work for resting, in Scotland you are unlikely to be given time off.
- In Scotland people might make fun of you if you are fasting.
- When the fast is over the whole community gets together to eat and brings them closer together.

#### However

- Fasting in a non Muslim country might prove to be more meaningful as it is a greater test of discipline.
- There are many other Muslims in Scotland now who fast.
- Schools, colleges, universities and the work place now are more sensitive to the needs of the Muslim community and time and place are allocated for fasting.
- Many non Muslims now also fast with their Muslim friends.

## **JUDAISM**

### **1. The Human Condition**

- (a) Describe one Jewish belief about how the world was created. 2**

**KU 2 marks**

- The world was created by God from nothing – Gen 1.
- God created the world in six days – Gen 1.
- The world was created by God over a period of time.

- (b) What did Adam and Eve do to disobey God? 2**

**KU 2 marks**

- God had told them not to eat the fruit from the tree which gives knowledge of what is right and what is wrong.
- They ate the fruit of a tree God told them not to.

- (c) State two consequences of Adam and Eve's action. 2**

**KU 2 marks**

- Eve would suffer pain in childbirth.
- Adam would have to work the land.
- Death was introduced.
- They were banished from the Garden of Eden.

- (d) What are the benefits of repentance for Jewish people?**

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

**AE 4 marks**

- It gives Jewish people the opportunity to renew their relationship with God.
- It gives Jewish people the opportunity to make up for the wrong they have done.
- It lets them come to terms with their faults and who they are – they are not perfect.
- It can bring people closer to others as they make up for what they have done.

## 2. The Means

- (a) **Why do Jewish people pray?** 2
- KU 2 marks**
- It helps build up their relationship with God.
  - Communication is important to keep relationships working, prayer is a form of communication.
  - They want to express their feelings to God.
  - It brings them closer to others who pray at the same time. They are not alone.
  - Important part of Jewish tradition.
- (b) **What is the Shema?** 1
- KU 1 mark**
- It is a special prayer which states a basic Jewish belief.
  - It is a special prayer which is said at particular times.
  - It is placed inside mezuzahs and tefillins.
- (c) **Describe how Jewish people use a Mezuzah.** 3
- KU 3 marks**
- The Mezuzah is passages from the Torah, including the Shema, which are kept in a box.
  - The box is placed on the right of all the doorposts of the house except bathrooms and toilets.
  - The Mezuzah is a reminder to Jews of the Torah – when a Jewish person sees a Mezuzah, their mind should focus on the Torah and its guidance.
  - When entering a room, the Mezuzah is kissed or touched and the person remembers the words of the Torah or the Shema.
- (d) ***“It is more important to pray at home rather than in the synagogue.”***
- Would Jewish people agree? Give two reasons for your answer.** 4
- AE 4 marks**
- Agree**
- Every Shabbat is started in the home, when special prayers are said, the Kiddush.
  - The most important occasion in the year, the seder meal, is organised in a home, not the synagogue.
  - The home should be the centre of the Jewish faith as this has been how Judaism has passed down from generation to generation.
  - Jewish adults are told to bring their children up in the faith. This is done within the home where prayer plays an important part – mezuzah etc.
- Disagree**
- All major religious ceremonies take place in the synagogue, it is more important.
  - At the synagogue, the Jewish community comes together to worship. Sense of community is important to Jewish people.
  - The Jewish people have suffered individually, they are much more powerful when they meet and come together – this is done at the synagogue.
  - Family life is not always nice, families split. The home is only part of it. The synagogue is the major place for communal worship.

## **SIKHISM**

### **1. The Human Condition**

- (a) **State two things Sikhs believe about the law of karma.** **2**

**KU 2 marks**

- Karma is a law of nature.
- All actions have consequences.
- Karma can be either negative or positive.

- (b) **Why is self-centredness to be avoided if you are a Sikh?** **2**

**KU 2 marks**

- It prevents re-union with God.
- If it is not overcome you will re-enter the cycle of re-birth.

- (c) **What do Sikhs mean by “transmigration of the soul”?** **2**

**KU 2 marks**

- The journey of the soul through many life forms.
- Belief in reincarnation.
- The idea that when you die your soul moves on to another body.

- (d) **How might Sikhs find the idea of the transmigration of the soul helpful?**

**Give two reasons for your answer.**

**4**

**AE 4 marks**

- Spiritual growth is a continuous process.
- Each journey brings the soul closer to God.
- Human birth is especially important since we can make moral choices and have the ability to reunite with God.

## 2. The Means

- (a) What does the word “Guru” mean in Sikhism? 1

**KU 1 mark**

- Messenger
- Prophet

- (b) Describe why Sikhs believe Guru Nanak is important. 3

**KU 3 marks**

- He was the first prophet.
- He was the first human guru.
- He taught belief in one God.

- (c) What do Sikhs mean by saying someone is gurmukh? 2

**KU 2 marks**

- Someone who is completely focussed on God.
- Someone who is God-centred.
- Someone whose life is inspired by the Guru’s teaching.

- (d) *“It is easy for a Sikh to become gurmukh.”*

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

**AE 4 marks**

- A Sikh can listen to God’s word.
- A Sikh can worship and pray.
- Sikhs can live a life of service to God’s creation.
- God’s grace can make it all possible.

**However**

- It takes real effort to focus the mind on God at all times.
- There are barriers between followers and God such as attachment to the things of this life.
- Self centredness and pride must be overcome.

## SECTION TWO

### MORALITY IN THE MODERN WORLD

#### GENDER

1. (a) Describe the traditional role of women in the family. 2

**KU 2 marks**

- Women had to run the house and make sure people had what they needed.
- Women had to make sure dinner was cooked and her husband was looked after.
- Women had to stay in the house to look after the kids.
- Women were expected to look after their parents as they began to get older.
- Women would be expected to look after ill or sick family.

- (b) State two of the responsibilities traditionally expected of men in the family. 2

**KU 2 marks**

- Men go out to work to provide for their family – the breadwinner.
- They are the major money earner in the family.
- They protected their family.
- They do certain manual jobs which include physical activity throughout the house and garden ie DIY, cutting grass etc.

- (c) Traditional family roles have led to disadvantages for women.

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

**4**

**AE 4 marks**

**Yes**

- Women have not been allowed to seek a career for themselves in traditional family roles.
- The jobs women have been allowed in the past have to fit in with their role in the family ie part-time jobs.
- The women of a family are expected to sacrifice things to look after young, old or frail members of their family.
- Women did not have the same educational opportunities, because they were expected to get married and have a family.

**No**

- Women themselves have let themselves down by wanting to get married and having babies.
- Society has changed greatly, single parent families are now the greatest reason for females not being able to fulfil their potential.
- It is other unfair systems within society ie business structures, which has led to the disadvantages for women.

**(d) Choose a religion you have studied.**

**Describe what it says about economic equality between men and women.**

**4**

**KU 4 marks**

Christianity

**For**

- Gen 1 – Men and women are the same, therefore Christians should believe in equality economically between men and women.
- Gal 3:28 – St Paul states there is no difference in God’s eyes’ everyone is the same “no difference...between men and women...”. Christians will believe in economic equality between men and women.
- In the Roman Catholic Church, in the Papal encyclical “Fides et ratio” (Faith and reason), Pope John Paul II wrote “Christianity proclaimed from the first the equality of all men and women before God.”

**Against**

- Gen 3 – Men’s role is to provide for his family, women’s role is to do what her husband wants and look after the kids.
- A woman’s responsibility is to care for her family and be there whenever they need her. This is impossible if the woman is out working. Economic equality should not take place.
- Men work for longer periods than women, they do not have to break their work contracts to have babies. Men deserve better wages even if they are doing the same job.
- Men have to provide for their own family, wife and kids – it could be their only source of income. For a woman it is supplementing another income in many cases.

**(e) You have studied a viewpoint independent of religious belief.**

**What does it say about equal pay for men and women?**

**4**

**KU 4 marks**

- Humanists support personal freedom – they would say that they deserve equal pay.
- Humanists believe in allowing everyone opportunities and choices in the worlds of education, employment and home. This would mean they agree with equal pay.
- Girls and women should not have restricted roles imposed on them, this could be in relation to how they are treated in employment. Humanists would not agree with paying men and women differently for the same job.
- Within humanist organisations, men and women are treated equally – this should also relate to every aspect of their life including equal pay.

(f) *“Economic equality has benefited some women but family life has suffered.”*

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

**4**

**AE 4 marks**

**Agree**

- Women have benefited, but their family life has suffered because they are not there to look after their family.
- Many families are single parent families, other people or professional carers have to look after the children. This weakens the bond in the family.
- Women are expected to work all hours and have to rely on child care, this costs money. So the family are receiving less money because more money is being spent on child care.
- Although women have benefited, family life has suffered because roles clash. Some men feel undervalued because they might not be the main money earner.

**Disagree**

- Society has changed, family life has changed. It cannot just be laid at the door of working mums.
- Many working mums are the sole money earner in the family, this helps families.
- Families are better off because women are bringing more money into the family. They are giving their families a more stable basis to work from.

## INTERNATIONAL ISSUES

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

**KU 2 marks**

- The fact that there is plenty in other parts of the world.
- That it is seen to be unfair that some should be without through no fault of their own.
- It demands a human response.

- (b) **Describe one way people can be given food as aid.** 2

**KU 2 marks**

- Food can be dropped by air to areas where people are starving.
- It can be distributed by aid organisations that work with the starving.
- It can be given to governments to disperse where it is needed.

- (c) **You have studied a viewpoint independent of religious belief. Describe what it says about international aid.** 4

**KU 4 marks**

As there are no mandatory viewpoints the viewpoints illustrated below are only examples.

- Oxfam says that only international aid and investment can tackle world hunger.
- British Humanism says that it is through man-made factors as well as insufficient and ineffective aid that poverty is created. Through cooperation we can achieve more and help others.
- Peter Singer says that moral decency requires giving away all one's "surplus" for relief or prevention of absolute poverty.

Any valid response from an appropriate source should be awarded the marks.

- (d) **Explain why some religious people would disagree with globalisation.** 4

**KU 4 marks**

- Buddhist – Globalisation can result in conflict and suffering. Buddhist belief in the principle of equality says this is wrong.
- Christians – Christian teaching is concerned for the poor and vulnerable. Globalisation can lead to injustice and exploitation which is immoral.
- Hindus – Globalisation can be over concerned with material needs. Hinduism teaches that liberation from this world and attention to spiritual needs are important.
- Jewish people – There are social and economic laws in the Torah. Failure to distribute land equally while exploiting those in need instead of sharing wealth is wrong.
- Muslims – The International Islamic Community should be committed to helping those in need and freeing people from bondage. These are problems which can be made worse by globalisation.
- Sikhs – When globalisation interferes with democracy and human rights then this goes against the Sikh vision of how the world should be.

- (e) *“More could be done to help people in developing countries who suffer from treatable diseases.”*

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

**4**

**AE 4 marks**

**Agree**

- More medicines and drugs could be available.
- More clinics could be set up to meet the need.
- More doctors and nurses could be made available to treat the number of patients.

**Disagree**

- Governments in some developing countries spend money on other things such as weapons and luxuries.
- Medically trained staff leave to earn money elsewhere.
- The numbers requiring treatment are too overwhelming.

- (f) *“Those who are in favour of globalisation are more interested in benefiting themselves than benefiting poorer countries.”*

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

**4**

**AE 4 marks**

**Agree**

- Of the world’s largest economies, over 50% of them are now global corporations, not countries.
- As world trade increases so does the gulf between rich and poor both within and between countries.
- Freeing world trade means that high-income countries can expect to gain more than twice as much as the rest of the world.

**Disagree**

- The wealth created by globalisation can help to lift millions of people out of poverty.
- Economic growth is essential if poverty is to be reduced.
- Globalisation creates a vast market for goods and services which benefits those in poorer countries.

## MEDICAL ETHICS

3. (a) Describe two disadvantages of using human embryos for research. 4

**KU 4 marks**

- Despite strict control it could still be abused.
- It may lead to a disregard of life.
- There could be long term effects as yet not ascertained.
- It is 'playing God'.
- It turns embryos into a commodity that will benefit humans.

- (b) What arguments might religious people use to support the use of embryos in genetic research? 4

**KU 4 marks**

**Christianity**

- Many Christians accept genetic research up to 14 days after conception as the pre-embryo is not differentiated (no specific body parts developing) at this time.
- It can show compassion towards those who are suffering from genetic illness or disease eg "loving your neighbour"
- It can be seen as a way of "working with God" by using intellect and knowledge to improve life in the world ie responsible stewardship.

**Islam**

- Abortion is allowed up to 120 days after conception (time of ensoulment) so embryo research up to 14 days comes within this time scale.
- If is used for the benefit of society eg to alleviate suffering eg "prevention is better than cure"
- Provided the moral basis is clearly established, then Muslims have a duty to "work with Allah" to improve life.

**Judaism**

- If it is to correct a defect rather than aim to "improve on God's creation" it is acceptable.
- Discarded IVF embryos can be used if the aim is to develop medical research to help those in need (principle of loving your neighbour).
- Jews have a duty to develop new cures for human diseases. Doctors and agents are "partners with God" in the search for cures provided the moral basis is clearly established.

(c) ***“Embryos should be protected by law.”***

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

**4**

**AE 4 marks**

**Agree**

- Potential for human life, therefore has rights.
- Not allowing embryos rights could lead to abuse – where will technological progress stop?
- Some argue that by day 7 an embryo has some observable features of an individual – the individual has rights.

**Disagree**

- An embryo is not capable of living on its own – so should not be given the full rights of a human being.
- Embryo research may help others who have certain diseases/disorders – so it is worth it.
- An embryo is not a human being so it does not need the law to protect it.
- If an embryo has no self-awareness, no way of feeling pain or emotion, then it cannot suffer and so does not need protecting.

(d) **You have studied a viewpoint independent of religious belief.**

**Describe what it says about the use of human embryos for research.**

**4**

**KU 4 marks**

As there are no mandatory viewpoints the viewpoints illustrated below are only examples.

**Peter Singer (a Utilitarian)**

- An embryo is only a collection of cells; it has no rights so it can be used for research. Rights can only be ascribed to a person.
- If the use of embryos in research will benefit the many then it is good.
- We already allow genetic selection by encouraging prenatal diagnosis of conditions such as Down's Syndrome as this often leads to selective abortion.
- If humans have already developed the technology then we should use it to benefit people.
- Individuals should be free to make their own choices on this issue as it is a private matter harming no one else.
- However, Singer also points out that human genetic engineering may lead to a loss of diversity among human beings. This may reduce humanity's capacity to adapt to changing circumstances.
- This may also lead to an increasing gap between rich and poor in society as the children of the rich, who can afford to genetically produce or enhance their offspring, gain more advantages over the children of the poor.
- Singer suggests the State should control human genetic engineering so that everyone can share in the benefits.

### **The British Humanist Association**

- The most important consideration is the quality of life of the individual person.
- An embryo is a fertilised egg with the potential to develop into a person but it has no self-awareness, functioning brain or ability to feel pain or emotion. Therefore, it cannot suffer.
- If parents do not consent to embryos being used for research they should not be used.
- However, spare embryos are routinely disposed of and parents do not seem unduly concerned.
- Donors may even prefer embryos to be used to benefit others.
- If an embryo's cells can be used to alleviate suffering the good consequences outweigh the bad.
- It is recognised that the technology involved may be exploited by some scientists.

### **Mary Warnock (Philosopher)**

- Immense benefits can come from research using human embryos therefore it is right that they are used.
- Research using human embryos follows the moral consensus of the majority.
- We need to value the 'life' of the embryo as we think best.
- Before 14 days the embryo is only a collection of cells, what happens at this stage is speculative, eg the cells may become part of the placenta or the embryo and twinning can also take place up to 14 days.
- The key stage is the development of the 'primitive streak' at 14 days.
- Claims that human embryo research is unnatural are weak arguments as almost any medical intervention could be classed as unnatural.
- The 'slippery slope' argument is not valid as there are specific laws to stop this happening, eg the '14 day rule'.
- Scientists who publish work developed by breaking the law would be prosecuted.

(e) ***“It is worth sacrificing human embryos for research purposes.”***

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

**4**

**AE 4 marks**

#### **Agree**

- An embryo is not a person, it has no awareness or feelings, therefore, no rights.
- The benefits of embryo research outweigh the disadvantages.
- It has the potential to find cures for serious illnesses.
- Many embryos used for research are 'unwanted' so at least some good can come from using them in research.

#### **Disagree**

- Life is sacred and must be respected.
- An embryo is a potential human, if we devalue human life at any stage in its development we devalue all human life.
- Life begins at conception. To deliberately kill it is murder.

## WAR AND PEACE

4. (a) State two reasons why a country might go to war. 2

**KU 2 marks**

- Self defence.
- When faced with an aggressor.
- To fight against oppression.
- To put an end to injustice.
- To end a greater evil than war itself.
- Over natural resources.

- (b) What is a pacifist? 2

**KU 2 marks**

- Someone who believes it is wrong to use violence in any situation.
- Someone who therefore believes war is wrong.
- May be someone whose religious beliefs lead them to believe that war/violence is wrong.

- (c) *“You should always be prepared to fight for your country.”*

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

**AE 4 marks**

**Agree**

- Important to defend the way of life we enjoy.
- It is the patriotic thing to do.
- If you don't you are a coward.
- Example of people who fought in two world wars.

**Disagree**

- You may not believe the government is right to go to war.
- You may be a conscientious objector.
- We have armed forces to fight wars.
- War is a waste of life.

(d) **You have studied one viewpoint independent of religious belief.**

**Describe what it says about going to war.**

**4**

**KU 4 marks**

**Egoism**

- War should be a last resort.
- If war cannot be avoided it needs to be fought for a good reason.
- War could be welcomed as a means to make money...arms manufacturer.
- War is acceptable if it means protection for the egoist and his/her way of life.

**Utilitarianism**

- War should be avoided because of the suffering and pain it causes.
- Avoiding war might be the wrong thing to do if it leads to greater suffering in the future.
- Short term pain of war is worth it for the long term gains.
- Going to war might be the only way to restore quality of life.
- Protecting yourself and the rights of others is acceptable through war.

(e) ***“Using a nuclear weapon is a quick way to end a war.”***

**Describe two of the problems caused by using nuclear weapons.**

**4**

**KU 4 marks**

- Mass destruction from initial blast.
- Terrible loss of life.
- Innocent people killed.
- Contamination of land, water, atmosphere due to radioactive fallout.
- Illnesses follow due to exposure to radioactivity.
- Affects future generations.
- Using a weapon may result in other weapons being used in retaliation.

(f) ***“Having nuclear weapons makes your country a safer place in which to live.”***

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

**4**

**AE 4 marks**

**Agree**

- Having nuclear weapons is an effective form of self defence.
- An aggressor will think carefully before attacking your country if you have them.
- Having nuclear weapons gives you peace through strength.
- Having nuclear weapons has ensured no further world wars (Mutually Assured Destruction).

**Disagree**

- Having them actually makes you a target for others who have them.
- Accidents can happen in the transporting of weapons.
- A computer error could lead to a nuclear accident.
- Having them only makes the world and your country a more dangerous place.
- Having weapons in your country in a state of alert only spreads fear.

## SECTION THREE

### EXISTENCE OF GOD

(a) Describe the theory of evolution.

4

**KU 4 marks**

- Life has developed over many millions of years from tiny microbes into all the different species you find in the world today – including human beings.
- All forms of life originate from the same beginnings so life has a common source.
- Many forms of life have become extinct in the process or have developed into more complex forms in relation to the way they have adapted to natural changes in the environment and by heredity.
- There has been a struggle for existence for forms of life which have survived and those which could not adapt have died out (the survival of the fittest).
- No need to suggest that life must have had a creator – it is a natural selection process which originated and developed in conjunction with the conditions on earth.

(b) Describe two examples of evidence to support the theory of evolution.

4

**KU 4 marks**

- Those more suited to survival pass on their genes to their offspring (Natural Selection and Survival of the Fittest).
- Fossil evidence – geology provides evidence that the world is millions of years old and during this time organisms found in fossils have become more complex.
- Many life forms share common features which suggests that they evolved gradually.
- DNA evidence.

(c) What is meant by God as a Purposeful Creator?

2

**KU 2 marks**

- Creation is not random.
- Reason for our existence and the existence of the world.
- Humans were created by God with a specific role/purpose.

(d) Is the Design Argument for the existence of God a good argument?

Give two reasons for your answer.

4

**AE 4 marks**

**Good Argument**

- The complexity of the world must point to a designer (examples of human eye, bucket orchid, human brain).
- It is not reasonable to believe that the debris from the Big Bang would form such complex things in the universe – therefore there must have been a designer.
- Life is too awe-inspiring and complex to be the result of chance, therefore the belief that God created the universe gives life special meaning.

**Bad Argument**

- Comparisons need to be similar. The universe is natural whereas a watch is mechanical.
- Analogies are based on assumption and not fact.
- There is evidence of bad design so perhaps this is down to chance rather than design.
- The universe doesn't need a creator, maybe it has always been there.
- Relies on a leap of faith – the universe was designed therefore it was God who designed it.

(e) **Describe one traditional objection to the Design Argument.**

**2**

**KU 2 marks**

- Idea of the universe/life being a designed machine not appropriate – it's more like a growing/developing organism in response to its environment (Hume).
- Because certain parts of life appear to be designed doesn't mean the whole process is – or in need of a designer.
- A great deal of evidence of bad design – “nature red in tooth and claw” – argues against designer.
- There is so much suffering and cruelty in nature.
- A great deal of waste is involved in process – opposite of organisation and design.
- Apparent design can occur even if the process is subject to natural selection and adaptation. Life forms would not have survived without ability to adapt.

(f) ***“If there is no Designer, there is no purpose to life.”***

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

**4**

**AE 4 marks**

**Agree**

- Belief in Designer/God can help people through times of suffering.
- Belief in God gives hope of life after death, this makes this life more meaningful.
- Belief in God gives a positive outlook to life.
- Belief in God involves adopting a clear moral code.
- Life is too awe-inspiring and complex to be the result of chance, therefore belief in the Designer gives life special meaning.

**Disagree**

- You don't need God to have meaning or purpose in life, life is what you make it.
- Science has made God irrelevant as science is based on facts and faith on assumption.
- God's existence cannot be proven therefore the Designer is irrelevant.
- Belief in God is becoming less important to many yet people live fulfilled lives.

[END OF MARKING INSTRUCTIONS]