



**2009 Religious Studies**

**Standard Grade Foundation**

**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 2009 – Foundation Level

### Section A – Christianity

1. (a) *What is the Kingdom of God?*

God's rule on earth. (1)

1 KU

(b) *Describe **one** way Christians help those in need.*

- Raise money for charity (2)
- A description of the work of a particular charity, eg Christian Aid/Salvation Army etc (2)
- Putting into practice the teachings of Jesus, eg love thy neighbour, the Good Samaritan. (2)

2 KU

(c) *Do you think Christians do enough to help those in need?*

**Yes**

- There would be a lot more suffering in the world were it not for the work of charitable Christians. (2)
- Christians do a lot more than others to help the global community. (2)
- Examples of Christian help across the world. (2)

**No**

- There is still suffering in abundance. (2)
- Some Christians don't put into practice Christian teachings. (2)

2 E

(d) tax collector (1)  
money (1)  
house (1)

3 KU

(e) *Who do you agree with?*

**Claire**

- Jesus advocated forgiveness. (2)
- Jesus forgave sinners. (2)
- Everyone, Christian or not, should allow people to change for the better. (2)

**Fraser**

- Some people commit such atrocities that forgiveness is not appropriate. (2)
- Jesus did not always forgive – tables at the temple. (2)

**Not sure**

- A blend of the above is acceptable. (2)

**Any reasonable answer accepted.**

4 E

2. (a) *List four things that happen at a **Christian** funeral.*

- The coffin is brought into the church/chapel. (1)
  - Bearers are friends/relatives of the deceased. (1)
  - The minister meets the cortege. (1)
  - The minister leads the coffin in. (1)
  - Members of the family walk behind the coffin. (1)
  - The service includes readings from the Bible. (1)
  - These readings are usually about the Christian hope of eternal life. (1)
  - Eulogy. (1)
  - Hymns about the life to come are sung. (1)
  - Prayers are said to give thanks for the person's life. (1)
  - Prayers are said to God to forgive the person's sins and to receive his/her soul. (1)
  - The committal. (1)
  - Body cremated. (1)
  - Generic example (1 maximum)
- Qualification of 'thing' needed to get marks. 4 KU

(b) *Which would be the most helpful for mourners?*

**Any reasonable answer accepted.**

**2 E**

(c) *"I don't think children should be allowed to go to Christian funerals".  
Do you agree?*

**Yes**

- Children are too young to understand what is taking place. (2)
- Children may become frightened/overly sad. (2)
- Children should be protected from the harsh realities of life for as long as possible. (2)

**No**

- It is important to involve children so they are aware of what is happening. (2)
- Death is a part of life/growing up. (2)
- Children may want to express their own grief. (2)

**2 E**

**Section B – Hinduism**

3. (a) Shiva (1) 1 KU

(b) creator (1)  
life (1)  
destroys (1) 3 KU

(c) *Hindus worship many gods. Do you think this is helpful for Hindus?*

**Yes**

- Freedom to choose a god/goddess that has meaning and relevance to the individual. (2)
- The element of choice will make it easier for Hindus to sustain puja. (2)

**No**

- Too many to choose from, this causes confusion. (2)
- If Brahman is the universal supreme spirit, then choosing a god/goddess seems to diminish this power/presence. (2)

**Any reasonable answer accepted.** 2 E

4. (a) *Puja (worship) is part of daily life for Hindus. Do you think daily worship is a good idea for Hindus?*

**Yes**

- Allows Hindus to express devotion/show love. (2)
- Allows Hindus to regularly commune with Brahman. (2)
- Keeps Hindus mindful of their dharma. (2)
- Allows Hindus to accumulate good karma. (2)

**No**

- Daily worship is too time consuming. (2)
- Temple puja should suffice. (2)
- Does not fit in with 21st century society. (2)
- Hindus can accumulate good karma by taking more practical action. (2)

**Not Sure**

- A blend of the above is acceptable.

**Any reasonable answer accepted.**

**4 E**

- (b) *Explain why the bell is rung.*

- A bell is rung to announce Hindus arrival for worship. (2)

**2 KU**

- (c) *State **four other** things which happen **during** worship at a Hindu temple.*

During puja in a mandir the following takes place:

- the priest looks after the statues of gods/goddesses (1)
- shoes are removed (1)
- gifts are presented to the priest (1)
- these gifts (food, fruit, flowers, etc) are taken to the shrine room to be laid before the statues (1)
- bhajan – the singing of special hymns (1)
- havan – sacrificial fire (1)
- arti – a tray containing five lights is waved in front of the statues (1)
- the flame is taken round worshippers (1)
- worshippers run their hands over the flames before wiping their hands over their heads (1)
- a tilak is placed on the forehead. (1)

**4 KU**

(d) *Who do you agree with?*

**Dev**

- Worship should be personal, it is time for the individual to commune with Brahman/their ishwara. (2)
- Individual puja allows the worshipper to really focus/concentrate/a more intense experience. (2)

**Gita**

- Communal worship fosters a sense of solidarity. (2)
- Communal worship maintains cultural traditions. (2)
- Communal worship strengthens the religion. (2)

**Not Sure**

- A blend of the above is acceptable.

**Any reasonable answer accepted.**

**4 E**

## Section C – Islam

5. (a) • Qur'an (1)  
• revealed (1)  
• Muhammad (1) 3 KU

(b) *God is known as “Compassionate.” How does God show Muslims his compassion?*

- Revelation of Qur'an. (1)
- Guidance through prayer. (1)
- Promise of Paradise. (1)
- Guidance of Five Pillars. (1)
- Merciful on Judgement Day (1) 1 KU

(c) *“The Qur'an tells Muslims everything about God”  
Do you agree?*

### Yes

- Contains information about the nature of God. (1)  
(with examples) (2)
- Shows Muslims what God is like/wants. (2)

### No

- Can know about God through prayer. (2)
- Hadith explains the nature of God fully. (2)
- Imam, classes at the mosque more helpful in knowing/understanding God. (2) 2 E

(d) *What does the Shahadah (Declaration of Faith) say?*

- There is no God but Allah and Muhammad is his messenger. (2) 2 KU

(e) *“The Shahadah is a set of words, but actions speak louder than words.” Do you agree with Nafeesa?*

### Yes

- It is what you do that shows belief. (2)
- Repeating words can become an empty gesture/meaningless. (2)
- May say the words without meaning them. (2)

### No

- Actions without conviction/belief could be for selfish/wrong reasons. (2)
- Actions without a belief framework may be misguided. (2)

### Not Sure

- Words or actions alone are not enough – need a combination to ensure true Submission. (2)

**2 marks for each reason given.**

**4 E**

6. (a) *Fasting teaches Muslims many things. State two things that a Muslim might learn from the fast.*

- Self discipline/self control. (2)
- Patience to endure hardship. (2)
- Compassion for the poor. (2)
- Understanding/fellowship of the Ummah. (2)
- More about nature of Submission. (2)
- Improved understanding of Islam through increase of reading of Qur'an/prayer. (2)

4 KU

(b) *“It is Ramadan, but I don’t want to fast this year.” Should a Muslim be able to choose whether to fast or not?*

**Yes**

- Choice enables willing and therefore meaningful Submission. (2)
- Forced may lead to resentment – turning away from Islam. (2)
- Circumstances may make it necessary to choose not to fast. (2)

**No**

- Duty laid down under the Five Pillars. (2)
- Without some firm direction may waver and make choice. (2)
- Choice undermines the very nature of Islam/Submission. (2)

**2 marks for a clear reason.**

2 E

(c) *Are there too many rules to follow in Islam?*

**Yes**

- Rules about every aspect of life eg Family, food, business. (2)
- Restrictive and sometimes out of date. (2)

**No**

- Rules useful to fully submit to the will of Allah. (2)
- Allows a Muslim to clearly understand expectation of Islam. (2)

**2 marks for a clear reason.**

2 E

## Section D – Judaism

7. (a)
  - year (1)
  - shofar (1)
  - ten (1)**3 KU**
- (b) *Between Rosh Hashanah and Yom Kippur Jewish people try to make up for things they have done wrong in the past year. State **two** ways that Jewish people can do this.*
- Reflect on the wrong things they have done in the past year. (1)
  - Ask people they have hurt or wronged for forgiveness. (1)
  - Grant forgiveness to people who have hurt or wronged them. (1)
  - Ritual cleansing at the Mikveh. (1)
  - Increase study of the Torah. (1)
  - Increased giving to the poor (eg collection in the synagogue). (1)
  - Kapparot – Orthodox tradition involves killing a fowl in symbolic sacrifice. (1)  
Fowl then given to the poor. (1). Some give an equivalent value in money. (1)
  - Tashlich – casting of crumbs or pebbles into a river or the sea to symbolise removal of sins. (1)
  - Penitential prayers (selichot) are recited. (1)
  - Promises made to God to do better in the coming year. (1)
- 2 KU**
- (c) *On Yom Kippur Jewish people fast for 25 hours. What does fasting mean?*
- Going without food/food and drink. (1)
- 1 KU**
- (d) *“Fasting is helpful for Jewish people.” Do you agree?*
- Yes**
- Helps Jews to focus completely on God/prayer. (2)
  - A reminder of human frailty and dependence on God. (2)
  - Helps Jews to remember hungry people in the world. (2)
  - Helps Jews to feel united as they all fast together. (2)
- No**
- Hard to focus/concentrate if you are hungry. (2)
  - Being truly sorry is what really matters. (2)
  - Rules for fasting make exceptions where health is an issue, so don't accept risk to health.
- 2 marks for a clear reason.** **2 E**

- (e) *Do you think it is a good idea for Jewish people to have a special time for thinking about things they have done wrong?*

**Yes**

- Life is busy, so good to have time set aside for reflection. (2)
- A chance to look forward as well as back – a new start. (2)
- It stops people holding on to grudges, so good for personal relationships. (2)
- Like new year resolutions, it encourages you to try to be a better person. (2)
- Good to know you are forgiven by God and other people. (2)
- Reminds you of God's kindness and forgiveness. (2)
- Encourages personal responsibility. (2)

**No**

- You shouldn't need to wait until a special time to feel sorry and make up with people. (2)
- People should constantly reflect on their actions. (2)

**Not sure**

- Candidates may draw from the arguments given for both sides above.

**2 marks for each reason given.**

**4 E**

8. (a) Give **two** reasons why the tephillin are worn.

- Thoughts – reminder to keep God in their mind/think about God. (2)
- Feelings – reminder to keep God in their heart/love God. (2)
- Obedience – it is commanded in the Shema. (2)
- An outward sign of inner devotion. (2)

4 KU

(b) Who do you agree with?

**Sarah**

- Some are outdated and don't apply any more. (2)
- Some are about life and death, so they would be more important. (2)
- Midrash identifies the golden rule as the most important commandment. (2)

**David**

- All given directly by God, so equally important. (2)
- You can't pick and choose which bits of the covenant you are going to keep. (2)
- Observing all of the commandments is important because it binds the community together. (2)

**2 marks for a clear reason.**

2 E

(c) "God gave us the commandments. This shows he cares." Do you agree?

**Yes**

- The rules show he wants to help people to live better lives. (2)
- God gave the commandments because he wanted the Jews to be his special chosen people. (2)
- They are part of the special covenant relationship. (2)
- Human beings need help and guidance. (2)

**No**

- It just shows that he wants to control people. (2)
- It would be more caring/loving to give people freedom. (2)

**2 marks for a clear reason.**

2 E

## Section E – Issues of Belief and Morality

9 (a) What does the chosen religion say about how the **world** began?

### Muslim creation story

- In the time before time, God was. (2)
- When God wanted to create something, all he needed to say was “Be”, and it became. (2)
- God created the world and the heavens. (2)
- He made all the creatures, the angels, the sun, moon and stars. (2)
- God poured down the rain in torrents, breaking up the soil to bring forth corn, olives, palms, fruit trees and grass. (2)
- God ordered the angels to go to the earth, and to bring seven handfuls of soil, all of different colours, from which he could model man. (2)
- God took the seven kinds of earth and moulded them into a model of a man. (2)
- He breathed life and power into it, and it immediately sprang to life. (2)
- God took Adam to live in Paradise. (2)
- In Paradise, God created Eve, the first woman, from Adam’s side. (2)

### Jewish creation story

- In the beginning, God created the heavens and the earth. (2)
- Some say that God created the Torah at this time. (2)
- God said, “Let there be light”. (2)
- God said, “Let the waters be divided”. (2)
- God said, “Let the waters under heaven come together, and dry land appear”. (2)
- God said, “Let the great light and the small lights appear in heaven to govern day and night. (2)
- God said. “Let the waters fill with creatures and the sky with birds”. (2)
- God said, “Let the earth bring forth every kind of living creature on the land”. (2)
- Then, last of all when the earth was ready man and women were created. (2)
- On the seventh day, God finished his work and rested. (2)

### Christian creation story

- God created the world in 6 days and rested on the 7<sup>th</sup>. (2)

### Hindu creation story

#### Several creation stories.

- Before time began, there was no heaven, no earth and no space between the two. (2)
- A vast dark ocean washed upon the shores of nothingness. (2)
- A giant cobra floated on the waters. (2)
- Asleep within its endless coils lay Vishnu. (2)
- The serpent watched over Vishnu. (2)
- From the depths of the water a sound began to tremble. (2)
- The sound grew and filled the air with its energy. (2)
- The night had ended and Vishnu awoke. (2)
- From Vishnu’s navel grew a magnificent lotus flower. (2)
- In the middle of the blossom sat Brahma. (2)
- Vishnu commanded Brahma to create the world. (2)
- Vishnu and the serpent vanished. (2)
- Brahma split the lotus into three – heavens, earth and skies. (2)
- The earth was bare. (2)

- Brahma set to work – created grass, flowers, trees and plants. (2)
- Next he created insects to live on the land, birds to fly in the air and fish to swim in the seas. (2)
- To all these creatures he gave the senses of touch and smell. (2)
- He gave them the power to see, hear and move. (2)
- The world was soon bristling with life. (2)

**Second story**

- Before time the world was darkness. (2)
- The world was unknowable. (2)
- There was one eternal Being. (2)
- This Being scattered the darkness and appeared spontaneously. (2)
- Through the power of thought he created the waters. (2)
- In these waters he put his seed. (2)
- The seed became a golden egg. (2)
- From this egg Brahma was born – the father of all the worlds. (2)
- Brahma stayed in the egg for one year. (2)
- Through thought he divided the egg into two and made the heavens and earth. (2)

**4 KU**

- (b) *“Children should learn about religious creation stories as well as the scientific theories”. Do you agree?*

**Yes**

- Religious creation stories contain important messages/truths. (2)
- Religious creation stories explore ultimate questions that science cannot address. (2)
- Religious creation stories sustain religious beliefs. (2)

**No**

- Religious creation stories are too far fetched to have any real meaning/ relevance. (2)
- People should stick to scientifically proven facts. (2)

**Not Sure**

- A blend of the above is acceptable.

**Any reasonable answer accepted.**

**4 E**

- (c) *“People should look after the world”. Do you agree?*

**Yes**

- Gift from God. (2)
- We have to save the earth for future generations. (2)
- The earth has yet much to offer/reveal, this needs to be protected before it is destroyed. (2)

**No**

- Human life is short; we should live as we want regardless of the consequences. (2)
- Others refuse to look after the earth, so why should we? (2)

**Any reasonable answer accepted.**

**2 E**

(d) *“We live in a world of death, destruction and chaos”. Would a religious person agree?*

**Yes**

- Hindu would state that we are living in the Kali Yuga, an age of destruction. (2)
- There is so much sin and so many sinners. (2)
- People are seldom guided by religious beliefs/sentiments. (2)

**No**

- People try to help; these people are often guided by faith. (2)
- This is all part of God’s plan. (2)

**Any reasonable answer accepted.**

**2 E**

10. (a) Describe **two** ways that a religion can teach its followers about sex.

- Consulting holy books. (2)
- Discussing sex with fellow believers. (2)
- Talking to religious teachers/spiritual guides. (2)

**Any reasonable answer accepted.**

**4 KU**

(b) Tick the **two** correct statements.

- The age of sexual consent in the UK is 16. (1)
- Premarital sex means sex before marriage. (1)

**2 KU**

(c) *We live in a time of sexual freedom.*  
*Do you think this is a bad thing?*

**Yes**

- STIs. (2)
- Unwanted pregnancies. (2)
- Young people are emotionally immature/vulnerable. (2)

**No**

- Freedom of choice. (2)
- Allows people to experience life. (2)

**Any reasonable answer accepted.**

**2 E**

[END OF MARKING INSTRUCTIONS]