



# **2010 Religious, Moral and Philosophical Studies**

## **Intermediate 2**

### **Finalised Marking Instructions**

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## 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"><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. (a) State two ways a Buddhist might “control his senses”. 2

(Max 1 mark for only one way)

**KU 2 marks**

- Through meditation.
- By using the Buddhist scriptures (the Dhamapada).
- Through following the example of the Buddha.
- Following the rules of the Eightfold path (the Magga).

- (b) What is meant by “lower passions”? 2

**KU 2 marks**

- Lower passions are desires which lead to actions that cause bad Kamma.
- Fuelled by the three poisons greed, hatred and ignorance.
- They would be the desire for more money, power or wealth.
- The desire for harming others through our hatred of them.
- Attachment to people and things.

- (c) Explain how a Buddhist might overcome the lower passions. Give reasons for your answer. 6

**AE 6 marks**

- Through meditation a Buddhist will resist the attachments that will lead to the lower passions.
- Meditation helps the Buddhist control the ‘inner chatter’ of the mind and allows him/her to resist Mara.
- Through reading the Buddhist scriptures a Buddhist is given advice on how to overcome attachments and desires.
- From a story like that of Kisagotami a Buddhist will learn the futility of personal or familial attachments.
- By becoming a member of the Sangha – through this they live in an environment where discipline and religious routine leave little time for distractions.
- Some Buddhists believe in the transference of merit – by praying to or meditating with a Bodhisattva or a Lama a Buddhist can gain merit from their good actions (Mahayana Buddhism).
- Following the Eightfold Path.
- Keeping the Precepts.

**(d) Describe what Buddhists understand by Kamma. 4**

**KU 4 marks**

- Kamma is the law of cause and effect.
- Kamma is what continues from one life into the next.
- Kamma is often likened to a flame that passes from one candle to another.
- Buddhists understand that the law of Kamma means we are responsible for our own destiny as we are in control of our own actions.
- A Buddhist aims to be rid of Kamma and kammic consequences otherwise his or her Samsara will continue.

**(e) What do Buddhists understand by Right Action? 3**

**KU 3 marks**

- Right Action is part of the moral code of a Buddhist.
- It is about ensuring all actions are controlled by right intention.
- It includes the 5 precepts a set of rules to live by.
- In short it is about doing the right thing in every situation – it is thinking through the consequences of all actions.
- Any appropriate example.

**(f) How does a Buddhist practise the Five Precepts? 5**

**KU 5 marks**

- To abstain from killing or harming any living thing.
- Buddhists will not kill sentient creatures.
- They would be expected to be vegetarians.
- They would be expected to preserve life.
- They would not take what was not theirs.
- They would actively seek to share what they owned.
- They would be truthful and honest at all times.
- Avoid gossip, swearing and lies.
- Avoid misuse of sexual conduct.
- They would not abuse their bodies or their minds with substances that harm them or cloud their judgement.

(g) **Explain the benefits and difficulties of belief in the Noble Eightfold Path for Buddhists.**

8

(Max 6 marks for only benefits **or** difficulties)

**AE 8 marks**

**Benefits**

- It helps them to overcome suffering in their lives.
- It gives them rules about how to detach themselves from the attachments and the desires in life that stress us and lead to suffering.
- It helps them overcome Kammic attachments that also lead them into suffering.
- It allows them to break away from Samsara and end the cycle of rebirth.
- It brings calm and peace to their lives and this reduces stress and gives them a sense of well being.
- The Path provides clear rules to help a person overcome the problems of life – eg meditation which brings a calmness and effectiveness into their daily lives.
- A Buddhist would argue that the path to freedom makes for a more integrated and tolerant society.
- The key benefit is that it is the path to enlightenment.

**Difficulties**

- It is hard to follow the rules of the path – people have responsibilities of family and loved ones and the Path takes up their time.
- It is necessary to work in order to make a living. The pressures of work can keep a person away from the path and use up the time they need to use meditating in order to achieve enlightenments.
- Other attachments will keep them from overcoming the desires that lock them into Samsara and the modern world especially the appeal to our desires is very strong.
- It is often hard to overcome strong emotions such as love.
- Sometimes the path can seem very unrealistic in the hustle and bustle of the modern world – eg keeping them from meditation which is central to the Path.
- A Buddhist may have to withdraw to a monastic community which has its own problems for the Buddhist and some might argue it is a very unrealistic lifestyle.

## CHRISTIANITY

2. (a) In the source above, why was the man afraid of God? 2

**KU 2 marks**

- He had disobeyed God.
- Given a clear instruction not to eat the fruit from the tree which gives knowledge of what is good and evil.
- Consequences would follow.
- He was naked.

- (b) Describe God's relationship with the man and the woman before they hid from him. 4

**KU 4 marks**

- God was their creator.
- He had made human life as the last act of creation.
- Man was made in the image of God.
- God was their provider.
- God had given everything to them to meet every need that they had.
- God had shared with them responsibility for looking after the rest of his creation as stewards.
- God had given them freedom to obey or disobey his instructions.

- (c) What is meant by sin? 2

**KU 2 marks**

- Doing something wrong.
- Going your own way instead of God's way.
- Breaking God's rules.
- Failing to come up to God's standards.
- Missing the mark.
- Losing the way.
- Original sin..reference to the experience of Adam and Eve.

- (d) *"Sin exists as a result of the actions of Adam and Eve."*

- Would all Christians agree? Give reasons for your answer. 6

**AE 6 marks**

**Agree**

- Adam and Eve are responsible for the first act of disobedience.
- They set the pattern which all humans have since followed.
- They are responsible for the consequences which have affected humanity... sin and suffering.
- Their disobedience affected mans' relationship with God... alienation.
- Their disobedience brought alienation between individuals in society.
- They were banished from the perfection of the garden of Eden.
- They abused the freedom God had given to them.

**Disagree**

- Adam and Eve may not have existed.
- The Genesis account should not be understood literally.
- Individuals must take responsibility for their own actions/sins and not blame Adam and Eve.
- Someone would eventually have disobeyed God if not Adam and Eve.
- People have freedom to make wrong choices which affect others, the environment, the natural world etc.

(e) **Explain how prayer helps Christians to restore their relationship with God.** **4**

**KU 4 marks**

- Restores broken communication with God as a result of the Fall.
- Prayer is also about listening to God.
- It gives God the opportunity to 'speak' to the believer.
- It encourages a Christian to recognise the goodness and greatness of God.
- It makes a Christian turn to God for help for themselves and others.
- Prayer can be a form of meditation which helps a Christian to think more clearly about something.
- Prayer strengthens the relationship even if answers are not obvious.
- Prayer shared in public makes a Christian feel part of something bigger than their own individual relationship.
- Relationship with God is deepened through shared relationships with others in prayer.

(f) **Describe two Christian beliefs about the death of Jesus.** **4**

(Max 3 marks for only one belief)

**KU 4 marks****Atonement**

- His death is the way in which humanity can be made one with God again.
- By his death a sinful person can be forgiven and reconciled to God.

**Sacrifice**

- In the OT animals were sacrificed for the sins of people.
- Jesus himself became the sacrifice for the sins of humanity.
- On the cross he offered himself willingly to take away sin.
- He became our substitute by taking the punishment that should have been ours.

**Reconciliation**

- The death of Jesus brings man and God together again.
- The relationship lost through the fall is restored.
- It leads to restored relationships with others through the community of the church.

**Salvation**

- The death of Jesus saves from sin.
- It saves from the punishment of hell.
- It saves by producing changes in the life of a believer now.
- It leads to a place in heaven at the end of life.
- It is the only way by which humanity can be saved... not human effort or good works.

**(g) Explain the benefits and difficulties of belief in Resurrection for Christians.**

**8**

(Max 6 marks for only benefits **or** difficulties)

**AE 8 marks**

**Benefits**

- What he said he would do has been done.
- It shows that sin has been forgiven on the cross.
- Jesus defeated death.
- Evil has been overcome.
- Life after death is a reality.
- Presence of Jesus is still with us.
- Hope for this life and for heaven to come.
- Christian has hope in the face of suffering.
- Fear of death has been taken away.
- The fellowship of the church has meaning and purpose.
- The church has something to share with the world.

**Difficulties**

- Missing body of Jesus can be explained in other ways.
- Dead people do not come back to life.
- Accepting the miraculous is not easy for some Christians intellectually.
- Can create barriers to belief in other aspects of the teaching of Jesus.
- Debate over literal or spiritual resurrection can lead to division.
- Can I still be a Christian if I do not believe in the Resurrection?
- Can pose difficulties when presenting the Christian faith to others.
- The Resurrection fitted with the worldview of the time and not now.
- Impact of Jesus' teaching is more important than belief in the Resurrection.

## HINDUISM

### 3. (a) What do Hindus mean by Moksha?

4

#### **KU 4 marks**

- Literally means “release” or freedom from the cycle of rebirths or reincarnation/ samsara.
- Moksha is Hindus’ final destiny, stage of existence.
- The union of the individual soul (atman) with the universal (Brahman).
- Moksha is the final liberation of the soul from the process of samsara.
- As the main goal of Hinduism is union of atman with Brahman ie moksha the soul is not “at peace” until this is achieved. This can act as a significant motivation.
- It encourages Hindus to live out good karma eg by practising devotions faithfully (bhakti) and meditating on the nature of atman/Brahman on path to moksha.
- Encourages Hindus to aim for a higher caste to be “closer” to moksha and discourages bad behaviour which may result in a lower caste by worship (bhakti), karma (moral action) and jnana (meditation).
- Develops belief that life is an ongoing process beyond death and that this is not the only “life” they will have. They can have hope for a better reincarnation in their next life as a result of how they live in this one.
- Main aim of Hindus is to avoid further reincarnations – not to be reborn – so encourages appropriate action.

### (b) Describe any two of the margas.

4

(Max 3 marks for only one marga)

#### **KU 4 marks**

##### **Bhakti**

- Normally concentrates on devotion to a personal god (“ish wara”) eg family deity, which represents an aspect of Brahman.
- Involves complete faith/trust and shows surrender to the will of God.
- Usually takes the form of devotion through puja via the family shrine and involves emotions, discipline as well as the intellect. The way followed by most Hindus.

##### **Karma**

- Path of action and idea that living according to dharma (duty) can gain good karma and comes closer to moksha.
- Aim of karma is the good effect of actions/behaviour and the use of God-given talents and abilities to reach full potential and have beneficial effects on others.
- Is a continual reminder to Hindus about how they should act/behave on a daily basis – that for example actions have moral consequences.

##### **Jnana**

- Path of knowledge – requires a learned teacher/close study of difficult ideas of Vedas and Upanishads.
- As these scriptures deal with the Supreme Spirit (Brahman) the individual Spirit (atman) and nature of universe/place of human beings require significant study.
- Normally accompanied by process of meditation and requires much personal discipline to join spiritual forces of mind and material forces of body working in harmony.

- (c) **How might following the margas lead Hindus to moksha? Give reasons for your answer.**

6

**AE 6 marks**

- Each Hindu must choose which marga or margas they follow and each of them has great importance in the progress of the “soul” through samsara and eventually to moksha.
- Each of the margas is related to specific actions or duties which must be carried out and, if they are dutifully done, will lead Hindus nearer moksha.
- The margas lay down (in the Bhagavad Gita) the structure of how Hindus can achieve liberation from the cycle of samsara.
- Each marga (karma, bhakti and Jnana) develops particular attitudes which are conducive to developing qualities which are associated with moksha.
- Such as, detached moral behaviour, unrestrained devotion to God and meditating on the transcendent Brahman.

- (d) **What is samsara?**

4

**KU 4 marks**

- Samsara means wandering.
- It refers to the “wandering” of the atman (self) through various reincarnations until it reaches moksha.
- Samsara literally means “sea of change”.
- It relates to the movement of the soul (atman) from one existence to another.
- The cycle of birth, death, rebirth of the soul (atman) commonly called reincarnation.
- Samsara is the process of change by which the atman progresses through different incarnations.
- The concept of samsara also suggests that things change all the time. The ‘soul’ is continually on the move towards Brahman and the state of moksha.
- The purpose of samsara is refinement.
- So that, after many reincarnations, the soul reaches a state of purity like metal being refined from ore.

- (e) **Describe the role of the varnas in Hinduism.**

4

**KU 4 marks**

- They identify the particular individual skills and responsibilities in each varna to ensure the proper and smooth organization of society.
- It thus recognizes the important individual roles of every Hindu.
- They create a division of labour and a strict social order for Hindus.
- They still influence such aspects as marriage options, food laws, and laws of association which are/are not permitted within traditional Hindu society.

(f) **Explain the benefits and difficulties of belief in Moksha for Hindus.**

**8**

**AE 8 marks**

(Max 6 marks for only benefits **or** difficulties)

**Some of the benefits of belief in moksha might be:**

- Moksha is Hindus' final destiny, final stage of Existence 'release' from the cycle of rebirths (samsara) where the soul will never be reincarnated.
- It involves release from the suffering and limitations of a narrow view of the self and an awareness of one's eternal destiny.
- It is the state where the purpose of life and the successive progress of the soul has been achieved and so no further rebirths are necessary.
- It is the ultimate state of self-fulfilment and self-discovery in life.
- It is the highest state of happiness/bliss within Hinduism. It cannot be described, only experienced eg like an animal describing to a fish what life on land is like.

**Some of the difficulties of belief in moksha might be:**

- Moksha seems a long way off for most Hindus – especially for those who are poor and in the lower castes so they would not be particularly attracted to it.
- Many Hindus have problems just surviving and so moksha and the motivation of spiritual/moral improvement (and release) not seen as major concern.
- Too many stages to go through and moksha may not be seen as worth pursuing as a real possibility in practical terms.
- Influence of scientific knowledge and developments in theology may affect views on whether reincarnation/moksha are factual or mythological beliefs.
- May lead to less certainty among those who may have seen reincarnation as factual.

## ISLAM

4. (a) Describe how Muhammad received the Qur'an. 4

**KU 4 marks**

- Muhammad went to the cave to pray on Mount Hira.
- A voice called his name and commanded "Iqra".
- He saw a roll of silk with writing in fiery letters but could not read it.
- The angel Jibril ordered him to read aloud and a tension built up inside him.
- He was then able to recite the words.
- This is known as The Night of Power or Laylat-ul-Qadr.
- There was a waiting period of two years and then he began to receive messages from God for the rest of his life.

- (b) In what ways do Muslims show respect for the Qur'an? 6

**KU 6 marks**

**When not in use, it should be:**

- placed high above other books
- nothing should be placed on top of it
- it should be kept covered.

**Before reading:**

- you must wash carefully or take a bath
- you must be in the right frame of mind
- if you are a woman you must not touch it while having a period.

**While it is being read:**

- you must not speak
- you must not eat or drink
- you must not make a noise
- you must not touch it unnecessarily.

- (c) What is meant by the Khaliphas? 2

**KU 2 marks**

- Islamic stewardship.
- Literally on submission to Allah we become deputies to be guardians of the planet on God's behalf.
- Accepting duties of caring for others.
- After the death of the Prophet Khalifahs known as Rashidun, were chosen to govern the community.

(d) **What is Zakah used for?** **4**

**KU 4 marks**

- Helping the poor.
- Release from debt.
- Helping needy travellers.
- To free captives.
- To win people over to the cause of Allah.
- To pay those who collect it.

(e) **“Zakah should be given in secret.”**

**Would all Muslims agree? Give reasons for your answer.** **6**

**AE 6 marks**

**Agree**

- It should be done so that you are humble in your giving before Allah.
- Rich people should avoid false praise and admiration as they are only doing their duty.
- Poor people should not be made to feel embarrassed by what they can give.

**Disagree**

- Sometimes it is necessary to give openly to encourage others to give.
- You should not give things which are not wanted or not needed but give Allah the best.
- It should be done nobly and ungrudgingly.

(f) **Explain the benefits and difficulties of practising the Five Pillars for Muslims.** **8**

(Max 6 marks for only benefits **or** difficulties)

**AE 8 marks**

**Benefits**

- The Pillars are not the whole of Islam but allow a Muslims faith to be strengthened.
- The Five Pillars allow Muslims to perform their duty and show dedication and submission to God.
- They help to ‘straighten’ a person out spiritually before God.
- They become the Muslim life and should not be seen as a duty or a chore but a way of showing submission to God.
- Practising the Five Pillars can enable a Muslim to function as Allah’s deputy here on Earth.
- They help unite Muslims in worship of Allah and help make them part of the *ummah* (Muslim community).

**Difficulties**

- Practising the Five Pillars requires stamina for submission eg prayer and fasting and this is difficult for many Muslims if they are sick, very young or elderly.
- Living in a non Muslim country also poses difficulties such as finding a time and place to pray.
- It may be difficult to have the money or opportunity to go on Hajj.
- Modern life may tempt people away from practising the Five Pillars.
- A Muslim may become too focused on following the Five Pillars and forget about other ways to worship Allah.
- Taqwa, the consciousness or awareness of Allah, should permeate the whole of life, not just the rituals.

## **JUDAISM**

5. (a) **Who is the “He” referred to in the quotation?** **1**

**KU 1 mark**

- The Messiah

(b) **How do Jewish people differ in their beliefs about what will happen at the end of time?**

**Give reasons for your answer**

**6**

**AE 6 marks**

### **ORTHODOX JEWS**

- Orthodox Jews believe there will be an actual person who will be the Messiah.
- He will not be God, but a special human being.
- He will deliver the Jews from their enemies and restore the homeland.
- He will be a descendant of King David.
- He will set up a perfect kingdom of peace on Earth in the future.
- Israel’s enemies will be defeated and Jews will be able to return to Israel in safety.

### **REFORM JEWS**

- Reform Jews do not think of him as a real person.
- There will be a particular time or age in the future.
- All people will live on Earth in harmony.
- Jews and Gentiles will share peace, justice and kindness.
- Some believe the Messianic Kingdom has already been established in The State of Israel in 1948.

(c) **Why is the Shema important?**

**3**

**KU 3 marks**

- It expresses basic Jewish truths about God.
- It comes directly from the Torah, God’s word.
- The rest of the faith develops from this belief.
- God commanded that it be part of everyday life eg mezuzah and tefillin.

(d) **What are the purposes of prayer for Jewish people?**

**4**

**KU 4 marks**

- To reinforce their relationship with God.
- It reaffirms key Jewish beliefs about God.
- To praise God and his creation.
- It is used to thank God for what he has done for Israel in the past.
- It helps build the Covenant between the Jews and God as it is one of the mitvahs.
- It also helps to foster a sense of belonging between Jewish people.

- (e) **Describe what Jewish people do to show the importance of Shabbat.** **4**

**KU 4 marks**

- They do no work on the Shabbat, but dedicate it to God – it is like no other day of the week.
- Special prayers are said to welcome the Shabbat, including the Kiddush.
- The family meets together and has a meal to identify the importance of the Shabbat.
- The family will go to the synagogue to thank God.
- The close of the Shabbat is marked by the Havdalah ceremony, including a spice box, to remind them of the sweetness of Shabbat.

- (f) **What is Brit Milah?** **4**

**KU 4 marks**

- Brit Milah is the circumcision of the newborn male.
- It is part of the naming ceremony for Jewish boys.
- It is the physical sign of the Covenant between God and Abraham.
- It is performed on the eighth day after the child is born.
- It is performed by a mohel, a specially trained practitioner, in the synagogue or in the home.
- It is commanded by God.

- (g) **Explain the benefits and difficulties of carrying out the Kashrut laws for Jewish people.** **8**

(Max 6 marks for only benefits **or** difficulties)

**AE 8 marks**

**Benefits**

- Keeping the Kashrut laws helps Jewish people keep their special identity.
- It keeps the Jewish faith alive as it affects their daily life.
- They feel better for carrying out Kashrut, it is a simple way to remember to follow the Torah.
- They feel united with all the other Jews following the dietary laws.
- By keeping the Kashrut laws they may feel closer to God as they are following his mitzvahs.
- Less chance of food poisoning as only certain animals can be eaten – no scavenger animals or birds.

**Difficulties**

- The family need to ensure that all food is kosher before it is brought into the house – this could be difficult.
- Not everybody has access to kosher butchers or supermarkets which stock kosher food.
- They have to travel to find kosher food.
- They have to plan out eating as they may need to send away for kosher food supplies.
- It sets them aside from others in their local area as they can't share in community activities when food is being offered ie fetes and galas etc.
- They may seem distant to their neighbours as they don't frequent local shops.
- They may find it difficult to keep the food laws as they can't afford separate dairy and meat crockery, cutlery and storage. They are poor.
- The Kashrut laws are outdated as health promotion in our society has made food hygiene an important topic.

## SIKHISM

6. (a) **Who is “the True Guru” mentioned here?** **1**
- KU 1 mark**
- God.
- (b) **“Being born as a human being is the most special thing that can happen to a Sikh.”**
- Would all Sikhs agree with this statement? Give reasons for your answer.** **6**
- AE 6 marks**
- Agree**
- Being reborn as a human being is a great blessing.
  - Human beings are able to choose to follow God’s instructions.
  - Humans can learn by listening to God.
  - Only human beings have the ability to reunite with God.
- Alternatively**
- Some Sikhs might point to an event such as becoming a Khalsa Sikh as being very significant.
- (c) **Describe what Sikhs believe about God and creation.** **4**
- KU 4 marks**
- God is the creator of the universe (Karta Pukh).
  - God is within all creation.
  - He is the force or energy that keeps it in existence.
  - He is the Being who is beyond Time, the Eternal.
- (d) **What is the significance of Jivan Mukti?** **2**
- KU 2 marks**
- It refers to someone who has reached reunion with God.
  - It is a state of pure bliss and happiness.
  - It ends the cycle of rebirth.
- (e) **Why is Guru Nanak important?** **4**
- KU 4 marks**
- He was the first Sikh prophet.
  - He established the first Sikh community.
  - He was a composer of hymns that taught about God.

- (f) **Describe one way in which Sikhs can show their love for God.** **2**

**KU 2 marks**

- Constant meditation on God's word.
- Keeping the mind focussed on God.
- Behaving with kindness to others.
- Serving others with no thought of reward.

- (g) **Describe how Moh, attachment, creates a barrier to reunion with God.** **3**

**KU 3 marks**

- It causes a person to forget about God.
- It focuses all the attention on what you have.
- Feelings of need and emotional attachment become overwhelming.
- Attachment becomes so excessive that it leads the soul away from God.

- (h) **Explain the benefits and difficulties of the Sangat for Sikhs.** **8**

(Max 6 marks for only benefits **or** difficulties)

**AE 8 marks**

**The sangat refers to the local Sikh community. It is the Gurdwara congregation**

**Benefits**

- The Guru Granth Sahib stresses the importance of keeping company with holy persons who are enlightened.
- Most Sikhs do not have a personal copy of the full Guru Granth Sahib and so must attend the Gurdwara to hear its teachings.
- The local congregation is the main source of inspiration, support and guidance for Sikhs.
- Young Sikhs can learn about their faith especially when living in non-Sikh communities.
- There are numerous opportunities to practice sewa when being involved with the Sangat.

**Difficulties**

- Some may find the expectation to attend the Gurdwara and contribute to the life of the community demanding.
- Emphasis on the importance of the community can be difficult to accept in an individualistic modern western culture.
- Obligations to the Sikh community may conflict with personal wishes and activities.
- The kind of ordinary task such as cleaning the Gurdwara may seem too menial for some.

## CRIME AND PUNISHMENT

1. (a) **The purpose of the punishment given above may have been retribution. What is meant by retribution?** **2**

**KU 2 marks**

- Revenge is getting back at someone for what they have done.
- Restoration is making the offender pay back for what has been done.
- Restoring the balance and making things right again.

- (b) **Describe two disadvantages of retribution.** **4**

(Max 3 marks for only one disadvantage)

**KU 4 marks**

- Does not always make amends for what was done wrong or even make amends to the victim of the original crime.
- Difficult to put a price on the hurt caused in many crimes.
- Does not set a good example to the young.
- Who should decide what is an adequate punishment for righting a wrong.
- Can cause resentment and hurt to the criminal's family which can lead to more crime.
- Can lead to a climate of fear of constantly watching your back.

- (c) **Another purpose of punishment is reformation. What is reformation?** **2**

**KU 2 marks**

- Learning about the harm caused by your actions so that you will not repeat them
- This can be done by psychological help or practical help.
- It may involve learning a new skill so that you can change, to avoid criminal behaviour.

- (d) ***“Reformation is unlikely to be a deterrent.”***

**Do you agree with this statement? Give reasons for your answer.** **6**

**AE 6 marks**

**Agree**

- Some argue that people cannot change the way they behave.
- If prison is about reformation it could become too nice and is not much of a deterrent for the criminal.
- They may even use their new skills to carry out more crime.
- Reformation is too easy an option eg community service and fines.

### **Disagree**

- Reformation still involves punishment.
- Some offenders may not wish to face up to what they have done.
- Because of a difficult background or upbringing the criminal may know no other way of life and may find it difficult to change.

(e) **Describe a religious viewpoint which supports capital punishment.**

**4**

### **KU 4 marks**

(As there is no mandatory religious viewpoint the following are only examples)

#### **Christian**

- The Old Testament principle of *lex talionis*, Exodus 21:24-25 can be used to justify capital punishment.
- This is generally taken as ‘an eye for an eye’ and is considered by some that if you take a life then you should forfeit your own life.
- The Old Testament describes the death penalty for a number of crimes.
- Many Christians say that to kill breaks the commandment ‘Thou shalt not kill’ and to do so should be punished.

#### **Islamic**

- Surah 17:33 is used to justify capital punishment in Islam in a just cause.
- The heir of the victim can demand retribution or forgiveness.
- Crimes considered just cause are murder and openly attacking Islam in a manner which threatens it.
- The prophet accepted the justice of taking a life for a life but only following a proper legal trial.

(f) **You have studied a secular viewpoint. What does it say about capital punishment?**

**4**

### **KU 4 marks**

(As there are no mandatory viewpoints the following are only examples)

- **Utilitarian** viewpoint such as JS Mill who supported capital punishment as it leads to ‘the greatest good for the greatest number’.
- It was in the end more humane than life in prison.
- Those who committed murder did not deserve a place in society.
- The **BHA** opposes capital punishment as it is not a deterrent and is open to mistakes.
- Capital punishment is seen as state murder and is inhumane. ‘It is the sign of an uncivilized society’.
- Criminals should be given the opportunity to reform and pay their debt to society.
- **Amnesty International** have a similar view and believe that countries such as USA and China break human rights by carrying out capital punishment.
- The long wait in Death Row is also cruel and unnecessary.

- (g) **Explain the advantages and disadvantages of making sure the punishment fits the crime.**

8

(Max 6 marks for only giving advantages **or** disadvantages)

**AE 8 marks**

**Advantages**

- Avoids unduly lenient or harsh punishment, which could cause resentment or social unrest.
- Justice is seen to be done.
- It is a warning and deterrent to others to refrain from committing crime.
- Protection – Society becomes a safer place.
- The victim's family will have revenge and restoration for the wrong done.
- The law is vindicated and upheld.
- It will stop re-offending in many cases eg capital punishment.

**Disadvantages**

- Innocent people are often wrongly convicted for a crime.
- Capital punishment or prison are not always a successful deterrent, plenty of evidence to refute this.
- Opportunity for reformation can be more useful.
- If leniency is shown it can encourage the criminal to reform.
- Does not always help the victim's family to recover.
- Punishments perceived to be lenient could encourage 'vigilante' action by the public or victims.

## **GENDER**

2. (a) **Describe the traditional view of a woman's role in the UK.** 2

### **KU 2 marks**

- Women are subservient to men.
- They do jobs connected to the Services Industry or Care, ie nurses, waitresses, cleaners.
- Women should marry and have a family.
- Their career would stop if they had children as it was her duty.

- (b) **How do children learn the traditional gender roles?** 4

### **KU 4 marks**

- Boys are treated like “wee men” – dominate weaker people around them.
- Boys are encouraged to play games like soldiers, mock fighting, and get dirty.
- Boys are encouraged not to express their emotions.
- Colours and decorations for boys' rooms are bold and stark, ie reds and black, straight lines etc.
- At school boys are encouraged to do particularly “male” subjects of the past, CDT, Sciences etc, whereas girls are guided to more “feminine” subjects, Food Technology, Hospitality, Care etc.
- Girls encouraged to be “Young Ladies” – more controlled, reserved.
- Girls are encouraged to play games like shops, schools, nurses and doctors.
- Colour and decorations for girls' rooms are pinks and pastels, wavy lines etc.

- (c) **Describe one way the Government has tried to change women's roles in the UK.** 2

### **KU 2 marks**

- Government set up the Equality and Human Rights Commission.
- This was to ensure proper equality between the sexes exists, this will improve women's roles in society.
- 1970 – Equal Pay Act.
- This meant men and women doing the same job should receive the same pay. This will improve women's roles in society.
- 1975 – Sex Discrimination Act.
- It is now illegal to discriminate between the sexes.
- All public activity, jobs and advertisements etc cannot directly discriminate on the grounds of gender.
- All jobs should be open to both male and females ie Fire Brigade etc. This will improve women's roles in society.
- British Government has ratified the CEDAW Treaty – Convention on Ending all forms of Discrimination Against Women. This should help improve women's roles in society.
- Improved childcare legislation has made it easier for women to seek employment.

**(d) You have studied a secular viewpoint. What does it teach about gender rights?**

**4**

**KU 4 marks**

(As there is no mandatory viewpoint the following are only examples)

**HUMANISM**

- Humanists, using the UDHR, would see gender rights as essential as equality is one of the basic human rights.
- Humanists believe in promoting personal freedom, as equality of the sexes will improve personal freedom they see it as right. All humans no matter their gender should have this right.
- Humanists believe everyone should have the same opportunities and choices in the worlds of education, employment and home. This would mean gender rights are essential.
- Neither men nor women should have restricted roles imposed on them, their roles will be restricted if there is not equality of the sexes. Gender rights is important.

**UTILITARIANISM**

- Utilitarians – the Principle of Utility, right action – the greatest happiness or benefit to the greatest number of people – the majority of people would benefit from equal gender rights, therefore they would see it as right.
- Economic equality would help women in particular, they would not be dependent on their husband or partner. These rights are important to either gender.
- J.S. Mill wrote the “Subjugation of Women” (1869) about the equality of the sexes – equal gender rights would be right in his eyes.
- Peter Singer wrote “Discrimination on the basis of sex, it has been said, is the last universally accepted form of discrimination”. This would imply that he would encourage gender rights.

**(e) Describe a religious viewpoint about the role of women in society throughout the world.**

**4**

**KU 4 marks**

(As there is no mandatory viewpoint the following are only examples)

**CHRISTIANITY**

- Gen 1: 27 – God creates humans in his image, he created them equal, at the same time. This could be used by a religion to show a woman’s importance in society.
- In most Christian churches, it is taught that men and women were created at the same time, therefore women should be allowed to do the same as men in a society.
- In the Early Church, women were involved in heading the Church. They led some churches especially in Greece.
- Jesus highlighted the role of women in his society, showing his followers that they should be treated equally.
- Roman Catholic Church – “Women 2000: gender equality, development and peace for the twenty-first century”: “...with a view to achieving equal rights of men and women and promote social progress and better standards of life in larger freedom.”

### **HOWEVER**

- Gen 2: 7-23 – God creates Man and then creates woman from man. A woman should be a man's companion.
- Gen 3: 16 – God makes the woman subservient to man, women should be subservient to men.
- St Paul's writings express what the Christian religion view the role of women in society.
- "Wives submit to husbands as to the Lord. For a husband has authority over his wife..." Eph 5:22-23.
- The traditional view is that women should look after the home and family, supporting her husband in this way.

### **ISLAM**

- Men and women are expected to contribute to society with their gifts and skills.
- Women have the same rights as men to education, property, equal pay for equal work.
- Allah created men and women from the same single soul as men – Qur'an 4:1. They should be treated equally in society and have the same opportunities.
- "Never will I suffer to be lost the work of any one of you, male or female..." Qur'an 3:195 Allah recognises the good work done in society, either by male or female.
- Muhammad had great respect for women, including that women should work and contribute to society the same as men.

### **HOWEVER**

- Women have to support men in the work they do, therefore they cannot have the same opportunities as men.
- Qur'an verse 4.34, which refers to men as 'guardians' (qawamun) (over women), shows that women should be looked after by men and not do the same jobs.
- A women's role is to look after the family, she should not be out working – it is against muslim law.
- Muslim law, based on the religious teachings, treat women very differently.
- In countries where Shariah law is carried out, women do not receive the same rights as men.

(f) *“The world is now a more just place for women.”*

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

**6**

**AE 6 marks**

**Yes**

- The Universal Declaration of Human Rights (UDHR) expresses basic human rights which should be adhered to by civilised countries. Far more countries are abiding by the UDHR, so the world is becoming a more just place.
- CEDAW Treaty – Convention on Ending all forms of Discrimination Against Women – Many countries signed up to this UN convention.
- More women and girls are being educated or trained in skills to give them greater opportunities.
- There are far more women groups working worldwide to raise awareness of the plight of women in other countries. This makes the world more just.

**No**

- Although attempts have been made to make the world more just they haven't worked.
- Discrimination still takes place in many different countries – any examples.
- Healthcare for women around the world is not as good as it should be. Women in many countries are still being denied the help they need ie Childbirth, family planning etc.
- Women cannot travel freely unless accompanied by male acquaintances or colleagues.
- Women are still being abducted from their home areas and are being found in the sex trade in bigger cities in their country or the major cities of the world.
- As a direct result of war, many women and girls are suffering sexual violence from soldiers – UN Office for the Coordination of Humanitarian Affairs.

(g) **Explain the advantages and disadvantages of encouraging gender rights.**

**8**

(Max 6 marks for only advantages **or** disadvantages)

**AE 8 marks**

**Advantages**

- There are so many women in the world they should be treated equally, this will improve their life.
- Gender rights will empower people as they will feel valued.
- It will improve the opportunities open to women in many societies.
- It may take the pressure off some men in some societies.
- It will help some societies focus on the problems of inequality in their own countries.
- It will make some countries more attractive to people as they are more concerned about the well-being of their citizens.

**Disadvantages**

- It will break down the social fabric of some communities, this will worsen some people's life.
- People will not have clear cut roles, this may cause confusion in some societies or people's eyes.
- Some societies may not be able to survive as their society depends on the inequality of the genders.
- Men may feel threatened by empowering women, they will see their role as protector and provider in life disappearing.
- It may create tension or conflict in families as it may go against how older people have been brought up.

## SECTION TWO

### MORALITY IN THE MODERN WORLD

#### GLOBAL ISSUES

3. (a) Describe the causes of global warming. 4

**KU 4 marks**

- Climate change due to the heating up of the planet.
- Greenhouse gases which store heat in the atmosphere.
- Serious concern is caused by the gases that humans and our industrial modern world produce such as carbon dioxide.

- (b) You have studied a secular viewpoint. What does it teach about global warming? 2

**KU 2 marks**

(As there is no mandatory viewpoint the following are only examples)

**Greenpeace**

- At the moment 150,000 people are dying every year because of climate change.
- There is still the chance to avoid the most catastrophic impact of climate change if we take real action now.

**Friends of the Earth**

- We need to have a 20% cut in pollution by 2010 but levels have been rising not falling.
- We have a moral duty to reduce 'dirty' technologies in order to cut CO<sub>2</sub>.

**The United Nations Framework Convention on Climate Change (UNFCCC) – The Kyoto Protocol**

- The Kyoto Protocol sees the objective of reducing greenhouse gases as requiring international agreement.
- It is unfair that the largest share of global emissions, now and in the past, has come from developed countries.

- (c) *“People exaggerate when they go on about global warming.”*

**Do you agree? Give reasons for your answer.** 6

**AE 6 marks**

**Yes**

- There is no absolute proof that the predicted catastrophes will actually happen.
- There are always pessimists who predict doom and gloom.
- Scientists often predict a 'worst case scenario' so that something will be done.

**No**

- The average global air temperature near the Earth's surface has increased by 0.18 degrees C in the last 100 years to 2005.
- The effects of this rise are clearly seen and measured by scientific observation.
- That most of this is very likely due to 'man-made' greenhouse gas concentrations has been supported by at least thirty scientific societies and academies of science.

(d) **Describe two reasons why fair trade could help a developing country.**

4

(Max 3 marks for only one reason)

**KU 4 marks**

- It would get the country out of the crippling process of always paying debt caused by unfair trade.
- It would enable the country to stabilise its own economy.
- It would enable it to compete more freely in the trade market.
- It would give individuals and communities within that country a genuine independence.
- It helps improve the conditions of poorer people.

(e) **You have studied a religious viewpoint. What does it teach about responding to a natural disaster?**

4

(As there is no mandatory viewpoint the following are only examples)

**KU 4 marks**

**Buddhism**

- We must grasp that this is the way the universe is. We should change our desire to be less in conflict with that fact and remain calm and content.
- We should respond with prayers and compassionate action.

**Christianity**

- We should understand that such things are part of the human condition in a fallen world.
- We should respond with compassion though prayer, service and action.

**Hinduism**

- Although suffering from natural disasters can be seen as the result of sinful human action in this life or previous lives, Hinduism teaches a compassionate response to all suffering.

**Islam**

- Muslims are encouraged to show concern and care for others.
- Muslims believe that sadaqah, charity, is a principle of Islam which can mean alleviating the suffering caused by natural disasters.

**Judaism**

- Judaism teaches that suffering is in God's hands and can have a positive side.
- Nevertheless the constructive response is to make every effort to relieve it.
- This can be done through study, prayer and deeds of loving-kindness in even the greatest of catastrophes.

**Sikhism**

- Sikhs respond with compassion and concern following disasters.
- They will work out the most beneficial way of supporting victims.
- However they are taught to do so without show or looking for recognition.

- (f) **Describe one thing the World Trade Organisation has agreed to do to help developing countries.** 2

**KU 2 marks**

- It has agreed to lower customs tariffs and duty rates on importing of goods.
- To keep open services markets in for example banking and telecommunications.
- To present special treatment for developing countries, for example technical support.

- (g) **Explain the advantages and disadvantages of organising big events to raise money for international aid.** 8

(Max 6 marks for only advantages **or** disadvantages)

**AE 8 marks**

**Advantages**

- A significant amount of money is raised to help others.
- Many people get involved who would not do so otherwise.
- It publicises people in need on a large media scale.

**Disadvantages**

- People are more interested in the event than the point of it all.
- It only serves to boost performers' egos.
- Managing the money raised is in the hands of people who are politically naïve.
- It only seems a lot of money but is a relatively small amount in reality.

## MEDICAL ETHICS

4. (a) **The scientists in Newcastle University used embryos for research. State two other ways in which embryos are used.** 2

**KU 2 marks**

- Genetic selection.
- Research into methods of detecting diseases.
- Stem cell research.

- (b) **Describe current UK law regarding embryo research.** 4

**KU 4 marks**

- Licences must be provided by the HFEA.
- Life should be respected at all stages of development.
- Information must be recorded.
- Counselling must be provided.
- Research allowed up to 14 days of development.
- Proper arrangements must be made for the storage of embryos.
- Frozen embryos can only be stored for up to 10 years (and in exceptional cases – 55 years).

- (c) **You have studied a secular viewpoint. What does it teach about the use of embryos?** 4

**KU 4 marks**

(As there are no mandatory viewpoints the following 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 Downs Syndrome as this often leads to selective abortion.
- If humans have already developed the ability to prevent certain genetic disorders then we should use this technology 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.
- 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.
- 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.

(d) *“Genetic selection is playing God.”*

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

**6**

**AE 6 marks**

**Agree**

- It is unnatural.
- It devalues life.
- It is not for us to choose.

**Disagree**

- It improves quality of life.
- It avoids unnecessary suffering.
- It is making good use of modern technology.

(e) **What is meant by non-voluntary euthanasia?**

**2**

**KU 2 marks**

- Euthanasia carried out when the person is unable to give permission.
- Examples may be given – patients in comas, people with dementia or children.

(f) **Describe a religious viewpoint about non-voluntary euthanasia.**

**4**

**KU 4 marks**

(As there is no mandatory viewpoint the following are only examples)

**Buddhism**

- The first precept states that a Buddhist should not harm any living thing.
- Action affects karma. Involvement in euthanasia can cause spiritual harm to the person performing it.
- Euthanasia can never be an escape from suffering.

**Christianity**

- Life is sacred and a gift from God – Job 1:21.
- Do not commit murder – Exodus 20:13.
- Euthanasia is a grave violation of the law of God – Pope John Paul II.
- Nothing and no one can in any way permit the killing of an innocent human being. No one is permitted to ask for this act of killing – Catholic Truth Society, 1980.
- Human life is on loan from God. We have responsibilities to care for one another – Church of Scotland, 1997.
- There can be a purpose in suffering.

**Hinduism**

- Suicide is a crime and a sin. People should die naturally.
- Bad actions attract bad karma and suffering in future rebirths – Bhagavad Gita 14:16.

**Islam**

- No one dies unless Allah permits. The term of every life is fixed – Surah 3:145.
- Suicide is wrong. Euthanasia is a form of suicide. It is interfering with Allah's will.
- There can be value in suffering; it is part of Allah's will. Surah 31:17.
- It is the code of life the doctor aims to maintain and not the process of dying – Islamic Code of Medical Ethics, 1981.
- Anyone who kills a believer deliberately will receive as his reward a sentence to live in hell forever. God will be angry with him and curse him and prepare dreadful torment for him— Surah 4:93.

**Judaism**

- Do not commit murder – Exodus 20:13.
- Life is sacred and should only be ended by God – Job 1:21.
- Euthanasia is not allowed. Everything should be done to save life.

(g) **Explain the advantages and disadvantages of voluntary euthanasia.**

**8**

(Max 6 marks for only advantages **or** disadvantages)

**AE 8 marks****Advantages**

- Allows people their right to choose when and how they die.
- Ends suffering for many patients.
- Ends the suffering of many relatives caring for terminally ill patients.
- Helps to free beds in hospitals allowing others to be treated.
- Helps to free funds in NHS so others could be treated. Fewer waiting lists for operations.

**Disadvantages**

- It is open to exploitation.
- People may opt for euthanasia as they fear being a burden on family and friends.
- Some people recover from illnesses after doctors have told them they will die.
- It is difficult to know whether someone has opted for euthanasia as a rational decision.
- Some fear that voluntary euthanasia will inevitably lead to involuntary euthanasia.
- The trust that people have of doctors may be compromised.

## WAR AND PEACE

5. (a) Describe two possible dangers in possessing nuclear weapons. 4

(Max 3 marks for only one danger)

### **KU 4 marks**

- Accidental use through computer error could start a nuclear war.
- They simply add to the threats to peace which exist in the world.
- In the wrong hands (terrorists and irresponsible governments) they become a threat to world security.
- Production and storage are both costly and highly dangerous.
- Could be used if a conventional war escalates.

- (b) State two types of conventional weapons. 2

### **KU 2 marks**

Any weapon that does not contain a nuclear, biological or chemical payload.

- Tanks.
- Fighter jets.
- Guns.
- Mines.
- Weapons launched from submarines, ships and the ground.
- Conventional weapons are generally considered to be legal.

- (c) “Some people think nuclear weapons should never be used.”

- Do you agree? Give reasons for your answer. 6

### **AE 6 marks**

#### **Agree**

- Nuclear weapons kill indiscriminately and as a result kill the innocent.
- Destruction caused by use is long lasting and harms all forms of life.
- Those who survive the initial blast suffer terribly.
- Could lead to the destruction of the world.
- Their use makes the idea of a just war impossible.

#### **Disagree**

- Use could end a war quickly and lead to less loss of life and destruction.
- Weapons can be targeted.
- Indiscriminate killing only applies to certain nuclear weapons.
- A limited strike would be acceptable.
- Use acceptable if they stop an aggressor.
- Are they any more evil than any other weapon?

- (d) **You have studied a secular viewpoint. What does it teach about reasons for going to war?**

4

**KU 4 marks**

(As there is no mandatory viewpoint the following are only examples)

**EGOIST**

- Prefers peace to war.
- Would support war to protect his/her way of life.
- Egoist may support pacifism to avoid having to fight in a war.
- Egoist may welcome war as a means to make profit if involved in the arms trade.

**UTILITARIANS**

- Avoid going to war at all costs.
- Pain is to be avoided as much as possible for the utilitarian. This cannot happen by going to war.
- Freedom is also highly valued and might need to be protected by going to war.
- Quality of life also important. May only be secured by going to war.

**HUMANISM**

- People should use their intelligence to overcome the instinct to go to war.
- Non-violent solutions should always be sought first.
- The work of the UN at resolving conflicts should be used.
- However terrible a war might be, not to go to war may be even worse.

- (e) **Describe one way in which war can affect a country.**

2

**KU 2 marks**

- Loss of life... civilian and military.
- Injuries sustained by civilian/military casualties both physical and mental.
- Refugees... people in battle zones have to flee from their homes and may seek refuge in other countries.
- Destruction to the infrastructure of a country.
- Financial cost of war places a drain on resources.
- Loss of morale if on 'losing' side of a war.
- Bitterness and hatred towards enemies.
- Normal life is never the same.

- (f) **Describe a religious viewpoint against going to war.**

4

**KU 4 marks**

(As there is no mandatory viewpoint the following are only examples)

**BUDDHISM**

- Buddhists are not meant to take life.
- Better to die without fighting than harm or kill another human being.
- Idea of ahimsa (non violence).
- War should be opposed by non-violent means.

### **CHRISTIANITY**

- The commandment 'Thou shalt not kill' forbids killing in any situation including war.
- Peace is at the heart of the teaching of Jesus.
- Jesus taught love for enemies.
- Quakers are openly pacifist.
- Going to war and the money it costs is a denial of justice to the poor in society.
- Going to war should be last resort.

### **ISLAM**

- Peace is central to Islam.
- Self-restraint should be used as much as possible.
- War is to be avoided but acts of aggression and wrongdoing must be challenged.
- To fail to respond to aggression is cowardice.
- Concept of Jihad when Muslims are called to defend the honour or preservation of their faith.

**(g) Explain the advantages and disadvantages of pacifism.**

**8**

#### **AE 8 marks**

##### **Advantages**

- It supports the teaching of religion.
- Strong economic arguments for pacifism... money spent on weapons.
- History remembers the men and women of peace.
- Takes a clear stance on war.
- Pacifism sets an example for others to follow.
- It offers an alternative response to aggression and violence.

##### **Disadvantages**

- Good idea in theory but not in practice.
- Pacifism could be perceived as weakness.
- Threat of retaliation is a good way to maintain peace.
- War is unavoidable in some circumstances.
- Doing nothing is not an acceptable response in the face of the evil of war.
- Pacifism is a selfish position when others are giving their lives for your freedom and to protect your way of life.

## SECTION THREE

### EXISTENCE OF GOD

- (a) **For some people, suffering is evidence that there is no God.**

**What reasons are given for this view?**

**4**

**KU 4 marks**

- God is good and so would not let suffering exist, therefore there can be no God.
- God is powerful and would stop suffering. As suffering exists, God cannot exist.
- If God knows everything he must be aware of suffering but does not prevent it.
- Either God is evil or weak or simply does not exist.

- (b) **Give two examples of suffering caused by humans.**

**2**

**KU 2 marks**

Allocate a mark for each example given. Suggested examples:

- murder
- torture
- theft
- bullying
- deceit.

- (c) **Describe the Freewill Defence argument.**

**4**

**KU 4 marks**

- Augustine – the origin of evil and suffering lies in the misuse of freewill by the Devil.
- God intended humans to be in a loving relationship so they were given the freewill to accept or reject him.
- Suffering and evil are the result of humans misusing freedom of choice.
- It is better to allow freedom of choice, with all its consequences, than turn humans into mindless robots.
- If ‘programmed’ by God to be good, human actions could not be morally good as this needs free choice.

- (d) ***“The Freewill Defence argument has weaknesses.”***

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

**4**

**AE 4 marks**

**Agree**

- If God was Omnipotent he could have created a world with no evil.
- God could have given us the illusion of freedom so all our choices appeared free.
- The price of freedom is too high. It is not worth the suffering of innocent children.
- If people can choose to do good by themselves, what need do we have of God?
- It doesn’t explain natural suffering, only that caused by the misuse of free will.

**Disagree**

- It gives people responsibility for their own decisions.
- It seems to fit with our experience.
- It fits with what we know of God’s character.
- For Christians it seems to fit in with Genesis 3.

(e) **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.

(f) ***“If God designed the universe, then something must have designed God.”***

**How might religious people respond to this statement? Give two reasons for your answer.**

4

**AE 4 marks**

- God is by definition a necessary being and doesn't need a designer.
- It seems logical to believe that the Universe has a final cause (God) rather than none at all.
- The complexity of the world points to God as the ultimate designer (examples of human eye, brain, bucket orchid).
- Religious people point to the scriptures as evidence that God needs no creator.

(g) ***“The theory of Evolution is a serious challenge to the Design Argument.”***

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

8

**AE 8 marks**

**Agree**

- Evolution sees all life as having a common origin/source which is not designed but subject to natural selection and adaptation.
- Idea of God as a creator seems to be unnecessary if life developed in a natural, evolutionary way; no 'guiding hand' in the process and development of life.
- Evolution shows many examples of extinction of species and waste that it is incredible to think that an intelligent power is behind it all.
- There is so much suffering, predation, illness and disease in nature – why would a loving God design such a universe.

**Disagree**

- Evolution has shown remarkable process in nature that it is difficult to deny some creative power behind it all.
- The most recent point of evolution so far are intelligent conscious human beings which would seem to suggest an intelligent power/process involved in it all.
- Even if evolution was the process which brought about the world and life, it is reasonable to believe that there must be a source of all this ie God.
- God and evolution are not incompatible.

## SECTION FOUR

### CHRISTIANITY: BELIEF AND SCIENCE

(a) Describe one example of revelation.

2

**KU 2 marks**

#### **Two types of revelation**

**General** – open to anyone and can be experienced in a variety of ways:

- By reflecting on the world of nature and coming to conclusions about it eg that it has been created by a great Power or Mind (Design Argument).
- Through a person's ability to reason/use their intellectual abilities to understand world as the 'work' of God.
- The use of their conscience. Many Christians see their conscience as reflecting the 'mind of God'.
- By reading their holy books/scriptures which are seen to reflect what people believed about what God was like and how God had acted throughout history.
- By reflecting on the lives and example of important religious people or leaders like Moses, Jesus, Martin Luther King, Mother Teresa etc.

**Special** – Revelation can occur as a result of particular events, people or from the scriptures of their religion:

- People believe they have experienced God directly in a particular event, dream, 'miracle' etc.
- By some kind of dramatic escape from a life threatening event or an unexpected recovery from an illness.
- An experience where they believe God is 'calling' them to do a particular task in their lives eg to go abroad and help people in a Developing World country.

(b) What are the strengths of revelation?

4

**KU 4 marks**

- If people believe that they have had an individual experience of God then it becomes a very significant event in their life.
- It is something they can take with them into every aspect of their lives from that point on as a key experience/event.
- Experiences of revelation can reinforce the faith and beliefs of people in various ways.
- Christians can be seen to stand in a long tradition which goes back hundreds of years so they feel that they are a key part of this tradition.
- It is often claimed by such people that revelation is main reason why their religion started and still exists.
- Christianity is regarded as a religion of revelation – firstly in the lives of Abraham, Moses, the various Old Testament prophets, and most of all through the life and teaching of Jesus (whom Christians would regard as the supreme revelation of God) and therefore a dynamic process which modern Christians can still follow.

(c) **Describe the scientific method.**

4

**KU 4 marks**

- Scientific method is a systematic approach to understanding the world in a rational and verifiable way.
- Scientific method involves observation, hypothesis, experiment, verification/falsification. Candidate may describe/explain what each of these are.
- Involves the study, investigation of processes of nature to find general laws behind the operation of the natural world.
- Provides data to be independently tested by other scientists.
- Provides evidence/information of a provisional nature which is subject to change in light of new evidence/discoveries.

(d) ***“Scientific knowledge is limited.”***

**Why might some Christians agree with this? Give two reasons for your answer.**

4

**AE 4 marks**

- Nothing in science is claimed with **absolute certainty**. It may have limited application and not be true for all time.
- Not all aspects of life can be known by the processes of reason and application of systematic method.
- Science cannot give us knowledge about everything – there are many things about the world which even science cannot tell us eg is there any meaning to life, what is right/wrong, values and relationships etc.
- It cannot say anything about whether or not God exists – or what we might mean by the word “God.”
- It can only deal with what is observable and testable and which can be repeated and experimentally confirmed.

(e) **Describe the Big Bang theory.**

4

**KU 4 marks**

- The universe began with an “explosion” called a singularity around 12-15 billion years ago.
- After about 3 minutes, particles were produced (neutrons and protons) which combined to form nuclei the key centres of atoms.
- About 500,000 years later atoms finally came into existence.
- In another 500,000 years the atoms produced expanded and cooled and some clumped together as a result of the force of gravity and eventually formed galaxies out of which came suns.
- Clouds of gas developed which then spun under the force of gravity. This produced heat which led to the first stars and out of these came the elements of hydrogen, helium, carbon, oxygen.
- These chemicals eventually produced more stars and planets and this resulted in solar systems, including our own, about 4.5 billion years ago.
- These solar systems gradually cooled over millions of years to produce the planets which we have today.

- (f) **Why might some Christians reject the Big Bang theory? Give two reasons for your answer.**

4

**AE 4 marks**

Christians who accept the Bible literally might say:

- The Bible says God created the world in 6 days so that's what must be believed.
- The Bible is "God's word" so must be believed in preference to scientific theories.
- There is no mention of the Big Bang in the Bible.
- No reference to God in BB theory so cannot be accepted.
- Having faith means believing things which you cannot prove to be true. People who question the truth of the Bible are not showing much faith.
- It's easier to believe in the account of creation in the Bible than the complicated explanations of science.
- The Bible is right and science is wrong about the origin of the universe.

- (g) ***"Christianity can no longer take the biblical account of the origin of the universe literally."***

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

8

**AE 8 marks**

**Agree**

- The creation story is a poem about the relationship between God and the created world, it is not an accurate, scientific or historical account about how the world was created.
- If the story is taken literally, it conflicts with a great deal of scientific evidence about how the world and life began and developed eg age of universe, evolution of universe.
- Many Christians who are also scientists accept that the beliefs/ideas contained in Genesis are nothing to do with their literal or historical interpretation – they are the deeper issues of WHY and not HOW.
- Many Christians interpret the creation story symbolically as containing beliefs, ideas and truths which have nothing to do with accepting the story literally as it stands.
- These beliefs relate to the significance of the natural world as "God given", the role of humans in their responsible stewardship of the world, the relationship between males and females and the place of animals and the environment in the whole scheme of things.

**Disagree**

- If Christians do not accept the stories as they stand then they are not accepting the (revealed) truths which are contained in them.
- These are revealed truths from God so they cannot be changed or altered in relation to modern views and ideas.
- Understanding the story literally shows that people have the faith to accept them as true and accurate as they are.
- If modern scientific evidence conflicts with the story in the Bible then the Bible should be accepted as it is more important than scientific theories.
- Once you start to select and interpret the story then where does it all end? People end up by failing to accept other truths contained in the Bible and become confused.

[END OF MARKING INSTRUCTIONS]