



2010 Religious Studies

Standard Grade Credit

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 2010 – Credit Level

Section A – Christianity

1. (a) *What does the death of Jesus mean to Christians?*

- Jesus chose to die for the sins of the world. (2)
- Jesus' death took away the punishment deserved by sinners. (2)
- Jesus' death removed the barrier between humanity and God. (2)
- Jesus' sacrifice was complete and never to be repeated. (2)
- Jesus' death demonstrates God's love for the human race. (2)
- Without the death of Jesus, humans have no chance of being close to God or of obtaining forgiveness from their sins. (2)
- There has to be a response to this sacrifice. Christians must accept Jesus as personal Saviour and Lord. (2)

Any reasonable answer accepted.

6 KU

(b) *“The resurrection is more important than the crucifixion.”
How far do you agree?*

Agree

- Resurrection is more important – death did not destroy Jesus, he is a living spiritual reality. (2)
- The resurrection means that Christians feel that they can pray to God at any time “through Jesus Christ, our Lord”. (2)
- Christians believe that Jesus is truly present with them in the Eucharist. He is with them in his risen power. (2)
- Whatever they are doing, Jesus is with Christians, as he promised he would be. (2)

Disagree

- Crucifixion is more important because this was the perfect offering to God, to take away the sins of the world. (2)
- To be saved from the effects of sins gives Christians hope of being with God in heaven. (2)

Any reasonable answer accepted.

6 E

2. (a) Explain fully **three** practices that happen **in church** during the Christmas period.

- Nativity scene/plays – a focal point of prayer and worship. (2)
- Light – Jesus called himself the ‘Light of the World’. Light is used to welcome his coming. Light brings warmth, comfort and pleasure. It also illuminates things that often remain hidden. Light represents salvation. Candles display this. (2)
- Christingle – orange = the world/red ribbon = blood of Christ/candle = the light of Jesus/fruit = food from God. (2)
- Jesse tree – used to show the ancestors of Jesus and events in the Bible. (2)
- Carols – pass on the message of Christmas. (2)
- Readings – passages relating to the nativity. (2)
- Midnight Mass – relating to the nativity, baby Jesus placed in the crib to welcome his birth/importance of worship together. (2)

6 KU

(b) Does Christmas still have a place in the 21st century?

Any reasonable points made (2)

6 E

Section B – Hinduism

3. (a) *Explain fully what Samsara means to Hindus.*

- Samsara is the cycle of birth/death/rebirth, known as reincarnation. (2)
- Hindus remain in this cycle until enough good karma enables them to break free from cyclical rebirths. (2)
- Freedom means that Hindus join Brahman, the Universal Supreme Spirit – this is the ultimate goal of all Hindus. (2)

6 KU

(b) *“The pressure to fulfil Dharma is too much.” (Eesha, Age 14) To what extent do you agree with Eesha?*

Dharma – the social, moral and religious duty of all Hindus. (1)

Dharma – means holy law. (1)

Agree

- A Hindu’s dharma depends partly on which caste s/he belongs to – pressure to conform/little opportunity to break caste barriers. (2)
- Those with certain skills have a duty to use them – pressure to do what is perceived to be right rather than what an individual might want to do. (2)
- Hindus dharma also implies that they have to correctly work through the ashramas (stages of life) – pressure to conform to norms and conventions. (2)

Disagree

- Gives structure, purpose and clarity/alleviates the pressure of having to make choices. (2)
- Dharma is a holy law; dharma should be accepted without question. (2)

Any reasonable answer accepted.

6 E

4. (a) *Explain fully what happens during a Hindu funeral ceremony.*

- The eldest son presides over the funeral ceremony. (1)
- Only holy men and babies are buried. (1)
- Bodies are cremated. (1)
- Bodies are covered under pyres, often sandalwood. (1)
- Cremation takes place on the same day as the death (if the person died before sunset). (1)
- The body is washed and dressed by relatives. (1)
- The body is carried to the cremation ground on a stretcher. (1)
- The body is covered by a simple cloth. (1)
- The pyre is lit under the skull to allow maximum heat – to crack the skull and release the atman. (1)
- The eldest son walks around the pyre three times. (1)
- The son pours holy water over the body then puts a flame to the wood. (1)
- Readings from the Bhagavad Gita. (1)
- Ghee is thrown on the flames to sustain the fire. (2)
- Sugar canes are squeezed between the splints of wood. (1)
- Ashes are scattered over the nearest river. (1)
- Offerings of rice and milk are made for the soul. (2)
- Relatives visit the family and give presents. (1)
- A final meeting of sympathy, a kriya, marks the time when the soul becomes free to pass into another body. (2)

2 marks maximum for a description

6 KU

(b) *How far do you agree that funerals should be religious?*

Agree

- Some religious rituals help prepare the person for the next life, eg cleansing, so spiritually important for the person who has died. (2)
- Important to thank God for the person's life. (1)
- Prayers and blessings bring comfort to mourners and allow people to express their hope for something beyond death. (2)
- Recognises that death is part of God's plan as he gives life and takes it away. (2)
- A funeral should reflect what the person believed in life, so a religious person should be respected in death with a religious ceremony. (2)

Disagree

- Being together to remember the person is what really matters – you don't need to bring religion into it. (2)
- A funeral should reflect what the person believed in life, so a non-religious person should be respected in death with a non-religious ceremony. (2)
- Humanist funerals are a good way to say goodbye to a person in a way that recognises that death is the end. (2)

2 marks for each explanation.

3 marks available for a well developed explanation.

A simple point which is not developed may attract 1 mark, eg "it comforts mourners" or "The person might not have been religious".

6 E

Section C – Islam

5. (a) *In what ways do Muslims submit to the will of God?*

- Through following the Five Pillars. **(max 3)**
- Placing all other things second to Allah **(2)**, explanation **(3)**
- Following/reciting of the Qur'an. **(2)**
- Following Muhammad's example **(1)**, explained **(2)**
- Following the Rites of Passage **(1)**, explained **(2)**

6 KU

(b) *To what extent is Muhammad a useful role model for Muslims today?*

Not Useful

- Lived too long ago – therefore not in touch with the modern day Muslim. **(2)**
(4 with examples)
- Societal/family/personal challenges changed so much. **(2/4 with examples)**
- Modern day Muslims face problems – medical/scientific advances.
(2/4 with examples)
- Legal/constitutional challenges that Muhammad faced have changed.
(2/4 with examples)

Useful

- To make a connection with a person that truly submitted gives an exemplar to follow. **(2/4 with examples)**
- Same human problems face us all – irrespective of time. **(2)**
- Provides hope/comfort that all Muslims can achieve Submission. **(2)**
- Treat people fairly **(1)**

6 E

6. (a) *Explain fully what happens **during** a Muslim funeral ceremony.*

- Usually men only attend the funeral as women will be seen as a distraction. (2)
- Body taken to mosque/cemetery. (1)
- Iman prays over the body asking for forgiveness in order for the person to enter Paradise. (2)
- Body laid in grave with head turned to right side (facing Makkah). (2)
- Grave filled with handfuls of dirt by attendees. (1)
- Verses from Qur'an recited. (1 cited 3)
- Mourners walk away from grave saying Shahadah. (2)
- Body washed and prepared. (1)
- Body buried. (1)
- Body wrapped in cloth (1), explained. (2)

Maximum of 2 marks for a list, must explain to get extra marks.

6 KU

(b) *How far do you agree that funerals should be religious?*

Agree

- Some religious rituals help prepare the person for the next life, eg cleansing, so spiritually important for the person who has died. (2)
- Important to thank God for the person's life. (1)
- Prayers and blessings bring comfort to mourners and allow people to express their hope for something beyond death. (2)
- Recognises that death is part of God's plan as he gives life and takes it away. (2)
- A funeral should reflect what the person believed in life, so a religious person should be respected in death with a religious ceremony. (2)

Disagree

- Being together to remember the person is what really matters – you don't need to bring religion into it. (2)
- A funeral should reflect what the person believed in life, so a non-religious person should be respected in death with a non-religious ceremony. (2)
- Humanist funerals are a good way to say goodbye to a person in a way that recognises that death is the end. (2)

2 marks for each explanation.

3 marks available for a well developed explanation.

A simple point which is not developed may attract 1 mark, eg "it comforts mourners" or "The person might not have been religious".

6 E

Section D – Judaism

7. (a) *Explain how the Israelites became slaves in Egypt.*

- Sons of Jacob had gone to Egypt with their families to join Joseph who was already there. (2)
- Joseph and his brothers died in Egypt (1) but their descendents had many children and became so numerous they filled Egypt. (2)
- A new king who didn't know about Joseph came to power. (2)
- King said the Israelites were a threat to Egypt because they were so numerous and strong. (2)
- King said they might ally with Egypt's enemies against them if it came to war (2) and escape the country. (1)
- Wanted to stop them increasing in number. (1)

2 marks for each description.

3 marks available for a well developed description.

A simple point which is not developed may attract 1 mark, eg “a new king came to power” or “they had to build cities”.

6 KU

(b) *“The Exodus happened a long time ago! Jewish people should look to the future, not the past!”*

To what extent do you agree with this statement?

Agree

- Modern Jews face very different problems to those faced by the Israelites so the story is of no relevance today. (2)
- Jews have their own land and are no longer slaves, so no longer meaningful. (2)
- Looking back can tie people to the past and stop them progressing or adapting to a changing world. (2)

Disagree

- As an obedient servant of God, Moses sets a pattern Jews can still follow today. (2)
- Remembering it connects modern Jews to their history/origins and their identity as descendents of Jacob. (2)
- It teaches Jews about God's nature, eg loving, faithful, a strong deliverer etc. (2)
- God doesn't change, so what it showed then must be just as true today. (2)
- The Exodus has come to symbolise God's ongoing deliverance from the day-to-day things which 'enslave' people. (2)
- It is possible to interpret stories from the past and apply their principles/lessons to the present day. (2)

2 marks for each explanation.

3 marks available for a well developed explanation.

A simple point which is not developed may attract 1 mark, eg “connects Jews to their history” or “God is just the same”.

Include covenant and commandments in allocation of marks.

6 E

8. (a) Explain fully what happens **during** a Jewish funeral ceremony.

- Shemira (guarding, watching) – body is never left alone out of respect. (2)
- Onan (immediate mourners) forbidden to drink wine, eat meat, indulge in luxury (2) and exempt from positive commandments (1) in order to give full attention to deceased. (1)
- Chevra Kaddisha (burial society) prepare the body. Body is washed (ideally in Mikveh) – men wash men, women wash women (3). Blood is not removed as it is sacred. (1)
- Tachrichim – body dressed in white shroud (linen or wool) (1). If male, tallit placed over head and shoulders (1). One fringe is cut off tallit to render it unusable. (1)
- Funeral should be simple regardless of status of deceased, so body is placed in plain pine box, flowers are discouraged, no decoration on coffin (eg brass handles, padding), simple burial clothes. (3)
- Mourners make a tear in their clothes – eg pocket, collar (sometimes done by Rabbi) to represent the tear of death in their lives (2). Reformed Jews wear torn black ribbon. (1)
- Synagogue service starts with kaddish, usually recited by son of deceased. (1)
- Rabbi officiates at service. (1)
- Traditionally only male mourners attend. (1)
- Mourners follow coffin as it is carried to graveside and 23rd Psalm is recited (1). Pall bearers stop seven times as they approach the grave (1) and recite Psalm 91. (1)
- Body is buried in a Jewish cemetery with head facing Jerusalem (2). Cremation generally forbidden, though practiced by some Reformed Jews. (1)
- At graveside prayers thank God for giving life and taking it away and the Rabbi says short speech about the person/eulogy. (2)
- Psalms are read (or sung by cantor). (1)
- Sephardi Jews walk round coffin 7 times at gravesite (1) and pray for angels of mercy to accompany the soul. (2)
- Rabbi recites blessing (Blessed is the one true Judge). (1)
- Memorial prayer is recited (El Maleh Rachamim). (1)
- Mourners wash their hands before leaving the cemetery. (1)
- Traditional condolence recited as family leave the graveside by 2 lines of non-family mourners (1). Family passes between the lines as they leave the graveside. (1)
- Dirt is thrown onto the coffin by mourners, often with a spade (sometimes three times) until top of coffin is covered. (2)
- After burial, friends prepare a meal of condolence for the family which includes eggs (for new life) and bread. (2)

Don't accept open casket, embalming or use of cosmetics as these are forbidden.

2 marks for each description.

3 marks available for a well developed description.

A simple point which is not developed may attract 1 mark, eg “mourners follow the coffin” or “mourners tear their clothes”.

Maximum of 2 marks for a list, must explain to get extra marks.

6 KU

(b) *How far do you agree that funerals should be religious?*

Agree

- Some religious rituals help prepare the person for the next life, eg cleansing, so spiritually important for the person who has died. (2)
- Important to thank God for the person's life. (1)
- Prayers and blessings bring comfort to mourners and allow people to express their hope for something beyond death. (2)
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Disagree

- Being together to remember the person is what really matters – you don't need to bring religion into it. (2)
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- Humanist funerals are a good way to say goodbye to a person in a way that recognises that death is the end. (2)

2 marks for each explanation.

3 marks available for a well developed explanation.

A simple point which is not developed may attract 1 mark, eg "it comforts mourners" or "The person might not have been religious".

6 E

Section E – Issues of Belief and Morality

9. (a) “*Breaking a mirror = 7 years bad luck*”.
This is an example of superstitious belief.
*Explain **three other** types of beliefs people have.*

(NOT Superstition)

- Religious (2) eg, Jesus rose from the dead. (1)
- Moral (2) eg abortion is wrong. (1)
- Scientific. (2)
- Environmental. (2)
- Political. (2)
- Etc. (2)

An example of the type of belief gets 1 mark only.

Must **explain** to get the full 2 marks.

6 KU

- (b) *To what extent does **nature** prove the existence of God?*

- Evaluation of the teleological argument/argument from design – beauty and complexity of nature. (2)
- Evaluation of Anthropic argument etc. (2)
- Evaluation of/argument from design is flawed – suffering and cruelty, many designers etc. (2)
- Evaluation of relative importance assigned to other arguments for proof of God’s existence, ie, proof of God from morality, religious experience. (2)

Any reasonable point made (2).

6 E

10. (a) *What is euthanasia?*

- Meaning of the word/explanation of its roots. (2)
- Bringing about a gentle easy death. (2)
- Arranging for a person who is dying from an incurable disease to die as quickly and painlessly as possible. (2)
- Mercy killing. (1) (2 if explained)
- Voluntary euthanasia can be known as assisted suicide. Used in cases where the sufferer has made it clear that s/he wishes to die and has asked that this be brought about – illegal in the UK. (2)
- Candidates may define involuntary, active, passive and indirect euthanasia. (2)

2 marks for each description.

3 marks available for a well developed description.

A simple point which is not developed may attract 1 mark, eg “mercy killing”. 6 KU

(b) *“Britain should allow euthanasia”.*

How far do you agree with this statement?

Any reasonable answer accepted.

2 marks for each explanation.

3 marks available for a well developed explanation.

A simple point which is not developed may attract 1 mark. 6 E

[END OF MARKING INSTRUCTIONS]