[RMPS/SQP336]

Religious, Moral and Philosophical Studies Higher

NATIONAL QUALIFICATIONS

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Course Assessment Specification

Religious Moral and Philosophical Studies (Higher)

The purpose of this document is to provide:

- Details of the structure of the External Assessment in this Course
- Guidance on how to use information gathered from a Question Paper appropriate for this Course to estimate candidate performance

Part 1:

This part of the Course Assessment Specification details the structure of the External Assessment in this Course

The External assessment:

- consists of 2 question papers
- has a mark total allocation of 120 - Paper 1 has a mark allocation of 80 marks and paper 2 an allocation of 40 marks
- has a time allocation of 2 hours 40 minutes - Paper 1 lasts 1hour 45 minutes and paper 2 lasts 55 minutes
- has a break of 20 minutes between Paper 1 and Paper 2
- will assess 50% knowledge and understanding and 50% analysis and evaluation
- will assess integration of knowledge and understanding and analysis and evaluation across the Units and options within Units
- any *Case Study, Stimulus* or *Statement* will use language appropriate to the reading range expected of Higher candidates

Paper 1

Paper 1 contains **two** Sections. Detailed guidance on the content of each section is given below:

Section 1 Morality in the Modern World – total marks 40

- This section will examine the content of the Morality in the Modern World Unit which has 5 topics
- Candidates will only answer questions on the topic they have studied
- Each topic will contain **3−5** questions which will be divided into **2−4** parts
- One question will cover the content of Area 1 and also the application of one moral theory to one moral issue within the topic
- The remaining question will relate to the chosen topic and may also integrate some content from Area 1.

The nature of each question in this Section (*Section 1 of Question Paper 1*) is outlined below:

Topics 1−5 – total marks 40

- Both prescribed issues within each option will be examined
- Each topic will integrate the content of Area 1 with moral issues available in Area 2 of this Unit
- Candidates will only answer questions on the topic they have studied
- There will be **3−5** questions divided into **2−4** parts for each topic
- At least one part of each question will be KU that will be related to those parts of the question that are AE
- Each question may contain a case-study or stimulus
- Question parts will have a possible mark range of **3−10**
- Each related part will require a short answer or a restricted response
- Each question will be either KU or AE, not a combination of both.

Section 2 Christianity: Belief and Science Unit – total marks 40

- This section will examine the content of the Christianity: Belief and Science Unit.
- There will be **3−5** questions divided into **2−4** parts for each area covered in the Unit
- The nature of the question is outlined below
- Questions will be taken from across the content of the Unit.

Question – total marks 40

- There will be **3−5** questions divided into **2−4** parts for each area covered in the Unit
- At least one part of each question will be KU that will be related to those parts of the question that are AE
- Each question may contain a stimulus
- Question parts will have a possible mark range of **3−10**
- Each question part will require a short answer or a restricted response
- **All** candidates will answer **all** related parts
- Each question will be either KU or AE, not a combination of both.

There will be no choice of question in this section (*Section 2*) of Paper 1

Paper 2

- This paper examines the content of the World Religion Unit.
- There will be 6 sections and each section will contain **3−5** questions divided into **2−4** parts for each area covered in this Unit
- Questions will be taken from across the content of the Unit
- Candidates will answer all the questions in the section which relates to the world religion they have studied.

Question – total marks 40

- There will be **3−5** questions divided into **2−4** parts for each area covered in the Unit
- At least one part of each question will be KU that will be related to those parts of the question that are AE
- Questions may contain a stimulus
- The related parts will have a possible mark range of **3−10**
- Each related part will require a short answer or a restricted response
- Each question will be either KU or AE, not a combination of both.

The *Added Value* of the Course.

Achieving success in the Course requires some additional skills and abilities over and above those involved in passing individual Units. These are detailed in the Assessment section of the Course Arrangements and include:

- answering questions in which the more complex skills of analysis and evaluation attract a higher proportion of the marks available than is the case in Unit assessment
- demonstrating the ability to apply and adapt the skills of analysis and evaluation in a variety of contexts
- demonstrating the ability to integrate knowledge and skills across the component Units of the Course on a single occasion

When selecting questions, the points above should be kept in mind. All sections of the Question Paper provide opportunities to address these points. In particular, attention should be paid to the balance between knowledge/understanding **(KU)** and analysis/evaluation **(AE).** In the Unit assessment this balance is **60% KU** and **40% AE**: in the Course assessment the balance is **50% KU** and **50% AE**.

Part 2

This part of the course assessment specification provides guidance on how all components contribute to the course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance

The course assessment is based on the 2 question papers:

Component	Mark Range
Question Paper 1	80
Question Paper 2	40
Total Marks	120

The mark range for each component of the paper reflects the equal weighting given to each of the Units which make up the course.

In the Religious, Moral and Philosophical Studies (Higher) Course, cut-off scores are set at approximately 70% for grade A and 50% for grade C with B grade falling midway at between 60% and 69%.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	103-120
A	2	84-102
B	3	78-83
B	4	72-77
C	5	66-71
C	6	60-65
D	7	53-59
NA	8	47-52
NA	9	0-46

The cut-off scores may be lowered if question paper components turn out to be more demanding. Alternatively, they may be raised if question paper components turn out to be less demanding.

Worked example

- In a centre's own prelim, a candidate scores 47/80 and 25/40, giving a total mark of 72/120.
- The centre's view is that their prelim is slightly less demanding than the SQA examination.
- Using the mark range, a realistic estimate will be **band 5** rather than band 4.

[RMPS/SQP336]

Religious, Moral and Philosophical Studies Higher

Time: 1 hours 45 mins

NATIONAL QUALIFICATIONS

Paper 1

Specimen Question Paper
for use in and after 2010

There are two Sections in this paper:
Section 1 – Morality in the Modern World
Section 2 – Christianity: Belief and Science

Section 1: You should only answer all the questions on the topic you have studied.

Question 1 – Crime and Punishment **or**
Question 2 – Gender **or**
Question 3 – Global issues **or**
Question 4 – Medical Ethics **or**
Question 5 – War and Peace

Section 2 – all questions are mandatory

The skills of knowledge and understanding (KU) and analysis and evaluation (AE) are being assessed in this paper. When answering each question you should note the number of marks allocated to each skill as indicated after each part of the question.

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SECTION 1

Marks *Code*

Morality in the Modern World

Topic 1 – Crime and Punishment

Reminder: *Topic 1 is for candidates who have studied* ***Crime and Punishment*** *in the Morality in the Modern World Unit.*

Instructions: Answer **all** the questions. The marks available for each question are indicated. You should use this as a guide to the amount of detail you should include in your answer.

			Marks	Code
1.	(*a*)	Describe the Euthyphro dilemma.	**3**	**KU**
	(*b*)	What is the role of sacred writings in religious morality?	**4**	**KU**
	(*c*)	Explain the main features of utilitarian ethics.	**3**	**KU**
	(*d*)	How might utilitarians respond to issues arising from capital punishment?	**4**	**AE**
2.	(*a*)	Describe **two** sentences that might be given to criminals in UK courts.	**4**	**KU**
	(*b*)	Explain **two** drawbacks of punishing criminals.	**8**	**AE**
3.	(*a*)	Using at least one example, describe how the causes of crime have been addressed.	**6**	**KU**
	(*b*)	Why might addressing the causes of crime be a matter of importance for religious people?	**8**	**AE**
			(40)	

Topic 2 – Gender

Marks *Code*

Reminder: *Topic 2 is for candidates who have studied* ***Gender*** *in the Morality in the Modern World Unit.*

Instructions: Answer **all** questions. The marks available for each question are indicated. You should use these as a guide to the amount of detail you should include in your answer.

			Marks	Code
1.	(*a*)	Describe the Euthyphro dilemma.	**3**	**KU**
	(*b*)	What is the role of sacred writings in religious morality?	**4**	**KU**
	(*c*)	Explain the main features of utilitarian ethics.	**3**	**KU**
	(*d*)	How might utilitarians respond to issues arising from gender roles in the UK?	**4**	**AE**
2.	(*a*)	Describe **two** ways in which the media stereotypes women.	**4**	**KU**
	(*b*)	Explain **two** drawbacks of media stereotyping of women.	**8**	**AE**
3.	(*a*)	Using at least one example, describe ways in which women in the developing world have suffered violence.	**6**	**KU**
	(*b*)	Why might violence against women be a matter of importance for religious people?	**8**	**AE**
			(40)	

Topic 3 – Global Issues

Marks *Code*

Reminder: *Topic 3 is for candidates who have studied* ***Global Issues*** *in the Morality in the Modern World Unit.*

Instructions: Answer **all** questions. The marks available for each question are indicated. You should use this as a guide to the amount of detail you should include in your answer.

			Marks	Code
1.	(*a*)	Describe the Euthyphro dilemma.	**3**	**KU**
	(*b*)	What is the role of sacred writings in religious morality?	**4**	**KU**
	(*c*)	Explain the main features of utilitarian ethics.	**3**	**KU**
	(*d*)	How might utilitarians respond to issues arising from globalisation?	**4**	**AE**
2.	(*a*)	Describe **two** causes of global warming.	**4**	**KU**
	(*b*)	Explain **two** dangers of global warming.	**8**	**AE**
3.	(*a*)	Using at least one example, describe what is meant by "globalisation".	**6**	**KU**
	(*b*)	Why might globalisation be a matter of importance for religious people?	**8**	**AE**
			(40)	

Topic 4 – Medical Ethics

Marks *Code*

Reminder: *Topic 4 is for candidates who have studied* ***Medical Ethics*** *in the Morality in the Modern World Unit.*

Instructions: Answer **all** questions. The marks available for each question are indicated. You should use this as a guide to the amount of detail you should include in your answer.

			Marks	Code
1.	(*a*)	Describe the Euthyphro dilemma.	**3**	**KU**
	(*b*)	What is the role of sacred writings in religious morality?	**4**	**KU**
	(*c*)	Explain the main features of utilitarian ethics.	**3**	**KU**
	(*d*)	How might utilitarians respond to the moral implications of euthanasia?	**4**	**AE**
2.	(*a*)	Describe **two** circumstances in which IVF might be used.	**4**	**KU**
	(*b*)	Explain **two** drawbacks of IVF.	**8**	**AE**
3.	(*a*)	Using at least one example, describe what is meant by "voluntary euthanasia".	**6**	**KU**
	(*b*)	Why might voluntary euthanasia be a matter of importance for religious people?	**8**	**AE**
			(40)	

Topic 5 – War and Peace

Marks *Code*

Reminder: *Topic 5 is for candidates who have studied* ***War and Peace*** *in the Morality in the Modern World Unit.*

Instructions: Answer **all** questions. The marks available for each question are indicated. You should use this as a guide to the amount of detail you should include in your answer.

			Marks	Code
1.	(*a*)	Describe the Euthyphro dilemma.	**3**	**KU**
	(*b*)	What is the role of sacred writings in religious morality?	**4**	**KU**
	(*c*)	Explain the main features of utilitarian ethics.	**3**	**KU**
	(*d*)	How might utilitarians respond to issues arising from responses to war?	**4**	**AE**
2.	(*a*)	Describe **two** causes of war.	**4**	**KU**
	(*b*)	Explain **two** drawbacks of going to war.	**8**	**AE**
3.	(*a*)	Using at least one example, describe what is meant by "weapons of mass destruction".	**6**	**KU**
	(*b*)	Why might the use of weapons of mass destruction be a matter of importance for religious people?	**8**	**AE**
			(40)	

[*END OF SECTION 1*]

SECTION 2

Marks *Code*

Christianity: Belief and Science

Reminder: *This section should be answered by all candidates.*

Instructions: Answer **all** questions. The marks available for each question are indicated. You should use these as a guide to the amount of detail you should include in your answer.

			Marks	Code
1.	(*a*)	Describe **two** types of revelation.	**4**	**KU**
	(*b*)	What is scientific method?	**4**	**KU**
	(*c*)	Explain **two** differences between the scientific method and revelation.	**6**	**AE**
2.	(*a*)	What supporting evidence do scientists offer for the Big Bang Theory?	**4**	**KU**
	(*b*)	According to Genesis, how did the universe come into existence?	**4**	**KU**
	(*c*)	"*Some Christians accept the Big Bang Theory while others reject the whole idea*." Explain why there is disagreement amongst Christians on this issue.	**6**	**AE**
3.	(*a*)	Describe the key features of the Teleological Argument.	**6**	**KU**
	(*b*)	Explain **two** strengths and **two** weaknesses of the Teleological Argument.	**8**	**AE**
			(40)	

[*END OF SECTION 2*]

[*END OF SPECIMEN QUESTION PAPER*]

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Religious, Moral and Philosophical Studies Higher

Paper 1

Specimen Marking Instructions
for use in and after 2010

NATIONAL QUALIFICATIONS

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Section 1: Morality in the Modern World

Topic 1: Crime and Punishment

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of total marks available
Analysis and Evaluation - Approximately 50% of total marks available

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

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and evaluation	• Analysis of concepts, processes, evidence etc is shown, and/or • Evaluation is balanced and informed.

Question No. 1		*Questions*	*Approx Marks weightings: 50% KU - 50% AE*	
1(*a*)	Q MI	*Describe the Euthyphro dilemma.* • Plato told the story • Socrates and Euthyphro at court • Who decides what is right? • Do moral rules come from God? • Do moral rules come from elsewhere and God recognises them as good?	**3**	
1(*b*)	Q MI	*What is the role of sacred writings in religious morality?* • Depends on the religion • Depends on status of sacred writing in religions		

		• Source of moral teaching • Morality developed from sacred writings • Sacred writings used to help form basis of response to new issues • Literal understanding leads to literal obedience to morality	**4**	
1(*c*)	Q MI	*Explain the main features of utilitarian ethics.* • Consequentialist • Greatest benefit for greatest number • Act • Rule • Bentham and/or Mill developed it	**3**	
1(*d*)	Q MI	*How might utilitarians respond to issues arising from capital punishment?* Candidates should not receive marks for KU used in question 1(*c*). Where new KU is introduced and used to make an AE point a mark should be awarded. • If it deters future criminals it is good • If it allows justice to be seen to be done and reassures us all it is good • If it produces unhappiness because an innocent person has been executed it is bad • If it is used indiscriminately and poses a threat to us all it is bad		**4**
2(*a*)	Q MI	*Describe two sentences that might be given to criminals in UK courts.* Maximum of two marks for each court sentence. Where more than two sentences are described the best two descriptions should be awarded marks. • Fines: fines levied on the offender to be paid over a period of time determined by the court. • Community Service: supervised work in the community • Imprisonment: detention for a time determined by the court • Restraining Orders: includes injunctions not to go to certain place, sex offenders' register and tagging	**4**	
2(*b*)	Q MI	*Explain two drawbacks of punishing criminals.* Maximum of four marks for each drawback. Where more than two drawbacks are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question 2(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Failed reformation. • Failed deterrence. High percentage of criminals re-offend within 2 years thus ineffective • Failed retribution. Criminal does not get the 'eye for an eye' treatment		

3(*a*)	Q MI	*Using at least one example, describe how the causes of crime have been addressed.* There can be a considerable number of initiatives discussed in this answer and they may fall under the following broad headings. Candidates may gain marks for describing one in detail or several more briefly. • Government responses - e.g. increased policing, family support, community initiatives, alternatives to custody, children's justice system • NGO responses - e.g. charitable youth work, lobbying, family support, offender and victim support • Religious responses - e.g. youth work, inner city work, family support, offender and victim support	**6**	
3(*b*)	Q MI	*Why might addressing the causes of crime be a matter of importance for religious people?* Whilst a number of causes are specified in the arrangements, candidates may identify causes other than those in the arrangements in this answer. It is expected that candidates will write two or three reasons for this answer. They should not be penalised if they write more. It is also possible for candidates to discuss one concern in depth and gain full marks. Candidates should not receive marks for KU used in question 3(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Breakdown of the family • Loss of mutual love and respect in society • They affect the disadvantaged more than anyone • Causes could be breaking religious morality • Golden Rule is challenged • Religion may have caused the crime • Issues relating to justice		**8**
		Total	**20 - KU**	**20 - AE**

Topic 2 – Gender Issues

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of total marks available
Analysis and Evaluation - Approximately 50% of total marks available

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

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and evaluation	• Analysis of concepts, processes, evidence etc is shown, and/or • Evaluation is balanced and informed.

Question No. 2		*Questions*	*Approx Marks weightings: 50% KU - 50% AE*	
1(*a*)	Q MI	*Describe the Euthyphro dilemma.* • Plato told the story • Socrates and Euthyphro at court • Who decides what is right? • Do moral rules come from God? • Do moral rules come from elsewhere and God recognises them as good?	**3**	
1(*b*)	Q MI	*What is the role of sacred writings in religious morality?* • Depends on the religion • Depends on status of sacred writing in religions		

		• Source of moral teaching • Morality developed from sacred writings • Sacred writings used to help form basis of response to new issues • Literal understanding leads to literal obedience to morality	**4**	
1(*c*)	Q MI	*Explain the main features of utilitarian ethics.* • Consequentialist • Greatest benefit for greatest number • Act • Rule • Bentham and/or Mill developed it	**3**	
1(*d*)	Q MI	*How might utilitarians respond to issues arising from gender roles in the UK?* Candidates should not receive marks for KU used in question 1(*c*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Equality will promote greater happiness in society • Equality releases potential which will benefit society • Equality brings fairness which makes more people content with their position in society • Stereotyping treats people as an anonymous group not as individuals • Stereotyping does not maximise happiness for most because it is based on generalisations which do not take account of individuality • Reject any distinctions as to who is equal and who is not - all are equal • They reject all forms of discrimination found in gender or elsewhere		**4**
2(*a*)	Q MI	*Describe two ways in which the media stereotypes women.* Maximum of two marks for each way. Where more than two ways are described the best two descriptions should be awarded marks. • Supportive role to male leader • Helpless and lacking guile • Emotional • Dependent • Promiscuous • Body portrayals	**4**	
2(*b*)	Q MI	*Explain two drawbacks of media stereotyping of women.* Maximum of four marks for each drawback. Where more than two drawbacks are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question 2(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded.		

		• Inaccurate portrayal of women as they really are in society • Inaccurate message to society leading to certain expectations of women • Low self-esteem leading to reduced ambitions • Sexual vulnerability due to sexual promiscuity portrayed in the media • Social constraints leading to reduced opportunities in life		**8**
3(*a*)	Q MI	*Using at least one example, describe ways in which women in the developing world have suffered violence.* There can be a considerable number of examples discussed in this answer. Candidates may gain marks for describing one in detail or several more briefly. • Domestic violence e.g. the cultural traditions that permit it in Asia and Africa • Sexual violence e.g. genital mutilation in parts of Africa • Female infanticide in parts of Asia and Africa • Military violence against women e.g. Rwanda • Penal violence against women e.g. Somalia	**6**	
3(*b*)	Q MI	*Why might violence against women be a matter of importance for religious people?* It is expected that candidates will write two or three reasons for this answer. They should not be penalised if they write more. It is also possible for candidates to discuss one concern in depth and gain full marks. Candidates should not receive marks for KU used in question 3(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Equal in the eyes of God • Unjust - God is a God of justice in all religions • Murder is wrong • Golden Rule is broken • Religion may promote it • Religion may condone it • Religion may turn a blind eye to it		**8**
		Total	**20 - KU**	**20 - AE**

Topic 3 Global Issues

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of total marks available
Analysis and Evaluation - Approximately 50% of total marks available

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

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and evaluation	• Analysis of concepts, processes, evidence etc is shown, and/or • Evaluation is balanced and informed.

Question No. 3		*Questions*	*Approx Marks weightings: 50% KU - 50% AE*	
1(*a*)	Q	*Describe the Euthyphro dilemma.*		
	MI	• Plato told the story • Socrates and Euthyphro at court • Who decides what is right? • Do moral rules come from God? • Do moral rules come from elsewhere and God recognises them as good?	**3**	
1(*b*)	Q	*What is the role of sacred writings in religious morality?*		
	MI	• Depends on the religion • Depends on status of sacred writing in religions • Source of moral teaching		

		• Morality developed from sacred writings • Sacred writings used to help form basis of response to new issues • Literal understanding leads to literal obedience to morality	**4**	
1(*c*)	Q MI	Explain the main features of Utilitarian ethics. • Consequentialist • Greatest benefit for greatest number • Act • Rule • Bentham and/or Mill developed it	**3**	
1(*d*)	Q MI	*How might utilitarians respond to issues arising from globalisation?* Candidates should not receive marks for KU used in question 1(*c*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Globalisation is good if it increases the happiness of all those who give and receive it • The interest of the community is the sum interest of its members thus as members of the world community we should be interested in maximising profit and reducing costs • Against it because fewer benefit from it then suffer as a result • Against it because it promotes suffering of the majority		**4**
2(*a*)	Q MI	*Describe two causes of global warming.* Maximum of two marks for each cause. Where more than two causes are described the best two descriptions should be awarded marks. • Burning fossil fuels in generating power, transport and manufacturing • Methane production farming, burning fossil fuels and bacteria • Nitrous oxide production through fertilisers, burning organic matter, cars, nylon and acid production • Deforestation- burning releases carbon dioxide and ability of the planet to absorb it	**4**	
2(*b*)	Q MI	*Explain two dangers of global warming.* Maximum of four marks for each drawback. Where more than two drawbacks are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question 2(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Climate change affecting cycles of seasons, introducing extreme weather • Glacial retreat affecting sea levels and temperatures		

		• Oceans- acidified leading to reduction in biodiversity • Impact on the global economy as infrastructure and industry is affected		**8**
3(*a*)	Q MI	*Using at least one example, describe what is meant by "globalisation"* There can be a considerable number of examples discussed in this answer. Candidates may gain marks for describing one in detail or several more briefly. • Transforming a local or regional business into a worldwide concern • World Bank was created to play a role in globalisation • WTO is a part of globalisation • IMF is part of the global banking system • Provision of goods and services on a global scale e.g. hotels • Migrating work forces • Distribution of capital • Sharing of research and resources	**6**	
3(*b*)	Q MI	*Why might "globalisation" be a matter of importance for religious people?* It is expected that candidates will write two or three reasons for this answer. They should not be penalised if they write more. It is also possible for candidates to discuss one concern in depth and gain full marks. Candidates should not receive marks for KU used in question 3(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Different religions are the basis of different societies, globalisation challenges that • Globalisation has led to secularisation and the loss of spiritual values and experience • Can lead to fundamentalism as cultures try to re-assert their traditional values • Devalues the individual in favour of the corporate dream • Examples of unscrupulous suppliers to global names abound • Globalisation benefits the developed world, not the developing world - does not promote equality • Internal conflict in religion between modernists and traditionalists e.g. Afghanistan		**8**
		Total	**20 - KU**	**20 - AE**

Topic 4: Medical Ethics

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of total marks available
Analysis and Evaluation - Approximately 50% of total marks available

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

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and evaluation	• Analysis of concepts, processes, evidence etc is shown, and/or • Evaluation is balanced and informed.

Question No. 4		*Questions*	*Approx Marks weightings: 50% KU - 50% AE*	
1(*a*)	Q	*Describe the Euthyphro dilemma.*		
	MI	• Plato told the story • Socrates and Euthyphro at court • Who decides what is right? • Do moral rules come from God? • Do moral rules come from elsewhere and God recognises them as good?	**3**	
1(*b*)	Q	*What is the role of sacred writings in religious morality?*		
	MI	• Depends on the religion • Depends on status of sacred writing in religions		

		• Source of moral teaching • Morality developed from sacred writings • Sacred writings used to help form basis of response to new issues • Literal understanding leads to literal obedience to morality	**4**	
1(*c*)	Q MI	*Explain the main features of utilitarian ethics* • Consequentialist • Greatest benefit for greatest number • Act • Rule • Bentham and/or Mill developed it	**3**	
1(*d*)	Q MI	*How might utilitarians respond to the moral implications of euthanasia?* Candidates should not receive marks for KU used in question 1(*c*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Happiness is maximised and pain is minimised in the case of a terminally ill patient • The death of the patient brings benefits to the many others needing treatment and a hospital bed • Some might say that fear of being euthanized means a utilitarian can't support it- can support it because it is an individual not an arbitrary decision • Euthanasia is right because at a stroke it reduces suffering in the world • Mill said humans are autonomous- what we do with our own body is our decision nobody else's • Bentham said the law should deal with people's actions and not moral decisions- individual's choice, law has no business being there • Act - says it is right if the benefits outweigh the benefits of the alternative action • Rule - generalised set of rules may mean that they can support voluntary euthanasia because it upholds individual autonomy but it cannot support involuntary euthanasia because of its removal of autonomous decisions		**4**
2(*a*)	Q MI	*Describe two circumstances in which IVF might be used.* Maximum of two marks for each circumstance. Where more than two circumstances are described the best two descriptions should be awarded marks. • Prevention of inherited disease being passed on • Infertility - to help couples have children • Impotence - to help couples have children • Gender selection - to select a particular gender for medical or other reasons of choice • Experimentation - to use embryos for scientific research	**4**	

2(*b*)	Q MI	*Explain two drawbacks of IVF.* Maximum of four marks for each drawback. Where more than two drawbacks are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question 2(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Variable success rate • High wastage of embryos • Cost effectiveness • Open to abuse • Problems related to definitions of the beginning of life • Considered to be un-natural by some		**8**
3(*a*)	Q MI	*Using at least one example, describe what is meant by "voluntary euthanasia"* There can be a considerable number of examples discussed in this answer. Candidates may gain marks for describing one in detail or several more briefly. • Individual asks for euthanasia • Individual requests euthanasia through an advanced directive or living will Worked examples may include: • Terminally ill patient who asks to be allowed to die • Terminally ill patient who asks to be killed • Healthy person who leaves an advanced directive	**6**	
3(*b*)	Q MI	*Why might "voluntary euthanasia" be a matter of importance for religious people?* It is expected that candidates will write two or three reasons for this answer. They should not be penalised if they write more. It is also possible for candidates to discuss one concern in depth and gain full marks. Candidates should not receive marks for KU used in question 3(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • It is murder • Interferes with the will of God • Interferes with God's purpose for our lives • Suffering has a value, this denies its value • Concern over the vulnerable • Concern over the patient-doctor relationship		**8**
		Total	**20 - KU**	**20 - AE**

Topic 5 War and Peace

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of total marks available
Analysis and Evaluation - Approximately 50% of total marks available

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

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and evaluation	• Analysis of concepts, processes, evidence etc is shown, and/or • Evaluation is balanced and informed.

Question No. 5		*Questions*	*Approx Marks weightings: 50% KU - 50% AE*	
1(*a*)	Q	*Describe the Euthyphro dilemma.*		
	MI	• Plato told the story • Socrates and Euthyphro at court • Who decides what is right? • Do moral rules come from God? • Do moral rules come from elsewhere and God recognises them as good?	**3**	
1(*b*)	Q	*What is the role of sacred writings in religious morality?*		
	MI	• Depends on the religion • Depends on status of sacred writing in religions		

		• Source of moral teaching • Morality developed from sacred writings • Sacred writings used to help form basis of response to new issues • Literal understanding leads to literal obedience to morality	**4**	
1(*c*)	Q MI	Explain the main features of Utilitarian ethics. • Consequentialist • Greatest benefit for greatest number • Act • Rule • Bentham and/or Mill developed it	**3**	
1(*d*)	Q MI	How might utilitarians respond to issues arising from responses to war? Candidates should not receive marks for KU used in question 1(*c*). Where new KU is introduced and used to make an AE point a mark should be awarded. **Support wars** • They might support a war despite the issues arising from it because the greatest good would be to have peace in the long-term. • Even though a minority may be against the war they could still have their views respected, they could be conscientious objectors. • It would be for the greatest good for the greatest number in a society to get rid of a dictator who was abusing the human rights of civilians • Utilitarians would recognise that it would make most people happy to have peace but people also want to have justice. • Utilitarians might support possessing WMD as a deterrent. It would be for the greater good of your country if it secured peace. • Utilitarians might not want to be pacifist on all occasions as this could lead you to be vulnerable to attack by countries that see you as a soft touch. **Oppose wars** • Utilitarians might oppose war because of the issues that arise from it. Violence leads to more violence. This is not in the interests of the majority. • Modern weapons like WMD mean the effects of war are even more devastating. • The money used to fund war would be better spent on providing the basics for everyone e.g. shelter, healthcare food and clean water. • Utilitarians might not want to be drawn into conflicts where you are supporting allies. They might think it is more realistic to look after the happiness of people in your own country than on a global scale.		**4**

2(*a*)	Q MI	*Describe two causes of war.* Maximum of two marks for each cause. Where more than two causes are described the best two descriptions should be awarded marks. • You have been invaded or threatened by another power and respond in self-defence • Struggle for peace • Fighting for scarce resources (land, oil etc) • Fighting to support your allies • Fighting for religious or political beliefs • Fighting to prevent a country developing nuclear weapons • Fighting to protect innocent people and uphold human rights	**4**	
2(*b*)	Q MI	*Explain two drawbacks of going to war.* Maximum of four marks for each drawback. Where more than two drawbacks are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question 2(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Financial cost. War is expensive. • This money could have been spent on the root cause of the conflict instead and avoided the bloodshed. • Taxes being diverted from social institutions like schools and hospitals. • Human cost. War always results in loss of life. • It is not just loss of servicemen. Many innocent civilians are also killed. • Environmental cost. War damages the environment, especially with WMD like nuclear weapons. • Infrastructure is destroyed and needs to be rebuilt		**8**
3(*a*)	Q MI	*Using at least one example, describe what is meant by "weapons of mass destruction".* There can be a considerable number of examples discussed in this answer. Candidates may gain marks for describing one in detail or several more briefly. • Biological weapons like anthrax • Chemical weapons like mustard gas • Nuclear weapons like the nuclear bombs dropped on Nagasaki and Hiroshima	**6**	

3(*b*)	Q MI	*Why might the use of weapons of mass destruction be a matter of importance for religious people?* It is expected that candidates will write two or three reasons for this answer. They should not be penalised if they write more. It is also possible for candidates to discuss one concern in depth and gain full marks. Candidates should not receive marks for KU used in question 3(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • WMD are very expensive. This money could have been spent on solving the root cause of conflicts instead • WMD are indiscriminate. Huge loss of innocent lives. • WMD wipes out all life in the surrounding area. This could be seen as taking God's power • Loss of life through their use is significant because life is sacred / special • Goes against religious teachings e.g. Love thy neighbour • Goes against the example of pacifist religious leaders • WMD have long-lasting effects on the environment which doesn't fulfil our responsibility to look after the world. • Even if WMD don't kill they cause great suffering for people at the time and in the future e.g. high cancer rates in Japan long after the bombings of Hiroshima and Nagasaki		**8**
		Total	**20 - KU**	**20 - AE**

Section 2: Christianity: Belief and Science

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of total marks available
Analysis and Evaluation - Approximately 50% of total marks available

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

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and evaluation	• Analysis of concepts, processes, evidence etc is shown, and/or • Evaluation is balanced and informed.

Question No.		*Questions*	*Approx Marks weightings: 50% KU - 50% AE*	
1(*a*)	Q	*Describe two types of revelation.*		
	MI	Candidates may obtain a maximum of 2 marks for each description. **General ...Revelatio Realis** • Revelation through Nature (the works of God) • To people in general • Is rooted in creation and addressed to human reason, conscience, right / wrong and experience **Special ... Revelatio Verbalis** • Revelation through Scripture (the word of God)		

		• A particular communication to a particular individual eg a dream, vision, miracle …. Moses - burning bush, Saul on the road to Damascus etc • Is seen as an extension of religious experience • Is rooted in God's plan to redeem us …. is addressed to man as a sinner and can be understood by faith	**4**	
1(*b*)	Q MI	*What is scientific method?* • A four stage process of …. Observation, Hypothesis, Experiment, Verification • Study the natural world in a systematic way • Based on evidence and experiment • Induction, deduction and verification • Provides data which can be independently tested by other scientists • Tentative	**4**	
1(*c*)	Q MI	*Explain two differences between the scientific method and revelation.* Candidates should discuss two differences only with a maximum of three marks for each. Where candidates identify more than two differences marks will be awarded to the best two differences offered. Candidates should not receive marks for KU used in questions 1(*a*) and 1(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Science looks to understand the 'HOW' questions of the nature of reality - religion looks at why • Science can provide data which can be independently tested by other scientists - religious claims cannot be empirically tested • Science is a good basis on which to build our knowledge of the world and how it operates - religion depends on more speculative answers • Science has the capacity to change as new ideas, information become available - religion is not as open to new ideas and change • Religion answers questions about meaning, value and purpose - science does not • Religion can demonstrate the existence of God- science has no means of testing this hypothesis • Religion takes reality as a whole, science is reductionist in its approach • Religion is subjective; science objective		**6**
2(*a*)	Q MI	*What supporting evidence do scientists offer for the Big Bang Theory?* Candidates may give four or more pieces of supporting evidence and should receive full marks for a detailed description. A maximum of two marks for each piece of evidence explained • Redshift of galaxies		

		• Background radiation • Proportion of primordial elements • Shape and form of galaxies • Cosmic evolution	**4**	
2(*b*)	Q MI	*According to Genesis, how did the universe come into existence?* Candidates may answer by describing the Genesis 1 creation story. Full marks for a detailed description. • Took six days to create • It was void and formless • God imposed order • Description of each day's activity • Created on God's command • Created with ease	**4**	
2(*c*)	Q MI	*"Some Christians accept the Big Bang Theory whilst others reject the whole idea."* *Explain why there is disagreement amongst Christians on this issue.* Candidates should not receive marks for KU used in question 2(*a*) and 2(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. **Creationist Response** • Scripture is fact … Big Bang is a theory … It may be falsified at a later date • Science has been wrong in the past • The Bible contains no errors ….. It is the revealed Word of God • Belief in what the Bible says is more important than scientific discoveries/evidence • Young earth suggested by the Bible **Conservative Response** • Big Bang could be God's method, cannot rule it out • Big Bang establishes that universe had a beginning so it is a possibility • Fact of creation is more important than method of creation • Young earth does not match the evidence of science • God created world in six day-ages or stages, Big Bang is one of them **Liberal Response** • There is no contradiction … The Big Bang is God's method • Revelation is contained in nature too …… 2 books ….. Book of Scripture and the Book of nature • The Bible has to be seen in its context • Science can be revelation too		**6**
3(*a*)	Q MI	*Describe the key features of the Teleological Argument.* • Stone on the heath. • Conclusion about the stone.		

		• Design of watch • Conclusion about the watch • Complexity of human eye • Regularity of the seasons etc • Parallels with the above and world / universe. • Complexities within nature • Comparison with God and the Universe. • Therefore God exists	**4**	
3(*b*)	Q MI	*Explain two strengths and two weaknesses of the Teleological argument.* Candidates should discuss two strengths and two weaknesses only. A maximum of four marks is available for explaining two strengths and four for two weaknesses. Within this figure a maximum of three marks can be given for any one strength or weakness. Where a candidate offers more than two strengths or two weaknesses the best two should be awarded appropriate marks. Candidates should not receive marks for KU used in question 3(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. **Strengths** • Uses objects which are familiar to us • Complexity exists … There is an appearance of purpose in everything • The human mind is predisposed to interpret events in an ordered way … it infers the existence of God from the presence of order • Order is seen as a mark of design … design is also easy to see if you make your own existence the centre and purpose of the universe • It is logical … Some science can support it **Weaknesses** • Leap of faith • Idea of the universe / life being a designed machine is not appropriate - it's more like a growing / developing organism in response to its environment • Because certain parts of life appear to be designed doesn't mean the whole process is - or in need of a designer • There is a great deal of evidence of bad design …. There is so much suffering and cruelty in nature • A great deal of waste is involved in the process - opposite of organisation and design • Apparent design can occur even if the process is subject to natural selection and adaptation. Life forms would not have survived without the ability to adapt		**8**
		Total	**20 - KU**	**20 - AE**

[*END OF SPECIMEN MARKING INSTRUCTIONS*]

[RMPS/SQP336]

Religious, Moral and Philosophical Studies Higher

Paper 2

Specimen Question Paper
for use in and after 2010

Time: 55 mins

NATIONAL QUALIFICATIONS

You should answer **either**

Section 1: Buddhism

or

Section 2: Christianity

or

Section 3: Hinduism

or

Section 4: Islam

or

Section 5: Judaism

or

Section 6: Sikhism

The skills of knowledge and understanding (KU) and analysis and evaluation (AE) are being assessed in this paper. When answering each question you should note the number of marks allocated to each skill as indicated after each part of the question.

SQA ©

Section 1 – Buddhism

Marks *Code*

Reminder: *You should choose this section if you have studied* ***Buddhism*** *in the World Religion Unit.*

Instructions: *Answer* ***all*** *questions. The marks available for each question are indicated. Use these as a guide to the amount of detail you should include in your answer.*

1.	(*a*)	What are the Three Root Poisons?	**3**	**KU**
	(*b*)	Explain **three** effects of the Root Poisons.	**6**	**AE**
2.	(*a*)	What do Buddhists believe about samsara?	**6**	**KU**
	(*b*)	In what ways do Buddhists understand Nibbana?	**3**	**KU**
	(*c*)	"*Aiming for a better Samsaric existence would be a more realistic aim than aiming for Nibbana.*" Would all Buddhists agree with this statement?	**6**	**AE**
3.	(*a*)	Describe the Buddhist idea of the arhat.	**4**	**KU**
	(*b*)	What is bodhisattva?	**4**	**KU**
	(*c*)	"*An arhat is the only true Buddhist.*" How might Buddhists respond to this statement?	**8**	**AE**
			(40)	

Section 2 – Christianity

Marks *Code*

Reminder: *You should choose this section if you have studied* ***Christianity*** *in the World Religion Unit.*

Instructions: *Answer* ***all*** *questions. The marks available for each question are indicated. Use these as a guide to the amount of detail you should include in your answer.*

			Marks	Code
1.	(*a*)	What relationship do Christians believe God has with human beings?	**3**	**KU**
	(*b*)	Explain **three** effects of God's relationship with human beings.	**6**	**AE**
2.	(*a*)	What do the parables of Jesus teach about living the Christian life?	**6**	**KU**
	(*b*)	In what ways do Christians describe Heaven?	**3**	**KU**
	(*c*)	"*Eternal life can only be gained by living a Christian life.*" Would all Christians agree with this statement?	**6**	**AE**
3.	(*a*)	Describe what Christians mean by "sacraments".	**4**	**KU**
	(*b*)	In what ways do Christians fight social injustice?	**4**	**KU**
	(*c*)	"*Fighting social injustice is more important than participating in the sacraments.*" How might Christians respond to this statement?	**8**	**AE**
			(40)	

Section 3 – Hinduism

Marks *Code*

Reminder: *You should choose this section if you have studied* ***Hinduism*** *in the World Religion Unit.*

Instructions: *Answer* ***all*** *questions. The marks available for each question are indicated. Use these as a guide to the amount of detail you should include in your answer.*

1.	(*a*)	What do Hindus understand by the term "The Three Gunas"?	**3**	**KU**
	(*b*)	Explain **three** effects of the gunas.	**6**	**AE**
2.	(*a*)	What do Hindus teach about the atman?	**6**	**KU**
	(*b*)	In what ways do Hindus describe moksha?	**3**	**KU**
	(*c*)	"*Achieving moksha is beyond most ordinary Hindus.*" Would all Hindus agree with this statement?	**6**	**AE**
3.	(*a*)	Describe what Hindus mean by the margas.	**4**	**KU**
	(*b*)	What is dharma?	**4**	**KU**
	(*c*)	"*The margas are not nearly as important as dharma in the Hindu quest for moksha.*" How might Hindus respond to this statement?	**8**	**AE**
			(40)	

Section 4 – Islam

Marks *Code*

Reminder: *You should choose this section if you have studied* ***Islam*** *in the World Religion Unit.*

Instructions: *Answer* ***all*** *questions. The marks available for each question are indicated. Use these as a guide to the amount of detail you should include in your answer.*

1.	(*a*)	What do muslims understand by the term "freewill"?	**3**	**KU**
	(*b*)	Explain **three** effects of the misuse of freewill.	**6**	**AE**
2.	(*a*)	What do Muslims teach about submission?	**6**	**KU**
	(*b*)	In what ways do Muslims describe Akhirah?	**3**	**KU**
	(*c*)	"*Faithfulness to Allah is all that is required to gain eternal life.*" Would all Muslims agree with this statement?	**6**	**AE**
3.	(*a*)	Describe how Muslims prepare for salah.	**4**	**KU**
	(*b*)	What do Muslims consider to be the purpose of salah?	**4**	**KU**
	(*c*)	"*Salah benefits only the individual.*" How might Muslims respond to this statement?	**8**	**AE**
			(40)	

Section 5 – Judaism

Marks *Code*

Reminder: *You should choose this section if you have studied* ***Judaism*** *in the World Religion Unit.*

Instructions: *Answer* ***all*** *questions. The marks available for each question are indicated. Use these as a guide to the amount of detail you should include in your answer.*

1.	(*a*)	What do Jews understand by God's will?	**3**	**KU**
	(*b*)	Explain **three** effects of ignoring God's will.	**6**	**AE**
2.	(*a*)	What do Jews teach about "the world to come"?	**6**	**KU**
	(*b*)	Describe Jewish beliefs about the Messianic Age.	**3**	**KU**
	(*c*)	"*Belief in the Messianic Age is more important than belief in the world to come.*" Would all Jews agree with this statement?	**6**	**AE**
3.	(*a*)	Describe the importance of the Oral Traditions.	**4**	**KU**
	(*b*)	In what ways is the Torah used in Judaism?	**4**	**KU**
	(*c*)	"*Without the oral traditions, the Torah would be meaningless.*" How might Jews respond to this statement?	**8**	**AE**
			(40)	

Section 6 – Sikhism

Marks *Code*

Reminder: *You should choose this section if you have studied* ***Sikhism*** *in the World Religion Unit.*

Instructions: *Answer* ***all*** *questions. The marks available for each question are indicated. Use these as a guide to the amount of detail you should include in your answer.*

1.	(*a*)	What do Sikhs understand by the phrase "separation from God"?	**3**	**KU**
	(*b*)	Explain **three** effects of separation from God.	**6**	**AE**
2.	(*a*)	In what ways do Sikhs try to live a God-centred life?	**6**	**KU**
	(*b*)	What do Sikhs understand by the phrase "reunion with God"?	**3**	**KU**
	(*c*)	"*Living a good life is more realistic than achieving reunion with God.*" Would all Sikhs agree with this statement?	**6**	**AE**
3.	(*a*)	Describe the importance of Guru Nanak.	**4**	**KU**
	(*b*)	In what ways is respect shown to the Guru Granth Sahib?	**4**	**KU**
	(*c*)	"*Guru Nanak was the First Guru and is therefore the most important for Sikhs.*" How might Sikhs respond to this statement?	**8**	**AE**
			(40)	

[*END OF SPECIMEN QUESTION PAPER*]

[RMPS/SQP336]

Religious, Moral and Philosophical Studies Higher

Paper 2

Specimen Marking Instructions
for use in and after 2010

NATIONAL QUALIFICATIONS

©

Section 1: Buddhism

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of marks
Analysis and Evaluation - Approximately 50% of marks

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

NB Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner • Information is communicated effectively using accurate terminology
Analysis and evaluation	• Analysis of sources, beliefs and practices is shown, and • Evaluation is balanced and informed

Question No.		*Section: 1*	*Approx Marks weightings: 50% KU – 50% AE*	
1(*a*)	Q	*What are the Three Root Poisons?*		
	MI	No marks for simply listing poisons • Greed- desire and attachment • Anger- rejection of things we do not like • Ignorance- not knowing our true nature • Stand in the way of a person's enlightenment • Keep wheel of samsara fuelled • Represented by cock, pig and snake	**3**	

1(*b*)	Q MI	*Explain three effects of the Root Poisons.* Maximum of two marks for each effect. Where more than three effects are described the best three descriptions should be awarded marks. Candidates should not receive marks for KU used in question 1(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. Greed • Attached to the material world • Desire (tanha) for things that we cannot have • Attached to impermanent things • Non acceptance of anicca and anatta • Bad kamma • Binds us to samsara • Cannot achieve Nibbana Hatred • Avoiding things we do not like • Wrong thoughts • Bad kamma • Binds us to samsara • Cannot achieve Nibbana Ignorance • Unaware of anatta and anicca • Delusion • Non acceptance of Buddhists' Way • Can't see our true nature • Restlessness and confusion • Binds us to samsara • Cannot achieve Nibbana		**6**
2(*a*)	Q MI	*What do Buddhists believe about samsara?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. • It is rebirth • Part of the Second Noble Truth • Karma affects samsara • Power rather than soul moves on - anatta • Theravada view • Mahayana view • Cycle of birth, death and rebirth • Ten realms of being	**6**	
2(*b*)	Q MI	*In what ways do Buddhists understand Nibbana?* It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made. • Can only be experienced • Not a place • Can be described through negative affirmation • Bliss		

		• Cannot be described • Waking up to our true nature • Theravada–arhats only • Mahayana–bodhisattva, open to all	**4**	
2(*c*)	Q MI	*"Aiming for a better Samsaric existence would be a more realistic aim than aiming for Nibbana."* *Would all Buddhists agree?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 2(*a*) and 2(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Samsara is inclusive • Nibbana is exclusive because of its remoteness • Samsara gives individuals the goal of self improvement • Nibbana denies the existence of the self- hard to understand • Samsara demands that people act (kamma)- no special talent needed to take actions in life • Nibbana could be seen as making people withdraw- requires self discipline and sacrifice • Samsara involves community responsibility • Nibbana could be seen as a selfish pursuit • Samsara can stifle personal growth because it tells the individual to accept what they are • Nibbana brings peace and bliss		**6**
3(*a*)	Q MI	*Describe the Buddhist ideal of the arhat.* • One who has achieved Enlightenment • Follows the Noble Eightfold Path • Follows the Five Precepts • Accepted the teachings of the Buddha • Lives as a monk • Meditates • Has no possessions • Theravadan ideal • Follows example of the Buddha	**3**	
3(*b*)	Q MI	*What is a bodhisattva?* • Historical development • Achieved enlightenment • Follows example of the Buddha • Delayed entry into Nibbana to help others • Compassionate Being • Mahayana ideal • Huge number of bodhisattvas celebrated in many Buddhists traditions	**4**	

3(*c*)	Q MI	*"An arhat is the only true Buddhist."* *How might Buddhists respond to this statement?* It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 3(*a*) and 3(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Arhat is following the path of the Buddha • Arhat is the only person that can be fully committed to the Buddhist ideal • Arhat has devoted himself to the pursuit of Nibbana- lay people cannot do this • Arhat's life revolves around his religion • Bodhisattva is following the path of the Buddha because Buddha stayed and taught his followers • Bodhisattva is living on the Middle Way- arhats are extreme because asceticism is an extreme lifestyle • Bodhisattva's life is based on compassion- Buddha was compassionate • Buddha made his message for all- Bodhisattva does this too		**8**
		Total	**20 – KU**	**20 – AE**

Section 2: Christianity

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of marks
Analysis and Evaluation - Approximately 50% of marks

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

NB Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner • Information is communicated effectively using accurate terminology
Analysis and evaluation	• Analysis of sources, beliefs and practices is shown, and • Evaluation is balanced and informed

Question No.		*Questions*	*Approx Marks weightings: 50% KU – 50% AE*	
1(*a*)	Q	*What relationship do Christians believe God has with human beings?*		
	MI	• Special creation • Stewards of his creation • Loving relationship • Personal relationship • Alienated through sin • Redeemed through Jesus • Given us freewill so we can choose to accept and love God • God will not compel us to have a relationship with him	**3**	

1(*b*)	Q MI	*"Explain three effects of God's relationship with human beings.* Maximum of two marks for each effect. Where more than three effects are described the best three descriptions should be awarded marks. Candidates should not receive marks for KU used in question 1(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • There is hope for us • We can look forward to eternal life • We can love others as he loves us • We can overcome sin • We can overcome death • He has given humans his Word in the form of the Bible		**6**
2(*a*)	Q MI	*What do the parables of Jesus teach about living the Christian life?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. • Love God • Ask God's forgiveness • Love your neighbour • Treat others the way you want them to treat you • Sincerity is the key to one's relationship with God • Do not judge others • Love your enemies • Help the outcasts in society	**6**	
2(*b*)	Q MI	*In what ways do Christians describe Heaven?* • No single idea of what it is • Biblical imagery of a place with celestial beings • State of being in God's presence forever • Characterised happiness and peace • Entry depends of faith and/or goodness • Entry gained only by the Elect/baptised/saved • Entry gained through God's grace	**4**	
2(*c*)	Q MI	*"Eternal life can only be gained by living a Christian life." Would all Christians agree with this statement?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 2(*a*) and 2(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Depends on God's judgement of your life • Can lead a Christian lifestyle yet not believe so it is not enough • Must be a part of the Christian community too		

		• Relationship with God is essential to the Christian life so eternal life is only possible if this relationship exists • Acceptance of Jesus is essential to gaining salvation • Predestination- the kind of life you lead may make no difference • God's grace determines whether you get eternal life not just how you live your life • God's forgiveness is required for eternal life • Role of sacraments • Justification by faith		**6**
3(*a*)	Q MI	*Describe what Christians mean by "sacraments."* • Outward sign that conveys an inward spiritual grace through Christ • Instituted by Christ • Carried out by clergy • Blessed elements, e.g. water, oil, bread, wine • Vows taken • RC Church has 7 • Most have two, i.e. baptism and communion • Brief description of sacraments is acceptable	**3**	
3(*b*)	Q MI	*In what ways do Christians fight social injustice?* • Lobbying • National and International Missions, e.g. Christian Aid, SCIAF • Support secular campaigns • Support charities • Personal commitment to local initiatives	**4**	
3(*c*)	Q MI	*"Fighting social injustice is more important than participating in the sacraments."* *How might Christians respond to this statement?* It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 3(*a*) and 3(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Christian commitment is to follow the example of Jesus • Jesus took action where he saw injustice • Jesus criticised the piety of the Pharisees • Christians are called to put their faith into action • Christians should take part in both- room in their lives for both • Christian teaching is meaningless unless it is put into action • Social injustice is the concern of politicians not Christians • Role is to 'tend the sick' rather than tackle the causes of the 'illness' • Cannot live a full Christian life without the sacraments		

		• Could be said that sacraments demand Christian action • Nothing is more important than being baptised in Jesus' name and breaking the bread in remembrance of him		**8**
		Total	**20 – KU**	**20 – AE**

Section 3: Hinduism

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of marks
Analysis and Evaluation - Approximately 50% of marks

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

NB Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner • Information is communicated effectively using accurate terminology
Analysis and evaluation	• Analysis of sources, beliefs and practices is shown, and • Evaluation is balanced and informed

Question No.		*Questions*	*Approx Marks weightings: 50% KU – 50% AE*	
1(*a*)	Q	*What do Hindus understand by the term " The Three Gunas"?*		
	MI	No marks for simply listing Gunas • Sattva- balance, order, purity • Rajas- activity, restlessness • Tamas- dullness, lethargy, slow	**3**	
1(*b*)	Q	*Explain three effects of the gunas.*		
	MI	Maximum of two marks for each effect. Where more than three effects are described the best three descriptions should be awarded marks. Candidates should not receive marks for KU used in question 1(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded.		

		Sattva • Positive state of mind • Orderly state of mind • More able to see the true nature of the self • Kind • Calm • Alert • Thoughtful Rajas • Can be dynamic • Can lead to desire • Can lead to fear of losing what one desires • Boldness Tamas • Inactive • Unthinking • Deluded • Ignorant • Self-destruction • Negative General • Peace when the gunas are balanced • When the balance is broken there are changes in matter or aspects of the world - they evolve in one way or another. • All three gunas are present in human beings who are bound to earthly existence if the gunas become unbalanced then a person becomes even more attached to the world.		**6**
2(*a*)	Q MI	*What do Hindus teach about the atman?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. • Permanent • Changeless • Brahman within • Advaita- atman separate from jiva • Visistadvaita- atman has essence of jiva • Samkhya- atman is separate from prakrti • Atman needs to be released • Brahman and atman are one	**6**	
2(*b*)	Q MI	*In what ways do Hindus describe moksha?* • When the atman merges into Brahman • It is an experience • Can't be described • Not a place • Liberation from the cycle of samsara • Freedom from pain and suffering • Perfect bliss • State of mind in this life/next life	**4**	

2(*c*)	Q MI	*"Achieving moksha is beyond most ordinary Hindus."* *Would all Hindus agree with this statement?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 2(*a*) and 2(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. Agree: • Only a few people who are wholly spiritually devoted enter this spiritually devout stage. • Even for the most spiritual person there is the risk that a person can become proud or their achievement and this would stop them from achieving moksha. • Only those that have dealt with the first three goals of Hinduism - dharma, artha and karma can begin the final stage of throwing off all earthly attachments and start the path of renunciation. • Very few people are able to do that because of family commitment and other duties and the pit falls of ignorance and doubt (avidya) • Can't be achieved on earth because there will still be some avidya • Possible because great gurus have managed it • Some might say that moksha is beyond most people because we are easily distracted and get bound up with earthly existence which makes it very difficult to achieve the spiritual awareness that a Hindu needs to achieve moksha. • Whereas other Hindus believe that it is possible for some people to obtain liberation whilst still inhabiting a physical body. • It would certainly not be easy for everyone to achieve moksha because of the level of spirituality you must attain but Hindus believe that by living a good life - good dharma and karma that a person can achieve a better reincarnation and that through time and dedication everyone should fulfil their ultimate goal of liberation and becoming one with Brahman.		**6**
3(*a*)	Q MI	*Describe what Hindus mean by the margas.* • The word means path or yoke • There are three: karma, jnana, bhakti • Brief description of each is acceptable • They are means of achieving moksha • They all have strict moral codes • Some have caste restrictions	**3**	
3(*b*)	Q MI	*What is dharma?* • Dharma is duty • Universal dharma- laws of nature • Ashrama dharma- duties according to stage of life • Varna Dharma- duties according to social standing • Sanctioned by the Vedas • Sanctioned in the Gita	**4**	

3(*c*)	Q MI	*"The margas are not nearly as important as dharma in the Hindu quest for moksha."* *How might Hindus respond to this statement?* It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 3(*a*) and 3(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Krishna lays great stress on doing your own dharma therefore it is more important to do dharma • Failure to do dharma is bad karma- means you can't attain moksha • Performing dharma is good karma- need good karma to achieve moksha • Margas contain dharma so the two cannot be separated • Overcoming avidya is more important than both • Margas' focus is achieving moksha, dharma's focus is not • Dharma concerned with maintaining order and getting good karma. • Krishna lays great stress on the margas, especially bhakti as a means to moksha • Dharma is a goal of life like moksha, margas are the way of achieving moksha and performing dharma		**8**
		Total	**20 – KU**	**20 – AE**

Section 4: Islam

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of marks
Analysis and Evaluation - Approximately 50% of marks

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

NB Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner • Information is communicated effectively using accurate terminology
Analysis and evaluation	• Analysis of sources, beliefs and practices is shown, and • Evaluation is balanced and informed

Question No.		*Questions*	*Approx Marks weightings: 50% KU – 50% AE*	
1(*a*)	Q MI	*Describe what Muslims understand by the term freewill.* • Freewill is a gift from Allah • It makes us unique in the whole of creation • Gives us freedom to behave how we want • We are also given Fitrah. This is the inner moral compass we all have. It steers us when we make decisions. We can respond to it or ignore it	**3**	
1(*b*)	Q MI	*Explain three effects of the misuse of freewill.* Maximum of two marks for each effect. Where more than three effects are described the best three descriptions should be awarded marks. Candidates should not receive marks for KU used in question 1(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded.		

		• It can result in suffering • We must learn what is and is not appropriate behaviour. Suffering that arises from the misuse of freewill is a therefore a teaching tool • We are left with the decision of whether or not to repent • This allows us to show Allah we know we have made a mistake and shows we want to make up for it • It means we may be judged poorly by Allah • If we are not good khalifah (vice-regents) then the recording angels will mark down black dots in our Book of Life		**6**
2(*a*)	Q MI	*What do Muslims teach about submission?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. • Reward for submission. Being close to Allah is better than all the possessions in earthly life. • Paradise is promised for those who submit. • Those who submit will be saved from Hell ('agony of the Fire') • Rewards for those who are patient and worship devoutly • Islam means submission • We have a duty to convey His Message to those who don't submit • If you follow Allah He will love you and forgive you for your wrongdoing • Submission is their goal during life • Taqwa and Ihsan	**6**	
2(*b*)	Q MI	*In what way do Muslims describe Akhirah.* Paradise • Abiding place of the Righteous • An abode of bliss • Gardens with flowing rivers • Shade and fountains • No intense sun or cold • Milk and honey (protection and plenty) • Thrones, cushions, carpets, etc • Place of security. Protected from Hell Hell • An abyss • Heat of the sun • Falling to a great depth • Regret for evil done • Barbed fruits • Boiling water • Remedial nature	**3**	

2(*c*)	Q	*"Faithfulness to Allah is all that is required to gain eternal life."* *Would all Muslims agree with this statement?*		
	MI	It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 2(*a*) and 2(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. Yes • The Qur'an says that people who do not believe in Allah and obey Him will be punished in Hell. • Some traditions teach that after death you are questioned by an angel about Allah and if you answer you believe in Him you will immediately be taken to Paradise. • Islam clearly teaches that life is a test to see if we are worthy of life in Paradise. Remaining faithful during the good and bad times means the recording angels will put white dots in our Book of Life. • Observing the Pillars and living by Islamic law out of habit is not enough if you do not have the genuine faith behind it. • The first Pillar is the statement of belief that Allah is the only God and Muhammad is His Messenger. It underpins all other Islamic teaching therefore it must be the key factor in securing a place in Paradise. No • Having faith is not enough. It must also be backed up with good conduct, following Shariah law and observing the Five Pillars. • Islam teaches that everyone will be resurrected on the Day of Judgement, therefore everyone will go on to have eternal life. However, it is only those who are faithful that will experience it in Paradise while others will experience it in Hell.		**6**
3(*a*)	Q	*Describe how Muslims prepare for salah.*		
	MI	• Approach salah with the right frame of mind • Wear appropriate clothing • Wash hands to wrist three times • Rinse mouth three times • Inhale water through nose and expel three times • Wash whole face three times • Wash arm from wrist to elbow 3 times • Wash over head and neck • Wash out ears • Wash feet • Wash ankles • Face Makkah	**3**	

3(*b*)	Q MI	*What do Muslims consider to be the purpose of salah?* • To communicate with Allah • To remember Allah • To submit to Allah's will • To fulfil one of the five pillars • Reminds us that we are Allah's servants • Keeps us on the right path • Opportunity to thank Allah • Keeps religion a priority over everything else	**4**	
3(*c*)	Q MI	*"Salah benefits only the individual."* *How might Muslims respond to this statement?* It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 3(*a*) and 3(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. Individual benefits: • Leads to a divine reward • Organises an individual's time during the day • Spiritual benefits- joy of being in Allah's presence • Comfort in times of sorrow • Maintains an individual's faith Community benefits: • Focal point for the community • Friday prayers at the mosque allows fellowship • Brings a sense of community to the wider family of Islam • Reinforces bonds of brotherhood • Raises profile of the mosque as a community centre		**8**
		Total	**20 – KU**	**20 – AE**

3(*c*)	Q MI	*"Salah benefits only the individual."* *How might Muslims respond to this statement?* It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 3(*a*) and 3(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. Individual benefits: • Leads to a divine reward • Organises an individual's time during the day • Spiritual benefits- joy of being in Allah's presence • Comfort in times of sorrow • Maintains an individual's faith Community benefits: • Focal point for the community • Friday prayers at the mosque allows fellowship • Brings a sense of community to the wider family of Islam • Reinforces bonds of brotherhood • Raises profile of the mosque as a community centre		**8**
		Total	**20 – KU**	**20 – AE**

Section 5: Judaism

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of marks
Analysis and Evaluation - Approximately 50% of marks

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

NB Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner • Information is communicated effectively using accurate terminology
Analysis and evaluation	• Analysis of sources, beliefs and practices is shown, and • Evaluation is balanced and informed

Question No.		*Questions*	*Approx Marks weightings: 50% KU – 50% AE*	
1(*a*)	Q MI	*What do Jews understand by God's will?* • The moral rules he has set down • The obedience he demands • The example set by the people of Israel to the world • Nothing happens without his permission • Nothing happens without his knowledge • The Jewish laws	**3**	
1(*b*)	Q MI	*Explain three effects of ignoring God's will.* Maximum of two marks for each effect. Where more than three effects are described the best three descriptions should be awarded marks. Candidates should not receive marks for KU used in question 1(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded.		

		• Stray from righteous ways • Suffering occurs • Setting a poor example to the world • Impacts on the covenant • We become disobedient • We stray from the path God has set for us • His purposes cannot be achieved		**6**
2(*a*)	Q MI	*What do Jews teach about 'the world to come'?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. • Sacred texts say little about the world to come • No one view agreed upon • Olam Ha-Ba • This world is a preparation for Olam Ha-Ba • Torah suggests that one is rejoining one's ancestors • Beliefs about Sheol • Soul continues to exist but not necessarily in a conscious state • Traditional Judaism accepts resurrection of the dead, Reform rejects the idea • Day of Judgement: righteous- eternal life, unrighteous Gehenna, 50/50 people to Gehenna and purified for return • Heaven (Gan Eden)- place of great joy and peace • Olam Heamet- life replayed	**6**	
2(*b*)	Q MI	*Describe Jewish beliefs about the Messianic Age.* • Time of freedom and peace for all • Involves a return to the Temple • An individual described as Messiah will lead the age • Biblical teaching e.g. ploughshares, messenger of peace, resurrection of the dead • Orthodox- belief that the Messiah is yet to come • Hasidic - coming of the Messiah is imminent • Progressive/Liberal/Reform- generally no belief that the Messiah is an individual more of a metaphor for a new age of peace and harmony • Line of David • Possibly an individual or a community • Conduct of mankind will determine arrival date of Messiah	**4**	
2(*c*)	Q MI	*" Belief in the Messianic age is more important than belief in the world to come"* *Would all Jews agree with this statement?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 2(*a*) and 2(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded.		**6**

3(*a*)	Q MI	*Describe the importance of the Oral Traditions.* • The word Torah includes both the Written and the Oral Law since they were both given to Moses on Mount Sinai • The Oral Law consists of explanations and interpretations of the Written Law and it was passed on by word of mouth • Moses passed on the Oral Law given at Mount Sinai to his successor, Joshua, who in turn passed it to his successor, in a chain that was carried on until the Oral Law was written down many centuries later	**3**	
3(*b*)	Q MI	*In what ways is the Torah used in Judaism?* • Contains the guidelines to Judaism • Torah means 'instruction' or 'teaching' • To help Jews to obey the goals : obey God and to build and maintain a relationship with Him • It covers in a whole way of life and Jews use it to study ethics, justice, religion and for education • Its study is central to Judaism and this is emphasised in the Ethics of the Fathers and in Jewish prayers	**4**	
3(*c*)	Q MI	*"Without the Oral Traditions the Torah would be meaningless."* *How might Jews respond to this statement?* It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 3(*a*) and 3(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. YES • Throughout time, new discoveries and social conditions have changed people's ways of living and thinking about the world we live in therefore the Oral Law made it possible for Jews to live by the Torah as new conditions arose • Moses received both the written and oral law therefore they are both relevant since through the oral law, God taught Moses how the commandments were to be kept • The oral laws are classified under specific headings and are related to the written law • Just as the Mishnah was an interpretation and development of the Written Law, so the Gemarah was a record of the further interpretations and discussions of the Mishnah over many centuries therefore they are both relevant • In addition to law, the oral Torah also contains a vast amount of material on all sorts of subjects such as medicine, social conditions, comments on events of the day and so on • Many rabbis wrote commentaries to guide people through it		

		• It is not only a record of discussions but an entire social history • It is an ongoing process and is always based on the principles outlined in the Torah … this is why rulings continue to be added to the Halachah NO • The written Torah is all we need … the 10 commandments give all the religious and ethical guidance that are necessary to achieve the goals • Orthodox Jews take a very literal view of the written Torah. • The rituals of worship, the celebration of festivals and the rules for everyday living must remain the same throughout history. Orthodox Jews believe that it is wrong to allow historical events and social changes to influence the interpretation of God's word.		**8**
		Total	**20 – KU**	**20 – AE**

Section 6: Sikhism

Specific Marking Information

Weighting of Questions: Knowledge and Understanding - Approximately 50% of marks
Analysis and Evaluation - Approximately 50% of marks

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

NB Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates
Where candidates introduce new KU into an AE answer to make or support a point credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	*Generic requirements*
Knowledge and understanding	• Accurate, relevant and detailed knowledge of content is demonstrated • The information is presented in a coherent manner • Information is communicated effectively using accurate terminology
Analysis and evaluation	• Analysis of sources, beliefs and practices is shown, and • Evaluation is balanced and informed

Question No.		*Questions*	*Approx Marks weightings: 50% KU – 50% AE*	
1(*a*)	Q	*What do Sikhs understand by the phrase "separation from God"*		
	MI	• All humans have a dual nature - a physical body which is part of God's creation and a spiritual soul (atman) which is part of God. • The atman is immortal and was part of God before the universe was created. • The atman is on a journey which will take a person through many life times towards reunion with God. • Sikhs can choose to either follow God's Will and be open to God's Grace or they can choose to ignore it and concentrate on themselves, haumai, this will take them away from reunion with God and they will becomes stuck on the cycle of birth, death and		

		rebirth. People who are totally self-centred and separated from God are called Manmukh. • By using your freewill to turn away from God you will create Maya or illusion and this will also separate you from God.	**3**	
1(*b*)	Q MI	*Explain three effects of separation from God.* Maximum of two marks for each effect. Where more than three effects are described the best three descriptions should be awarded marks. Candidates should not receive marks for KU used in question 1(*a*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Leads to haumai - self -centredness which means a person is not open to God's Grace or God's Will which therefore means that they literally forget their goal of obtaining reunion with God because they are too busy fulfilling their own needs and desires. • People will also fail to see the reality of their situation and therefore suffer from Maya - a mistaken belief that material things are more important than spiritual reunion with God. • This means that humans create their own barrier to reunion which in turn means they are stuck on the cycle of birth, death and rebirth.		**6**
2(*a*)	Q MI	*In what ways do Sikhs try to live a God-centred life?* It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. • Devotion to God • Worship God • Prayer • Nam Simran • Perform dharma • Detachment • Ethical behaviour	**6**	
2(*b*)	Q MI	*What do Sikhs understand by the phrase "reunion with God"?* • Can take place when a human is living - someone who had reached reunion with God is known as jivan mukht. • Person is believed to be in a state of unending bliss and is now free from endless cycle of rebirth. • When a person dies they are no longer reborn in human form but will remain permanently with God who is pure spirit. • "... emotional attachment is eradicated; all my enemies are eliminated. He is always ever-present, here and now, watching over me..."(GGS 1000)	**4**	
2(*c*)	Q MI	*"Living a good life is more realistic than achieving reunion with God"* *Would all Sikhs agree with this statement?* It is important to note that candidates are not required to write six different points in this answer. Credit should be		

		given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 2(*a*) and 2(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Jivan Muhkti can't be described so it can't be realistic. • Cannot explain the joy so people are aspiring to something they will have difficulty knowing. • Recognition of maya goes against instincts- very difficult thing to do • Blinded by our own self centredness so we would find it very difficult to achieve reunion • Living a good life can bring you closer to God and hence reunion • The ego gets in the way of reunion with God so by serving others the influence of the ego declines and chances of reunion increase • More realistic not to separate the two-Kirt Kana and Vand Chhanka lead to closeness with God • Nam japna is the foundation of life • Five Vices even make living a good life very difficult		**6**
3(*a*)	Q MI	*Describe the importance of Guru Nanak.* • He was the first prophet of the Sikh faith. • The first human guru. • The founder of the Sikh religion - he began his public mission after a revelation from God. • Guru Nanak emphasised the belief that all human beings are equal and could reunite with God in this present life cycle by continually turning their hearts and mind to Him. • Guru Nanak was a leader and a role model to the Sikhs. • Nanak composed hymns which are still used today to teach people about God and his Will.	**3**	
3(*b*)	Q MI	*In what ways is respect shown to the Guru Granth Sahib?* • Extreme care and attention is given to a copy of the Guru Granth Sahib - it is treated with the same respect you would give to a living, human teacher. • Always given a place of central importance. • Always kept raised off the ground and kept clean. • Carried out of a special room used only for the Granth and brought with respect in a ceremonial procession into the prayer hall. Daily ceremony known as Parkash Karna. • People bring offerings to the Granth and these are used to help the daily running of the Gurdwara. • All worshippers will bow before the Granth when they enter the prayer hall and will sit on the floor below the level of the Guru Granth Sahib as a sign of their respect as well as a sign of their belief that all are equal before God.	**4**	

3(*c*)	Q	*"Guru Nanak was the First Guru and is therefore the most important for Sikhs."* *How might Sikhs respond to this statement?*		
	MI	It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question 3(*a*) and 3(*b*). Where new KU is introduced and used to make an AE point a mark should be awarded. • Guru Nanak laid down the "foundations" of the Sikh faith and showed how Sikhs can live in harmony with God's Will. • It was through Guru Nanak's revelation from God that Sikhism began, so this places him in a unique position. • However, a Sikh must realise that they cannot achieve reunion with God on their own, they need help in order to do this. • Help comes from God's Grace but also from the Ten Human Gurus not Guru Nanak alone. • In addition to this the Guru Granth Sahib is also described as a living Guru and inspires, communicates knowledge in exactly the same way as a human Guru would. • Sikhs would therefore not see any differentiation between the Ten Living Gurus, Nanak being one of the them and the Guru Granth Sahib. • The Gurus are all required to give guidance to a Sikh as it is the Guru's words and "virtues" that are needed as a guide if reunion is to be achieved. • The balance is achieved because all the Guru's words are the Word of God or Shabad.		**8**
		Total	**20 – KU**	**20 – AE**

[*END OF SPECIMEN MARKING INSTRUCTIONS*]