

## RMPS/SQP261

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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 approximately 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 – total marks 40*

- This section will examine the content of the *Morality in the Modern World Unit*.
- Candidates only answer **2** questions from this section.
- It will contain **5** questions.
- Question **1** will relate to **Area 1** of this Unit and **all** candidates must answer this question.
- Questions **2-5** will relate to each of the four options available in **Area 2**. Candidates will answer the question which relates to the option they have studied

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

*Question 1 – total marks 10*

- This question will sample the content of **Area 1**.
- It will be divided into **2-3** related parts with a possible mark range of **2-6**.
- It **may** contain a short stimulus.
- Each related part will require a restricted response.
- **All** candidates will answer **all** related parts of this question

**There will be no choice within this question (*Section 1: Question 1*).**

*Questions 2-5 – total marks 30*

- Each question will relate to **1** of the moral issues from the **4** options available in **Area 2** of this Unit
- Candidates will answer only the **1** question which relates to the option they have studied
- Each question will contain a case-study or stimulus and **4-5** related parts
- The related part will have a possible mark range of **3-15**
- Each related part will require either a restricted or an extended response.

*Section 2 – total marks 40*

- This section will examine the content of the Christianity: *Belief and Science* Unit.
- It will contain **1** question and **all** candidates will answer this question.
- The nature of the question is outlined below.

*Question – total marks 40*

- There will be a stimulus with **6-10** related parts
- The related parts will have a possible mark range of **3-10**.
- The related parts will sample the Unit content.
- Each related part will require a short answer or a restricted response.
- **All** candidates will answer **all** related parts.

**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 **2** questions on one of the world religions in this Unit.

- Candidates will answer the **2** questions in the section which relates to the world religion they have studied.
- The 2 questions in each section will follow the pattern outlined below:

*Question 1 – Total marks 25*

- This question will contain an extract from **1** of the prescribed sources for the relevant world religion and **5–8** related parts
- The related parts will have a possible mark range of **2–8**.
- The related parts will sample across the Unit content for the relevant world religion
- The related parts will all be one-part.
- Each related part will require either a short answer or a restricted response.

*Question 2 – Total marks 15*

- This question will relate to ***any aspect of the World Religion Unit not sampled in Question 1***
- The question may be sub-divided into **2** related parts
- The question may contain a short statement or stimulus
- The question will require either **2** restricted responses or **1** extended response

**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/SQP261]**

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Religious, Moral and  
Philosophical Studies  
Higher

Time: 1 hours 45 mins

NATIONAL  
QUALIFICATIONS

Paper 1

Specimen Question Paper  
for use in and after 2006

**There are two Sections in this paper:**

Section 1 – Morality in the Modern World

Section 2 – Christianity: Belief and Science

You should answer **two** questions from Section 1: Question 1 and **one** from **either**

Question 2 – Gender **or**

Question 3 – Crime and Punishment **or**

Question 4 – Medical Ethics **or**

Question 5 – War and Peace.

Section 2 has **one** mandatory question.

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.

SECTION 1

Marks Code

**Morality in the Modern World**

You **must** answer **Question 1 (a) and (b)** and **one** other question (**either 2 or 3 or 4 or 5**)

**Question 1**

**Instructions:** Read the following extract then answer **both** parts of the question **(a) and (b)**. The number of marks for each part is indicated. You should use these as a guide to the amount of detail you should include in your answer.

**Extract:**

**Socrates:** And what do you say of piety, . . . is not piety, according to your definition, loved by all the gods?

**Euthyphro:** Yes

**Socrates:** Because it is pious or holy, or for some other reason?

- (a) What issue is raised by the Euthyphro dilemma? **4 KU**
- (b) Describe **three** sources of moral guidance which are found in **one** or **more** religious traditions. **6 KU**
- (10)**

## Question 2 – Gender

Marks Code

**Reminder:** You should answer this question if you have studied **Gender Issues** in the *Morality in the Modern World Unit*.

**Instructions:** Read the statement below then answer **all** parts of the question **(a) – (d)**. The number of marks available for each part of the question is indicated. You should use this as a guide to the amount of detail you should include in your answer.

**Statement:**

“The stereotyping of women promotes disrespect. It treats women as objects to be exploited and manipulated. Furthermore, it degrades the role and status of women in society.”

- |  |             |    |
|--|-------------|----|
| (a) Describe ways in which women are stereotyped.  | 5           | KU |
| (b) What evidence might be offered to support the claim that religion “degrades the role and status of women in society”?            | 5           | KU |
| (c) To what extent has society been successful in combating gender stereotyping?   | 5           | AE |
| (d) “Society is now the force that shapes male and female roles.”<br>Discuss the religious and moral implications of this statement. | 15          | AE |
|  | <b>(30)</b> |    |

### Question 3 – Crime and Punishment

Marks Code

**Reminder:** You should answer this question if you have studied *Crime and Punishment* in the *Morality in the Modern World Unit*.

**Instructions:** Read the following Case Study then answer **all** parts of the question **(a) – (d)**. The number of marks available for each part of the question is indicated. You should use this as a guide to the amount of detail you should give in your answer.

#### Case Study

David awoke and his immediate thought was how to get his first fix. This would take him to midday. Without this, the torment would soon begin, and continue until he had managed to inject. His first priority was, therefore, to get the money for this one fix; the rest he could take care of later. A visit to the local supermarket would enable him to steal a few packets of bacon and cheese, easy to sell in the local bar. As he left the supermarket bypassing the waiting line of customers prepared to pay for their purchases he was stopped by the store manager. “Sir would you accompany me back to my office.”

The familiar run of events followed, ending with him standing before a judge pleading guilty to theft.

In his plea of mitigation he said, “I need to steal, your honour. I have a drug habit that I need to feed.”

The judge decided to send David to prison.

- (a) Describe **three** purposes of punishment. 6 KU
- (b) “The judge decided to send David to prison.”  
Explain possible benefits and drawbacks of this sentence. 6 AE
- (c) Describe **two** other forms of punishment available in the UK. 4 KU
- (d) “*Reform is the only morally acceptable reason for punishment.*”  
Discuss this statement. You should include **two** different viewpoints as part of your discussion. **One** of these must be religious. 14 AE
- (30)**

## Question 4 – Medical Ethics

Marks Code

**Reminder:** You should answer this question if you have studied *Medical Ethics* in the *Morality in the Modern World* Unit.

**Instructions:** Read the following Case Study then answer **all** parts of the question **(a) – (d)**. The number of marks available for each part of the question is indicated. You should use this as a guide to the amount of detail you should give in your answer.

### Case Study

Euthanasia is a difficult moral issue with no easy answers as the following example suggests:

Paul is 30 years old. Until a few years ago he lived an active and enjoyable life. He had a good job, a young and growing family and a beautiful wife. That all changed when he had his car accident.

He is now almost totally paralysed and is kept alive by sophisticated life-support machinery. His brain was not damaged in the accident and he can still speak. However, he wishes that his brain **had** been damaged because then his doctor might turn all the machines off and allow him to die in peace.

Every day he tries to persuade his doctor to turn off the machines. But she will not agree to do this.

“My work is to help save lives, Paul,” she says, “not to help to end them.”

- |   |      |             |
|---|------|-------------|
| (a) Describe the law in The Netherlands in relation to euthanasia.  | 4    | KU          |
| (b) Explain why some people may believe that euthanasia is morally wrong.   | 5    | 2KU<br>3AE  |
| (c) In what ways might the BMA’s guidelines on euthanasia help Paul’s doctor in this situation?   | 6    | 2KU<br>4AE  |
| (d) “ <i>Life ultimately belongs to the individual therefore the individual alone should make decisions about ending it.</i> ”<br>Discuss the religious and moral implications of this statement. | 15   | 3KU<br>12AE |
|   | (30) |             |

## Question 5 – War and Peace

Marks Code

**Reminder:** You should answer this question if you have studied *War and Peace* in the *Morality in the Modern World Unit*.

**Instructions:** Read the following information then answer **all** parts of the question **(a) – (e)**. The number of marks available for each part of the question is indicated. You should use this as a guide to the amount of detail you should give in your answer.

### ***Information***

It is claimed that the first weapons of mass destruction (WMD) were gas attacks launched by the German army from the trenches around Ypres in 1915. Since 1945 the threat from weapons of mass destruction has significantly increased. The need for international monitoring of WMD has never been greater.

- |  |             |    |
|--|-------------|----|
| (a) Describe <b>three</b> modern weapons of mass destruction.                              | 3           | KU |
| (b) Explain the ways in which WMD differ from conventional weapons.                        | 3           | KU |
| (c) Describe a viewpoint on the use of WMD which is independent of religious belief.       | 4           | KU |
| (d) How effective have international conventions been in controlling WMD?                  | 5           | AE |
| (e) “ <i>The possession of WMD is incompatible with religious teachings.</i> ”<br>Discuss. | 15          | AE |
|  | <b>(30)</b> |    |

[END OF SECTION 1]

## SECTION 2

Marks Code

### Christianity: Belief and Science

**Instructions:** Read the following extract then answer **all** parts of the question **(a) – (g)**. The number of marks available for each question is indicated. You should use these as a guide to the amount of detail you should give in your answer.

**Extract:**

Some Christians reject the Big Bang theory because it seems to contradict the belief that God created the Universe. This belief is based on the account of the creation of the Universe in Genesis.

Scientists follow a systematic method when developing and testing their theories. However, Christians do not use one systematic method to arrive at their beliefs. In general they may use a number of sources including:

- revelation
- reasoned argument based on observation of the world.

The second of these is closest to scientific method but there is an important difference: most scientists have little difficulty modifying their theories when the need arises but some Christians find it difficult to modify their beliefs.

- |  |    |            |
|--|----|------------|
| (a) Describe the Cosmological Argument.  | 5  | KU         |
| (b) Describe scientific method.  | 6  | KU         |
| (c) Explain <b>two</b> ways in which scientific method is said to be limited.  | 4  | AE         |
| (d) Describe what is meant by revelation in the Christian tradition.   | 5  | KU         |
| (e) Give <b>two</b> reasons why someone might believe that scientific method is a more reliable source of knowledge than Christian revelation.                     | 4  | AE         |
| (f) Why do some Christians insist on a literal interpretation of Genesis 1?  | 6  | 2KU<br>4AE |
| (g) “ <i>It is perfectly reasonable for Christians to believe in a Creator God and to accept Big Bang theory.</i> ”<br>Do you agree? Give reasons for your answer. | 10 | 3KU<br>7AE |

[END OF SECTION 2]

(40)

[END OF SPECIMEN QUESTION PAPER]



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Religious, Moral and  
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Higher  
Paper 1  
Specimen Marking Instructions  
for use in and after 2006

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## Section 1: Morality in the Modern World

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of total marks available  
 Analysis and Evaluation - Approximately 50% of total marks available

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>

<i>Question No. 1</i>	<i>Section 1</i>	<i>Approx Marks weightings: 50% KU - 50% AE</i>	
(a)	<p style="text-align: center;"><i>Q</i></p> <p><i>What issue is raised by the Euthyphro dilemma?</i></p> <p style="text-align: center;"><i>MI</i></p> <p>A maximum of 2 marks for an account of the dilemma.                      Other points eg:</p> <ul style="list-style-type: none"> <li>• “piety”, “pious or holy” refer to that which is morally “good”</li> <li>• It raises the question “What makes an action morally good?”</li> <li>• Socrates clearly implies actions are good in themselves.</li> </ul>	<b>4</b>	
(b)	<p style="text-align: center;"><i>Q</i></p> <p><i>Describe 3 sources of moral guidance which are found in <b>one</b> or more religious traditions</i></p> <p style="text-align: center;"><i>MI</i></p> <p>No marks for merely listing sources. Descriptions of eg:</p> <ul style="list-style-type: none"> <li>• Scripture as source of guidance</li> <li>• Tradition as source of guidance</li> <li>• Reason as source of guidance</li> </ul>	<b>6</b>	

## Question 2 – Gender

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of total marks available  
 Analysis and Evaluation - Approximately 50% of total marks available

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and evaluation	<ul style="list-style-type: none"> <li>• Analysis of issues and viewpoints is shown.</li> <li>• Evaluation is balanced and informed.</li> </ul>

<i>Question No. 2</i>	<i>Section 1</i>	<i>Approx Marks weightings: 50% KU - 50% AE</i>	
(a)	<p>Q <i>Describe the ways in which women are stereotyped.</i></p> <p>MI No marks for merely listing. Description may include women as eg</p> <ul style="list-style-type: none"> <li>• subordinate</li> <li>• sex objects</li> <li>• virgin</li> <li>• mother</li> <li>• examples (television, advertising, film)</li> </ul>	<b>5</b>	
(b)	<p>Q <i>What evidence might be offered to support the claim that religion “degrades the role and status of women in society”?</i></p> <p>MI Examples may include eg:</p> <ul style="list-style-type: none"> <li>• scriptural teaching</li> <li>• scriptural interpretation</li> <li>• restrictive practices</li> <li>• historical examples</li> <li>• patriarchal religion</li> <li>• patriarchal hierarchy</li> </ul>	<b>5</b>	
(c)	<p>Q <i>To what extent has society been successful in combating gender stereotyping?</i></p> <p>MI Examples from eg</p> <ul style="list-style-type: none"> <li>• legislation</li> <li>• media</li> <li>• education</li> <li>• employment</li> <li>• historic/contemporary comparison</li> <li>• assessment of success</li> </ul>		<b>5</b>



### Question 3: Crime and Punishment

#### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of total marks available  
 Analysis and Evaluation - Approximately 50% of total marks available

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and evaluation	<ul style="list-style-type: none"> <li>• Analysis of issues and viewpoints is shown.</li> <li>• Evaluation is balanced and informed.</li> </ul>

<i>Question No. 3</i>	<i>Section 1</i>	<i>Approx Marks weightings: 50% KU - 50% AE</i>	
(a)	<p>Q Describe <b>three</b> purposes of punishment.</p> <p>MI <b>No marks for merely listing names. Any 3 detailed points eg</b></p> <ul style="list-style-type: none"> <li>• Revenge/ Deterrence/ Reformation/Protection</li> <li>• Society should feel that it has had some kind of revenge.</li> <li>• David has committed a crime and should be punished.</li> <li>• The punishment should deter others.</li> <li>• It needs therefore to be severe enough to deter both him and others.</li> <li>• It should bring about a change in the person.</li> <li>• It protects society from offenders.</li> </ul>	<b>6</b>	
(b)	<p>Q “The judge decided to send David to prison.”          Explain possible benefits and drawbacks of this sentence.</p> <p>MI Candidates may refer to the case study or to imprisonment in general eg</p> <p><b>Benefits eg</b></p> <ul style="list-style-type: none"> <li>• The person is off the street.</li> <li>• Society therefore feels safer and protected from his offending behaviour.</li> <li>• The crime figures in society may decrease during his incarceration.</li> <li>• He may end up in a prison that offers rehabilitation.</li> <li>• During his incarceration he will be able to begin to break his habit, this will be good for him and in the longer term for society.</li> </ul>		

		<ul style="list-style-type: none"> <li>• He is being punished and he deserves so to be because of his offending.</li> <li>• He will suffer the consequences of his actions.</li> </ul> <p><b>Drawbacks eg</b></p> <ul style="list-style-type: none"> <li>• He may learn to become a better criminal while in prison.</li> <li>• He may leave prison with a grudge against society.</li> <li>• Society will have to pay for him and any dependants he has during his incarceration.</li> </ul>		<b>6</b>
(c)	Q MI	<p><i>Describe <b>two</b> other forms of punishment available in the UK.</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Fines—the person is asked to pay an appropriate monetary payment as a form of punishment.</li> <li>• Community service—The person will carry out a fixed amount of time working for and on behalf of the community.</li> <li>• Probation/rehabilitation—The judge may set a period of time for good behaviour with a course of rehabilitation.</li> </ul>		<b>4</b>
(d)	Q MI	<p><i>“Reform is the only morally acceptable reason for punishment.” Discuss this statement. You should include two different viewpoints as part of your discussion. One of these must be religious.</i></p> <p>Maximum of 8 marks for discussing only 1 viewpoint. Discussion may include eg:</p> <ul style="list-style-type: none"> <li>• Many religions would state that we should not harm therefore they would agree that reform is the only acceptable reason.</li> <li>• For example Buddhists would say that it is wrong to harm any living thing. Christianity would say turn the other cheek and love your enemies.</li> <li>• Retribution might be seen as selfish/selfishness is not acceptable from a religious stance.</li> <li>• Deterrence in fact does not deal with the root causes but merely creates a fear.</li> <li>• Some religious people might take the view that crime is not only an offence but a sin. Sin must be punished therefore cannot be morally wrong so to do.</li> <li>• Deterrence is in fact setting a good example and part of the learning process.</li> <li>• Utilitarians such as J S Mill would argue against the idea that punishment is only for reform.</li> <li>• That revenge/deterrence might lead to a safer society for the greater number of people.</li> <li>• Some might hold the view that the taking of a life which is very sacred/made in the image of God/cannot be treated by reform.</li> <li>• The concept of forgiveness suits reform rather than anything else.</li> <li>• Modern scientific theory supports the idea of reform.</li> <li>• The views of Philosophers studied on the views of punishment.</li> <li>• Groups/organisations such as the humanist society have views on punishment that would support and disagree with the statement.</li> </ul>		<b>14</b>
		<b>Total</b>	<b>10 - KU</b>	<b>20 - AE</b>

## Question 4: Medical Ethics

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of total marks available  
 Analysis and Evaluation - Approximately 50% of total marks available

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and evaluation	<ul style="list-style-type: none"> <li>• Analysis of issues and viewpoints is shown.</li> <li>• Evaluation is balanced and informed.</li> </ul>

<i>Question No. 4</i>	<i>Section 1</i>	<i>Approx Marks weightings: 50% KU - 50% AE</i>	
(a) Q MI	<p><i>Describe the law in The Netherlands in relation to euthanasia.</i></p> <p>Description may include eg:</p> <ul style="list-style-type: none"> <li>• Legal but under strict criteria.</li> <li>• Doctor must be sure the request is voluntary and well-considered.</li> <li>• Must be satisfied that suffering is unbearable and there is no chance of improvement.</li> <li>• Patient is fully aware of their situation and the prognosis.</li> <li>• Two thirds of requests are refused.</li> <li>• Doctors are not obliged to comply with requests for euthanasia.</li> <li>• A close doctor-patient relationship must be there—someone can't just go to Holland to request euthanasia.</li> <li>• Emphasis on dignity and relieving suffering.</li> <li>• All cases must be declared.</li> </ul>	<b>4</b>	
(b) Q MI	<p><i>Explain why some people may believe that euthanasia is morally wrong.</i></p> <p>Explanation may include eg:</p> <ul style="list-style-type: none"> <li>• It is murder.</li> <li>• Goes against the laws of the land.</li> <li>• Goes against the laws of religion.</li> <li>• Undue emotional pressure on the person.</li> <li>• Respect for life.</li> </ul>	<b>2</b>	<b>3</b>
(c) Q MI	<p><i>In what ways might the BMA's guidelines on euthanasia help Paul's doctor in this situation?</i></p> <p>Suggestions may include eg:</p> <ul style="list-style-type: none"> <li>• Makes it very clear that euthanasia is against the law.</li> <li>• Assisted suicide or voluntary euthanasia can result in a prison sentence of up to 14 years.</li> <li>• BMA has a clear policy opposing euthanasia.</li> </ul>		

		<ul style="list-style-type: none"> <li>• It accepts that patients can refuse treatment that may prolong their lives and that medication designed to keep a patient pain-free and comfortable may reduce their life span.</li> <li>• It makes it clear that doctors may give large doses of drugs in order to keep a patient pain-free even if that means that it speeds up the person’s death. However, it makes clear that they are not allowed to give out drugs with the intention of causing or speeding up death. This is called the doctrine of double effect.</li> <li>• BMA advice is effective in that it leaves the doctor and patient in no doubt about their rights.</li> <li>• It gives support ethically and legally.</li> </ul>	2	4
(d)	Q MI	<p><i>“Life ultimately belongs to the individual, therefore the individual alone should make decisions about ending it.”</i>  <i>Discuss the religious and moral implications of this statement.</i></p> <ul style="list-style-type: none"> <li>• sanctity of life</li> <li>• God’s gift</li> <li>• purpose to life</li> <li>• God’s spirit within us</li> <li>• against religious teachings</li> <li>• how far should we let someone suffer?</li> <li>• or does suffering have real value?</li> <li>• can’t be regulated safely</li> <li>• euthanasia is murder</li> <li>• slippery slope or wedge argument</li> <li>• euthanasia gives doctors too much power.</li> <li>• euthanasia may not be in the best interest of the patient.</li> <li>• good pain control makes euthanasia unnecessary</li> <li>• euthanasia sends the wrong message out about disability.</li> <li>• euthanasia may infringe upon other people’s rights.</li> </ul> <p><b>Arguments in support of euthanasia:</b></p> <ul style="list-style-type: none"> <li>• euthanasia can be merciful</li> <li>• human beings have the right to die how and when they want to</li> <li>• the Libertarian argument.</li> <li>• euthanasia may be necessary for the fair distribution of resources.</li> <li>• euthanasia will always happen—so it would be better to regulate it properly.</li> <li>• it allows for a person to have their dignity.</li> </ul>	3	12
		<b>Total</b>	<b>11 - KU</b>	<b>19 - AE</b>

## Question 5 War and Peace

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of total marks available  
 Analysis and Evaluation - Approximately 50% of total marks available

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and evaluation	<ul style="list-style-type: none"> <li>• Analysis of issues and viewpoints is shown.</li> <li>• Evaluation is balanced and informed.</li> </ul>

<i>Question No. 5</i>	<i>Section 1</i>	<i>Approx Marks weightings: 50% KU - 50% AE</i>
(a) Q MI	<p><i>Describe <b>three</b> modern “weapons of mass destruction”.</i></p> <p>No marks for merely listing</p> <p>Any 3 relevant points eg</p> <ul style="list-style-type: none"> <li>• Bombs which unleash the power of nuclear fission or nuclear fusion eg atomic.</li> <li>• Warheads which contain chemicals that are highly damaging or fatal eg nerve agents.</li> <li>• Weapons which release agents that cause the spread of disease eg anthrax.</li> </ul>	<b>3</b>
(b) Q MI	<p><i>Explain the ways in which WMD differ from conventional weapons.</i></p> <p>Any relevant points eg</p> <ul style="list-style-type: none"> <li>• WMD are indiscriminate in the damage they cause.</li> <li>• WMD are less easy to target.</li> <li>• WMD are more powerful and, therefore, likely to cause more devastation.</li> <li>• Conventional weapons are more predictable.</li> </ul>	<b>3</b>
(c) Q MI	<p><i>Describe a viewpoint on the use of WMD which is independent of religious belief.</i></p> <p>Individual or organisation must be named. eg</p> <ul style="list-style-type: none"> <li>• Potential for massive destruction of human life</li> <li>• This includes civilian lives</li> <li>• Agonising deaths from radiation</li> <li>• Affects future generations eg genetically</li> <li>• Environmental damage</li> </ul>	<b>4</b>

(d)	Q  MI	<p><i>How effective have international conventions been in controlling WMD?</i></p> <p>Full marks may be awarded for a developed answer on one side.</p> <ul style="list-style-type: none"> <li>• Problems in enforcing the laws eg in some cases only a few nations sign treaty.</li> <li>• Although most weapons developed in the West, most wars fought in the developing world.</li> <li>• Most recent wars have been civil wars, rather than international</li> <li>• International law not recognised or ignored in certain parts of the world eg North Korea.</li> <li>• Various treaties on banning have been relatively successful, eg <ul style="list-style-type: none"> <li>• proliferation (1968)</li> <li>• deploying nuclear weapons on the ocean floor (1971)</li> <li>• biochemical warfare (1975).</li> </ul> </li> <li>• No nuclear bomb has been released since 1945.</li> </ul>		<b>5</b>
(e)	Q  MI	<p><i>“The possession of WMD is incompatible with religious teachings.”</i></p> <p><i>Discuss.</i></p> <p>Candidates must relate points to specific religious teaching. Max of 8 marks for only 1 viewpoint. Candidates must include two different viewpoints found in 1 or 2 religions eg</p> <ul style="list-style-type: none"> <li>• basis is fear, therefore, morally unacceptable</li> <li>• cannot lead to true peace</li> <li>• all energies focused on destructive not constructive development</li> <li>• references to religious leaders and/organisations/reports which have condemned this</li> </ul> <p>However,</p> <ul style="list-style-type: none"> <li>• moral duty to prevent war from ever occurring</li> <li>• duty to defend nation</li> <li>• moral duty to preserve certain beliefs and values eg justice, freedom, religion</li> <li>• non-action can be harmful</li> <li>• scriptural references which encourage preparing for war or defence</li> </ul>		<b>15</b>
		<b>Total</b>	<b>10 - KU</b>	<b>20 - AE</b>

## Section 2: Christianity: Belief and Science

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of total marks available  
 Analysis and Evaluation - Approximately 50% of total marks available

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and evaluation	<ul style="list-style-type: none"> <li>• Analysis of methods, beliefs and interpretations is shown</li> <li>• Evaluation is balanced and informed.</li> </ul>

<i>Question No.</i>	<i>Section 2</i>	<i>Approx Marks weightings: 50% KU - 50% AE</i>	
(a)	<p><b>Q</b> <b>MI</b></p> <p><i>Describe the Cosmological Argument.</i></p> <p>A description of Aquinas' argument or alternative, eg</p> <ul style="list-style-type: none"> <li>• Ref to 1st cause argument of Aquinas.</li> <li>• Way 1 Change in the world/Way 2 Cause and Effect/Way 3 Being and non-Being/Way 4 degrees of Goodness and Perfection/Way 5 Order and Goals in Nature</li> <li>• All ways assume existence of God</li> <li>• “A posteriori” argument - based on observation</li> <li>• Heavy reliance on Aristotle's First Cause and Unmoved Mover</li> </ul>	<b>5</b>	
(b)	<p><b>Q</b> <b>MI</b></p> <p><i>Describe scientific method.</i></p> <p>A description of scientific method eg:</p> <ul style="list-style-type: none"> <li>• Method summed up in the following:                             <ul style="list-style-type: none"> <li>• observation</li> <li>• hypothesis</li> <li>• experiment</li> <li>• verification</li> </ul> </li> <li>• Basis of scientific method is empirical evidence</li> <li>• Use of inductive reasoning</li> <li>• Use of deductive reasoning</li> <li>• 3 criteria for evaluating theory: agreement; internal relations; comprehensiveness</li> <li>• scientific method affirms no theory can be proven. Coherency eg alternative theories</li> </ul>	<b>6</b>	

(c)	<p>Q</p> <p>MI</p>	<p><i>Explain 2 ways in which scientific method is said to be limited.</i></p> <p>Explanation may include eg:</p> <ul style="list-style-type: none"> <li>• Scientists regard their theories as ultimately only a hypothesis and that it is always possible to refute them</li> <li>• Science proceeds (Popper) not by induction but by deduction. According to Popper scientists begin with a theory (or conjecture), well informed queries that require to be experimentally tested, not to prove them true but to prove them false. When all have been shown to be false except one, it can be concluded that at least for the time being the remaining theory is the correct one.</li> <li>• No theory is safe for all time and there are many examples of this: the Ptolemaic view of the universe was falsified by Copernicus; the physics of Newton was superseded by Einstein</li> <li>• Scientists cannot be purely objective</li> </ul>		4
(d)	<p>Q</p> <p>MI</p>	<p><i>Describe what is meant by revelation in the Christian Tradition.</i></p> <p>This question may draw on a wide choice of answer eg:</p> <ul style="list-style-type: none"> <li>• Revelation means that God has taken the initiative in revealing something of his attributes to humans eg Moses on Mt Sinai; the supreme revelation of God in Christ</li> <li>• Difference between general and special revelation - special is seen as an extension of religious experience</li> <li>• Revelation of God through scripture - providing truth in all matters including history and science</li> <li>• Revelation through the word</li> <li>• Revelation through works of God - nature - God as designer and purposer</li> </ul>	5	
(e)	<p>Q</p> <p>MI</p>	<p><i>Give two reasons why someone might believe that scientific method is a more reliable source of knowledge than Christian revelation.</i></p> <p>Candidates must offer 2 reasons to gain full marks. Examples:</p> <ul style="list-style-type: none"> <li>• Human reasoning and empirical observation are a much surer means of aiming at truth than theological doctrine and scriptural revelation</li> <li>• Science is impartial. Scientists begin from a neutral standpoint and are not influenced by previous experience or future expectations</li> <li>• Science is grounded in facts, proof and the principal of verification. Nothing is accepted as truth unless it can be verified</li> <li>• Christian revelation is dependent on faith which is not as secure as reason in seeking truth</li> </ul>		4

(f)	Q	<i>Why do some Christians insist on a literal interpretation of Genesis.1?</i>		
	MI	<p>2 marks allowed for KU eg:</p> <ul style="list-style-type: none"> <li>• Content of Genesis.1</li> <li>• Name and describe Creationist standpoint</li> <li>• Creationist standpoint - Science is wrong, Bible is right</li> <li>• Literal interpretation of Genesis.1 must be accepted</li> <li>• God made the universe the way it is and it hasn't changed</li> </ul> <p>Analysis may include eg:</p> <ul style="list-style-type: none"> <li>• Creationists insist on literal translation because Christianity is a <b>faith</b>. Proof is <b>not</b> required. Any other interpretation is lack of faith</li> <li>• Creationists insist on veracity of whole bible - why doubt Genesis 1?</li> <li>• Scientific evidence shows divine intervention - testing faith</li> </ul>	2	4
(g)	Q	<i>“It is perfectly reasonable for Christians to believe in a creator God and to accept Big Bang theory.”</i> <i>Do you agree? Give reasons for your answer.</i>		
	MI	<p>Candidates may consider the possibility of compatibility in their answer. They may disagree with the statement but in doing so may consider the alternatives.</p> <ul style="list-style-type: none"> <li>• Religion and science are complementary - science asks How? religion asks Why?</li> <li>• Big bang acceptable to many Christians because it allows a First Cause, Unmoved Mover theory as a cause of the Big Bang</li> <li>• Steady state does not allow for a creator</li> <li>• Some modern thinkers see Big Bang as giving us more understanding of the power of God. Size, complexity of the universe point to a Creator God</li> <li>• Polkinghorne; Davies - identifying Designer/purposer behind the Big Bang</li> <li>• Mary Midgely - 2 maps of reality. (Do the contours of both maps fit? As most obvious criticism)</li> <li>• God First Cause - guarantor of physical and mathematical laws</li> <li>• Recent revival of interest in Natural Theology</li> <li>• Genesis and Big Bang both true. Full understanding beyond humans. Only God can fully comprehend</li> <li>• Anthropic Principle Fine-tuning of universe dependent on mind behind it</li> <li>• Creationist and Atheistic arguments to contradict all of the above</li> </ul>	3	7
		<b>Total</b>	<b>21 - KU</b>	<b>19 - AE</b>

[END OF SPECIMEN MARKING INSTRUCTIONS]



**[RMPS/SQP261]**

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Religious, Moral and  
Philosophical Studies  
Higher

Time: 55 mins

NATIONAL  
QUALIFICATIONS

Paper 2

Specimen Question Paper  
for use in and after 2006

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.

**Section 1 – Buddhism**

Marks Code

**Reminder:** You should choose this section if you have studied **Buddhism** in the World Religion Unit. Answer **BOTH** questions (1 and 2) in this section of the paper.

**Question 1**

**Instructions:** Read the following source then answer **all** parts of Question 1 (a)–(f). The number of marks available for each part is indicated. Use these as a guide to the amount of detail you should include in your answer.

**Source**

Consider this body! A painted puppet with jointed limbs, sometimes suffering and covered with ulcers, full of imaginings, never permanent, for ever changing.

This body is decaying! A nest of diseases, a heap of corruption, bound to destruction, to dissolution. All life ends in death.

.....  
I have gone round in vain the cycles of many lives ever striving to find the builder of the house of life and death. How great is the sorrow of life that must die!

But now I have seen thee, housebuilder: never more shalt thou build this house. The rafters of sin are broken, the ridge-pole of ignorance is destroyed. The fever of craving is past: for my mortal mind is gone to the immortal Nirvana.

**Dhammapada 147-8, 153-4**

- (a) *This source helps to explain anatta, one of the 3 Marks of Existence.*  
Describe the other **two** Marks of Existence. **2 KU**
  
- (b) *“Consider this body! . . . full of imaginings, never permanent, for ever changing.”*  
Describe each of the “5 skandhas”. **5 KU**
  
- (c) *“I have gone round in vain the cycles of many lives.”*  
Describe what Buddhists understand by samsara. **4 KU**
  
- (d) Explain how attachment to the self leads to the rebuilding of “the house of life and death”. **6 AE**

**Question 1 (continued)**

*Marks Code*

(e) How successful is anatta alone in helping to explain the Human Condition?

**4 AE**

(f) Explain what Buddhists understand by “the fever of craving”.

**4 1KU  
3AE**

**(25)**

**Question 2**

**Instructions:** Read the **statement** below then answer the **question** that follows.

**Statement:**

*“Without meditation we cannot achieve enlightenment.”*

Discuss **two** possible Buddhist responses to this statement.

**15 7KU  
8AE**

**(15)**

**(40)**

Section 2 – Christianity

Marks Code

**Reminder:** You should choose this section if you have studied **Christianity** in the World Religion Unit. Answer **BOTH** questions (1 and 2) in this section of the paper.

**Question 1**

**Instructions:** Read the following source then answer **all** parts of Question 1 (a)–(e). The number of marks available for each part is indicated. Use these as a guide to the amount of detail you should include in your answer.

**Source**

When the Son of Man comes as King and all the angels with him, he will sit on his royal throne, and the people of all the nations will be gathered before him. Then he will divide them into two groups, just as the shepherd separates the sheep from the goats. He will put the righteous people on his right and the others on his left. Then the King will say to the people on his right, “Come you that are blessed by my Father!” Come and possess the kingdom which has been prepared for ever since the creation of the world.

*Matt 25: 31 -34*

- (a) What do Christians understand by the “Son of Man”? 4 KU
  - (b) “Come you that are blessed by my Father!”  
What did Jesus teach about how this state of being blessed can be achieved? 4 KU
  - (c) Explain the role of worship in building the Kingdom of God. 6 2KU  
4AE
  - (d) Explain what Christians understand by *Eternal Life*. 8 4KU  
4AE
  - (e) What do Christians mean when they describe Jesus as a *King*? 3 AE
- (25)

**Question 2**

**Instructions:** Read the **statement** below then answer the **question** that follows.

**Statement:**

“Without belief in the Resurrection of Jesus the Christian faith is pointless.”

- Discuss this statement with reference to **two** different Christian responses. 15 5KU  
10AE
- (15)  
(40)

### Section 3 – Hinduism

Marks Code

**Reminder:** You should choose this section if you have studied **Hinduism** in the World Religion Unit. Answer **BOTH** questions (1 and 2) in this section of the paper.

#### Question 1

**Instructions:** Read the following source then answer **all** parts of Question 1 (a)–(e). The number of marks available for each part is indicated. Use these as a guide to the amount of detail you should include in your answer.

##### Source

Living in the midst of ignorance,  
Wise in their own view, thinking themselves learned,  
The foolish roam about,  
Like blind men led by one who is blind.

*Mundaka Upanishad*

- (a) What is the “ignorance” to which the passage refers? 3 KU
- (b) Why are the “foolish” considered to be “like blind men led by one who is blind”? 3 KU
- (c) Explain the role of avidya in the human condition. 8 4KU  
4AE
- (d) “Greater is thine own work, even if this be humble, than the work of another, even if this be great.”  
*Bhagavad Gita*
- What does this extract tell Hindus about dharma? 6 KU
- (e) How far do Hindus agree on the nature of the atman? 5 1KU  
4AE

#### Question 2

(25)

**Instructions:** Read the **statement** below then answer the **question** that follows.

##### Statement:

“In practising the margas Hindus have to reject the world and all that is in it.”

Would Hindus agree with this statement? Discuss.

15 4KU  
11AE

(15)

(40)

**Reminder:** You should choose this section if you have studied **Islam** in the World Religion Unit. Answer **BOTH** questions (1 and 2) in this section of the paper.

### Question 1

**Instructions:** Read the following source then answer **all** parts of Question 1 (a)–(e). The number of marks available for each part is indicated. Use these as a guide to the amount of detail you should include in your answer.

#### Source

But Satan whispered evil to him: he said, “O Adam! shall I lead thee to the Tree of Eternity and to a kingdom that never decays?” In the result, they both ate of the tree, and so their nakedness appeared to them: they began to sew together, for their covering, leaves from the Garden: thus did Adam disobey his Lord, and allow himself to be seduced. But his Lord chose him (for his Grace): He turned to him, and gave him Guidance.

He said: “Get ye down, both of you,—all together from the Garden, with enmity one to another: but if, as is sure, there comes to you Guidance from Me, whosoever follows My Guidance, will not lose his way, nor fall into misery.

“But whosoever turned away from My Message, verily for him is a life narrowed down, and We shall raise him up blind on the Day of Judgement.” He will say: “O my Lord! why hast Thou raised me up blind, while I had sight (before)?

(God) will say: “Thus didst Thou, when Our Signs came unto thee, disregard them: so wilt thou, this day, be disregarded”.

*Surah 20*

- |   |                      |
|---|----------------------|
| (a) “In the result, they both ate of the tree.”   |                      |
| Describe Muslim beliefs about the consequences of this action.                          | <b>3 KU</b>          |
| (b) Describe the concept of freewill as understood by Muslims.                          | <b>3 KU</b>          |
| (c) Explain what Muslims understand to be the purpose of suffering in the present life. | <b>7 3KU<br/>4AE</b> |
| (d) Explain Muslim beliefs about The Day of Judgement.                                  | <b>7 5KU<br/>2AE</b> |

**Question 1 (continued)**

Marks Code

- (e) *“There comes to you Guidance from Me, whosoever follows My Guidance, will not lose his way, nor fall into misery.”*

Explain the significance of Guidance for Muslims.

**5 2KU  
3AE**

**Question 2**

**(25)**

**Instructions:** Read the **statement** below then answer the **question** that follows.

**Statement:**

*“The observance of zakat makes the biggest contribution to helping Muslims overcome the problems of the human condition.”*

Discuss.

**15 4KU  
11AE**

**(15)**

**(40)**

Section 5 – Judaism

Marks Code

**Reminder:** You should choose this section if you have studied **Judaism** in the World Religion Unit. Answer **BOTH** questions (1 and 2) in this section of the paper.

**Question 1**

**Instructions:** Read the following source then answer **all** parts of Question 1 (a)–(e). The number of marks available for each part is indicated. Use these as a guide to the amount of detail you should include in your answer.

**Source**

(Know that) I am the Lord thy God who brought thee out of the land of Egypt  
 Thou shalt have no other gods before me  
 Thou shalt not take the name of the Lord thy God in vain  
 Remember the Sabbath day to keep it holy  
 Honour thy father and thy mother  
 Thou shalt not commit adultery  
 Thou shalt not steal  
 Thou shalt not bear false witness against thy neighbour  
 Thou shalt not covet thy neighbour’s house. Thou shalt not covet thy neighbour’s wife, nor his man-servant, nor his maid-servant, . . . nor anything that is thy neighbour’s

*Exodus 20: 2-14*

- (a) Describe the event being referred to in the first two lines of this source. 2 KU
- (b) Explain why the Covenant made with Moses is important to Jews. 4 2KU  
2AE
- (c) Describe the ways in which Jews show that the Sabbath is a day dedicated to God. 6 KU
- (d) “*Thou shalt not bear false witness against thy neighbour.*”  
Explain Jewish beliefs regarding the treatment of one’s “neighbour”. 6 2KU  
4AE
- (e) How difficult is it for Jews today to obey God’s laws? You should refer to **three** different laws **other** than Sabbath laws in your answer. 7 3KU  
4AE

(25)

**Question 2**

*Marks Code*

**Instructions:** Read the **statement** below then answer the **question** that follows.

***Statement:***

*“Evil and suffering result when human beings ignore God’s guidance and misuse the gift of freewill.”*

How successfully does Judaism explain the existence of evil and suffering?

Give reasons for your answer.

**15 5KU  
10AE**

**(15)**

**(40)**

## Section 6 – Sikhism

Marks Code

**Reminder:** You should choose this section if you have studied **Sikhism** in the World Religion Unit. Answer **BOTH** questions (1 and 2) in this section of the paper.

### Question 1

**Instructions:** Read the following source then answer **all** parts of Question 1 (a)–(e). The number of marks available for each part is indicated. Use these as a guide to the amount of detail you should include in your answer.

#### Source

The foolish self-willed manmukh does not remember the Lord’s Name; he wastes away his life in vain. But when he meets the True Guru, then obtains the Name; he sheds egotism and emotional attachment.

. . . Within this body dwell the five (evils): . . . They plunder the Nectar, but the self-willed manmukh does not realise it; no one hears his complaint . . . But one who becomes Gurmukh meditates on the Naam, and ever contemplates the Lord’s Name. Through The True Word of Gurbani, he sings the Glorious praises of the Lord; blessed with the Lord’s glance of Grace, he is enraptured . . . Serving the Perfect Guru, (he) becomes carefree, enshrining the Lord within the heart; doubt is eradicated from within.

*Guru Granth Sahib, 600*

- |   |   |            |
|---|---|------------|
| (a) What would a Sikh understand by the phrase “True Guru”?   | 2 | KU         |
| (b) Describe each of the five evils mentioned in the second paragraph of the source.                                | 5 | KU         |
| (c) What is the importance of practicing Nam Simran for Sikhs?  | 4 | 2KU<br>2AE |
| (d) Explain why, according to the Sikh faith, the “foolish self-willed manmukh . . . wastes away his life in vain”. | 6 | 2KU<br>4AE |
| (e) Explain Sikh beliefs about the final goal of human life.  | 8 | 4KU<br>4AE |

(25)

**Question 2**

*Marks Code*

**Instructions:** Read the **statement** below then answer the **question** that follows.

**Statement:**

*“The belief that all people are equal is a very difficult belief to put into practice.”*

Discuss **two** possible Sikh responses to this statement.

**15 5KU  
10AE**

**(15)**

**(40)**

*[END OF SPECIMEN QUESTION PAPER]*



**[RMPS/SQP261]**

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Religious, Moral and  
Philosophical Studies  
Higher  
Paper 2  
Specimen Marking Instructions  
for use in and after 2006

NATIONAL  
QUALIFICATIONS

## Section 1: Buddhism

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of marks  
 Analysis and Evaluation - Approximately 50% of marks

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

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

<i>Question No. 1</i>	<i>Section: 1</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
1(a)	<p><b>Q</b> <i>This source helps to explain anatta, one of the 3 Marks of Existence. Describe the other <b>two</b> Marks of Existence.</i></p> <p><b>MI</b> No marks for merely listing. One mark will be allocated to each description. Must briefly describe each, eg</p> <p>Anicca:</p> <ul style="list-style-type: none"> <li>• impermanence</li> <li>• nothing lasts forever</li> <li>• everything physical, emotional etc is constantly changing</li> </ul> <p>Dukkha:</p> <ul style="list-style-type: none"> <li>• unsatisfactoriness</li> <li>• attachment to impermanent things leads to suffering when things change</li> </ul>	<b>2</b>	
(b)	<p><b>Q</b> <i>Describe each of the 5 skandhas.</i></p> <p><b>MI</b> No marks for merely listing. Candidates must briefly explain each skandha, eg</p> <ol style="list-style-type: none"> <li>1) Body or material form (rupa) Matter has 4 elements: solidity, fluidity, heat, motion. These are experienced through our sense organs. Physical form is always changing and is dependent on its environment for its continued existence.</li> <li>2) Feeling or sensations (vedana) Arise from contact between sense organ and sense object. Can be pleasant, unpleasant, neutral.</li> <li>3) Perceptions or mental processes (sanna) The ideas encountered by the mind. We recognise an object and see something as distinct from other things.</li> </ol>		

		<p>4) Impulses or constructing activities (sankharas) Willed activities of the mind. Mental formations. Responses to perceptions.</p> <p>5) Consciousness (vinnana) Interpretation (misinterpretation) of things and events. Attaching value to things. Projection of our version of things on to what's there.</p>	5	
(c)	<p>Q <i>Describe what Buddhists understand by samsara</i></p> <p>MI A description of the cycle of samsara eg</p> <ul style="list-style-type: none"> <li>• Cycle of rebirth</li> <li>• State of dependent origination</li> <li>• Rebirth depends on previous kamma</li> <li>• Links all beings in a web of existence</li> <li>• Flow of ever changing consciousness</li> <li>• Aim is to live life in such a way as to secure better Samsaric rebirth and get closer to escaping samsara</li> </ul>		4	
(d)	<p>Q <i>Explain how attachment to the self leads to the rebuilding of "the house of life and death".</i></p> <p>MI Points may include eg</p> <ul style="list-style-type: none"> <li>• Attachment to notion of "self" links to craving</li> <li>• Craving to put self at centre arises from ignorance</li> <li>• Ignorance is barrier to spiritual progress</li> <li>• Accepting anatta promotes unselfishness</li> <li>• Unselfishness seeks good for world rather than for individual</li> <li>• Will be trapped in samsara and in "house of life and death" until we realise anatta</li> </ul>			6
(e)	<p>Q <i>How successful is anatta alone in helping to explain the Human Condition?</i></p> <p>MI Points may include eg</p> <ul style="list-style-type: none"> <li>• Human condition is one of suffering caused by not realising anatta and anicca</li> <li>• Putting self at centre is central to that suffering</li> <li>• Because there is no self to be centre, we will always suffer if we are full of ego</li> <li>• However, anatta has to be understood in relation to other marks of existence to make complete sense</li> <li>• Anatta, anicca and dukkha are interconnected</li> <li>• Anatta is simply anicca applied to people</li> <li>• Anicca is concept of impermanence of <b>all</b> things so Anatta is based on anicca</li> <li>• Dukkha is caused by tanha/craving for pleasures for self</li> </ul>			4

(f)	<p>Q</p> <p>MI</p>	<p><i>Explain what Buddhists understand by “the fever of craving”.</i></p> <p>Point for KU may include eg:</p> <ul style="list-style-type: none"> <li>• Tanha is craving. 2<sup>nd</sup> Noble Truth</li> <li>• Fundamental cause of suffering.</li> </ul> <p>Points for AE may include eg:</p> <ul style="list-style-type: none"> <li>• Impermanence causes the fever of craving because we attempt to find satisfaction in a constantly changing world</li> <li>• Tanha attempts to “hold on” to object as well as crave object</li> <li>• But this is a hopeless task and leads to suffering</li> <li>• Must get rid of tanha to find happiness</li> </ul>	<p><b>1</b></p>	<p><b>3</b></p>
2	<p>Q</p> <p>MI</p>	<p><i>“Without meditation we cannot achieve enlightenment.” Discuss <b>two</b> possible Buddhist responses to this statement.</i></p> <p>Maximum of 8 marks for discussing only 1 possible response.</p> <p>Content of KU may include eg:</p> <ul style="list-style-type: none"> <li>• Meditation trains the mind and helps us to recognise our true nature.</li> <li>• Untrained minds need meditation to lead to purity and overcome ignorance.</li> <li>• Meditation eliminates cravings and illusion of self.</li> <li>• Liberation is hindered by untrained mind.</li> <li>• Meditation helps overcome problems of the Human Condition.</li> <li>• Calms the restless activity of “self”.</li> <li>• Helps compassion arise. Attachment ceases.</li> <li>• Samatha meditation calms the mind and increases self-awareness and self-harmony.</li> <li>• Vipassana gives insight to true reality.</li> </ul> <p>Content of AE may include eg: Reasons why Buddhists would agree that meditation is vital for enlightenment may include:</p> <ul style="list-style-type: none"> <li>• The Buddha achieved enlightenment through meditation.</li> </ul>	<p><b>7</b></p>	

	<ul style="list-style-type: none"> <li>• Meditation is journey towards liberation from the self.</li> <li>• Meditation is basic to the dhamma.</li> <li>• Mental discipline has to be practised alongside wisdom and ethical conduct to achieve nibbana.</li> </ul> <p>Reasons why it could be argued that meditation is not the main key to enlightenment, and that other aspects of Buddhist practice are also important may include:</p> <ul style="list-style-type: none"> <li>• The fact that meditation is practised alongside ethical conduct and wisdom in the Eightfold Path shows that they are of equal importance.</li> <li>• Practise of morality decreases suffering of others and of ourselves, so we gain self-harmony from that.</li> <li>• We purify ourselves through morality – the antidote to dukkha.</li> <li>• Mental discipline without ethical conduct is empty.</li> <li>• Wisdom is also required to understand the Human Condition, so the study of scriptures is also a key to self-harmony.</li> </ul>			<b>8</b>
		<b>Total</b>	<b>19 – KU</b>	<b>21 – AE</b>

## Section 2: Christianity

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of marks  
 Analysis and Evaluation - Approximately 50% of marks

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

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

<i>Question No.</i>	<i>Questions</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
1(a)	<p>Q <i>What do Christians understand by the Son of Man?</i></p> <p>MI</p> <ul style="list-style-type: none"> <li>• God Incarnate–God takes on human flesh.</li> <li>• Human with all the potential and possible frailties of humanity.</li> <li>• Son of God/Virgin Birth</li> </ul>	4	
(b)	<p>Q <i>“Come you that are blessed by my Father!”</i></p> <p>MI <i>What did Jesus teach about how this state of being blessed can be achieved?</i></p> <p>Description may include, eg:</p> <ul style="list-style-type: none"> <li>• by feeding the hungry</li> <li>• by looking after the poor</li> <li>• by giving drink to those who are thirsty</li> <li>• by visiting those in prison</li> <li>• by caring for the sick</li> </ul>	4	
(c)	<p>Q <i>Explain the role of worship in building the Kingdom of God.</i></p> <p>MI</p> <p>Explanation may include eg:</p> <ul style="list-style-type: none"> <li>• Worship helps to build and strengthen the community of Christians.</li> <li>• Prayer within worship strengthens relationship with God.</li> <li>• Eucharist meal builds up the fellowship of the church.</li> <li>• The worshippers will learn about the teachings of Jesus.</li> <li>• They will become aware of the demands of these teachings to care for others.</li> <li>• They will in the Eucharist/mass and by study learn the importance of loving neighbour as self.</li> <li>• A description of the Christian understanding of Kingdom of God. Heaven/Earth.</li> </ul>	2	4

(d)	Q	<i>Explain what Christians understand by Eternal Life.</i>		
	MI	<p>Explanation of eg:</p> <ul style="list-style-type: none"> <li>• Life after death with God</li> <li>• Spiritual life in the Holy Spirit</li> <li>• Life in all its fullness</li> <li>• A new view of the world</li> <li>• Belief in the certainty of a future life</li> <li>• Restored relationship with God</li> <li>• Description of heaven/hell (no more than 2 marks)</li> </ul>	4	4
(e)	Q	<i>What do Christians mean when they describe Jesus as a King?</i>		
	MI	<p>Points may include, eg:</p> <ul style="list-style-type: none"> <li>• Jesus is owed service and loyalty</li> <li>• Worshiped like a king</li> <li>• Loves and is loved by subjects</li> <li>• Judges</li> <li>• Provides security for His subjects</li> </ul>		3
2	Q	<p><i>Without belief in the Resurrection of Jesus the Christian faith is pointless.</i></p> <p><i>Discuss this statement with reference to <b>two</b> different Christian responses.</i></p>		
	MI	<ul style="list-style-type: none"> <li>• God raises Jesus from the dead confirming his life</li> <li>• God will save humankind by overcoming death</li> </ul> <p><b>Maximum of two marks for merely describing Resurrection or recounting Jesus resurrection.</b></p> <p><b>Maximum of 8 marks for only discussing possible response</b></p> <ul style="list-style-type: none"> <li>• It shows that Jesus has defeated death</li> <li>• Christians have the promise of eternal life</li> <li>• Had Jesus not risen there would be no salvation and no hope</li> <li>• Resurrection gives new meaning to Jesus' life for Christians</li> <li>• Salvation for all believers</li> <li>• Fear is removed from death</li> <li>• Christ is a constant strength and presence</li> <li>• It gives a focus to the Christian faith</li> <li>• The Christian church exists because of resurrection of Jesus</li> </ul> <p>Candidates may discuss the historicity of the resurrection.</p> <ul style="list-style-type: none"> <li>• Not a physical event but a spiritual one.</li> <li>• Belief in the event but not the importance.</li> <li>• It has been said it was mass illusion so not a ground for faith.</li> </ul>		

		<ul style="list-style-type: none"> <li>• Incarnation could be seen to be more important.</li> <li>• A plot by the Romans therefore again not central to the faith of believers.</li> <li>• Baptism of believers more important.</li> </ul>		
			<b>5</b>	<b>10</b>
		<b>Total</b>	<b>19 – KU</b>	<b>21 – AE</b>

## Section 3 Hinduism

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of marks  
Analysis and Evaluation - Approximately 50% of marks

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

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

<i>Question No.</i>	<i>Questions</i>	<i>Approx Marks weightings:</i> <i>50% KU – 50% AE</i>	
1(a)	<p>Q <i>What is the ignorance to which the passage refers?</i></p> <p>MI Ignorance of eg:</p> <ul style="list-style-type: none"> <li>• True nature of self</li> <li>• Brahman</li> <li>• Universe</li> <li>• True nature of reality</li> </ul>	<b>3</b>	
(b)	<p>Q <i>Why are the “foolish” considered to be “like blind men led by one who is blind”?</i></p> <p>MI Points may include eg:</p> <ul style="list-style-type: none"> <li>• Ignorant of true nature</li> <li>• Book knowledge not experienced knowledge</li> <li>• Pass on false teachings</li> <li>• Do not see the truth</li> <li>• Leading the lost further into the depths of ignorance</li> <li>• Knowledge freely given by God.</li> </ul>	<b>3</b>	
(c)	<p>Q <i>Explain the role of avidya in the human condition.</i></p> <p>MI KU is a description of concepts. AE is an explanation of how they relate to avidya.</p> <ul style="list-style-type: none"> <li>• Avidya as it relates to samsara</li> <li>• Dukkha</li> <li>• Desire</li> <li>• Maya</li> <li>• Brahman</li> <li>• Atman</li> </ul>	<b>4</b>	<b>4</b>

(d)	Q	<i>“Greater is thine own work, even if this be humble, than the work of another, even if this be great”</i> <i>What does this extract tell Hindus about dharma?</i>		
	MI	A description of dharma may include, eg: <ul style="list-style-type: none"> <li>• Importance of doing own dharma</li> <li>• Varna dharmas divinely ordained</li> <li>• Description of varna dharmas</li> <li>• Description of ashramas</li> <li>• Vedic teachings</li> </ul>	<b>6</b>	
(e)	Q	<i>How far do Hindus agree on the nature of the atman?</i>		
	MI	KU involves, eg: <ul style="list-style-type: none"> <li>• Identification of “atman” as “soul” or part of “enduring reality”</li> </ul> AE involves, eg: <ul style="list-style-type: none"> <li>• Explanation of dualistic understandings of the atman</li> <li>• Explanation of non-dualistic understanding of the atman</li> </ul>	<b>1</b>	<b>4</b>
<b>2</b>	Q	<i>“In practising the margas Hindus have to reject the world and all that is in it.”</i> <i>Would Hindus agree with this statement? Discuss.</i>		
	MI	Discussion may include, eg: <ul style="list-style-type: none"> <li>• Description of the 3 margas</li> <li>• Associated practices</li> <li>• The 4 varnas</li> <li>• Acknowledgement and understanding of the variety of practice within Hinduism</li> </ul>	<b>4</b>	<b>11</b>
		<b>Total</b>	<b>21 – KU</b>	<b>19 – AE</b>

## Section 4 Islam

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of marks  
Analysis and Evaluation - Approximately 50% of marks

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

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

<i>Question No.</i>	<i>Questions</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
1(a)	<p><b>Q</b> <i>“In the result, they both ate of the tree.” Describe Muslim beliefs about the consequences of this action.</i></p> <p><b>MI</b> Description may include, eg:</p> <ul style="list-style-type: none"> <li>• Alienation from God</li> <li>• Alienation from each other</li> <li>• Alienation from humanity</li> <li>• Alienation from creation</li> <li>• Pain in childbirth</li> <li>• Death</li> </ul>	<b>3</b>	
(b)	<p><b>Q</b> <i>Describe the concept of freewill as understood by Muslims.</i></p> <p><b>MI</b> Description may include, eg:</p> <ul style="list-style-type: none"> <li>• Each person is free to choose his/her own actions</li> <li>• They may choose to act in accordance with the will of Allah</li> <li>• Repentance is a real possibility if the person is sincere</li> <li>• Although each person’s life is predestined each person is free to choose how they live their lives</li> </ul>	<b>3</b>	
(c)	<p><b>Q</b> <i>Explain what Muslims understand to be the purpose of suffering in the present life.</i></p> <p><b>MI</b> Explanation may include:</p> <ul style="list-style-type: none"> <li>• Suffering linked to death; a fact of life</li> <li>• Wrongdoing leads to suffering–human nature is flawed</li> <li>• Wrongdoing can lead to idolatry</li> <li>• Suffering is a punishment for sin</li> <li>• Suffering can be character building</li> <li>• Muslims will suffer less if they stop questioning the will of Allah</li> </ul>		

		<ul style="list-style-type: none"> <li>• Suffering is contained within the omnipotence of Allah</li> <li>• Through suffering people become aware of the compassion of Allah</li> <li>• Life is a test, suffering is part of the process</li> <li>• Suffering comes through indifference to the needs of others</li> <li>• Theory of instrumentality—suffering is necessary for the purpose of Allah</li> <li>• Comparison with suffering after death and in Hell</li> </ul>	<b>3</b>	<b>4</b>
(d)	Q  MI	<p><i>Explain Muslim beliefs about The Day of Judgement.</i></p> <ul style="list-style-type: none"> <li>• State of Barzakh between death and The Day of Judgement</li> <li>• There will be a great day when all will stand before Allah and answer for their actions</li> <li>• Not only does each individual have its book of deeds but each nation</li> <li>• Each nation will have to answer to Allah</li> <li>• Life in paradise for those who have a preponderance of good</li> <li>• Life in hell who have a preponderance of evil</li> <li>• This belief in life after death and a new life after judgement is a basic principle in Islam</li> <li>• All of the above show the great importance of this belief for all Muslims</li> </ul>	<b>5</b>	<b>2</b>
(e)	Q  MI	<p><i>“There comes to you Guidance from Me, whosoever follows My Guidance, will not lose his way, nor fall into misery.”</i> <i>Explain the significance of Guidance for Muslims.</i></p> <p>KU may include, eg:</p> <ul style="list-style-type: none"> <li>• What the Qur’an is</li> <li>• What is in the Qur’an</li> <li>• How it was revealed</li> </ul> <p>Explanation may include, eg:</p> <ul style="list-style-type: none"> <li>• The centrality of the Qur’an</li> <li>• The unchangeable word of Allah</li> <li>• Passed on through Muhammad the last and greatest prophet of Allah</li> <li>• Teaching for all aspects of life</li> <li>• Teaches how to submit to Allah</li> </ul>	<b>2</b>	<b>3</b>
<b>2</b>	Q  MI	<p><i>The observance of zakat makes the biggest contribution to helping Muslims overcome the problems of the human condition. Discuss.</i></p> <p>MI Maximum of 4 marks for describing zakat. Discussion may include, eg:</p> <ul style="list-style-type: none"> <li>• Third pillar of Islam</li> <li>• Paid at the end of every lunar year</li> <li>• How this is divided</li> <li>• In Sunni paid to the state</li> </ul>		

	<ul style="list-style-type: none"> <li>• Shias pay to their mujtahid</li> <li>• Categories of people to whom it is paid</li> <li>• Link between performance and the laying of a foundation to faith</li> <li>• Submission and worship through action</li> <li>• Zakat serves humans but also shows worship to Allah</li> <li>• Heart of the recipient is purified from jealousy</li> <li>• Overcomes selfishness</li> <li>• Benevolence is a principle of Islam</li> <li>• Source of blessing to the individual</li> <li>• Zakat follows the example of the prophet</li> <li>• Wealth can be a stumbling block between humans and Allah</li> <li>• Zakat is a part of worship–Ibadah</li> <li>• Shows total submission to Allah which leads to mercy</li> <li>• Allah alone can provide the means to overcome the problems of the human condition but zakat plays an important part</li> <li>• Shows awareness of belonging to umma</li> </ul> <p>But it could be said that eg:</p> <ul style="list-style-type: none"> <li>• Prayer is much more helpful</li> <li>• Submission to Allah is more than just zakat</li> <li>• Following the teachings of Muhammad and Qur'an is more important</li> <li>• Taking part in hajj as a one-off event may be more life-changing</li> </ul>		
	<b>Total</b>	<b>4</b>	<b>11</b>
		<b>20 – KU</b>	<b>20 – AE</b>

## Section 5 Judaism

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of marks  
 Analysis and Evaluation - Approximately 50% of marks

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

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

<i>Question No.</i>	<i>Questions</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
1(a)	<p>Q Describe the event being referred to in the first two lines of this source.</p> <p>MI Description may include eg:</p> <ul style="list-style-type: none"> <li>• Jewish people slaves in Egypt for hundreds of years</li> <li>• Moses returned from exile to lead his people</li> <li>• 10 plagues</li> </ul>	2	
(b)	<p>Q Explain why the Covenant made with Moses is important to Jews.</p> <p>MI Describe the terms of the Covenant, eg</p> <ul style="list-style-type: none"> <li>• God's protection and reward for obedience</li> <li>• Bring the Jews into their promised land</li> <li>• Obedience to the commands of God</li> </ul> <p>Explain importance, eg</p> <ul style="list-style-type: none"> <li>• Still relevant to Jews today</li> <li>• Obligations of Covenant define and influence Jewish lifestyle</li> <li>• Origin of Torah and Oral Tradition</li> </ul>	2	2
(c)	<p>Q Describe the ways in which Jews show that the Sabbath is a day dedicated to God.</p> <p>MI Description may include eg:</p> <ul style="list-style-type: none"> <li>• Every week on the seventh day</li> <li>• Friday sunset to Saturday sunset</li> <li>• Ends with Havdalah</li> <li>• Observes the 4<sup>th</sup> commandment</li> <li>• Follows God's example at creation</li> <li>• Different from other days</li> <li>• No work (39 melachot)</li> <li>• Special preparations, blessings</li> <li>• Synagogue worship</li> </ul>	6	

(d)	Q	<i>Explain Jewish beliefs regarding the treatment of one's "neighbour".</i>		
	MI	No marks for a list of beliefs. <ul style="list-style-type: none"> <li>• Care for the weak, orphans and widows</li> <li>• Giving of charity</li> <li>• Regard for rights of others</li> <li>• Golden Rule</li> <li>• Importance of justice</li> <li>• Helps control Yetzer Harah</li> </ul>	2	4
(e)	Q	<i>How difficult is it for Jews today to obey God's laws? You should refer to <b>three</b> different laws other than Sabbath laws in your answer.</i>		
	MI	Three laws might come from—Kashrut, festivals, Brit Milah or any other appropriate area. Maximum 3 marks for describing what Jews do.  Evaluation may include eg: <ul style="list-style-type: none"> <li>• Practical problems in obeying the laws, eg access to kosher food, having to work on festival days etc</li> <li>• Problems associated with prejudice and discrimination</li> <li>• Ethical issues, eg rights of the child in Brit Milah</li> <li>• More difficult in some areas/countries than other</li> </ul>	3	4
2	Q	<i>How successfully does Judaism explain the existence of evil and suffering?</i>		
	MI	KU may include eg: <ul style="list-style-type: none"> <li>• Man given free will</li> <li>• Man is responsible for actions</li> <li>• Genesis 3—disobedience</li> <li>• Consequence of sin is further evil</li> <li>• Yetzer Tov and Yetzer Harah</li> </ul> AE may include eg: <ul style="list-style-type: none"> <li>• Much suffering is inexplicable</li> <li>• Moral failure is a theme running through Torah—prophets</li> <li>• Torah study and observance aims at controlling Yetzer Harah</li> <li>• Acknowledgement of human responsibility leads to moral and social behaviour</li> <li>• Explanation of suffering as punishment for disobedience difficult to accept</li> </ul>	5	10
		<b>Total</b>	<b>20 – KU</b>	<b>20 – AE</b>

## Section 6 Sikhism

### Specific Marking Information

**Allocation of marks:** Knowledge and Understanding - Approximately 50% of marks  
Analysis and Evaluation - Approximately 50% of marks

**The marking information in the table indicates possible candidate responses and should not be regarded as prescriptive.**

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

<i>Question No.</i>	<i>Questions</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
1(a)	<p>Q <i>What would a Sikh understand by the phrase “True Guru”?</i></p> <p>MI Two relevant points eg</p> <ul style="list-style-type: none"> <li>• Guru refers to God in His role as Divine Teacher</li> <li>• “True” emphasises the fact that, although prophets (eg 10 Gurus) teach God’s message, God alone is the real source of this wisdom</li> </ul>	2	
(b)	<p>Q <i>Describe each of the “five evils” mentioned in the second paragraph of the source.</i></p> <p>MI No marks for merely listing. Description may include eg:</p> <ul style="list-style-type: none"> <li>• Kam—(lust) sexual promiscuity/excess and any sexual conduct outwith heterosexual marriage</li> <li>• Krodh—(anger) unjustified and controlled anger against another person</li> <li>• Lobh—(greed) excessive desire for material wealth/physical gain</li> <li>• Moh—(excessive attachment to worldly “things”) excessive love for, or reliance on, human beings/material success for satisfaction in life</li> <li>• Ankhar—(pride) regarded as worst of “evils”. Mentally taking personal credit for the successes freely given by God</li> </ul>	5	
(c)	<p>Q <i>What is the importance of practicing Nam Simran for Sikhs?</i></p> <p>MI Any relevant description of Nam Simran eg:</p> <ul style="list-style-type: none"> <li>• It is the practice of remembering God at all times</li> <li>• Verbal or mental repetition of “Sat Nam/Waheguru” (eg)</li> <li>• Meditation beads may also be used</li> </ul>	2	

		<p>Explanation may include eg:</p> <ul style="list-style-type: none"> <li>• Ultimate aim of life is to merge with God</li> <li>• Aim can only be achieved by constantly turning the souls attention to God</li> <li>• By keeping mind focused on/open to God may be more ready to receive God’s Grace</li> <li>• May be less likely to fall prey to maya or become self-centred (haumai)</li> </ul>		<b>2</b>
(d)	<p>Q</p> <p>MI</p>	<p><i>Explain why, according to the Sikh faith, the “foolish self-willed manmukh . . . wastes away his life in vain”.</i></p> <p>KU may include eg:</p> <ul style="list-style-type: none"> <li>• Someone who is total human or self-centred</li> <li>• May contain a contrast with Gurmukh</li> <li>• May give an example of the type of person who is Manmukh</li> </ul> <p>AE may include eg:</p> <ul style="list-style-type: none"> <li>• Manmukh has become a slave to maya (illusion of permanence)</li> <li>• Reason for this is ego (haumai)</li> <li>• If Manmukh remains in this state will waste the opportunity to merge with God and re-enter cycle of transmigration</li> <li>• Being human offers a rare opportunity which may not reoccur for many lifetimes</li> </ul>	<b>2</b>	<b>4</b>
(e)	<p>Q</p> <p>MI</p>	<p><i>Explain Sikh beliefs about the final goal of human life.</i></p> <p>KU may include eg:</p> <ul style="list-style-type: none"> <li>• Merging with God</li> <li>• Involves reunion of the soul with its original source</li> <li>• Phrase “Obtains the name”</li> <li>• Can only ultimately be achieved by Grace of God</li> </ul> <p>AE may include eg:</p> <ul style="list-style-type: none"> <li>• Human beings can “help themselves” by service and prayer (sewa, simran)</li> <li>• “contemplating”, “meditating”</li> <li>• Reunion with God not after death—Jiran Mukhti</li> <li>• State of bliss (“enraptured”)—when all material and worldly concerns are irrelevant (“carefree . . . doubt eradicated”)</li> </ul>	<b>4</b>	<b>4</b>

2	Q	<p><i>“The belief that all people are equal is a very difficult belief to put into practice.”</i>  <i>Discuss two possible Sikh responses to this statement.</i></p>		
	MI	<p>Any accurate description of Sikh understanding of “equality” eg</p> <ul style="list-style-type: none"> <li>• All people are equal irrespective of race, religion etc</li> <li>• Based on belief that atma is part of God</li> <li>• Of central importance to Sikh faith</li> <li>• First teaching of Guru Nanak</li> </ul> <p><b>In agreement eg:</b></p> <ul style="list-style-type: none"> <li>• Doesn’t always work in practice—culture and religious faith may become confused (eg women only being allowed menial “sewa” in Gurdwara or equivalent example)</li> <li>• Many practices associated with equality make sense in Punjab/India but not Scotland eg sitting on floor as a sign of equality (what about old or disabled?)</li> <li>• Individual Gurdwaras are sometimes associated with 1 caste</li> </ul> <p><b>In disagreement eg:</b></p> <ul style="list-style-type: none"> <li>• Many Sikh practices (eg sitting/eating together, all allowed to lead worship) help reinforce idea of equality</li> <li>• This gives clear sense of the value to each individual in own right</li> <li>• All can participate equally and gain real sense of community/belonging</li> <li>• Fits with modern idea of “equality”</li> <li>• Candidates may include examples where Sikhs have recognised practices which go against teachings regarding equality and have protested/petitioned for reform.</li> </ul>	5	10
		<b>Total</b>	<b>20 – KU</b>	<b>20 – AE</b>

[END OF SPECIMEN MARKING INSTRUCTIONS]