



2013 Religious, Moral and Philosophical Studies

Intermediate 2

Finalised Marking Instructions

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**2013 Religious, Moral and Philosophical Studies
Intermediate 2
Marking Instructions**

Exam date: 03 June 2013

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Part One: General Marking Principles for Religious, Moral and Philosophical Studies Intermediate 2

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Religious, Moral and Philosophical Studies Intermediate 2

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
 Analysis and Evaluation – Approximately 50% of mark

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

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

- Where candidates have included material which is irrelevant to the question, markers may use square brackets to indicate this, [].
- Repetition of material by candidates may be highlighted by using the abbreviation Repetition in the left margin.
- Otherwise, only a tick (✓) at each relevant point should be marked on scripts.

Part Two: Marking Instructions for each Question

SECTION 1

WORLD RELIGIONS

BUDDHISM

- 1 (a) Describe how the Four Sights made Siddhartha go on his “journey” to Enlightenment. 4

KU 4 marks

- An old man – he had not realised that all things age and was shocked that this would come to him and his family, this unsettled him and made him question his life
- A sick man – he had no idea people suffered illnesses and felt compassion and a desire to help
- A corpse – he did not know of death and was shocked that this was the ultimate result of life
- A holy man – he was surprised that the man could be at peace in a world of such suffering and was inspired to seek the answers to overcoming suffering

(Answers discussing a beggar are not acceptable unless they cover one of the above topics)

- 1 (b) Describe what is meant by Dukkha. 4

KU 4 marks

- 1st Mark of Existence and for the First Noble Truth
- Literally means suffering
- Sometimes translated as unsatisfactoriness, as ‘more’ than just suffering
- All life is full of suffering and dissatisfaction
- Caused by not understanding anicca and anatta (impermanence and no-soul)
- Caused by unrealistic expectations / attachment
- 3 types of suffering: ordinary / produced by change / conditioned states
- Caused by Tanha

- 1 (c) **What do Buddhists mean by Samsara?** 2
- KU 2 marks**
- The cycle of life, death and rebirth
 - State of dependent origination
 - Cycle of continual suffering (dukkha)
 - The cycle they wish to escape by becoming enlightened
- (KU)
- 1 (d) **“Accepting Samsara is very important.”**
Would all Buddhists agree? Give reasons for your answer. 6
- AE 6 marks**
- Agree**
- If we do not accept the reality of samsara we will remain ignorant and unable to become enlightened
 - Understanding what causes samsara to continue (3 poisons) and in turn what causes dukkha is the only way of eliminating suffering from our lives
 - Accepting samsara helps us to understand kamma and aim for a better rebirth on the path to enlightenment
- Disagree**
- One can improve life in samsara (without understanding it) by following the Precepts and the eightfold path to achieve positive kamma
 - Other aspects of Buddhism are more important, for example without first mastering meditation you may never have the ability to understand complex concepts
- 1 (e) **Describe the Buddhist understanding of Kamma.**
- KU 6 marks**
- Literally means action
 - Natural law of cause and effect
 - Not a moral law
 - All volitional (intentional) actions have a kammic result
 - The results of kamma may not follow immediately after an action
 - Kamma needs certain conditions in order to be played out
 - Positive actions result in positive kammic effects and vice versa.

- 1 (f) **“There are benefits and difficulties for Buddhists in believing in Kamma.”**

How accurate is this statement? Give reasons for your answer.

8

AE 8 marks

Benefits

- Kamma is a natural law, there is no God to help you – any progress must come from you so it motivates you to take control of own life
- It helps you be more aware of your actions and their consequences
- It helps you become a better person: You must act with the right intention to build up positive kamma
- You know that it is your actions that build up kammic effects, so you are in control of your future/can change situations for the better.

Difficulties

- May lead to a negative attitude, blaming kamma from past lives for own misfortune
- May lead to apathy – people thinking it’s not their fault and there is nothing they can do about it when things go wrong.
- It is a complex law, and it may be difficult to understand why negative things happen when you live well and should be building positive kamma.

CHRISTIANITY

- 1 (a) What is meant by the phrase above “the soil from which he had been formed”? 2

KU 2 marks

- Refers to the way in which God created man
- Man began to live because God breathed life into him

- (b) Describe God’s relationship with humans before The Fall. 4

KU 4 marks

- He was the creator of humans
- He had provided everything that humans would need by placing them in the Garden of Eden
- He had given them power over everything...dominion
- Humans were to be stewards of the environment and be responsible for the care and wellbeing of all created beings
- Humans lived in perfect harmony/relationship with God

- (c) “Suffering only exists because of the actions of Adam and Eve.”
Would all Christians agree? Give reasons for your answer. 6

AE 6 marks

Agree

- They were the first to disobey God’s instructions
- They had been warned of the consequences of eating the fruit
- Their choices resulted in consequences for the rest of humanity...pain in childbirth, working the ground became hard, death etc
- The perfection of the garden was lost because of their actions

Disagree

- Some Christians might reject a literal understanding of Adam and Eve
- Blaming Adam and Eve is to fail to accept the consequences that follow from our own actions
- If Adam and Eve hadn’t disobeyed God someone eventually would have
- Suffering exists because of the use of freewill
- Suffering is caused by human actions towards each other
- Each generation is responsible for its own suffering

(d) Describe two ways in which Christians understand the death of Jesus.

4

Ku 4 marks (Max 3 marks for only one way)

- Death of Jesus is an atonement for sin
- God and humanity made one again..reconciliation
- Death of Jesus is a sacrifice for sin
- The OT system of sacrifice for sin fulfilled in the death of Jesus
- The death of Jesus was a payment for sin..ransom
- Price paid for sin was the shedding of the blood of Jesus
- Jesus was punished in the place of humanity.. substitute
- The death of Jesus is what allows Christians to achieve Salvation

(e) Describe ways in which belief in the resurrection helps Christians.

6

KU 6 marks

- The resurrection proves that Jesus was who he claimed to be, the Son of God.
- Christians can therefore have confidence in all the other claims made about Jesus in the Bible.
- Christians can believe that all the promises Jesus made are true. This should inspire their faith and trust in Jesus.
- Christians believe that the resurrection shows God has the power to do anything
- Belief in the resurrection gives hope that death is not the end
- Belief in the resurrection helps to take away the fear of death
- Belief in the resurrection helps Christians to make sense of the difficulties of this life
- Belief in the resurrection gives Christians a sense of meaning and purpose in this life
- Belief in the resurrection leads to peace and joy for Christians

- (f) ***“Performing service in the community has both benefits and difficulties for Christians.”***
How accurate is this statement? Give reasons for your answer.

8

AE 8 marks

Benefits

- Opportunity to put faith into action
- Following the example of Jesus
- Acting in obedience to the instructions of the Bible
- Teaches servanthood
- Able to make a difference in the community by improving the lives of others
- It brings them into contact with people outside the church
- It can raise the profile of the church in the community
- Get to see peoples' lives improving by giving help and support
- Makes an individual less self-centered

Difficulties

- Requires the commitment of time and energy
- May face rejection
- May face opposition and misunderstanding
- May be difficult to find opportunities in the community
- Skills and abilities might not match what is required in the community
- May encounter physical danger
- Might have to overcome prejudice
- Might have to change personal opinions about people
- Deal with disappointment

HINDUISM

3 **What is meant by Samadhi?** **4**

KU 4 marks

- a**
- True knowledge or enlightenment – total awareness of nature of reality
 - Final union of self (Atman) and God (Brahman)
 - Best achieved by meditation (Jnana) as one of the margas
 - It is indescribable, devoid of duality, absolute bliss
 - Brings all change and development (of the individual) to an end.

(b) Describe how Brahman and Samadhi are linked. **4**

KU 4 marks

- Samadhi (enlightenment) is attained by realization of true nature of reality.
- The union of the self (Atman) with God (Brahman)
- Samadhi can best be achieved by meditation on the nature of reality – the union of Atman and Brahman as One
- Samadhi is indescribable as a state as is the nature of Brahman – both have the same nature.

(c) “It is very difficult to attain Samadhi.”
Would all Hindus agree? Give reasons for your answer. **6**

AE 6 marks

Agree

- Samadhi is too abstract
- Impossible to find words to describe it
- High levels of discipline required
- High levels of self-control needed
- High levels of concentration needed
- Need time to perfect the skill
- Involves seeing the world in a completely different way

Disagree

- Gives an understanding of Avidya.
- Helps people cope with dukkha.
- Helps to explain Samsara.
- Helps individual to realise true nature of the self and Brahman.
- Calms the mind, focuses the mind on God rather than jiva.

(d) Describe duties associated with two of the varnas.

4

KU 4 marks

Brahmins

- The priests/professionals who have to administer/keep to the rules of their caste/dharma more strictly as they have to set an example to other
- Their duties are purely religious and they must study and teach the Vedas and Smritis. For these duties ha must be recompensed by other Hindus

Kshatriyas

- The rulers, administrators, soldiers who traditionally were associated with the army/government and whose job it was to defend the country and to kill or be killed in the carrying out of their duties
- They were the secular power responsible for the enforcement of dharma.

Vaishyas

- The peasant farmers and merchants so their duties involved the tasks of agriculture and trade to make money which was the basis of the economic life of the country.
- The ordinary people who produce, farm, trade and generally earn a living.

Shudras

- The skilled workers eg weavers, potters and servants to the other three groups.
- In effect they were slaves to the others and were regarded as so impure that they were denied access to the Vedas.
- They could not offer sacrifices nor have sacrifices offered on their behalf and could not be 'twice-born' nor associate with the 'twice-born' (those who were admitted to the initiatory rites of the sacred thread ceremony)

(e) What would a Hindu understand by Karma Marga?

4

KU 4 marks

- Path of action
- Can be atheistic
- Non attachment to fruits of actions
- Casteless
- Can be transferred easily between cultures
- Favoured by scholars as the most practical
- Does not require any ascetic behavior
- Acts are done for the love of God

(f) ***“There are benefits and difficulties for Hindus in believing in Karma Marga.”***

How accurate is this statement? Give reasons for your answer.

8

AE 8 marks

Benefits

- Strict ethical code which prevents selfishness
- Individual has to act rather than meditate
- focus is on helping others.
- Emphasises duty which helps society.
- It is non-political

Difficulties

- The focus is on individual salvation could lead to selfishness
- Duty is essential and it could be at a social cost
- It is about personal advancement so there is no true detachment

ISLAM

4 (a) What is meant by Tawhid? 2

KU 2 marks

- The most basic belief about God
- God is supreme
- Nothing can rival him as a source of power
- He is the creator and the power behind the universe
- The 'oneness' of God, the 'unity' of God and the 'absolute'

(b) Describe the implications for a Muslim in believing God alone is Creator. 4

KU 4 marks

- Everything they have comes from God and should be respected
- They must not misuse our bodies and minds as they have been given to us by God
- They have a responsibility to the world to take care of it for God and future generations
- They have a duty to help others and be generous
- They should not be proud as God is not fooled by hypocrisy
- They should refrain from the sin of shirk (believing that they have the power to forgive or that any other creature has power over creation)

(c) What do Muslims understand by Resurrection? 4

KU 4 marks

- The soul waits in barzakh after death until the day of Judgement
- The living and the dead will be judged
- This may take centuries but it will appear like a flash
- At the end of the world all the contents of the tombs will come back to life
- They will be asked what kept them from their God
- Descriptions of Paradise.

(d) ***“The Muslim view of the final judgement creates a negative view of God.”***

Would all Muslims agree? Give reasons for your answer.

6

AE 6 marks

Disagree

- Muslims believe that we should not fear judgement as God is merciful
- all people are responsible for their own salvation
- This life is a test for us and we will be rewarded by God if we choose the straight path
- God knows everything that we do and we are given free will to act
- We are given guidance from God through Messengers, the Qur'an and the Hadith
- God will forgive us, all we have to do is ask for it
- Nothing happens by accident, everything is God's will
- We will only face Hell if we are determined to persist in evil, refuse to repent and accept God's mercy.
- God will never test us beyond what we can endure

Agree

- Everyone will be judged by God and He cannot be bribed
- If we fail to obey Him in this life then we will be too late to ask for forgiveness in the next life
- It is possible that some people become so evil or depraved that they cannot be forgiven
- Hell or jahannam, is the reward for unbelievers and those who disregard God's will and it is described as a horrible place in the Qur'an
Surah 92. 14-16

(e) **Describe the rules of fasting during Ramadan.**

6

KU 6 marks

- If they are able they must fast
- They must fast between dawn and dusk
- They should refrain from eating and drinking during this time
- They can only break the fast when given the signal
- They must also refrain from passion and other activities which are haram (forbidden)
- They must clear their mind and develop sympathy for others
- If they are exempt, they must fast later if possible
- Pregnant women, elderly, travellers etc

- (f) ***“There are benefits and difficulties for Muslims in practising Saum.”***
How accurate is this statement? Give reasons for your answer.

8

AE 8 marks

Benefits

- Helps to overcome selfishness, greed and laziness
- Allows the development of self control
- Restrains passion and appetite
- Experiencing hunger helps identify with the poor
- Helps build spiritual strength
- Encourages shared experience and feeling of brotherhood
- Helps prepare for any real sufferings that might be faced later in life

Difficulties

- difficult to fast if you are not living in a Muslim country
- may not get time off to fast as you would in a Muslim country
- Others may make fun of you and tempt you to eat
- Even if you fast you must resist other bad behaviour such as telling lies or the fast will not be worthwhile
- Going through the motions of fasting is not accepted by God
- You may become ill even if you are a healthy person
- It might be difficult for you to carry on with your job if you are fasting

JUDAISM

5 (a) What had the man and woman done that was so wrong? 2

KU 2 marks

- They ate the fruit from the tree of Knowledge.
- God had told them not to eat from the tree.
- They had gone against God's wishes.

(b) What were the consequences of the actions of the man and woman? 4

KU 4 marks

- The woman would suffer problems in pregnancy and pain in childbirth.
- She will still desire her husband, but she will be subservient to him.
- The man would have to work the land for any food.
- Death was introduced, "You were made from soil, and you will become soil again."
- They were cut off/alienated from God.
- They no longer shared/lived in the Garden of Eden.
- Life was no longer perfect

(c) "*The Jewish view of human nature is too confusing.*"
Would all Jewish people agree? Give reasons for your answer. 6

AE 6 marks

Agree

- How can we be made in the image of God, there are so many people and they are so unlike.
- This idea that we have different impulses, yetzer tov and yetzer harah, causes confusion. It makes human sound as if there is a conflict within everyone.
- We learn by our experiences what is good and bad, it's not something inside us.
- Some humans are just plain evil, or bad, they don't have any good features, like yetzer tov.

Disagree

- Human nature is not too confusing, it is just complex.
- It is simply the way God has made us.
- Humans are like God because we can discern and understand, when we use our intellect we are like God. There's nothing confusing about that.
- Humans are a combination of good, yetzer tov, and bad impulses, yetzer harah, this is not too confusing.
- Few people are totally good or totally bad, we all have our good points and our faults – this is human nature.

(d) What responsibilities do Jewish people have towards other people?

4

KU 4 marks

- Jewish people have the responsibility to look after other people.
- They have a social and moral responsibility to look after the old, sick and needy.
- Any appropriate quotation from scripture could be used to act justly.
- Psalm 71:9 “Do not cast me off in old age, when my strength fails, do not forsake me.”
- Isaiah 58:7 “to share bread with hungry, and to take the wretched poor into your home;”
- They should act justly in social and business situations.
- Tzedakah – giving time to works of charity and money for charity.
- Lashon Harah – Gossiping and slander are wrong, Jewish people should not carry them out.

(e) Describe important features of becoming Bar Mitzvah.

6

KU 6 marks

- Prior to the ceremony, the boy has to study and practise reading the Torah.
- The ceremony marks publicly the move from childhood into the responsibility of adulthood.
- The boy reads an extract from the Torah from the Bimah, standing up on his own away from the family.
- The father blesses God for taking away his responsibility as his son is now responsible for his own actions.
- The boy can now wear the tallit and the tefillin, symbols of his commitment to the Torah.
- He can now be counted as part of the minyan, a group of ten adults who have to be present for public worship to take place.

- (f) ***“There are benefits and difficulties for Jewish people in performing Bar Mitzvah ceremonies.”***
How accurate is this statement? Give reasons for your answer.

AE 8 marks

Benefits

- It is a visible sign that the Jewish religion and its customs will continue in the future.
- It helps stress the connection with the past, this is the same ceremony carried out for years.
- It gives hope to the older generation that the younger generation will not turn their back on their traditions.
- It will teach the younger generation their history, to understand today we have to look back to see where we came from.
- It helps to show that the Torah still has relevance to today's culture, it is not stuck in the past.

Difficulties

- Judaism needs to stop looking back and start looking forward. Bar Mitzvah is out-dated.
- Too much time is spent learning key Torah passages and not enough about discussing responsibility as adults and ensuring the boy understands his duties properly.
- Bar Mitzvah is divisive, even sexist, because in Orthodox Judaism girls are not treated the same as boys – they get a Bat Chayil, daughters of valour.
- The main difficulty with Bar Mitzvah is that people spend more time and effort on organizing the party after the ceremony and not enough time preparing for the ceremony itself.
- The main difficulties with Bar Mitzvah are not just religious, people put themselves in debt to make sure their boy has a good time.

SIKHISM

6 (a) What is the final goal for Sikhs? 4

KU 4 marks

- The final goal for Sikhs is reunion of the soul with God.
- It is to enter Sach Khand, the Realm of Truth
- It is to finally be free from the cycle of birth, death and rebirth.
- It means the final stage of spiritual development has been reached.

(b) Describe how Sikhs practise Vand Chhakna. 4

KU 4 marks

- It is about sharing what you have.
- It can be money to support the gurdwara.
- It can be giving to family, friends or indeed anyone who is in need.
- It can involve giving to charitable organizations.
- It may be giving up time or resources to help someone.

(c) Explain why Sikhs attach so much importance to being born a human being. 4

KU 4 marks

- Being reborn as a human being is a great blessing.
- Human beings are able to choose to follow God's instructions.
- Humans can learn by listening to God.
- A human being is the last and highest form of God's creation.
- Only human beings have the ability to reunite with God.

- (d) ***“To be a true Sikh, it is necessary to do more than good deeds.”***
Would all Sikhs agree? Give reasons for your answer.

6

AE 6 marks

Benefits

- True Sikh faith is more than worshipping and listening to God's Word.
- It involves showing compassion by putting God's Word into action.
- The true Sikh performs good deeds in the service of others with no thought of personal gain. This is sewa.
- Vand Chhakna, sharing in charitable giving, is another way of putting faith into action.

Difficulties

- However, Sikhs should act in a way which is obedient to God's Will.
- It is important that good deeds are not done in order to achieve good karma.
- Sikhs need to be aware of the danger of becoming attached to good feelings when helping others.
- Even good deeds can be done for personal benefit, motivated by haumi, self-centeredness.

- (e) **Describe how the Khalsa was first founded.**

4

KU 4 marks

- The Khalsa was founded in 1699 by Guru Gobind Singh.
- The first Khalsa consisted of five volunteers who offered their lives for God and the Guru.
- They were known as the 'five beloved ones'.
- The Guru baptised them with Amrit and initiated them into the Khalsa.
- The initiates were told that they were now members of a family.
- He then asked them to baptise and accept him into the Khalsa.
- The word 'Khalsa' means the 'pure ones' or 'the Guru's own.'

- (f) ***“There are benefits and difficulties for Sikhs in becoming a Khalsa Sikh.”***
How accurate is this statement? Give reasons for your answer.

8

AE 8 marks

Benefits

- It helps Sikhs follow the teachings and example of Guru Gobind Singh.
- It shows their commitment.
- It means they are regarded as true Sikhs.
- It represents equality for all who are initiated
- It continues a long tradition going back to 1699.

Difficulties

- It means following a strict code of conduct which is difficult to observe.
- There are often practical difficulties in trying to keep the Five K's.
- There can be misunderstandings of the spiritual significance of these five articles of faith.
- The Khalsa can be seen by some as an unattainable goal
- The traditions of the Khalsa can be a hindrance to promoting Sikhism in the modern world.

SECTION 2

MORALITY IN THE MODERN WORLD

CRIME AND PUNISHMENT

1 (a) What makes capital punishment a moral issue? 2

KU 2 marks

- It is still carried out by some countries
- Abolished in others because they think it is inhumane.
- Some agree with it, as it is the ultimate deterrent
- Others condemn it as state murder.

(b) Describe two advantages of Capital Punishment for society. 4

KU 4 marks (Max 3 marks for only one advantage)

- Capital Punishment is seen as the ultimate deterrent
 - It protects society
 - Stops murderers from re-offending
 - Restoration-it restores the balance and gives justice for the victim's family
 - If you take a life then you should pay by forfeiting your own
 - It is seen by some to be less expensive than prison
- It sends out an important message that human life should be valued by society

- (c) **Capital Punishment can never be morally justified.**
How far would a secular viewpoint agree? Give reasons for your answer.

6

AE 6 marks (As there are no mandatory viewpoints the following are only examples)

Utilitarianism

Agree

- Murder does not fit the idea of 'the greatest good for the greatest number'
- J S Mill did not think that Capital Punishment was an effective deterrent particularly with hardened criminals
- Modern Utilitarians might argue that mistakes are made which cannot be put right, therefore this is not good for society

Disagree

- J S Mill argued that life imprisonment was worse than Capital Punishment as it was a form of suffering
- Capital Punishment was quick and easier
- If you commit murder you do not deserve to be part of society (blotted out)
- Most people want it therefore we should have it, (greatest happiness for the greatest numbers)

Humanism

Agree

- Oppose it on the grounds that premeditated killing is wrong even by the state
- Miscarriages of justice occur
- Everyone should be treated fairly and there should be no doubt
- It is not an effective deterrent so why have it?
- It is inhumane and is the sign of an uncivilised society
- We should look at the causes of crime rather than seeking revenge

Disagree

- Each case should be judged individually
- Some crimes may warrant Capital Punishment if society is to be protected

(d) In what way does the United Nations oppose Capital Punishment?

6

KU 6 marks

The United Nations supports the right for each nation to have its own laws on crime and punishment however:-

- It opposes capital punishment on the grounds of it disregarding basic human rights
- Inalienable rights are disregarded by capital punishment
- Disregards the right to life even for a murder
- It is cruel and inhumane in most cases
- It is seen as barbaric and degrading
- The UN is particularly against the execution of children
- or those suffering from mental disorder
- Not everyone receives a fair trial

(e) Describe two ways in which addiction can lead to crime.

4

KU 4 marks (Max 3 marks for only one way)

- Stealing for money to feed the habit (drugs, alcohol or gambling)
- Prostitution for money to feed habit
- People can become involved in *organised* crime as a result of addiction
- People may take advantage of addicts to become rich through criminal activity and therefore increase addiction
- People commit acts of violence under the influence of alcohol or drugs as a result of their addiction
- Vandalism and petty crime increases as a result of alcohol and drug abuse

- (f) **“Community service is a positive form of punishment.”**
Would religious teachings agree or disagree?

AE 8 marks (As there are no mandatory viewpoints the following are only examples)

Christianity

Advantages of community service

- Punishment should not be about revenge but reform
- You can be forgiven-Jesus forgave people who truly repented
- Anyone can change, Zacchaeus did
- become a more valuable member of society
- Reflect on what they have done
- Pay their debt to society

Disadvantages

However some Christians might argue that:-

- Community service is not true repentance
- It may be considered too soft
- The punishment does not fit the crime it is not ‘an eye for an eye’
- Victim may feel justice has not been done

Buddhism

Advantages

- Buddhists accept that people can change
- Kammic consequences of actions can cause you to be reborn moment by moment
- Good choices lead to good kamma
- You make your own future by making the right choices
- It is possible to completely change through reflection and service to others
- Buddha himself changed from being a selfish prince, put his own attainment of Nibbana aside, and helped others.

Disadvantages

- You may not carry out the community service as your own volition
- Use of unskillful means will lead to bad kamma
- The intention is more important than the action

GENDER

2 (a) What makes the topic of gender a moral issue? 2

KU 2 marks

- Gender Issues in the U.K. is a moral issue because people are suffering at the hands of others because of their gender.
- People's human rights are being affected by the discrimination of or abuse by other people based on the person's gender.
- Any concrete examples of discrimination or abuse candidates identify.

(b) How have religious people dealt with gender equality in their places of worship? 4

KU 4 marks

Christianity

- In many Christian Churches, it is taught that men and women were created at the same time, therefore women are allowed to do the same as men.
- Many Christian Churches allow women total freedom in all aspects of the church, including ordination.
- In the Anglican Communion, women can become Bishops.
- Women participate far more in the workings of the Church than they did before – they can be elders, pass-keepers, readers etc.
- Improved tremendously in the Roman Catholic Church over the years – women can now read, distribute communion etc, just like a lay man.
- In the Roman Catholic tradition there is a movement to ordain women priests, this has been going on since 2002.
- There is a growing number of female priests, even female Bishops, however the Vatican does not recognize their authority.

However

- They cannot be ordained priests in the Roman Catholic Church or Orthodox Church.
- They are still not able to become full members, i.e. preachers or ministers in some Christian denominations.
- The Anglican Church in England does not recognize female Bishops.
- They still only do menial jobs within the Church, clean, serve teas and coffees.
- Key decisions and positions still rest with the men in the parish i.e. priest or minister, heads of committees.
- Although many Christian groups accept the principle of female equality in ordination, the reality is that they do not exist.

(b) (cont.)

Judaism

- In Gen 1, Judaism teaches that God created humans, male and female together, equally. So they are regarded as equals in the religion.
- Bat Mitzvahs were introduced in the 20th century, 1922, however they did not become so popular until the second half of the century.
- Most Jewish movements today now accept female rabbis.
- In the Reform movement of Judaism, women rabbis have been accepted since the late 1800's, however the first one ordained was in 1922.
- As feminism in society became more popular in the 20th century, so did the desire for females to become rabbis.
- In the Conservative movement, female rabbis were allowed in the October of 1983.
- Later the same year, female entrants into the school of Cantors was allowed. This ensured that women could hold any position in the Conservative movement.
- The Reconstructionist movement in America introduced Bat Mitzvah as early as 1922. Their first female Rabbi was in 1977.
- There are some female rabbis in Orthodox Judaism, however, officially, Orthodox Judaism believes in male only rabbis.

- (c) **“UK law has been effective in preventing gender inequality.”**
How far would a secular viewpoint agree? Give reasons for your answer.

6

AE 6 marks ((As there are no mandatory viewpoints the following are only examples)

Humanist

- Humanists, using the UDHR, would see gender inequality as wrong as it is denying basic human rights.
- Humanists believe in promoting personal freedom, as equality of the sexes will improve personal freedom they see it as right.

Agree

- The British Government set up the Equality and Human Rights Commission to ensure proper equality between the sexes exists, this will prevent gender inequality.
- In 1975 – Sex Discrimination Act – it is illegal to discriminate between the sexes. Humanists believe everyone should have the same opportunities and choices in the worlds of education, employment and home.
- In 1970 – Equal Pay Act – men and women doing the same job should receive the same pay. This will improve women’s roles in society and help prevent inequality
- British Government has ratified the CEDAW Treaty – Convention on Ending all forms of Discrimination Against Women. Humanists would see this helping prevent gender inequality.
- Improved childcare legislation has made it easier for women to seek employment, Humanists would see this as an attempt to prevent gender inequality.

Disagree

- Humanists would see the UK law as being ineffective as there are still women being paid less than men forty years after the Equal Pay Act.
- The Sex Discrimination Act has not prevented gender inequality for Humanists as they see many women still suffering discrimination in the workplace and at home.
- Even though the EHRC was set up, Humanists can still see the glass ceiling restricting women’s careers – this is wrong.
- The CEDAW Treaty has meant nothing as the pay gap between men and women’s earnings is growing, this law has been ineffective in preventing gender inequality.
- Improved childcare legislation has not benefitted the majority of people, it has resulted in many people being worse off as people’s wages are not good enough to pay for childcare.

Utilitarian

- Utilitarians - the Principle of Utility, right action - the greatest happiness or benefit to the greatest number of people – gender inequality would therefore be wrong as it does not benefit the majority.
- Mill wrote the “Subjugation of Women” (1869) about the equality of the sexes – gender inequality would be wrong to him.
- Peter Singer wrote “Discrimination on the basis of sex, it has been said, is the last universally accepted form of discrimination.” This would imply that he would be totally against gender inequality.

Agree

- Government set up the Equality and Human Rights Commission to ensure proper equality between the sexes exists. This will improve women’s roles in society, thus preventing gender inequality.
- 1970 – Equal Pay Act – men and women doing the same job should receive the same pay. This will prevent gender inequality.
- 1975 – Sex Discrimination Act – it is illegal to discriminate between the sexes. All public activity, jobs and advertisements etc cannot directly discriminate on the grounds of gender. Utilitarians would see this as preventing inequality.
- British Government has ratified the CEDAW Treaty – Convention on Ending all forms of Discrimination Against Women. This is another law which Utilitarians would see as preventing gender inequality
- Improved childcare legislation has made it easier for women to seek employment. This will benefit the majority of society and will prevent gender inequality.

Disagree

- Utilitarian’s would see the UK law as being ineffective as there are still women being paid less than men forty years after the Equal Pay Act.
- The Sex Discrimination Act has not prevented gender inequality for Utilitarians as they see many women still suffering discrimination in the workplace and at home.
- Even though the EHRC was set up, Humanists can still see the glass ceiling restricting women’s careers – this is wrong as it has not benefitted people.
- The CEDAW Treaty has meant nothing as the pay gap between men and women’s earnings is growing, this law has been ineffective in preventing gender inequality.
- Improved childcare legislation has not benefitted the majority of people, it has resulted in many people being worse off as people’s wages are not good enough to pay for childcare.

(d) **What has the UN done to tackle gender issues in the Developing World?**

4

KU 4 marks

- UDHR expressed basic human rights which all people, no matter their gender, are entitled to.
- Candidates may use any or particular articles where gender is specifically used i.e. Article 2. They have to relate to Gender Issues not merely state an article.
- In 1952, the UN Convention on the Political Rights of Women attempted to increase female participation in politics in their own country, thus empowering women around the world to improve gender issues.
- The UN Convention on the Nationality of Married Women, 1957, attempted to ensure the rights of women to their own nationality, even if they married someone and lived in another country. This tried to show the basic human right to nationality still stood in another country as previously women were losing their rights when they moved to another country to marry.
- In 1962, the UN Convention on Consent to Marriage established in law the illegality of arranged marriages without the free consent of all those involved.
- CEDAW, the Convention on the Elimination of all forms of Discrimination Against Women, in 1979 - "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field." - <http://www.un.org/womenwatch/daw/cedaw>
- Between 1975 and 95, four World Conferences on Women sought action on gender equality, culminating in the Beijing Declaration and Platform for Action.
- Twelve different areas for action are specified in the Beijing Platform for Action, these all relate to the need to improve the equality and safety of women and children.

- (e) **Describe how equal opportunities in education are an important factor in the Developing World.**

6

KU 6 marks

- In many countries, girls are not educated or are not educated to the same extent as boys.
- Educating girls is one of the best practices the Developing World can undertake to improve social well being.
- Poorer families lack enough resources, therefore they educate selectively and traditionally they have favoured boys.
- Girls have not been educated because they cannot bring in the same money to a family that a boy can. They do more around the family than boys do.
- Some research claims a definite link between increased female education and improved health.
- In India, education empowers women to feed their children better and vaccinate them.
- In Pakistan, the literacy rate is reported as 60% for men and 36% for women. Two out of three women are illiterate.
- This has an impact on general social and economic development, gender equality and women's empowerment – European Commission.

- (f) ***“Allowing separate gender roles creates difficulties for people.”***
Would religious teachings agree or disagree?

8

AE 8 marks (As there are no mandatory viewpoints the following are only examples)

Christianity

Agree

- The traditional religious view is based on Gen 3, where the Man is to provide, the woman subservient. This is far too simplistic for our complicated society.
- Traditional gender roles may not fit a young person today as he believes everyone is equal. He looks at separate gender roles and sees them as unequal – thus causing him difficulty.
- Strict separate gender roles do not allow people to be individual, they may want to reject these roles. People should be free to choose, God gave us freewill – so use it.
- Separate gender roles in the past has led to discrimination against women, this goes against Christian teaching like “he sent me to give the good news ...and set the downtrodden free.”
- In many families today, there is no male role model, separate gender roles are therefore out-dated.

(f) (cont.)

Disagree

- Gen 3 identifies separate roles as part of God's plan from the very beginning, it clarifies what society expects, especially for young people.
- Given the complexity of our society and the mixed signals being sent, Gen 3 clearly lays out for young people what is expected of them as a male or female – this will lead to less confusion.
- Some Christians will point to the writings of St Paul, he clearly identifies what is expected of husbands, wives, and children. This should improve our families and, in the long run, society.
- Another advantage is to clarify the future for young people, it will not be as daunting since people will know what type of job to look for.

Islam

Agree

- In 4.34 of the Qur'an it states that men have guardianship over women, men have to guide them. This can lead to problems where girls are discriminated against.
- The Qur'an also teaches equality between the genders – this could confuse some boys, as separate gender roles are based on inequality.
- The Muslim boy may experience difficulty from others in his family or community, if he does not reach their level of expectation based on Muslim teachings.
- Separate gender roles has led to discrimination against women in many Muslim countries, yet this goes against Muslim teaching in the Qur'an.

Disagree

- Separate gender roles will bring clarity to society, since the Qur'an clearly lays out male and female roles.
- In 4.34 it clearly states that men are guardians over women, people therefore know what their role in life is – there is no ambiguity.
- Separate gender roles makes family life easier, as children have to do what their parents advise, this will benefit society.
- Separate gender roles clearly lays out social structures for society, society will be better run.

GLOBAL ISSUES

3 (a) What makes global poverty a moral issue? 2

KU 2 marks

- Many people are poor through no fault of their own.
- It is unfair that so much wealth is concentrated in the northern hemisphere
- Countries are often kept in poverty by the policies of wealthier nations
- The division between rich nations and those struggling with poverty is getting greater.
- There are those who believe that charity begins at home.
- It can be said that poorer countries are in that condition through their own inefficient governments and policies.
- Helping people out of poverty can make them dependent on aid.

(b) Describe two different kinds of emergency aid. 4

KU 4marks (Max 3 marks for only one kind)

- It can take the form of tents for shelter where homes have been destroyed.
- It can be medical supplies where people have been injured and hospital resources are scarce.
- It can be warm clothing where there are freezing temperatures
- It can be rescue equipment and personnel where there are people trapped.

(c) ***“It is everyone’s responsibility to ensure that global wealth and resources are distributed fairly.”***
How far would a secular viewpoint agree? Give reasons for your answer. 6

AE 6 marks (As there are no mandatory viewpoints the following are only examples)

Utilitarianism

- Utilitarianism claims that more care is needed to ensure that the more abundant goods, products and services now available are distributed justly.
- Utilitarians such as Bentham and Mill did not think the greatest good would benefit all equally, although a fair distribution was required.
- Peter Singer argues that the injustice of some people living in abundance while others starve is morally indefensible. He proposes that anyone able to help the poor should donate part of their income to aid poverty relief and similar efforts.

(c) (cont.)

Humanism

- In terms of world poverty, Humanists oppose the vast inequalities and injustices which cause so much misery.
- Humanists say that if we are to improve matters it is up to us. We should care about poverty because we are members of the same species and not because our god tells us to.
- A fairer distribution of resources would help to counter the exploitation of the poor by the rich which seems to be an unfortunate aspect of human nature.
- However, humanists recognize that even with our best efforts corrupt authoritarian governments can cream off the resources and aid which should be more widely distributed.

(d) What is meant by stewardship of the earth?

4

KU 4 marks

- It means that we are 'caretakers' of the earth.
- It is not ours to do with as we please.
- Some religions teach that God has given us the responsibility of looking after the world he has created.
- Taking care of the planet as stewards means not contributing to damaging effects such as global warming.
- It means using our intelligence and scientific abilities to tackle problems that affect the earth, such as global warming.

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

4

KU 4 marks (As there are no mandatory viewpoints the following are only examples)

Utilitarianism

- From the perspective of utilitarianism, the consequences of actions must be looked at to determine if they are right or wrong. Clearly the long term consequences of global warming will produce more harm than benefit so we ought to fight against global warming.
- Peter Singer concludes that it is inevitable as long as major industrial nations do not actually fulfil their commitments to reducing greenhouse gas emissions.

Humanism

- For humanists, whether or not to bother about global warming is a personal choice.
- Some may prefer a more sceptical line which says that we should focus first on problems that we can overcome, such as poverty, education and hunger.
- Other humanists recognise that global problems are interrelated. As developing nations develop out of poverty they pump yet more carbon dioxide into the atmosphere, thus accelerating global warming

Other appropriate secular viewpoints are acceptable - e.g.

- Greenpeace says that it will continue to be inevitable as long as rich countries are largely the cause of climate change but aren't the ones who suffer because of it.
- Friends of the Earth say that the impacts of global warming are already being felt and that if we don't act now, the climate crisis will become much worse.
- The UN perspective is that we don't know exactly what is going to happen as Planet Earth heats up. However, as a result of global warming poorer countries and some environments will encounter problems since global warming's not going to go away any time soon.

- (f) ***“If we do nothing global warming will just do more and more damage to the world.”***

Would religious teachings agree or disagree?

8

AE 8 marks (As there are no mandatory viewpoints the following are only examples)

Agree

Buddhism

- From a Buddhist perspective, global warming continues to be caused by three poisons: greed, anger and ignorance.
- Greed causes us to consume carelessly our limited natural resources. Ignorance causes us to think the permanence of all things and to ignore the serious effects of global warming.

Christianity

- God appointed us to be stewards of this world and therefore we should be aware of the increasing effects of global warming on our environment.
- We have a God-given ability to anticipate the effects of global warming and we should therefore respond accordingly.

Islam

- Muslim teaching acknowledges that Islam is a way of life that respects the rights of other people, of animals and of the environment in which we live.
- If we do not act quickly and effectively against the challenge of global warming to mankind, we shall be answering for it in this life and in the hereafter.

Disagree

Christianity

- Although experience and research lead us to believe that global warming is in fact occurring, there is little or no objective evidence that the effects will be catastrophic.
- We must be careful not to allow environmentalism to become a form of idolatry where the rights of the planet concerning global warming are held in higher esteem than God.

Hinduism

- Global warming may do more damage to the world but then again, Hindu tradition believes in the Great Cycle, death and rebirth.
- Hinduism believes that the present universe has undergone innumerable births and deaths.

Islam

- Human beings should trust that God will not allow things to get beyond his control.
- There is the question of those who readily accept that in order to have a better quality of life, our actions may have a negative, and sometimes disastrous effect on the lives of others.

MEDICAL ETHICS

4 (a) What makes euthanasia a moral issue? 2

KU 2 marks

- Raises the problem of the rights of the individual in having control over their illness/death
- Raises the problem of the rights and treatment of the vulnerable
- It may be seen to violate the right to life
- It may be seen to violate sanctity of life
- Involves the question of who chooses who lives/dies and when
- Involves the question of who should be expected to perform euthanasia

(b) Describe UK law on euthanasia. 4

KU 4 marks

- It is illegal
- Passive euthanasia (e.g. refusal of life-saving treatment) is allowed
- Euthanasia by side-effect is allowed as long as the dosage of medication was necessary to relieve suffering
- Euthanasia carries a sentence of up to 14 years

(c) What is a religious viewpoint on non-voluntary euthanasia? 4

KU 4 marks (As there are no mandatory viewpoints the following are only examples)

Buddhism

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

Christianity

- Life is sacred and a gift from God – Job 1:21.
- Do not commit murder – Exodus 20:13.
- Human life is on loan from God. We have responsibilities to care for one another – Church of Scotland, 1997.

(c) (cont.)

Hinduism

- Suicide is a crime and a sin. People should die naturally. Euthanasia is like suicide.
- Bad actions attract bad karma and suffering in future rebirths – Bhagavad Gita 14:16.
- Euthanasia causes the body and soul to be separated at an unnatural time and results in bad karma for doctor and patient
- Euthanasia can be seen to go against the principle of ahimsa (non-violence doing no harm)

Islam

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

Judaism

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

Sikhism

- Sikhs respect life as a gift from God – it should be up to God to decide when you die
- Suicide was rejected by the Gurus as an interference with God's plan, so this is often extended to euthanasia
- Suffering is a consequence of karma and should be made the best of

- (d) **“Non-voluntary euthanasia can be acceptable.”**
How far would a secular viewpoint agree? Give reasons for your answer.

6

AE 6 marks (As there are no mandatory viewpoints the following are only examples)

British Humanist Association – Barbara Smoker

- Agree - There is no purpose in prolonging life when it has no value to the individual.
- It is wrong to allow a human to suffer unnecessarily.
- Disagree - It is a fundamental human right to be able to choose when to end your own life. Non-voluntary euthanasia does not involve choice unless preceded by a living will.

Peter Singer (Utilitarian)

- Euthanasia is an act of compassion; it is a humane act. It is cruel to allow someone to die slowly.
- We should recognise that the value of human life varies – some lives are better than others.
- If doctors withhold medical treatment or nourishment from some newborn children it is logical to apply the same thinking to the terminally ill.
- Allowing a patient to die slowly prolongs the suffering of the relatives.
- There are a small number of cases in which pain cannot be adequately relieved – these patients should be allowed to die in peace.
- If a patient is not capable of making a rational decision for themselves relatives or medical staff can make the decision for them.
- Singer is willing to accept enforced euthanasia for Alzheimer’s patients and seriously disabled babies because they are not rational, self-conscious beings

- (e) **State two different views on when life begins.**

2

KU 2 marks

- At conception as a new genetic code is formed
- At differentiation (14 days) where the cells begin to take on human characteristics
- At 8 weeks when the embryo is classed as a foetus
- At birth as it is an independent person

- (f) **Describe UK law on the use of human embryos.** **4**

KU 4 marks

- Surplus embryos can only be used with donors' consent
- Embryos can only be used if created in vitro (fertilised outside the body, for example surplus IVF embryos)
- Embryos must be used before 14 days of development (differentiation)
- Embryos can only be stored frozen for up to 10 years
- Embryos can only be used in research with a specific licence from HFEA
- Unlimited fine and up to 10 years imprisonment for misuse of embryos
- Embryos can be stored for up to 55 years in special circumstances

- (g) **“There are no problems for society in using human embryos.”
Would religious teachings agree or disagree?** **8**

AE 8 marks (As there are no mandatory viewpoints the following are only examples)

As there is no mandatory religious viewpoint, the following are examples only. The answer should ideally make specific reference to supporting teachings from the religion studied.

Agree

Buddhism

- Research is not problematic if personhood is not considered from conception and is in-line with the tenets of seeking knowledge (prajna) and ending suffering (dukkha).

Islam

- It allows people in society to use the talents/knowledge God gave them to better the lives of individuals and society (Islam, Shari'ah – actual life should be afforded more protection than potential life, and a soul is not imparted until 120 days of pregnancy)
- “Under Islamic principle of the ‘purposes and higher causes of the Shari'ah (Islamic law), we believe it is a societal obligation to perform research on these extra embryos instead of discarding them.” (Islamic Institute – Washington)

Judaism

- Jewish pikuach nefesh--the responsibility to save human life – betters the quality and value of life in society
- Jewish Halakha welcomes the use of embryos as a means of procreation within marriage – benefit is to strengthen importance of family / value of children where before it would have been denied
- Gametes and embryos outside a human body do not have any legal status under Jewish law (*Halcha*, and the foetus does not become a person (*nefesh*) until the head emerges from the womb

(g) (cont)

Christianity

- Helps stop suffering by reducing genetic disorders and diseases – it is compassionate and loving (Agape)

Disagree

Buddhism

- There are moral implications as it goes against the precept not to harm any living being, and also the principle of ahimsa (non violence)

Christianity

- It is murder, so lowers morals of society – Life begins at conception (Roman Catholic Church)

Christianity/Judaism

- It is playing God and interfering with nature, we don't know what the consequences could be – God created man in his own image (Genesis 1)

Islam

- Whosoever has spared the life of a soul, it is as though he has spared the life of all people. Whosoever has killed a soul, it is as though he has murdered all of mankind. (**Qur'an 5:32**)

Generic

- Could devalue certain groups in society, and God values everyone for their individuality

WAR AND PEACE

5 (a) What makes nuclear weapons a moral issue?

2

KU 2 marks

- Opinion is divided on nuclear weapons
- Destructive power makes them a moral issue
- If used they kill indiscriminately
- Sums of money involved in making, maintaining and storing could be better used for humanitarian concerns
- The threat they pose to the environment
- By-products of making them (nuclear waste) are difficult to control and store
- Potential of a nuclear accident
- Possession of nuclear weapons spreads fear.
- Should people have to live with the nuclear 'threat' hanging over them?
- Threat to the security of the world
- Nuclear weapons are effective
- This is a nuclear age so we must embrace the technology
- The government of this country is committed to a nuclear programme

(b) Describe two arguments used in support of possessing nuclear weapons.

4

KU 4 marks (max 3 marks for only one argument)

- Nuclear weapons have maintained world peace
- Peace through strength
- No further world wars due to the existence of nuclear weapons
- They act as a very effective deterrent
- No one would use them due to mutually assured destruction (MAD)
- Possession means your country is in a strong position with regards to defence
- If one country has them every country should be allowed to have them for the protection of its citizens
- They exist and can't be uninvented so a country might as well have them

- (c) ***“Using nuclear weapons may sometimes be the right thing to do.”***
How far would a secular viewpoint agree? Give reasons for your answer.

6

AE 6 marks (As there are no mandatory viewpoints the following are only examples)

Utilitarianism

Agree

- If their use ended a war quickly
- If their use prevented further suffering
- Their use may lead to short term suffering in return for greater and longer lasting pleasure
- Using nuclear weapons acceptable as it is the duty of a country to defend itself
- A minority would be sacrificed for the benefit of the majority
- Limited use acceptable if more lives are saved in the long run

Disagree

- The destructive power of nuclear weapons is so great their use could never be justified
- The misery caused by their use could never be justified
- Use of ‘reason’ tells you it would be madness to use nuclear weapons
- Use of nuclear weapons does not contribute to the maximisation of happiness

Humanism

Agree

- Controlled use of violence may be acceptable to protect human values
- Use of nuclear weapons may be the lesser of two evils
- Some Humanists would argue that each individual case has to be looked at in terms of using nuclear weapon

Disagree

- The use of nuclear weapons is disastrous
- Even limited use destroys life
- The nature of the diseases caused by radiation lead to terrible suffering
- The use of tactical mini-weapons still results in devastation
- The use of nuclear weapons will lead to annihilation
- Cannot think of the use of nuclear weapons as the lesser of two evils

(d) How does the UN Charter help countries to avoid war?

4

KU 4 marks

- UN Charter tries to make the world a fairer place so avoiding war
- UN Charter helps countries with their economies and education systems to lessen the tensions and conflicts that often lead to war
- UN Charter stresses the human rights of each individual and the worth of every human
- UN Charter stresses the need for tolerance and countries living together as 'good neighbours
- UN Charter stresses the need for countries to respect the obligations of the treaties signed for the maintaining of peace
- No member of the UN should threaten or use force against any other country
- Purpose of the UN to stop acts of aggression that lead to war

(e) Describe the effects that war has on a country.

6

KU 6 marks

- Death and destruction
- Loss of life, military and civilian affects the whole of society in a war
- Long term effects of serious injuries changes the way people live the rest of their lives
- Destruction of buildings and the natural environment
- War creates suffering and poverty
- Resources are used up to support the military effort
- Economic consequences can stay with a country for a long time
- Many become refugees from conflict areas
- It could be argued that war can have a positive effect on a country
- It unites the nation and brings people together
- It causes countries to value freedoms, standards of living etc and see these things as being worth defending and fighting for
- Leads to acts of heroism and sacrifice

- (f) **“Going to war never solves anything.”**
Would religious teachings agree or disagree?

8

AE 8 marks (As there are no mandatory viewpoints the following are only examples)

Buddhism

Agree

- Breaks the first of the five precepts ‘avoid killing, or harming any living thing
- Non-violence is at the heart of Buddhist thinking and behaviour
- War is not supported in Buddhist scriptures
- War breaks the principle of non-violence by which Buddhists should live in society
- Enemies are to be loved no matter how cruelly they treat you
- Difficulty for a Buddhist is how to protect the lives and rights of individuals without breaking the principle of non-violence

Disagree

- War is a means by which a society can defend itself from aggression
- Going to war might be the only way to prevent further violence
- War might be necessary to defend the weak

Christianity

Agree

- War wrecks lives civilian and military
- War causes suffering in society
- Creation of refugees
- War causes destruction from which society might never recover
- War leads to bitterness and hatred which goes against the spirit and teaching of Jesus
- References from the Bible about striving for peace, turning the other cheek etc
- Society is always the poorer after war

Disagree

- The strong protect the weak
- Christians should fight for their country in the cause of a Just War
- Going to war can protect your way of life
- War is a way of protecting your beliefs
- Going to war ensures good overcomes evil
- Going to war may rid society of evil dictators
- Going to war may be the necessary response to acts of aggression
- Going to war should lead to peace and the restoration of normal life as quickly as possible
- Going to war may protect your way of life

SECTION THREE

EXISTENCE OF GOD

- (a) **God is often described as “all powerful and all knowing”. Describe what is meant by each of these terms.** **4**

KU 4 marks (Max 3 marks for only one term)

All powerful

- Omnipotent
- God can do anything.
- No other power is strong enough to have created the world.
- Only God is powerful/creative enough to have created the world and all that is in it.

All knowing

- Omniscient
- God has great wisdom and knowledge of the world
- God is aware of everything human beings do
- God is aware of all our actions

- (b) **Describe how the existence of suffering and evil can be an argument against the existence of God.** **2**

KU 2 marks

- If God does not prevent suffering perhaps he does not exist.
- People can accept suffering as a result of someone’s own actions – they get what they deserve. However, when the innocent suffer God does not seem just.
- If God really existed he would do much more to prevent such suffering and evil e.g. murder, and terrorism
- Often it’s good and innocent people who seem to suffer e.g. terminal illnesses like cancer the most, and bad people don’t.
- This isn’t fair and shows God does not exist.
- There’s so much suffering/evil in the world that the idea a loving and caring God is out of the question.
- There is so much suffering and evil in the world that God either does not care (is not all-loving) or is not able to do anything about it (is not all-powerful).
- Natural disasters that destroy communities is an obvious sign of a non-existent God.

(c) **In what ways can the Freewill Defence Argument be used to explain how evil came into the world?**

4

KU 4 marks

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

(d) ***“The Freewill Defence Argument is not convincing.”***
Do you agree? Give reasons for your opinion.

6

AE 6 marks

Agree

- If God was omnipotent he could have created a world with no evil.
- God could have given us the illusion of freedom so all our choices appeared free.
- The price of freedom is too high. It is not worth the suffering of innocent children.
- The FWD implies people can choose to do good by themselves. If so, what need do we have of God?
- It assumes people have freewill. Some question whether we have genuine freewill.
- God could intervene. He seems to do so at times with miracles – so why not all the time?
- The FWD doesn't explain natural suffering only that caused by the misuse of freewill

Disagree

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

(e) How does the First Cause Argument try to prove the existence of God?

6

KU 6 marks

- Thomas Aquinas – The universe itself is the most vital piece of evidence for the existence of God. If God does not exist the world as we know it cannot be explained.
- First of 5 ways – (motion) everything that moves is moved by something else.
- This cannot be infinite or the movement would not have started in the first place.
- There must be an ‘unmoved mover’ – God.
- Second of 5 ways – (causality) everything has a cause.
- There cannot be an infinite number of causes therefore there must be an ‘uncaused cause’ – God is the First Cause.
- Third of 5 ways – (potentiality) nothing can come from nothing. Something only comes into existence as a result of something that already exists.
- There must be something with ‘necessary being’ that exists of itself – God

(f) How convincing is the First Cause Argument in proving God exists? Give reasons for your answer.

8

AE 8 marks

Convincing

- The First Cause arguments seem to be based on reason and logic.
- Nothing can come from nothing. Something only comes into existence as a result of something that already exists.
- There must be some ‘necessary being’ that exists of itself. The only real explanation is God
- Everything that we experience has a beginning and therefore there must be something that exists without a beginning - God.
- This First Cause of the universe has not been caused by anything else so must be the ultimate First Cause. This is what we mean by God.
- If there is a First Cause, ie God, this gives a reason, purpose or meaning to life.
- The First Cause provides an explanation for the existence of everything, including the universe, life, etc.

(f) (cont)

Not Convincing

- If the First Cause is God, then what caused God to exist
- The First Cause may not be God but could be some other principle or force.
- Hume – we accept causality because that is what we expect to happen. Just because nothing contradicts it in our experience we assume it must always be true. We could be wrong.
- The universe may just be there with no final cause nor explanation possible.
- Quantum physics suggest that the universe may be possible without any final or ultimate cause.
- Palmer – infinite regression is a possibility. If we accept it in relation to Maths why not in relation to our universe?

SECTION FOUR

CHRISTIANITY: BELIEF AND SCIENCE

(a) What is revelation?

4

KU 4 marks

- God communicates with humans in a way they can understand
- There are two kinds – General and Special

General

- Open to anyone and can be experienced in a variety of ways.
- By reflecting on the world of nature and coming to conclusions about it e.g. that it has been created by God.
- Through a person's ability to reason/use their intellectual abilities to understand world as the 'work' of God.
- The use of their conscience. Many Christians see their conscience as reflecting the 'mind of God'.
- By reading their holy books/scriptures which are seen to reflect what people believed about what God was like and how God has acted throughout history.
- By reflecting on the lives and example of important religious people or leaders like Moses, Jesus, Martin Luther King, Mother Teresa etc.

Special

- Revelation can occur as a result of specific events, people or from the scriptures of their religion.
- People believe they have experienced God directly in a particular event, dream, 'miracle' etc.
- By some kind of dramatic escape from a life threatening event or an unexpected recovery from an illness.
- An experience where they believe God is 'calling' them to do a particular task in their lives e.g. to go abroad and help people in a Developing World country.
- Appropriate examples e.g. Moses at the Burning Bush, Isaiah in the Temple etc.

(b) Describe one strength of revelation.

2

KU 2 marks

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

(c) How does Genesis 1 explain the origin of the universe?

4

KU 4 marks

- Genesis 1 says Creation took 6 days
- In the beginning the world was formless and desolate.
- Everything was covered in darkness with the power of God moving over water.
- God spoke and commanded "Let there be light".
- God separated darkness and light and called the light "day" and the darkness "night".
- On Day 4, God commanded lights to appear to separate day and night to mark the seasons and religious festivals – the sun, the moon and the stars.

- (d) ***“A symbolic interpretation of Genesis 1 is more accurate than a literal interpretation.”***

Do you agree? Give reasons for your answer.

6

AE 6 marks

Agree

- A symbolic interpretation helps the story to have a contemporary meaning related to issues in the modern world.
- It is written in a poetic style and not meant to be taken literally.
- The meaning is more important and what it teaches about God's character and relationship with human beings.
- A symbolic interpretation agrees with a great deal of the scientific evidence making it more accurate.

Disagree

- The Bible is inspired by God therefore it should be accepted as accurate.
- The Bible is without error in historical, scientific and spiritual matters.
- A literal interpretation saves complications about which bits may be true and which may not – it is all true!
- It strengthens faith having to believe in something which cannot definitely be proven as true.

- (e) **How does science explain the origin of the universe?**

6

KU 6 marks

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

(f) **“Genesis 1 is compatible with the scientific account of the origin of the universe.”**

Would all Christians agree? Give reasons for your answer.

8

AE 8 marks

Agree

- It matches some of the scientific account e.g. a clear beginning and order from chaos.
- Some believe God is the source or power behind the Big Bang.
- Science is an attempt to explain ‘how’ the universe began Genesis 1 explains ‘why’ so they complement one another.
- In 1951 the Roman Catholic Church stated the Big Bang was in accordance with the Bible. It is acceptable to many Christians because God is seen as the Prime Mover.

Disagree

- The order of events in Genesis 1 does not match the scientific account e.g. it is not until Day 4 that sun, moon and stars are created.
- A literal interpretation of Genesis 1 is not compatible with the timescale of 12-15 billion years required for the scientific account.
- The Big Bang happened by chance and has no need for the creator God of Genesis 1.
- They are two different approaches and cannot be compatible; the Bible is not a scientific textbook.

[END OF MARKING INSTRUCTIONS]