



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

## **Higher – Paper 2**

### **Finalised Marking Instructions**

© Scottish Qualifications Authority 2010

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the External Print Team, Centre Services, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's External Print Team, Centre Services, at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

**2010 Religious, Moral and Philosophical Studies  
Higher Paper 2**

**Section 1: Buddhism**

**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.***

- 1. No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.***
- 2. The bullet points under the heading of “examples of areas covered” is a general guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.***
- 3. NB Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness are essential.***

<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 concepts, processes, evidence etc is shown, and/or</li> <li>• Evaluation is balanced and informed.</li> </ul>

<i>Question No.</i>	<i>Question:</i>	<i>Approx Marks weightings: 50% KU - 50% AE</i>	
<b>a)</b>	<p><b>Describe what Buddhists understand by Dukkha.</b>  <i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Noble Truth – the truth of suffering</li> <li>• Translated as suffering, but has deeper philosophical meaning - unsatisfactoriness</li> <li>• One of 3 marks of existence along with Anicca and Anatta</li> <li>• All are true and Dukkha is unavoidable</li> <li>• Suffering is at the heart of things – is inevitable in all aspects of life</li> </ul> <p>Many different kinds of suffering – emotional, physical etc</p>	<b>4</b>	

b)	<p><b>Explain the relationship between Dukkha and other aspects of the human condition.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (a). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• Dukkha is a consequence of anicca</li> <li>• Acceptance of anatta is a pre-requisite to reducing dukkha</li> <li>• Dukkha is a feature of rebirth and determines rebirth</li> <li>• Tanha causes dukkha</li> </ul>		4
c)	<p><b>What is the Sangha?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Worldwide community of Buddhists</li> <li>• Mainly understood as the community of monks</li> <li>• Established by Buddha</li> <li>• Life of devotion to Buddhist ideals</li> <li>• Role of the Sangha in different Buddhist traditions</li> <li>• Relationship between the Sangha and lay people</li> </ul>	4	
d)	<p><b>“The Sangha benefits only monks and nuns, not the laity”</b></p> <p><b>Do you agree?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Sangha is about personal enlightenment</li> <li>• Laity are a means to an end for the Sangha</li> <li>• In some contexts the community exists for the benefit of the Sangha</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Laity gain good karma by supporting the Sangha</li> <li>• Sangha leads the people in religious devotion</li> <li>• Sangha provides education</li> <li>• Maintains traditions</li> <li>• Provides social support for the laity</li> </ul>		8

e)	<p><b>What are the main moral principles of Buddhism?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Right speech</li> <li>• Right conduct</li> <li>• Right livelihood</li> <li>• Golden rule</li> <li>• Non harm</li> <li>• No killing</li> <li>• Compassion</li> </ul>	6	
f)	<p><b>In what ways do Buddhists meditate?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Concentration that leads to Enlightenment</li> <li>• Samatha</li> <li>• Vissapana</li> <li>• Meta Bhavana</li> </ul>	6	

g)	<p><b>“Living a moral life is more important than meditating”</b>  <b>Explain at least two ways in which Buddhists might respond to this statement.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (e) and (f). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may score a maximum of four marks for one response. Candidates may take an approach other than agreement and disagreement with the statement.</i></p> <p><i>Examples of approaches:</i></p> <p>Agree (possibly a Mahayanist view)</p> <ul style="list-style-type: none"> <li>• Morality (sila) is an important part of the Eightfold Path</li> <li>• Sila is made up of right speech, conduct and livelihood - all connected</li> <li>• All have to be observed to achieve Enlightenment</li> <li>• Living a moral life is important because it means not harming others</li> <li>• Good moral actions lead to a better rebirth</li> <li>• Especially important to lay Buddhists who cannot practice meditation</li> </ul> <p>Disagree (possibly a Theravadin view)</p> <ul style="list-style-type: none"> <li>• Meditation more important- mind becomes skilled in seeing the universe as it is</li> <li>• Purifies the mind</li> <li>• Eightfold Path has three steps related to meditation</li> <li>• Gets rid of the Three Poisons which are obstacles to enlightenment</li> <li>• Enlightenment requires skilled mind and skilled actions</li> <li>• Necessary for Buddha to achieve enlightenment, must be most important</li> </ul>		8
----	---	--	---

## Section 2: Christianity

### 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.*

**NB** Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

Assessment objective	Generic requirements
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 concepts, processes, evidence etc is shown, and/or</li><li>• Evaluation is balanced and informed.</li></ul>

Question No.	Question:	Approx Marks weightings: 50% KU - 50% AE	
a)	<p><b>Describe what Christians understand by the term “sin”.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"><li>• Disobedience towards God</li><li>• Turning away from God</li><li>• Using freewill to disobey God</li><li>• Alienation from God</li><li>• Doing wrong</li><li>• Failing to follow God’s commands</li></ul>	4	

b)	<p><b>Explain the relationship between sin and other aspects of the human condition.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (a). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• Act of sin leads to suffering</li> <li>• Act of sin leads to alienation from God</li> <li>• Act of sin leads to death</li> <li>• Act of sin leads to breakdown of relationships with ourselves, natural world and each other</li> <li>• Act of sin brings evil into the world</li> <li>• Humanity alone cannot restore this damaged relationship</li> <li>• For Christians, Christ through his death and resurrection can restore this relationship – healing atonement role of Christ</li> </ul>		4
c)	<p><b>Describe the events surrounding the resurrection of Jesus.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Death in agony on cross</li> <li>• Body removed by followers, wrapped and taken to tomb</li> <li>• Followers visited tomb to care for body</li> <li>• Body was not there</li> <li>• Women spoken to Jesus</li> <li>• Appearances to followers</li> <li>• Ascent to Heaven</li> <li>• Christ seen in the flesh by others</li> </ul>	4	

d)	<p><b>“Belief in the resurrection alone is not enough to lead a Christian life”</b>  <b>Do you agree?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Much depends on one’s beliefs about salvation</li> <li>• Belief in the Resurrection and what it achieved are fundamental to the Christian life</li> <li>• Resurrection demands that you are ‘born again’ in Jesus Christ</li> <li>• To believe in the Resurrection but not in the moral life Jesus demanded is incompatible with Jesus’ teaching</li> <li>• Jesus required his disciples to be ‘fishers of men’ showing that Resurrection belief alone was insufficient</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Some beliefs in predestination may suggest that God’s will is more important than your personal beliefs in terms of salvation which is part of the Christian life</li> <li>• If there is no belief in the Resurrection then there is no point in living a Christian life</li> <li>• The resurrection is a key part of most creeds – morality does not have the same emphasis</li> </ul>		8
e)	<p><b>What do Christians understand by prayer?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Talking to God</li> <li>• Following the example of Jesus when he spoke to God</li> <li>• Form/part of worship</li> <li>• Petitionary prayer- opportunity to ask for God’s support</li> <li>• Intecessionary prayer- opportunity to ask for others</li> <li>• Quiet time with God</li> <li>• Opportunity to meditate on beliefs, practices and teaching</li> <li>• Main means of communicating with God</li> <li>• Used for adoration</li> <li>• Solitary/collective worship</li> </ul>	6	



f)	<p><b>In what ways do Christians put their faith into action?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <p>Worship</p> <ul style="list-style-type: none"> <li>• Regular meetings to learn about and praise God/Jesus</li> <li>• Participation in the sacraments as commanded by Jesus</li> </ul> <p>Witness</p> <ul style="list-style-type: none"> <li>• Spreading the Gospel of Jesus</li> <li>• Standing up for beliefs when required</li> </ul> <p>Social Action</p> <ul style="list-style-type: none"> <li>• Lobbying</li> <li>• Practical help- use of time and talents</li> <li>• Standing up for what is right</li> <li>• Working with the oppressed etc</li> </ul>	6	
g)	<p><b>“Action is more important than prayer.”</b></p> <p><b>Explain at least two ways in which Christians might respond to this statement.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (e) and (f). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may score a maximum of four marks for one response. Candidates may take an approach other than agreement and disagreement with the statement.</i></p> <p><i>Examples of approaches:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Prayer is talk – depends on action to make it work</li> <li>• Action changes lives rather than waiting for it to happen</li> <li>• Action has a higher profile than prayer therefore it is a more effective advert for the Church</li> <li>• Action brings direct tangible benefits to individuals, prayer is more subtle</li> <li>• We live in a quick fix society today so prayer is too subtle - frontline action is more conspicuous</li> <li>• Prayer never filled empty stomachs or healed broken limbs</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Prayer makes the actions possible</li> <li>• Prayer is the driving force behind Christian action</li> <li>• Prayer leads Christians to an understanding of what social action they must take</li> <li>• Prayer brings comfort and solace to the sad and defeated</li> <li>• Prayer inspires to practical action and answers to prayers inspire even more</li> </ul>		8

### Section 3: Hinduism

#### 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.**

**NB Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.**

**No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.**

Assessment objective	Generic requirements		
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 concepts, processes, evidence etc is shown, and/or</li><li>Evaluation is balanced and informed.</li></ul>		
Question No.	Question:	Approx Marks weightings: 50% KU - 50% AE	
a)	<p><b>Describe what Hindus understand by transience.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"><li>Nothing lasts</li><li>The universe is impermanent</li><li>The gods are impermanent</li><li>The natural world, including us, is impermanent</li><li>Nothing remains the same for two consecutive seconds</li><li>Everything that is transient is unreal</li></ul>	4	

b)	<p><b>Explain the relationship between transience and other aspects of the human condition</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (a). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• Transience is caused by our avidya about the nature of the universe</li> <li>• Transience leads to dukkha</li> <li>• Transience leads to a misunderstanding of Brahman, atman and the jiva</li> <li>• Transience is the cause of rebirth because we fail to see the each existence is part of maya</li> </ul>		4
c)	<p><b>Describe Karma Marga.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Path of action</li> <li>• Can be atheistic</li> <li>• Non attachment to fruits of actions</li> <li>• Casteless</li> <li>• Can be transferred easily between cultures</li> <li>• Favoured by scholars as the most practical</li> <li>• Does not require any ascetic behaviour</li> <li>• Acts are done for the love of God</li> </ul>	4	

d)	<p><b>“Karma Marga brings few benefits to society” Do you agree?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Focus is on individual salvation</li> <li>• Duty is essential and it could be at a social cost</li> <li>• Might bring benefits but the motive is selfish</li> <li>• It s about personal advancement so there is no true detachment</li> <li>• Work of Gandhi</li> <li>• Quick and obvious results at times</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Strict ethical code which prevents selfishness</li> <li>• Individual has to act rather than meditate so focus is on helping others</li> <li>• Emphasises duty which helps society</li> <li>• It is non political</li> </ul>		8
e)	<p><b>What do Hindus understand by moksha?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Freedom from the cycle of rebirth</li> <li>• Atman merges with Brahman</li> <li>• Atman/jiva merges with Brahman</li> <li>• Maya dissolves on attainment</li> <li>• State of mind- cannot be described</li> <li>• Bliss</li> </ul>	6	

f)	<p><b>What do Hindus understand by the jiva?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• It is personality</li> <li>• Made up of a number of attributes</li> <li>• It is who you are</li> <li>• It is transient</li> <li>• It is affected by karma</li> <li>• It is afflicted by suffering and avidya</li> <li>• It is part of maya</li> </ul>	6	
g)	<p><b>“The jiva does not attain moksha. It dies with the body.”</b></p> <p><b>Explain at least two ways in which Hindus might respond to this statement.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Candidates should not receive marks for KU used in question (e) and (f). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Candidates may score a maximum of four marks for one response. Candidates may take an approach other than agreement and disagreement with the statement.</i></p> <p><i>Examples of approaches:</i></p> <p>Advaita</p> <ul style="list-style-type: none"> <li>• Jiva can be destroyed</li> <li>• It is part of maya</li> <li>• Atman uses jiva on its way to Moksha</li> <li>• Jiva is mortal</li> <li>• Jiva is transient and impermanent- can’t escape to Moksha</li> </ul> <p>Visistadvaita</p> <ul style="list-style-type: none"> <li>• Jiva survives death</li> <li>• Contributes to atman in its own distinctive way</li> <li>• Jiva is real therefore can continue to live after death</li> <li>• Only the body dies</li> <li>• Jiva merges into Brahman with the atman</li> </ul>		8

## Section 4: Islam

### 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.*

**NB** Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

Assessment objective	Generic requirements		
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 concepts, processes, evidence etc is shown, and/or</li><li>• Evaluation is balanced and informed.</li></ul>		
Question No.	Question:	Approx Marks weightings: 50% KU - 50% AE	
a)	<p><b>Describe what Muslims understand by suffering.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"><li>• Comes in different forms: natural and moral</li><li>• Is a consequence of us misusing our freewill</li><li>• Is a test of Sabr</li><li>• Is part of life's test to see if we are worthy of Paradise or should be punished with Hell</li><li>• Part of the human condition</li><li>• Muslims believe Allah has a reason for everything. Therefore, suffering must be for a reason, even if it is not clear to us at the time.</li></ul>	4	

b)	<p><b>Explain the relationship between suffering and other aspects of the human condition.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Candidates should not receive marks for KU used in question (a). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• <b>Allah – Creator.</b> He allows suffering to occur for a reason. It is part of His test for us.</li> <li>• <b>Freewill.</b> When we misuse our freewill we cause suffering.</li> <li>• <b>Khalifah.</b> He is testing us to see if we are good vice-regents. Do we help others to alleviate their suffering? Do we behave in a way that does not cause unnecessary suffering?</li> <li>• <b>Risalah.</b> Through prophecy Allah has given us guidance on what is acceptable and what is unacceptable behaviour. We should know to behave to cause minimum suffering.</li> <li>• <b>Predestination.</b> Allah has planned the course of our lives. For everyone this will include moments of suffering and moments of joy.</li> <li>• <b>Repentance.</b> Suffering can alert us to our wrongdoing and then motivate us to repent to Allah.</li> </ul>		4
c)	<p><b>Describe Zakat</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• 2.5% of wealth to charity</li> <li>• Means to purify or cleanse</li> <li>• Duty</li> <li>• Variety of collection methods</li> <li>• Poor are exempt</li> </ul>	4	

d)	<p><b>“Zakat brings more benefit to the community than the individual Muslim”</b></p> <p><b>Do you agree?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Money helps the poor, thus creates a more fair and equal society</li> <li>• Sometimes the money is used to build new mosques, schools and libraries which benefits everyone</li> <li>• It creates a more compassionate society</li> <li>• It helps the Muslim community overcome jealousy and hatred</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• It helps the individual fight greed</li> <li>• It helps them avoid making wealth and material possessions false gods (idolatry)</li> <li>• It means they are submitting to the will of Allah so will be viewed favourably by Him</li> <li>• If you are in a country where payment is voluntary it allows you to demonstrate sincerity</li> <li>• Belief is put into action, shows how genuine your faith is</li> </ul>		8
e)	<p><b>What are the goals of life for Muslims?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Live life in submission to the will of Allah</li> <li>• Taqwa</li> <li>• Ishan</li> <li>• Examples of submission</li> <li>• Follow teachings of Qur'an, Sunnah</li> <li>• Follow Shariah law</li> </ul>	6	



f)	<p><b>What obstacles might there be to achieving these goals during life?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Flawed nature means we make mistakes</li> <li>• Difficult to submit to Allah's will all the time</li> <li>• Problems in the West – eg idolising money</li> <li>• Shaytan may tempt</li> <li>• Shariah harder to follow in non Muslim countries</li> <li>• Difficulties of observing the Five Pillars</li> <li>• Increased Islamophobia can make practice harder</li> </ul>	6	
g)	<p><b>“The most significant belief for Muslims is the Day of Judgement.”</b>  <b>Explain at least two ways in which Muslims might respond to this statement.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (e) and (f). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may score a maximum of four marks for one response. Candidates may take an approach other than agreement and disagreement with the statement.</i></p> <p><i>Examples of approaches:</i></p> <p>Significant</p> <ul style="list-style-type: none"> <li>• Gives meaning and purpose to life</li> <li>• Reinforces belief of a just Allah</li> <li>• Gives strength and comfort when times are bad</li> <li>• Knowing we are being tested gives us the motivation to do good and avoid evil</li> <li>• Good for society at large to make people accountable</li> <li>• Reinforces Allah's omniscience</li> </ul> <p>Not significant</p> <ul style="list-style-type: none"> <li>• Other beliefs might be more significant</li> <li>• Submission is more important because it determines afterlife</li> <li>• Beliefs in Paradise/Hell because of inherent incentives</li> <li>• Day of Judgement is problematic- life as a test could be seen as oppressive</li> <li>• Confusing descriptions</li> <li>• Paranoia - fear of being constantly judged</li> </ul>		8

## Section 4: Judaism

### 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.*

**NB** Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

Assessment objective	Generic requirements
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 concepts, processes, evidence etc is shown, and/or</li><li>• Evaluation is balanced and informed.</li></ul>

Question No.	Question:	Approx Marks weightings: 50% KU - 50% AE	
a)	<p><b>Describe what Jews understand by freewill</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"><li>• Free to choose</li><li>• Knowledge of good and evil</li><li>• Used freewill to disobey God in the Garden of Eden</li><li>• God sees the results of our choice but still allows us freewill</li></ul>	4	

b)	<p><b>Explain the relationship between freewill and other aspects of the human condition.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (a). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• evil and suffering can result from misuse of freewill</li> <li>• disobedience leads to disharmony in relation to God and creation</li> <li>• God's interaction with humanity influenced by use of freewill</li> <li>• freewill affects balance between Yetzer Tov and Yetzer Harah but suffering can be inexplicable (eg Job)</li> </ul>		4
c)	<p><b>Describe Jewish beliefs about the Torah.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Term can be used for entire Hebrew Bible and rabbinic teachings which followed or first five books of the Bible</li> <li>• The word means 'Teaching'</li> <li>• Its unifying concern is God's direction for the people of Israel</li> <li>• Contains the 10 Commandments .... 613 Mitzvot</li> <li>• Talmud ... Midrash ... Mishnah ... Gemara</li> <li>• On Mt Sinai both the written and the Oral Torah were given</li> <li>• The Oral Torah is a detailed elaboration of the laws and beliefs contained in the written Torah</li> <li>• It was formulated and transmitted in memory, handed on from prophets to sages, from masters to pupils, from the time of Moses.</li> </ul>	4	

d)	<p><b>“Observing the laws of the Torah is impossible to do” Do you agree?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Depends on approach to Torah</li> <li>• Literal interpretation could be very difficult</li> <li>• Laws are very demanding</li> <li>• Difficult to maintain traditions for thousands of years</li> <li>• Difficult because social and historical changes should not affect the laws</li> <li>• Reform/Orthodox views</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Depends on approach to Torah</li> <li>• Liberal interpretation makes them accessible</li> <li>• Interpretations in Talmud make them more accessible</li> <li>• Variation and adaptation permitted in some traditions</li> <li>• Essence of laws is more important than the letter</li> <li>• Reform/Orthodox views</li> </ul>		8
e)	<p><b>What are the goals of life for Jews?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Obey God</li> <li>• Live an ethical and just life</li> <li>• Build a relationship with God</li> <li>• Show obedience through keeping the laws</li> <li>• Repent and forgive</li> <li>• Work for a world of tolerance and peace</li> <li>• Work towards creating the Messianic Age</li> <li>• Be an example to the whole world</li> </ul>	6	

f)	<p><b>What are the obstacles to achieving these goals of life?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• The obligation to obey mitzvot can be mechanical and restrictive</li> <li>• Repentance is not an easy option</li> <li>• Lack of understanding/empathy from non-Jews leading to prejudice and discrimination</li> <li>• Problems associated with prayer, Tefillin, Mezuzah</li> <li>• Practical problems in obeying the laws, eg access to kosher food, having to work on festival days etc</li> <li>• Ethical issues, eg rights of the child in Brit Milah</li> <li>• May feel as if life is just about following a set of rules</li> <li>• Bound to the covenant for eternity</li> </ul>	6	
g)	<p><b>“All that the Jewish goals of life have achieved for Jews is suffering.”</b></p> <p><b>Explain at least two ways in which Jews might respond to this statement.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (e) and (f). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may score a maximum of four marks for one response. Candidates may take an approach other than agreement and disagreement with the statement.</i></p> <p><i>Examples of approaches:</i></p> <ul style="list-style-type: none"> <li>• Have made life hard at times eg Nazi Germany</li> <li>• Have created suspicion in communities</li> <li>• Have created isolation in communities</li> <li>• Have set Jews up to be knocked down</li> <li>• Have made it difficult for Jews to integrate</li> <li>• Have brought the Jewish community together</li> <li>• Have given security in an ancient and continuing tradition</li> <li>• Have given Jews a clear role in society</li> <li>• Have given Jews hope in times of despair</li> <li>• Have helped in the fight against injustice</li> <li>• Have united the world in the fight against discrimination and prejudice</li> <li>• Have given the world an ethical code to live by- a code that exists to reduce suffering</li> </ul>		8



## Section 5: Sikhism

### 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.*

**NB** Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

Assessment objective	Generic requirements
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 concepts, processes, evidence etc is shown, and/or</li><li>• Evaluation is balanced and informed.</li></ul>

Question No.	Question:	Approx Marks weightings: 50% KU - 50% AE	
a)	<p><b>Describe what Sikhs understand by the term Hukam.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"><li>• God's order or Will</li><li>• Can only be known by studying the universe</li><li>• Can only be understood by the mind</li><li>• Means command</li><li>• Whole universe is under God's hukam</li></ul>	4	

b)	<p><b>Explain how Hukam is related to other aspects of the human condition in Sikhism.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (a). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• All life comes from God</li> <li>• It is by following the Will of God that one can become one with God again</li> <li>• Reunion with God cannot be achieved through mental effort alone, it is only by action, by living a life that is in obedience to God's Will (Hukam) that a person can make true progress towards reunion.</li> <li>• Action is far more important than just knowing about God.</li> <li>• It is also through God's Will that a Sikh may obtain God's Grace – it is through God's Grace that a person finally achieves reunion.</li> <li>• However, Sikhs have a choice, free will as to whether they remain open to God's Grace and follow his Will or whether they choose to ignore God's Will and concentrate on material comforts or their own success.</li> <li>• This would lead them to become stuck on the endless cycle of birth, death and rebirth.</li> <li>• By following God's Will one can escape maya (illusion)</li> </ul>		4
c)	<p><b>Describe the sangat.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• A religious congregation of Sikhs</li> <li>• A source of guidance and inspiration in the daily lives of Sikhs.</li> <li>• Spiritual progress is promoted through the sangat by attending congregational worship.</li> <li>• Provides community support</li> <li>• Provides spiritual support</li> <li>• Meeting in the presence of the Guru Granth Sahib</li> <li>• Used throughout Sikh history</li> </ul>	4	



d)	<p><b>“Being part of the sangat alone is not enough to be a true Sikh”</b>  <b>Do you agree?</b>  <i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Important but not the only thing</li> <li>• Moral principles of Sikhism</li> <li>• Belief in God</li> <li>• Sikh religious practices</li> <li>• Other Sikh beliefs</li> <li>• Spiritual importance</li> <li>• Social importance</li> <li>• Assists with spiritual quest</li> <li>• Helps focus on God</li> <li>• Educational benefits</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Must be part of the community</li> <li>• Community brings the individual closer to God</li> <li>• Guru Nanak said Sikhs should be in the company of the holy</li> <li>• Guru Granth Sahib is focus of sangat- should be there to learn from it</li> </ul>		8
e)	<p><b>What do Sikhs understand by Jivan mukhti?</b>  <i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Goal of life</li> <li>• Derived from jivan and mukhti- release life</li> <li>• Attained the Ultimate whilst alive</li> <li>• Escape of the soul from rebirth</li> <li>• Freedom from the ego</li> <li>• Gurmukh is one who has attained release</li> <li>• Surrender to the will of God</li> <li>• Liberation from human bondage</li> </ul>	6	

f)	<p><b>In what ways do Sikhs practice Sewa and Simran in their lives?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <p>Sewa</p> <ul style="list-style-type: none"> <li>• Helping out in the Gurdwara</li> <li>• Unpaid work in hospitals, old folks' homes etc</li> <li>• Bring peace to people</li> <li>• Help others with no ulterior motive</li> <li>• Honest living</li> <li>• Alert to serving others</li> </ul> <p>Simran</p> <ul style="list-style-type: none"> <li>• Repetition of God's name</li> <li>• Sitting cross legged</li> <li>• Meditation</li> <li>• Calm the mind</li> <li>• Concentrate</li> <li>• Free yourself from attachment</li> </ul>	6	
----	--	---	--

g)	<p><b>“Sewa achieves more for the individual and society than Simran”</b></p> <p><b>Explain at least two ways in which Sikhs might respond to this statement.</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write eight different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (e) and (f). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may score a maximum of four marks for one response. Candidates may take an approach other than agreement and disagreement with the statement.</i></p> <p><i>Examples of approaches:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Sewa involves taking action</li> <li>• Living out the faith</li> <li>• Setting a good example</li> <li>• Faith is useless without practical action</li> <li>• Simran is more self centred</li> <li>• Jivan muhkti is a remote spiritual goal- sewa is happening in the here and now</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Simran brings peace of mind and that can help society</li> <li>• Common goal of Jivan Muhkti binds society</li> <li>• Sewa is the result of Simran hence it brings benefits to all</li> <li>• Sewa keeps the focus on God so actions undertaken are done so with God in mind</li> </ul>		8
----	--	--	---

[END OF MARKING INSTRUCTIONS]