



# **2011 Religious, Moral and Philosophical Studies**

## **Higher – Paper 2**

### **Finalised Marking Instructions**

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2011 Religious, Moral and Philosophical Studies  
Higher Paper 2

Section 1

Question 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.

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

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

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	Generic Requirements
Knowledge and Understanding	<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.</li> <li>Evaluation is balanced and informed.</li> </ul>

Question No.	Question: 1		Approx Marks weightings: 50% KU– 50% AE	
1 (a)	Q	<b>How do Buddhists describe the human condition?</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark. Candidates may write about one or more of the articles.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>Human condition is one of suffering – Dukkha</li> <li>Suffering caused by not accepting anicca</li> <li>Suffering caused by not accepting anatta</li> <li>Attachment to impermanent things – tanha</li> <li>3 universal truths</li> <li>Trapped on Samsara</li> <li>Scriptures may be quoted.</li> </ul>	6	

1 (b)	<p>Q</p> <p>MI</p>	<p><b>“Anicca is central to Buddhist understanding of the human condition.” To what extent do you agree?</b></p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>Yes</p> <ul style="list-style-type: none"> <li>• Not accepting anicca leads to craving and suffering</li> <li>• Craving permanence keeps you unenlightened and unenlightened actions lead to suffering</li> <li>• Unenlightenment leads to rebirth and to more suffering, so accepting anicca is basic to this.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>• Other things also have to be accepted eg anatta</li> <li>• Attachment to self also leads to selfish actions</li> <li>• Selfish actions lead to suffering and rebirth so anatta also important.</li> </ul>		6
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Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2 (a)	Q	<b>What do Buddhists mean by Nibbana?</b>	6	
	MI	<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>• Can't be described, only experienced</li> <li>• Ultimate goal for Buddhists</li> <li>• 3<sup>rd</sup> Noble Truth</li> <li>• Unconditioned state of bliss</li> <li>• Not a place – not Buddhist heaven</li> <li>• Theravada and Mahayana interpretations.</li> </ul>		
2 (b)	Q	<b>Explain the impact of belief in Nibbana on the lives of Buddhists.</b>		6
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 2(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p>Max 3 marks if candidates only describe things Buddhists do in order to achieve Nibbana.</p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Ultimate goal for all sentient beings, so should be main focus</li> <li>• It is a very appealing goal, promising ultimate bliss so it is vital</li> <li>• If it wasn't there, no effort would be made to progress</li> <li>• It can be achieved</li> <li>• Nibbana is too vague and inaccessible to have an impact</li> <li>• Better to aim for better samsaric rebirth</li> <li>• Unrealistic for lay Buddhists in Theravada.</li> </ul>		

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3 (a)	Q	<b>Describe two of the Five Precepts.</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark. Where candidates write about more than two of the five precepts the best two should be awarded marks.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Abstain from killing</li> <li>• Abstain from taking what is not given</li> <li>• Abstain from sexual misconduct</li> <li>• Abstain from false speech</li> <li>• Abstain from intoxication.</li> </ul>	4	
3 (b)	Q	<b>Describe ways in which Buddhists show devotion to the Buddha.</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each method should be accompanied by an explanation to gain a mark. Candidates may write about one or more ways of showing devotion.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Follow teachings</li> <li>• Become monk</li> <li>• Mark life cycle events with reference to him</li> <li>• Forms of worship in Mahayana Buddhism</li> <li>• Forms of recognition in Therevada Buddhism</li> <li>• Art and literature</li> <li>• Traditions and customs.</li> </ul>	4	

3 (c)	Q	<p><b>“There is no more important practice than devotion to the Buddha.”</b></p> <p><b>How far would Buddhists agree with this statement?</b></p> <p><b>MI</b></p> <p><i>Marking Instructions: It is important to note the 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. As a general guide candidates may write 3-4 points of varying depths. Candidates should not receive marks for KU used in questions 3(a) and (b). 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>• Morality is an individual experience that is essential to gain enlightenment. Nobody can do it for you so Buddha is less important than own efforts</li> <li>• Buddha can only show the way – devotion to him is not the main path; we have to keep our own morality</li> <li>• Buddha discouraged excessive veneration paid to him personally</li> <li>• True deep understanding of Dhamma and conduct resulting from that are superior to homage or emotional devotion</li> <li>• Devotion</li> <li>• The Five Precepts are the basic guidelines for Buddhist life which help to cultivate compassion, generosity.</li> </ul>		8
		<b>Total</b>	<b>20 KU</b>	<b>20 AE</b>

## 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.

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

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

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	Generic Requirements
Knowledge and Understanding	<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.</li> <li>Evaluation is balanced and informed.</li> </ul>

Question No.	Question: 1		Approx Marks weightings: 50% KU– 50% AE	
1 (a)	Q	<b>How do Christians describe the human condition?</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark. Candidates may write about one or more of the articles.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>God's relationship with human beings</li> <li>Created good</li> <li>Freewill/moral conscience</li> <li>Image of God</li> <li>Suffering and death</li> <li>Alienation through sin.</li> </ul>	6	

1 (b)	<p>Q</p> <p>MI</p>	<p><b>“Human disobedience is central to Christian understanding of the human condition”. To what extent do you agree?</b></p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. Where new KU is introduced 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>• Importance of the Fall</li> <li>• Importance of God's promise of salvation</li> <li>• Nature of humanity</li> <li>• Link between sin and alienation</li> <li>• Mission of Christ.</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Depends on interpretation of scripture</li> <li>• Moral message of Christ</li> <li>• God's love rules over everything</li> <li>• Universalist beliefs</li> <li>• Role of Satan.</li> </ul>		6
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Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2 (a)	Q	<b>In what ways do Christians understand Judgement?</b>	6	
	MI	<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>• Called to account for actions after death</li> <li>• Result of disobedience</li> <li>• God is just and applies his judgement to all</li> <li>• Teachings of Jesus</li> <li>• Links to the afterlife.</li> </ul>		
2 (b)	Q	<b>Explain the impact of belief in Judgement on the lives of Christians.</b>		6
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 2(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>• Motivation to live a moral life</li> <li>• Motivation to proselytize</li> <li>• Motivation to seek salvation</li> <li>• Love of God</li> <li>• Follow example of Christ</li> <li>• Take the sacraments.</li> </ul>		

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3 (a)	Q	<b>Describe how Christians celebrate communion.</b>	4	
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark. Candidates may write about one or more tradition.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"><li>• Roman Catholic eucharist</li><li>• Reformed practices</li><li>• Orthodox practice</li><li>• General descriptions also accepted.</li></ul>		
3 (b)	Q	<b>In what ways do Christians perform baptisms?</b>	4	
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each method should be accompanied by an explanation to gain a mark. Candidates may write about one or more ways of performing baptism. Maximum of two marks for one tradition.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"><li>• Roman Catholic practice – baptism of desire, baptism of blood</li><li>• Reformed practice</li><li>• Orthodox practice – Chrismation, sacraments of entrance</li><li>• Infant baptism</li><li>• Adult baptism.</li></ul>		
3 (c)	Q	<b>“There is no practice more important than baptism.” How far would Christians agree with this statement?</b>		
	MI	<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. As a general guide candidates may write 3-4 points of varying depths. Candidates should not receive marks for KU used in questions 3(a) and (b). 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>Communication</p> <ul style="list-style-type: none"><li>• Brings community together</li><li>• Re-focus of faith</li><li>• Reminds community of what they are about</li><li>• Public witness of faith</li><li>• Can attract casual participants so spreads the net further.</li></ul> <p>Baptism</p> <ul style="list-style-type: none"><li>• Statement of belonging</li><li>• Statement of commitment</li><li>• Places obligations on people</li><li>• Part of an individual’s identity</li><li>• Can attract non believers through presence of wider family at baptism.</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.

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.

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The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	Generic Requirements
Knowledge and Understanding	<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: 1		Approx Marks weightings: 50% KU– 50% AE	
1 (a)	Q	<b>How do Hindus describe the human condition?</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark. Candidates may write about one or more of the articles.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>Life is unsatisfactory because of suffering</li> <li>Until a person overcomes suffering they will be constantly reborn, samsara</li> <li>All life is a journey towards reunion with God</li> <li>That Hindu's all are part of the all-pervading Brahman.</li> </ul>	6	

1 (b)	Q	<p><b>“Samsara is central to Hindu understanding of the human condition.”</b></p> <p><b>To what extent do you agree?</b></p>		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>• By not understanding samsara – cycle of life a Hindu will get stuck on the wheel of life and fall into the trap of believing that this life is reality</li> <li>• However, it is not reality but rather an illusion – maya caused by ignorance – avidya</li> <li>• This creates additional problems for the Hindu in that the atman becomes captive in the material world</li> <li>• Importance of transience in the human condition</li> <li>• It could be argued that Karma is just important as samsara.</li> </ul>		6

Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2 (a)	Q	<b>In what ways do Hindus describe kama and artha?</b>	6	
	MI	<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 material wealth</li> <li>• Artha includes the basic needs – food, money, clothing and shelter which allows people to have a comfortable home, raise a family, have a successful career and perform religious duties</li> <li>• Artha includes providing the personal and social means needed to enjoy kama, do dharma and attain moksha</li> <li>• Immoral actions, thoughts and intentions only lead to negative karma even if the result is a positive increase in wealth</li> <li>• By having wealth a Hindu can fulfil his ashrama dharma</li> <li>• Kama means desire</li> <li>• Involves relationship with others</li> <li>• Community involvement</li> <li>• One of the four purusartha</li> <li>• Lowest of the four purusarthas.</li> </ul>		
2 (b)	Q	<b>Explain the impact of kama and artha on the lives of Hindus.</b>		6
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 2(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with carrying depths for each. 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>Artha</p> <ul style="list-style-type: none"> <li>• Positive implications of artha is that it is a method of developing good karma as well as providing a way to fulfil dharma and attain moksha</li> <li>• Importance of wealth for carrying out duties</li> <li>• Artha is recognised as an acceptable personal goal as long as it is carried out according to Vedic morality</li> <li>• Not an end in itself but basic necessity, one must earn enough wealth in order to raise a family and maintain a household</li> <li>• Wealth must not be for hoarding but for sharing with those who are poor, handicapped or less fortunate kama</li> <li>• Balance of spiritual and material in life</li> <li>• Kama and karma yoga links</li> <li>• Guides and improves relationships</li> <li>• Could lead to materials.</li> </ul>		

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3 (a)	Q	<b>Describe how Hindus perform bhakti marga.</b>	4	
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark. Candidates may write about one or more tradition.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Devotion to a deity</li> <li>• Daily devotion</li> <li>• Puja</li> <li>• Moral life.</li> </ul>		
3 (b)	Q	<b>Give a description of jnana marga.</b>	4	
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark. Candidates may write about one or more tradition.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Ashramas</li> <li>• Dharma</li> <li>• Study</li> <li>• Life long.</li> </ul>		
3 (c)	Q	<b>“There is no marga more important than jnana.” How far would Hindus agree with this statement?</b>		
	MI	<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 the points they have made. As a general guide candidates may write 3-4 points of varying depths. Candidates should not receive marks for KU used in questions 3(a) and (b). 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>Jnana</p> <ul style="list-style-type: none"> <li>• Dharma involves community in different ways</li> <li>• Expectations of making a contribution to the community</li> <li>• Responsibilities towards the community</li> <li>• Lifelong commitment to a goal gives stability.</li> </ul> <p>Bhakti</p> <ul style="list-style-type: none"> <li>• Brings community together</li> <li>• Moral life focuses on helping others</li> <li>• Focal point of the community</li> <li>• Maintains traditions and encourages acceptance and diversity.</li> </ul> <p>Karma</p> <ul style="list-style-type: none"> <li>• Community works for each other</li> <li>• Detached activity is better for all</li> <li>• No selfishness involved</li> <li>• Can be culturally transformed without difficulty.</li> </ul>		
<b>Total</b>			<b>20 KU</b>	<b>20 AE</b>

## 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.

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

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

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

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Candidates should not be awarded marks for KU which has been used elsewhere within a question.

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: 1	Approx Marks weightings: 50% KU– 50% AE	
1 (a)	Q	<b>How do Muslims describe the human condition?</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark. Candidates may write about one or more of the articles.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>Humans are the apex of creation. Even placed above angels</li> <li>Humans possess the gift of freewill</li> <li>Responsibility comes with freewill</li> <li>We are being tested by Allah on how we use or misuse it</li> <li>Humans are guided by Fitrah</li> <li>Aspects of life are predestined but we have freewill in how we respond to them.</li> </ul>	6	

1 (b)	Q	<p><b>“The concept of freewill is central to Muslim understanding of the human condition.”</b>  <b>To what extent to you agree?</b></p>		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>• It explains how we are the pinnacle of creation</li> <li>• It explains why there is suffering in the world</li> <li>• It explains our role as Khalifahs</li> <li>• It explains our special relationship with Allah.</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Doesn't explain natural suffering</li> <li>• Understanding life is a test could be seen as more central.</li> </ul>		6



Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2 (a)	Q	<b>What do Muslims understand by the term Resurrection?</b>	6	
	MI	<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>• Muslims believe in a bodily resurrection</li> <li>• Resurrected from Barzakh</li> <li>• Resurrected in peak physical form</li> <li>• Taken to Plain of Judgement to face Allah</li> <li>• Three types: Minor, Middle and Great</li> <li>• Resurrection is for everyone, not just Muslims.</li> </ul>		
2 (b)	Q	<b>Explain the impact of believing in Resurrection on the lives of Muslims.</b>		6
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 2(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>• No cremation</li> <li>• Respect bodies more during life eg no drink or drugs</li> <li>• Removes fear of death</li> <li>• Gives hope, will meet loved ones again</li> <li>• Reinforces other beliefs eg Allah is all-loving and all-powerful</li> <li>• Motivates us to lead good lives and to submit to Allah.</li> </ul>		

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3 (a)	Q	<b>What are the rules associated with Sawm?</b>	4	
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Fast during the 29 days of Ramadan</li> <li>• No food or drink between sunrise and sunset</li> <li>• No wrongdoing or evil thoughts</li> <li>• Muslims are excused if they are sick, under 12, pregnant, breastfeeding, old or travelling</li> <li>• Those excused should provide food for the poor and needy instead.</li> </ul>		
3 (b)	Q	<b>Describe the main events of Hajj.</b>	4	
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Tawaf, circle the Ka'bah seven times</li> <li>• Hurry between Marwah and Safa seven times</li> <li>• Visit and drink from zamzam well</li> <li>• Stand before Allah on the Mount of Mercy</li> <li>• Stone Jamaras at Mina.</li> </ul>		
3 (c)	Q	<b>“There is no pillar more important than Hajj.” How far would Muslims agree with this statement?</b>		
	MI	<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. As a general guide candidates may write 3-4 points of varying depths. Candidates should not receive marks for KU used in questions 3(a) and (b). 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>Sawm</p> <ul style="list-style-type: none"> <li>• Help them overcome elements of the human condition like selfishness and greed</li> <li>• Develop empathy towards the poor</li> <li>• Teaches the value of self-discipline and patience</li> <li>• Healing quarrels by means of forgiveness.</li> </ul>		

		<p>Hajj</p> <ul style="list-style-type: none"> <li>• Mount of Mercy: can be forgiven for all previous wrongdoing which will help secure a place in Paradise</li> <li>• Climax of a Muslim's life</li> <li>• Ihram reinforces equality before Allah</li> <li>• A sense of brotherhood developed.</li> </ul> <p>Salat</p> <ul style="list-style-type: none"> <li>• Devotion to Allah</li> <li>• Constant reminder of Allah</li> <li>• Brings community together</li> <li>• Most recognisable part of Muslim life.</li> </ul> <p>Ramadan</p> <ul style="list-style-type: none"> <li>• Discipline in the name of Allah</li> <li>• Think about the poor</li> <li>• Many take part in it</li> <li>• Focus of community.</li> </ul> <p>Shahadah</p> <ul style="list-style-type: none"> <li>• Faith centres round this</li> <li>• Everything is done to reinforce this belief</li> </ul>		8
		<b>Total</b>	<b>20 KU</b>	<b>20 AE</b>

## Section 5 – 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.

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

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

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	Generic Requirements
Knowledge and Understanding	<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: 1	Approx Marks weightings: 50% KU– 50% AE	
1 (a)	Q	<b>How do Jews describe the human condition?</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>Created in image of God</li> <li>God interacts with humanity throughout history</li> <li>Capable of living in harmony with God and creation</li> <li>Gift of freewill and its misuse</li> <li>Dual nature of humanity</li> <li>Suffering.</li> </ul>	6	

1 (b)	Q	<p><b>“The concept of freewill is central to Jewish understanding of the human condition.”</b>  <b>To what extent do you agree?</b></p>		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>• It emphasises human freedom and independence</li> <li>• It allows us to understand the nature of God better</li> <li>• It enables us to understand the dual nature of humanity</li> <li>• Provides an understanding of where suffering and evil come from</li> <li>• Allows an element of control over suffering and evil through choice.</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Candidates may provide a variety of reasons why another aspect of the human condition is more important</li> <li>• For example ‘Image of God’...freewill can be seen as a part of this</li> <li>• Everything that a Jew does is because he was created in the image of God.</li> </ul>		6

Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2 (a)	Q	<b>Describe Jewish understandings of the Messianic Age.</b>		
	MI	<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>• Common view that the Messianic Age will be a time of peace and harmony on earth.</li> </ul> <p>Orthodox</p> <ul style="list-style-type: none"> <li>• Messiah will be a man – prophet, teacher, leader</li> <li>• Descendent of David</li> <li>• Lead Jewish people back to land of Israel</li> <li>• Will come either because the world is good enough – or too evil.</li> </ul> <p>Reform</p> <ul style="list-style-type: none"> <li>• Belief in Messianic Age is not mentioned in the Torah and so is a later introduction to Jewish belief</li> <li>• They do not believe in coming of single person as Messiah, but teach about a future world in which human efforts will bring peace and harmony</li> <li>• A time in the future where the spiritual bonding between Jews will bring about a world of harmony and a complete Jewish State</li> <li>• All Jews are obligated to work towards this Messianic Age.</li> </ul>	6	
2 (b)	Q	<b>Explain the impact of belief in the Messianic Age on the lives of Jews.</b>		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 2(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>• The ‘standing out’, the ‘separateness’ from others that all of many Jewish observances can bring, emphasises the Jewish identity of God’s chosen people</li> <li>• It defines and influences Jewish lifestyle</li> <li>• To be an example to future generations</li> <li>• Obligated to build a just and compassionate society throughout the world</li> <li>• To cooperate with all men in the establishment of the kingdom of God, of universal brotherhood.</li> </ul>		6

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3 (a)	Q	<b>Describe how Jews observe Kashrut.</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Torah rules</li> <li>• Procedures for slaughtering</li> <li>• Procedures for preparation</li> <li>• Cooking procedures</li> <li>• Organisation of the home</li> <li>• The extent of leniency.</li> </ul>	4	
3 (b)	Q	<b>What do Jews do on Shabbat?</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Start and finish times</li> <li>• Friday procedures</li> <li>• Shabbat services</li> <li>• The Shabbat Meal</li> <li>• The roles of different individuals</li> <li>• The end of Shabbat.</li> </ul>	4	
3 (c)	Q	<p><b>“There is no religious duty more important than observing Shabbat.”</b></p> <p><b>How far would Jews agree with this statement?</b></p>		
	MI	<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. As a general guide candidates may write 3-4 points of varying depths. Candidates should not receive marks for KU used in questions 3(a) and (b). 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>Shabbat</p> <ul style="list-style-type: none"> <li>• Brings family together</li> <li>• Brings community together</li> <li>• Maintains identity</li> <li>• Historically has helped maintain tradition.</li> </ul> <p>Kashrut</p> <ul style="list-style-type: none"> <li>• Keeps the community focused on their identity through an everyday activity</li> <li>• Heightens awareness of faith</li> <li>• Maintain identity</li> <li>• Discipline.</li> </ul>		8
<b>Total</b>			<b>20 KU</b>	<b>20 AE</b>

## Section 6 – 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.

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

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

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	Generic Requirements
Knowledge and Understanding	<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: 1	Approx Marks weightings: 50% KU– 50% AE	
1 (a)	Q	<b>How do Sikhs describe the human condition?</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>One God who created everything and all creation is part of God</li> <li>Sikhs are on a journey to try to get back or reunite with God</li> <li>Human beings and all creation is an expression of God's Will (Hukam) and his divine spirit (Naam)</li> <li>All humans have an immortal soul (atman) and in order to reunite with God humans must do service to others (Sewa) and keep God at the forefront of their minds at all times (simran)</li> </ul>		



		<ul style="list-style-type: none"> <li>Unfortunately it is not always easy to do this and people can get distracted from what is really important in life. These people focus on material comforts and wealth and move away from God's Will. They become haumai – self centred, egoism</li> <li>This also created Maya – illusion and this leads to negative Karma</li> <li>Negative Karma leads to a negative transmigration of the soul.</li> </ul>	6	
1 (b)	Q	<p><b>“Maya is central to Sikh understanding of the human condition.”</b></p> <p><b>To what extent do you agree?</b></p>		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>Agree to a certain extent, in that in order to remain true to the Will of God one must understand maya</li> <li>People are trapped in maya</li> <li>Maya leads to emotional attachment and love of duality and make a person forget God</li> <li>To achieve the goals of Sikhism one must overcome maya</li> <li>Maya is the cause of suffering.</li> </ul>		6

Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2 (a)	Q	<p><b>Sikhs believe that there are Five Evils. Describe three of the Five Evils that must be avoided.</b></p>		
	MI	<p><i>Marking Instructions: Credit should be given where candidates have expanded upon the points they have made. A maximum of two per evil.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>Kam</li> <li>Krodh</li> <li>Lobh</li> <li>Moh</li> <li>Ankar.</li> </ul>	6	

2 (b)	Q	<p><b>Explain the impact of belief in the Five Evils on the lives of Sikhs.</b></p>		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 2(a). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. 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>• It leads the person away from reunion with God</li> <li>• It makes a person haumai or manmukh</li> <li>• A person cannot merge with God because they have turned away from God's Will</li> <li>• A person will not be able to accomplish the other tasks in life such as sewa and simran, meditation, worship, study of the Guru Granth Sahib because they are too involved in their own pleasure to be able to focus properly</li> <li>• The evils stop a Sikh from living a good life and being kind to others so they will not be able to achieve lasting happiness.</li> </ul>		6

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3 (a)	Q	<b>Describe Nam Japna.</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Remembrance of God</li> <li>• Repeating the name of God</li> <li>• Focus on God</li> <li>• Reminds Sikhs of God's attributes</li> <li>• Conquers ego, greed, attachment, lust etc.</li> </ul>	4	
3 (b)	Q	<b>How do Sikhs carry out Vand Chhakna?</b>		
	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each aspect should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Follow teachings of Nanak Dev</li> <li>• Share wealth with others</li> <li>• Give to charity</li> <li>• Help anyone who does need it</li> <li>• Be hospitable.</li> </ul>	4	
3 (c)	Q	<b>“There is no religious duty more important than Vand Chhakna.” How far would Sikhs agree with this statement?</b>		
	MI	<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. As a general guide candidates may write 3-4 points of varying depths. Candidates should not receive marks for KU used in questions 3(a) and (b). 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>Nam Japna</p> <ul style="list-style-type: none"> <li>• Maintain Sikh identity</li> <li>• Brings responsibilities to others with it</li> <li>• Inspires people to act charitably</li> <li>• Inspires people to spread the love and the word.</li> </ul> <p>Vand Chhakna</p> <ul style="list-style-type: none"> <li>• Clearly focussed on the community</li> <li>• Brings material benefits to the disadvantaged</li> <li>• Promotes equality</li> <li>• Brings people together for a common goal.</li> </ul>		8
<b>Total</b>			<b>20 KU</b>	<b>20 AE</b>

[END OF MARKING INSTRUCTIONS]