

X213/201

NATIONAL
QUALIFICATIONS
2007

FRIDAY, 25 MAY
9.00 AM – 11.00 AM

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES INTERMEDIATE 2

There are four Sections in this paper.

Section 1 – World Religions: This section is **mandatory**.

This section has one question for each World Religion. You should answer all parts of the question on the World Religion you have studied.

Answer **either** Buddhism **or** Christianity **or** Hinduism **or** Islam **or** Judaism **or** Sikhism.

Section 2 – Morality in the Modern World: This section is **mandatory**.

This section has one question for each of the optional issues. You should answer all parts of the question relating to the issue you have studied.

Answer **either** Crime and Punishment **or** Gender **or** International Issues **or** Medical Ethics **or** War and Peace.

Section 3 – Existence of God

This section has one **optional** question. You should answer all parts of the question in this section if you have studied the **Existence of God** Unit.

Section 4 – Christianity: Belief and Science

This section has one **optional** question. You should answer all parts of the question in this section if you have studied the **Christianity: Belief and Science** Unit.

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



SECTION ONE
WORLD RELIGIONS

Marks

1. BUDDHISM

Reminder: You should answer this question if you have studied **Buddhism** in the *World Religions Unit*.

“All is transient”

Dhammapada 277

“Cut down the forest of desires, not only a tree; for danger is in the forest. If you cut down the forest and its undergrowth then . . . you will be free on the path of freedom.”

Dhammapada 283

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|--|-------|
| (a) What goal does the “ <i>path of freedom</i> ” lead Buddhists to? | 1 KU |
| (b) What did the Buddha teach about the effects of <i>desire</i> on humans? | 4 KU |
| (c) Name the two sets of rules the Buddha gave to overcome desire. | 2 KU |
| (d) Explain how the Four Sights led the Buddha to “ <i>cut down the forest of desires</i> ” in his own life. | 4 AE |
| (e) Anicca is one of the marks of existence. What is meant by anicca? | 3 KU |
| (f) Explain the two other marks of existence. | 4 KU |
| (g) Give two examples of things that are transient. | 2 KU |
| (h) What benefits and difficulties might a Buddhist experience in following the “ <i>eightfold path</i> ”? | 10 AE |

Total (30)

2. CHRISTIANITY

Marks

Reminder: You should answer this question if you have studied **Christianity** in the *World Religions Unit*.

And he said . . . “Because of what you have done, the ground will be under a curse . . . You will have to work hard to make it produce enough food for you. You were made from soil and you will become soil again.”

Genesis 3 v 17–19

- (a) “*Because of what you have done.*” Describe what the man had done. **2 KU**
- (b) What is meant by the phrase “*you were made from soil*”? **2 KU**
- (c) “*God’s punishment is too harsh.*”
Describe **two** different Christian responses to this statement. **4 KU**
- (d) What do Christians understand by freewill? **2 KU**
- (e) In what ways have the actions of the man and woman affected God’s relationship with human beings? **4 KU**
- (f) How might community worship help Christians to restore their relationship with God? **4 AE**
- (g) How does the Bible describe hell? **2 KU**
- (h) What benefits and difficulties might there be for a Christian who believes in hell? **10 AE**

Total (30)

[Turn over

3. HINDUISM

Marks

Reminder: You should answer this question if you have studied **Hinduism** in the World Religions Unit.

“Brhadratha paid homage to him, and said, ‘Blessed one, I am not a knower of the self. We hear that you are a knower . . . so teach us.’”

Maitri Upanishad Bk 1 v 3 & 4

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|---|-------|
| (a) What do Hindus mean by “ <i>the self</i> ”? | 2 KU |
| (b) Explain the importance of “the self” in Hinduism. | 2 AE |
| (c) Describe what Hindus understand by Brahman. | 4 KU |
| (d) What is the purpose of the varnas in Hinduism? | 3 KU |
| (e) Explain the relationship between dharma and the varnas in Hindu belief. | 3 AE |
| (f) Describe three of the main stages of life for Hindus. | 6 KU |
| (g) What are the benefits and difficulties of belief in reincarnation for Hindus? | 10 AE |

Total (30)

4. ISLAM

Marks

Reminder: You should answer this question if you have studied **Islam** in the World Religions Unit.

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

Surah 20:123

- (a) What events led to Adam and his wife being thrown out of the garden? **4 KU**
- (b) What do Muslims understand by freewill? **2 KU**
- (c) What do Muslims believe is the purpose of suffering? **4 KU**
- (d) State **two** ways Muslims receive “*Guidance*” from Allah. **2 KU**
- (e) “*Living in the UK makes it difficult to observe the Five Pillars faithfully.*”
Would all Muslims agree with this statement? **4 AE**
- (f) Describe the Qur’an’s teaching about Paradise. **4 KU**
- (g) What are the benefits and difficulties of believing in the Day of Judgement for Muslims? **10 AE**

Total (30)

[Turn over

5. JUDAISM

Marks

Reminder: You should answer this question if you have studied **Judaism** in the World Religions Unit.

“And the serpent said unto the woman: ‘Ye shall not surely die; for God doth know that in the day ye eat thereof, then your eyes shall be opened, and ye shall be as God . . .’”

Gen 3 v 4–5

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|--|-------|
| (a) What did the serpent mean by the phrase to “ <i>be as God</i> ”? | 1 KU |
| (b) What are Jewish beliefs about God’s role in creation? | 4 KU |
| (c) Explain the relationship between Yetzer Tov and Yetzer Harah. | 4 AE |
| (d) What do Jewish people understand by freewill? | 2 KU |
| (e) Describe three ways in which Torah influences Jewish life. | 6 KU |
| (f) What is meant by Tzedakah? | 3 KU |
| (g) “ <i>Suffering is God’s punishment for disobedience.</i> ” | |
| What are the benefits and difficulties of this belief for Jewish people? | 10 AE |

Total (30)

6. SIKHISM

Marks

Reminder: You should answer this question if you have studied **Sikhism** in the *World Religions Unit*.

“In my life I have served my Lord and Master and as I depart, I keep him enshrined in my consciousness . . . my struggle is ended.”

Guru Granth Sahib 1000

- (a) What is the Sikh name for the “*Lord and Master*” mentioned in the source above? **1 KU**
- (b) What is the importance of reunion with God for a Sikh? **2 KU**
- (c) Describe **two** key Sikh beliefs about reunion with God. **4 KU**
- (d) The Five Evils are barriers which prevent reunion with God.
Choose **two** of these evils and explain how they make it harder for a Sikh to be reunited with God. **4 AE**
- (e) What is meant by Sewa? **2 KU**
- (f) Why is Guru Gobind Singh so important to Sikhs? **3 KU**
- (g) How does a Sikh become a full member of the Khalsa? **4 KU**
- (h) What are the benefits and difficulties of being a Khalsa Sikh? **10 AE**

Total (30)

[Turn over

SECTION TWO

Marks

MORALITY IN THE MODERN WORLD

In this section there is one question for each of the optional areas of study.

Candidates must only answer the question for their chosen area of study.

1. CRIME AND PUNISHMENT

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

“I am now completely composed. I know that I am going to die, and I’m ready to do so. You won’t hear anything from me that says I didn’t kill David. I did kill him. And whatever the circumstances, you as a lawyer will appreciate that it’s a life for a life. Isn’t that just?”

Ruth Ellis 12 July 1955

- (a) Why is capital punishment a moral issue? **2 KU**
- (b) Describe **two** arguments used in support of capital punishment. **4 KU**
- (c) Ruth Ellis was executed by hanging. Give **two** examples of other methods of execution still in use. **2 KU**
- (d) You have studied a viewpoint independent of religious belief. What does it teach about capital punishment? **4 KU**
- (e) “*A life for a life.*”
Explain **two** different religious viewpoints on this issue. **8 AE**
- (f) The Universal Declaration of Human Rights contains articles which could be used to oppose capital punishment. Describe **one** of these articles. **2 KU**
- (g) “*Capital punishment achieves nothing.*”
Do you agree? Give reasons for your answer. **8 AE**

Total (30)

2. GENDER

Marks

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

Definition of discrimination

“... any distinction, exclusion, or restriction made on the basis of sex (gender) which has the effect . . . of denying the equal worth of a person regardless of gender”.

CEDAW Statement (adapted)

- | | |
|---|------|
| (a) Why is gender discrimination a moral issue? | 2 KU |
| (b) Describe the historic role for men in the family. | 4 KU |
| (c) What effect has the historic role of men had on women in the family? | 3 AE |
| (d) Describe one example of how men and women can share responsibility in the family. | 2 KU |
| (e) Describe the role of women in one religious community you have studied. | 4 KU |
| (f) Explain two laws that have been introduced to overcome gender inequality. | 4 KU |
| (g) From a viewpoint independent of religion, why is gender equality important? | 3 AE |
| (h) “ <i>Only the law can overcome gender inequality.</i> ” | |
| Do you agree? Give reasons for your answer. | 8 AE |

Total (30)

[Turn over

3. INTERNATIONAL ISSUES

Marks

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

Globalisation is . . . A process in which activities are organised on a global not a national scale, in ways which involve some interdependence, and which are often instantaneous around the world.

Brendan Richard—website freespace.virgin.net

- (a) Why is globalisation a moral issue? 2 KU
- (b) Describe **two** forms of globalisation. 4 KU
- (c) State **two** effects of globalisation on the environment. 2 KU
- (d) Describe **two** religious teachings which could be used to support concerns about globalisation. 4 KU
- (e) Do you agree that the benefits of globalisation outweigh the disadvantages? Give reasons for your answer. 6 AE

. . . it is in everyone's interest to work towards a more just world . . . injustice and scarcity cause wars and mass displacements of population which only increase suffering and affect us all.

British Humanist Association Briefing on World Poverty

- (f) What are some of the causes of world poverty? 4 KU
- (g) "*It is in everyone's interest to work towards a more just world.*"
Do you agree? Give reasons for your answer. 8 AE

Total (30)

4. MEDICAL ETHICS

Marks

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

Genetic engineering is one of the most controversial issues of our time. While it may bring advantages to human society, people are frightened of it and fear the disadvantages it may bring.

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|---|------|
| (a) Why is genetic engineering a moral issue? | 2 KU |
| (b) What guidelines on genetic engineering are given by the Human Fertilisation and Embryology Authority (HFEA)? | 4 KU |
| (c) Do you think the guidelines issued by the HFEA are strict enough? Give one reason for your answer. | 2 AE |
| (d) What is the difference between therapeutic and reproductive cloning? | 4 KU |
| (e) “ <i>Reproductive cloning brings more disadvantages than benefits to society.</i> ”
Analyse a viewpoint independent of religious belief on this statement. | 4 AE |
| (f) From a religion you have studied, describe three arguments against therapeutic cloning. | 6 KU |
| (g) “ <i>The embryo is a potential person therefore it should not be used for experimental reasons.</i> ”
Do you agree? Give reasons for your answer. | 8 AE |

Total (30)

[Turn over

5. WAR AND PEACE

Marks

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

We, the peoples of the United Nations, determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind.

UN Charter (Preamble)

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|---|------|
| (a) Why is war a moral issue? | 2 KU |
| (b) What steps could be taken to resolve an international conflict without going to war? | 4 KU |
| (c) Describe two circumstances from the UN Charter which would permit war to take place. | 4 KU |
| (d) What is a conscientious objector? | 2 KU |
| (e) Is it acceptable to be a pacifist if your country is at war? Give reasons for your answer. | 6 AE |
| (f) From one religion you have studied, describe two arguments that justify war. | 4 KU |
| (g) “ <i>Going to war is a difficult decision to make.</i> ”
Do you agree? Give reasons for your answer. | 8 AE |

Total (30)

SECTION THREE

Marks

EXISTENCE OF GOD

This is an optional Unit. Answer all parts of this question if you have studied the Existence of God Unit.

Our world is both beautiful and complex. The more scientific knowledge we gather showing the complexity of life on earth the more I am convinced that life has been designed and that this proves God exists.

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|--|--------------|
| (a) William Paley believed that the universe was designed. How did he support this idea? | 4 KU |
| (b) Describe one other piece of evidence that might be used to support the Design Argument for God's existence. | 2 KU |
| (c) Explain Darwin's theory of evolution. | 4 KU |
| (d) Is the theory of evolution an effective challenge to the Design Argument? Give two reasons for your answer. | 4 AE |
| (e) Describe one traditional philosophical objection to the Design Argument. | 2 KU |
| (f) Describe two weaknesses of one traditional philosophical objection to the Design Argument. | 4 KU |
| (g) <i>"If life is just the result of an accident, then it has no real meaning or purpose."</i>
Do you agree? Give reasons for your answer. | 10 AE |

Total (30)

[Turn over for Section Four on *Page fourteen*

SECTION FOUR

Marks

CHRISTIANITY: BELIEF AND SCIENCE

This is an optional Unit. Answer all parts of this question if you have studied the Christianity: Belief and Science Unit.

The scientific method has shown that the theory of evolution is the most likely explanation for human life. Such scientific discoveries have created problems for many Christians.

- (a) How does the Bible describe the origin of human life? **4 KU**
- (b) What are the main points of the theory of evolution? **4 KU**
- (c) Explain how the creation of human beings in Genesis chapter 2 might be interpreted symbolically. **6 AE**
- (d) What is meant by creationism? **2 KU**
- (e) Describe **two** arguments that Christians might put forward in favour of creationism. **4 KU**
- (f) *“It is perfectly possible for Christians to accept both the theory of evolution and the Biblical account of the origin of life in Genesis.”*
Do you agree? Give reasons for your answer. **10 AE**

Total (30)

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