



# **2013 Religious, Moral and Philosophical Studies**

## **Higher Paper 2**

### **Finalised Marking Instructions**

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2013 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.

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.

<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.</li> <li>• Evaluation is balanced and informed.</li> </ul>

<i>Question No.</i>	<i>Question: 1</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	<p><b>Q</b></p> <p><b>What do Buddhists understand by skilful actions?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Enlightened actions</li> <li>• Selfless actions</li> <li>• Compassionate acts</li> <li>• Actions that are free from greed, hatred and ignorance</li> <li>• Intentions and consequences.</li> </ul>	<b>4</b>	

1.(b)	Q  MI	<p><b>Describe Buddhist meditation.</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Mindful meditation clears the mind</li> <li>• Cultivates positive states of mind</li> <li>• Ends negative states of mind</li> <li>• Ends Tanha</li> <li>• Insightful meditation leads to enlightenment</li> <li>• Samatha/Vipassana</li> <li>• Loving kindness</li> <li>• Reference to Buddha's examples.</li> </ul>	4	
1.(c)	Q  MI	<p><b>How important is Buddhist meditation as a means of developing skilful actions?</b></p> <p><b>Important</b></p> <ul style="list-style-type: none"> <li>• It calms desires, so actions are not greedy</li> <li>• Gives insight to reality of no self so leads to selfless actions</li> <li>• Leads to control of mind, so all actions are considered</li> <li>• Leads to awareness of reality, so actions are enlightened</li> <li>• Leads to acceptance of anicca and anatta.</li> </ul> <p><b>Not important</b></p> <ul style="list-style-type: none"> <li>• Compassion is also necessary</li> <li>• Wisdom is also necessary</li> <li>• Discipline is necessary.</li> </ul>		4

Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	Q  MI	<p><b>Describe Buddhist beliefs about the Three Root Poisons.</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Greed</li> <li>• Hatred</li> <li>• Ignorance.</li> </ul>	3	
2.(b)	Q  MI	<p><b>What do Buddhists believe about Samsara?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Constant round of rebirth</li> <li>• State of conditioned existence</li> <li>• State of unenlightenment</li> <li>• State of suffering.</li> </ul>	3	
2.(c)	Q  MI	<p><b>Explain the challenges belief in the Three Root Poisons and Samsara present to Buddhists.</b></p> <p><i>Marking Instructions: To gain full marks candidates must refer to at least one challenge for each concept. Candidates need not make a connection between the concepts to gain marks. A maximum of three marks per concept.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Aim is to escape Samsara and end suffering</li> <li>• Won't achieve ending of Samsara while still possessing three poisons</li> <li>• Control of greed and attachments very difficult – survival of person</li> <li>• Letting go of ultimate attachment to self is extremely difficult</li> <li>• Must control the poisons in order to gain good Kamma to end Samsara.</li> </ul>		6

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	Q  MI	<p><b>Describe the dhamma.</b></p> <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>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• The teachings of the Buddha/Buddhist scriptures</li> <li>• The truth of Buddhism</li> <li>• One of the three jewels</li> <li>• Means to enlightenment</li> <li>• Theravada and Mahayana interpretations.</li> </ul>	6	
3.(b)	Q  MI	<p><b>Why might Buddhists believe that the dhamma is still relevant today?</b></p> <p><i>Marking Instructions: There is the potential that candidates will write only about the benefits. The question is about its continuing relevance. Benefits may be included in the answer providing the candidate clearly links them to the issue of “relevance today”. Candidates in demonstrating its relevance may use discussion of alleged irrelevance to support their argument but it must be on the context of discussing the relevance of the practice/belief. Marks should only be awarded for explanations which support the statement. Note that candidates are not asked to debate the statement; they are asked why it might be supported.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Life today is still full of desires and attachments, so still a need for understanding of how to let go</li> <li>• Human condition still applies in modern world</li> <li>• Suffering still needs to be addressed</li> <li>• Three root poisons have greater hold in 21<sup>st</sup> century due to modern temptations so Dhamma may be even more relevant</li> <li>• Dhamma always there to be discovered for every lifetime</li> <li>• Universal truth</li> <li>• Constantly being revealed</li> <li>• Without dhamma there would be no point of the Buddha or Sangha</li> <li>• No point in meditation unless there was the dhamma to discover and follow.</li> </ul>		10
<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.

<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.</li> <li>• Evaluation is balanced and informed.</li> </ul>

<i>Question No.</i>		<i>Question: 1</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	Q  MI	<p><b>What do Christians mean by developing a relationship with God?</b></p> <ul style="list-style-type: none"> <li>• Understanding his will</li> <li>• Understanding his nature</li> <li>• Allowing him into your life</li> <li>• Following the example of Jesus.</li> </ul>	<b>4</b>	

1.(b)	Q  MI	<p><b>What do Christians understand by the Christian Community?</b></p> <ul style="list-style-type: none"> <li>• Meeting of like minds</li> <li>• Worship</li> <li>• Prayer</li> <li>• Teaching</li> <li>• Social action.</li> </ul>	<b>4</b>	
1.(c)	Q  MI	<p><b>How important is the Christian Community in developing a relationship with God?</b></p> <p><b>Important</b></p> <ul style="list-style-type: none"> <li>• Reinforces faith</li> <li>• Presence of God at worship</li> <li>• Learning about God together</li> <li>• Visible commitment</li> </ul> <p><b>Not Important</b></p> <ul style="list-style-type: none"> <li>• Relationship is individual</li> <li>• Internal disputes</li> <li>• Denominational disagreements on doctrine and practice.</li> </ul>		<b>4</b>

Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	Q MI	<p><b>Describe what Christians believe about sin.</b></p> <ul style="list-style-type: none"> <li>• Alienation from God</li> <li>• Alienation from nature</li> <li>• Alienation from each other</li> <li>• Heaven/Hell</li> <li>• Judgement</li> <li>• Suffering.</li> </ul>	3	
2.(b)	Q MI	<p><b>What do Christians believe about the nature of God?</b></p> <ul style="list-style-type: none"> <li>• Loving</li> <li>• Omnipotent</li> <li>• Omniscient</li> <li>• Transcendent</li> <li>• Immanent</li> <li>• Creator</li> <li>• Sustainer</li> <li>• Personal.</li> </ul>	3	
2.(c)	Q MI	<p><b>Explain the challenges beliefs about sin and the nature of God present to Christians.</b></p> <p><i>Marking Instructions: To gain full marks candidates must refer to at least one challenge for each concept. Candidates need not make a connection between the concepts to gain marks. A maximum of two marks per concept.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <p>Sin</p> <ul style="list-style-type: none"> <li>• Living a moral life</li> <li>• Self-denial</li> <li>• Repentance</li> </ul> <p>God</p> <ul style="list-style-type: none"> <li>• Meeting God's standards</li> <li>• Existence of suffering and evil</li> <li>• Contradiction between certain attributes.</li> </ul>		6



Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	Q  MI	<p><b>Describe the suffering and death of Jesus.</b></p> <ul style="list-style-type: none"> <li>• Arrest</li> <li>• Trial of Jesus</li> <li>• Humiliation</li> <li>• Carrying the cross</li> <li>• The crucifixion</li> <li>• Words on the cross</li> <li>• Temple curtain.</li> </ul>	6	
3.(b)	Q  MI	<p><b>Why might Christians believe that the suffering and death of Jesus is still relevant today?</b></p> <p><i>Marking Instructions: There is the potential that candidates will write only about the benefits. The question is about its continuing relevance. Benefits may be included in the answer providing the candidate clearly links them to the issue of “relevance today”. Candidates in demonstrating its relevance may use discussion of alleged irrelevance to support their argument but it must be on the context of discussing the relevance of the practice/belief. Marks should only be awarded for explanations which support the statement. Note that candidates are not asked to debate the statement; they are asked why it might be supported.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Suffering and death of Jesus was for all time and all people</li> <li>• Changes lives for the better</li> <li>• Inspires people to help others</li> <li>• Has created a more compassionate society</li> <li>• Human condition has not changed</li> <li>• Gives people hope of life after death</li> <li>• God has not superseded Jesus with anyone else.</li> </ul>		10
			20 KU	20 AE

### 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.

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.

<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: 1</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	Q MI	<p><b>Describe Hindu beliefs about moksha.</b></p> <ul style="list-style-type: none"> <li>• Final goal of life</li> <li>• Cannot be described, only experienced</li> <li>• Release from samsara cycle</li> <li>• Brahman and atman become one</li> <li>• Liberation.</li> </ul>	<b>4</b>	

1.(b)	Q MI	<b>What do Hindus understand by the term 'detachment'?</b> <ul style="list-style-type: none"><li>• Positive, calm state of mind</li><li>• Looks at the world objectively</li><li>• No attachment to relationships, objects, etc</li><li>• Dharma required in order to achieve detachment.</li></ul>	4	
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1.(c)	Q  MI	<p><b>How important is detachment for achieving moksha?</b></p> <p><b>Important</b></p> <ul style="list-style-type: none"> <li>• Frees Hindu from attachment</li> <li>• Allows Hindus to understand that the self is not bound to the physical world</li> <li>• Key part of meditation</li> <li>• Necessary to if following karma marga or jnana marga</li> </ul> <p><b>Not Important</b></p> <ul style="list-style-type: none"> <li>• Attaining moksha can be down to God's Grace</li> <li>• Bhakti marga has no requirement for detachment.</li> </ul>		<b>4</b>
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Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	Q  MI	<p><b>Describe what Hindus understand by maya.</b></p> <ul style="list-style-type: none"> <li>• ‘Illusion’</li> <li>• Mistaken attachment</li> <li>• Belief that material things are important/will bring lasting happiness</li> <li>• Fools humans into trusting impermanent reality.</li> </ul>	<b>3</b>	
2.(b)	Q  MI	<p><b>What do Hindus believe about avidya?</b></p> <ul style="list-style-type: none"> <li>• Means ignorance</li> <li>• Ignorance of the true nature of Brahman</li> <li>• Ignorance of the true nature of the self</li> <li>• Ignorance of the true nature of the universe</li> <li>• Ignorance of the cause of dukkha</li> <li>• Ignorance of the solution to dukkha.</li> </ul>	<b>3</b>	
2.(c)	Q  MI	<p><b>Explain the challenges beliefs about maya and avidya present to Hindus.</b></p> <p><i>Marking Instructions: To gain full marks candidates must refer to at least one challenge for each concept. Candidates need not make a connection between the concepts to gain marks. A maximum of two marks per concept.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• See the world as unreal</li> <li>• Traps individuals in cycle of samsara</li> <li>• Misunderstand your own nature – must try to understand the ego</li> <li>• Misunderstand the universe – must try to recognise that everything is maya</li> <li>• Must try to build good karma to overcome avidya.</li> </ul>		<b>6</b>

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	Q MI	<p><b>In what ways do Hindus practise bhakti marga?</b></p> <ul style="list-style-type: none"> <li>• Path of devotion</li> <li>• The most popular marga</li> <li>• Adoration of God in a particular form</li> <li>• Active worship – participation</li> <li>• Puja – offerings</li> <li>• Moral life.</li> </ul>	6	
3.(b)	Q MI	<p><b>Why might Hindus believe that bhakti marga is still relevant today?</b></p> <p><i>Marking Instructions: There is the potential that candidates will write only about the benefits. The question is about its continuing relevance. Benefits may be included in the answer providing the candidate clearly links them to the issue of “relevance today”. Candidates in demonstrating its relevance may use discussion of alleged irrelevance to support their argument but it must be on the context of discussing the relevance of the practice/belief. Marks should only be awarded for explanations which support the statement. Note that candidates are not asked to debate the statement; they are asked why it might be supported.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• No caste restrictions – open to all people</li> <li>• Does not require learning/intellect</li> <li>• Can be practiced anywhere, in any culture</li> <li>• Practical in today’s society</li> <li>• Harnesses natural emotions</li> <li>• Can be part of everyday life</li> <li>• Does not involve self-sacrifice</li> <li>• High moral code.</li> </ul>		10
<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. 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.

<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: 1</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	Q  MI	<p><b>In what ways do Muslims describe Paradise?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Green garden</li> <li>• No extremes in temperature</li> <li>• Flowing rivers and shade</li> <li>• Cushions, carpets and thrones</li> <li>• Silk robes and jewellery</li> <li>• Milk and honey</li> <li>• Seven layers.</li> </ul>	<b>4</b>	

1.(b)	Q  MI	<p><b>What is the Sunnah?</b></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> <li>• The Way of the Prophet</li> <li>• It is the second most important source of guidance after the Qur'an</li> <li>• The sayings and actions of Muhammad</li> <li>• It helps Muslims deal with the practical problems that arise from living out the message of the Qur'an.</li> </ul>	<b>4</b>	
1.(c)	Q  MI	<p><b>How important is following the Sunnah for Muslims to secure the reward of Paradise?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <p><b>Important</b></p> <ul style="list-style-type: none"> <li>• Muhammad is seen as the best example of how to live according to the Qur'an</li> <li>• Gives the practical answers as to how you can achieve a place in Paradise</li> <li>• Eternal truths contained in Sunnah</li> </ul> <p><b>Not Important</b></p> <ul style="list-style-type: none"> <li>• Necessary but secondary to following the Qur'an itself</li> <li>• Qiyas and Ijma also needed to provide guidance on modern issues not covered in the Sunnah</li> <li>• Observing the Five Pillars also necessary</li> <li>• Using freewill wisely also necessary</li> <li>• Repentance also necessary.</li> </ul>		<b>4</b>



Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	Q  MI	<p><b>Describe what Muslims believe about the nature of human beings.</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Freewill</li> <li>• Tested throughout our lives</li> <li>• Pinnacle of creation, even above angels</li> <li>• Allah’s vice-regents (Khalifah)</li> <li>• Unique.</li> </ul>	3	
2.(b)	Q  MI	<p><b>What do Muslims believe about predestination?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Al-Qadr, everything that exists or happens is an expression of Allah’s will</li> <li>• Everything is under His control, all has meaning and purpose</li> <li>• Events in our lives happen as a result of Allah’s will but we have freewill in how we react to these situations.</li> </ul>	3	
2.(c)	Q  MI	<p><b>Explain the challenges beliefs about the nature of human being and predestination present to Muslims.</b></p> <p><i>Marking Instructions: To gain full marks candidates must refer to at least one challenge for each concept. Candidates need not make a connection between the concepts to gain marks. A maximum of two marks per concept.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <p>Predestination</p> <ul style="list-style-type: none"> <li>• Have to trust Allah has a reason for everything, even when it is not clear what that would be</li> <li>• Demonstrate Sabr</li> </ul> <p>Uniqueness of humans</p> <ul style="list-style-type: none"> <li>• Cannot lead a selfish life, have to use freewill wisely</li> <li>• Can lead to a guilty conscience if we cause suffering due to misusing our freewill</li> <li>• Have to repent, not always easy to admit you were wrong and have to make amends.</li> </ul>		6

		Approx Marks
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Question No.		Question: 3	weightings: 50% KU– 50% AE	
3.(a)	Q  MI	<p><b>What is involved in observing Salah?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Put everything else aside to fully concentrate on Allah</li> <li>• Perform wudu</li> <li>• Face direction of Mecca</li> <li>• Rak’ahs</li> <li>• Midday prayers on Friday performed in a mosque</li> <li>• Set times (Fajr, Zuhr, Asr, Maghrib, Isha)</li> <li>• If they are too ill to follow the physical steps they should still go through the motions in their hearts and minds.</li> </ul>	6	
3.(b)	Q  MI	<p><b>Why might Muslims believe that Salah is still relevant today?</b></p> <p><i>Marking Instructions: There is the potential that candidates will write only about the benefits. The question is about its continuing relevance. Benefits may be included in the answer providing the candidate clearly links them to the issue of “relevance today”. Candidates in demonstrating its relevance may use discussion of alleged irrelevance to support their argument but it must be on the context of discussing the relevance of the practice/belief. Marks should only be awarded for explanations which support the statement. Note that candidates are not asked to debate the statement; they are asked why it might be supported.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Even more important with the temptations and distractions of the modern world</li> <li>• Performing it five times throughout the day at any point in history helps them live their lives as an act of submission</li> <li>• These practices still teach them self-discipline and help them achieve Taqwa and Ihsan</li> <li>• We have more hectic and busy lives in the modern world, Salah helps bring a sense of peace and tranquillity</li> <li>• If they live in a non-Muslim country it is important they have a regular reminder and connection to Allah</li> <li>• Also, in a mosque it will bring them together with others who share the same beliefs as them</li> <li>• In any point in time training in cleanliness, purity and punctuality is beneficial</li> <li>• In one of the Rak’ahs Muslims greet their two recording angels. This reminds them to repent for their wrongdoing. All humans whether in the past or present need to do this</li> <li>• Muslims often perform Du’a prayers at the end. This allows them to feel better after asking for help or for repenting for their acts of wrongdoing.</li> </ul>		10
			20 KU	20 AE

## 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.

<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: 1</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	Q  MI	<p><b>What do Jews understand by the Messianic Age?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• A time of peace and harmony for Jews on earth</li> <li>• Will happen either because the world is good enough – or too evil</li> <li>• Gathering in of Jews from all over the world</li> <li>• Restoration of Temple</li> <li>• End of sin and wickedness</li> <li>• Orthodox/Reform views.</li> </ul>	<b>4</b>	

1.(b)	Q  MI	<p><b>What do Jews understand by the Ten Commandments?</b></p> <p><i>Marking Instructions: Maximum of 2 marks for stating commandments.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Give relevant examples</li> <li>• They mirror the split between the religious and ethical mitzvoth</li> <li>• There are both positive and negative commandments</li> <li>• There are commandments about outward actions and inner thoughts</li> <li>• They cover relationships with God and other people.</li> </ul>	<b>4</b>	
1.(c)	Q  MI	<p><b>How important are the Ten Commandments in bringing about the Messianic Age?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <p><b>Important</b></p> <ul style="list-style-type: none"> <li>• All Jews are obligated to work towards this Messianic Age</li> <li>• Gives direction – should lead to living a moral life</li> <li>• Duty to be an example to the world</li> <li>• Reminds Jews they are still God’s chosen people – special relationship</li> <li>• Part of fulfilling the covenant</li> </ul> <p><b>Not Important</b></p> <ul style="list-style-type: none"> <li>• Other commandments equally important</li> <li>• Other practices as important</li> <li>• Belief and morality has moved on.</li> </ul>		<b>4</b>

Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	Q  MI	<p><b>Describe Jewish beliefs about suffering.</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Cause by disobedience</li> <li>• Cause by alienation</li> <li>• Inevitable fact of life</li> <li>• Caused by not following God's will/command.</li> </ul>	3	
2.(b)	Q  MI	<p><b>What do Jews believe about the nature of God?</b></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Loving</li> <li>• Omnipotent</li> <li>• Omniscient</li> <li>• Transcendent</li> <li>• Immanent</li> <li>• Creator</li> <li>• Sustainer</li> <li>• Personal.</li> </ul>	3	
2.(c)	Q  MI	<p><b>Explain the challenges beliefs about suffering and the nature of God present to Jews.</b></p> <p><i>Marking Instructions: To gain full marks candidates must refer to at least one challenge for each concept. Candidates need not make a connection between the concepts to gain marks. A maximum of two marks per concept.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <p>Suffering</p> <ul style="list-style-type: none"> <li>• Historical suffering of Jews</li> <li>• Unjustified suffering</li> <li>• Purpose of the extent of suffering</li> </ul> <p>God</p> <ul style="list-style-type: none"> <li>• Meeting God's standards</li> <li>• Existence of suffering and evil</li> <li>• Contradiction between certain attributes.</li> </ul>		6

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	Q	<b>In what ways do Jews observe Shabbat?</b>	6	
	MI	<p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Preparations</li> <li>• Synagogue service</li> <li>• Observations</li> <li>• Meal</li> <li>• Role of each person</li> <li>• Symbolism.</li> </ul>		
3.(b)	Q	<b>Why might Jews believe that Shabbat is still relevant today?</b>		10
	MI	<p><i>Marking Instructions: There is the potential that candidates will write only about the benefits. The question is about its continuing relevance. Benefits may be included in the answer providing the candidate clearly links them to the issue of “relevance today”. Candidates in demonstrating its relevance may use discussion of alleged irrelevance to support their argument but it must be on the context of discussing the relevance of the practice/belief. Marks should only be awarded for explanations which support the statement. Note that candidates are not asked to debate the statement; they are asked why it might be supported.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Continuity with the past</li> <li>• Part of Jewish identity</li> <li>• Strengthens family bonds</li> <li>• Detachment from usual work routines</li> <li>• Distinctive practice</li> <li>• Focal point for the community</li> <li>• Reinforces identity.</li> </ul>		
<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.

<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: 1</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	Q  MI	<p><b>What do Sikhs understand by jivan mukhti?</b></p> <ul style="list-style-type: none"> <li>• Freedom from rebirth</li> <li>• Becomes one with God whilst still living</li> <li>• Overcome maya and haumai</li> <li>• No longer affected by karma.</li> </ul>	<b>4</b>	
1.(b)	Q  MI	<p><b>Describe Sikh beliefs about equality.</b></p> <ul style="list-style-type: none"> <li>• All human beings are equal</li> <li>• Religious equality</li> <li>• Social equality</li> <li>• Gender equality.</li> </ul>	<b>4</b>	

1.(c)	Q	<p><b>How important are beliefs about equality in bringing Sikhs closer to jivan mukhti?</b></p>		
	MI	<ul style="list-style-type: none"> <li>• Keep God-focused</li> <li>• Selfless-service</li> <li>• Following example of Gurus</li> <li>• Developing compassion</li> <li>• Need an act of God's Grace.</li> </ul>		<b>4</b>



Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	Q  MI	<p><b>Describe what Sikhs believe about maya.</b></p> <ul style="list-style-type: none"> <li>• ‘Illusion’</li> <li>• Mistaken attachment</li> <li>• Belief that material things are important/will bring lasting happiness.</li> </ul>	3	
2.(b)	Q  MI	<p><b>What do Sikhs believe about haumai?</b></p> <ul style="list-style-type: none"> <li>• Self-centredness/egoism</li> <li>• Motivated by thoughts of reward</li> <li>• Even good actions are carried out to satisfy personal desires.</li> </ul>	3	
2.(c)	Q  MI	<p><b>Explain the challenges beliefs about maya and haumai present to Sikhs.</b></p> <p><i>Marking Instructions: To gain full marks candidates must refer to at least one challenge for each concept. Candidates need not make a connection between the concepts to gain marks. A maximum of two marks per concept.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Have to recognise that God is only real and lasting part of creation</li> <li>• Difficulty in avoiding attachment to family and friends</li> <li>• Must recognise that true happiness cannot be found in material/worldly possessions</li> <li>• Actions must not be motivated by personal gain</li> <li>• Even good actions can be the result of desire to escape cycle of rebirth</li> <li>• Religious practices can also be the result of haumai</li> <li>• Maya and haumai are part of Hukam, so difficult to escape from.</li> </ul>		6

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	Q  MI	<p><b>What obligations do Sikhs have as members of the Khalsa?</b></p> <ul style="list-style-type: none"> <li>• Outward signs of faith</li> <li>• Follow teachings of Gurus</li> <li>• No alcohol/tobacco/meat</li> <li>• Reject caste</li> <li>• Important role in community</li> <li>• Set example to younger Sikhs.</li> </ul>	6	
3.(b)	Q  MI	<p><b>Why might Sikhs believe that the Khalsa is still relevant today?</b></p> <p><i>Marking Instructions: There is the potential that candidates will write only about the benefits. The question is about its continuing relevance. Benefits may be included in the answer providing the candidate clearly links them to the issue of “relevance today”. Candidates in demonstrating its relevance may use discussion of alleged irrelevance to support their argument but it must be on the context of discussing the relevance of the practice/belief. Marks should only be awarded for explanations which support the statement. Note that candidates are not asked to debate the statement; they are asked why it might be supported.</i></p> <p><i>Suggested areas to be covered in answers:</i></p> <ul style="list-style-type: none"> <li>• Maintains tradition</li> <li>• Provides role models to younger Sikhs</li> <li>• Community profit</li> <li>• Links to equality</li> <li>• Seats of authority</li> <li>• Resolve disputes</li> <li>• Spiritual development</li> <li>• Inner faith forums.</li> </ul>		10
<b>Total</b>			<b>20 KU</b>	<b>20 AE</b>

[END OF MARKING INSTRUCTIONS]