



2011 Religious, Moral and Philosophical Studies

Intermediate 2

Finalised Marking Instructions

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SECTION ONE

WORLD RELIGIONS

BUDDHISM

1. (a) **What is meditation?** 4

KU 4 marks

- Helps you clear the mind and focus.
- Helps you become more aware of your surroundings.
- Samatha meditation is about calming and controlling your mind.
- Vipassana/Bhavana meditation is about deepening your understanding.
- Part of the Noble Eightfold Path which helps to lead to enlightenment.

- (b) **Right Speech is one part of the Noble Eightfold Path. Describe two other parts of the Path.** 4

KU 4 marks

(Max 3 marks for description of only one part of path)

The most common answers would be the following, although any aspect of the Path should be accepted:

Right Action

- Doing things that are helpful and constructive and gain positive kamma.
- Performing good deeds and acting out of compassion (like giving to charity and helping others).
- Not being lazy or destructive and gaining negative kamma.

Right Livelihood

- Having a job that benefits others eg being a nurse.
- Not having a job that can damage others eg a butcher or a lawyer.
- Must not exploit other people or animals.

Right Intention

- Right Intention is all about having a right attitude to life.
- It involves an unselfish love for all things which should affect the way a Buddhist relates to living things.
- It is about your intentions in any action – Buddhists believe that it is intentions rather than outcomes that matter when we do anything.

- (c) **Why do Buddhists call the Noble Eightfold Path the “middle way”?** 4

KU 4 marks

- It is the most balanced way of life.
- It is between the extremes of luxury/materialism and denial/asceticism.
- It is a way of living that allows you what you need to live healthily, but without any excesses.
- Buddha found a middle path after experiencing two extremes.
- Any suitable analogy.

- (d) **What benefits and difficulties can a Buddhist experience from following the Noble Eightfold Path? Explain your answer fully.**

6

AE 6 marks

(Maximum of 4 marks for only benefits or difficulties)

Benefits

- Gives clear guidelines on what the Buddha (the wise) wanted people to do in order to become enlightened.
- Helps you focus on positive action and viewpoints rather than destructive ones.
- Helps you gain positive kamma and make progress towards enlightenment.
- Gives easy step-by-step guidance for progress.
- Morality section helps you behave well and gain good kamma.
- Wisdom section helps increase your understanding and make mental progress.
- Meditation section helps you control your desires and understand teachings, making progress towards enlightenment.
- A better rebirth for most (rather than enlightenment) is a benefit of having followed the path in 'this' life.
- In Mahayana Buddhism you can be aided with transfer of merit and guidance from bodhisattvas, so benefitting from more positive kamma and a better rebirth, and assistance in following the path.

Difficulties

- It can be hard to follow the Eightfold Path correctly without expert guidance due to emphasis on wisdom and the need to study scripture (especially in the Theravada).
- It is not always easy to do the right thing – it is easy in our society to be tempted into 'wrong' action, or to gossip ('wrong' speech), etc.
- Meditation is difficult to master on your own – you will need to find a teacher to progress.
- In Theravada Buddhism you need to become a monk in order to address the Eightfold Path successfully.

- (e) **What do Buddhists understand by Enlightenment?**

4

KU 4 marks

- Nibbana – not a place, but a state of mind.
- Not a Buddhist heaven.
- The ultimate or final goal of all Buddhists.
- The extinction of all desire and suffering.
- Understanding the true nature of reality.
- A concept that can only be truly understood through experience (fish and turtle story could be given as an example).

(f) ***“Trying to attain Enlightenment could lead to selfishness.”***

Would all Buddhists agree? Give reasons for your answer.

8

AE 8 marks

Candidates should draw comparisons between different schools of Buddhism.

- There is a contradiction between the idea of being selfless, and giving up cravings, and striving to attain the goal of enlightenment.
- If you focus too much on achieving this personal goal you will fuel the poisons of greed and ignorance and never become enlightened due to selfish desire.
- Enlightenment is an individual goal in Theravada Buddhism; working on your own for your own benefit could be seen as selfish.
- In Mahayana Buddhism you can get help from bodhisattvas, and are encouraged to help others.
- In Theravada enlightenment is mostly the product of study and wisdom – these are things you must do on your own/with a tutor, so again may seem selfish.
- In Mahayana there is more emphasis on progress by means of accumulating good kamma and merit transfer, so you need to work with others for this.
- Arahats are the only people likely to become enlightened in Theravada Buddhism, so enlightenment can be seen as selfish in that you have to isolate yourself from much of society.
- Everyone is accepted as having the possibility of becoming enlightened in Mahayana Buddhism if they can realise their ‘Buddha nature’ (although it is accepted that bhikkhus/monks have the best chance).

CHRISTIANITY

2. (a) **What made the first Christians believe he had been raised to life three days later?** **2**

KU 2 marks

- Empty tomb.
- He was seen alive.

- (b) **Describe two different ways in which Christians understand the resurrection of Jesus.** **4**

KU 4 marks

(Max 3 marks for description of only one way)

Literal Interpretations

- Jesus' body literally rose from the dead.
- He appeared to women, his disciples and others who claimed to have seen him.
- His resurrection happened as he said it would.
- His resurrection proved he was who he claimed to be.

Spiritual Interpretations

- Jesus' body did not rise again.
- Jesus' spirit communicated with his disciples.
- The disciples interpreted their spiritual experiences in a literal way.
- The resurrection describes a revival of the teaching of Jesus in the disappointed disciples.
- His influence lived on through his followers.

- (c) **What benefits and difficulties could a Christian experience from belief in the resurrection of Jesus? Explain your answer fully.** **6**

AE 6 marks

(Max of 4 marks for only benefits or difficulties)

Benefits

- Vindicates all Jesus' claims about himself.
- Encourages faith in Jesus as the Son of God.
- Hope that life exists after death.
- Jesus' resurrection points to the resurrection of all believers.
- Belief that Jesus has overcome evil.
- Proof of the power of God.

Difficulties

- Belief in the miraculous not easy for some Christians.
- May be other explanations for the disappearance of Jesus' body.
- There are differences in the way the resurrection has been recorded.
- So much of the Christian faith stands or falls on the resurrection.

- (d) **How can community worship help Christians to restore their relationship with God?** 4

KU 4 marks

- Christians are encouraged in their faith by worshiping with others.
- Christians are inspired by singing hymns and listening to music.
- Religious buildings and artefacts help focus attention on the character of God.
- Listening to sermons can build up faith.
- Experiencing the presence of the Holy Spirit draws a Christian closer to God.

- (e) **Describe three ways in which Christians practice individual service.** 6

KU 6 marks

(Maximum 4 marks for description of only one or two examples)

- Through doing voluntary work within the church.
- Using their abilities/gifts to enhance the work and worship of the church.
- Serving as a youth leader, Sunday school teacher etc.
- By serving as a missionary.
- By giving time to people in the community.
- Visiting the sick.
- By seeing their employment as a place of service to God.

- (f) ***“All you need to get to heaven is belief.”***

Would all Christians agree? Give reasons for your answer. 8

AE 8 marks

Yes

- We cannot earn our way to heaven.
- Jesus said we must ‘believe in him to have eternal life’.
- Faith in the work of Jesus on the cross is essential.
- Accepting the teaching of the Bible.

No

- Bible teaches that we will be judged by our actions.
- Jesus spoke about ‘doing the right things’.
- Faith without works is dead.
- Christians cannot agree over what beliefs are important.
- Might not be able to believe all the teaching of the Bible but still do the things expected of a Christian.

HINDUISM

3. (a) Describe what Hindus mean by Brahman. 4

KU 4 marks

- Brahman is the only reality which is permanent and does not change.
- Brahman is the basis of all else that exists.
- Brahman is the divine or the ultimate reality behind the Hindu pantheon of Brahman (Creator), Vishnu (Preserver) and Shiva (Destroyer).
- Everything is believed to come from Brahman – the universal soul.
- Union with Brahman is the final goal for the Hindu who aims to get back to this original state of union (of his soul) with Brahman.
- Hindus even debate whether Brahman has attributes or not. Some describe saguna Brahman (with attributes) others as nirguna Brahman (no attributes).

- (b) State two of the main forms in which Brahman is worshipped. 2

KU 2 marks

- Brahma the Creator.
- Vishnu the Preserver.
- Shiva the Destroyer.

- (c) What is the meaning of “atman”? 4

KU 4 marks

- Atman is the divine spark within people which travels from incarnation to incarnation.
- Atman is the same reality as Brahman.
- Atman is the true “self within people”.
- It is the divinity within people and their real essence.

- (d) What benefits and difficulties can a Hindu experience from a belief in karma? Explain your answer fully. 6

AE 6 marks

(Max 4 marks for only benefits or difficulties)

Benefits

- As karma is the law where beings are rewarded and punished according to their actions and intentions, it may encourage Hindus to act and behave in a good way to ensure they are rewarded and not punished.
- Karma is the law of cause and effect often summarised by “you reap what you sow” so they may benefit by thinking about the possible consequences of their actions on both themselves and others acting accordingly.
- Karma is one of the three margas which relates to moral behaviour and may be seen as a better and easier path than bhakti (devotion) or jnana (meditation) in the process of samsara as it impacts more on daily life.

Difficulties

- Some Hindus may feel that the moral demands of karma are too great which they find difficult or demanding to follow. They may find bhakti (worship/devotion) better/easier.
- They may also feel that people's poor or bad moral behaviour does not always get punished and they "get away with it". This may discourage them from trying to live a good moral life.
- They may be in a situation in life where poverty and disease and other problems affect them in a serious way for survival and may think that living morally is a difficult or impossible thing to do.

(e) **Describe three of the ashramas.**

6

KU 6 marks

(Max 4 marks for description of only one or two of the ashramas)

First ashrama – Brahmacharya

- Student stage – begins with initiation (sacred thread) ceremony (Upanayana) representing a "second" birth.
- Aim is to gain knowledge by study and to learn skills for employment as well as various rules and rituals of Hinduism.

Second ashrama – Grihastha

- After gaining skills and employment, Hindu marries and enters second stage (a married householder).
- This is seen as a sacred duty to continue the family, social and religious traditions.
- The man has responsibility for providing for his wife and children, for education and earning money honestly and spending it in ways which will not harm himself or others.

Third ashrama/stage name – Vanaprastha

- Literally means forest dwelling stage ie retirement from daily work having fulfilled social, religious and family obligations and secured a pension.
- Hands over running household to son and spends time reading the scriptures.
- Gives up all pleasures. May go on pilgrimage. Give advice. Only men normally enter this stage.

Fourth ashrama/stage name – Sannyasin

- Gives up all ties with worldly life, name and belongings and becomes a wandering holy man.
- Meditates on mysteries of death and rebirth. Begs for food.
- When he dies, is buried (rather than cremated) as there is no one to perform such rituals.
- Optional stage only (not for women).

(f) ***“The ashramas are not very important for modern Hindus.”***

Would all Hindus agree? Give reasons for your answer.

8

AE 8 marks

Agree

- Following all ashramas is only an ideal; many cannot afford or wish to do this.
- Many Hindus do not wish to give up everything they enjoy in life and so continue/stay in the second stage (Grihastha) until they die.
- Very few Hindus go on to the third stage and even fewer to the sannyasin stage so most Hindus do not necessarily see all ashramas as important.
- Hinduism is changing from traditional forms and many see alternative ways of attaining moksha without going through all ashramas.

Disagree

- Hindu teaching is based on the four stages of life and this can only be fulfilled when people are prepared to give up the world and enter the final stage.
- By the time they reach the sannyasin stage, they have sufficient experience of the world to judge the best/worst of life. Only then can they properly decide.
- Completing the four stages is the only way to be ready to leave world and unite or merge with God (Brahman).
- The attainment of moksha – union with Brahman – can only really be achieved by separation of all things worldly – and hence by following the ashramas.

ISLAM

4. (a) **State two ways in which Muslims believe human beings are the pinnacle of creation.** **2**

KU 2 marks

- Every person is created by God.
- Higher than the rest of creation.
- God is pleased with what he has created.
- Every person has a 'rouh' or soul.
- Every person is unique.
- Each person has the gift of freewill.
- Everyone has the ability to reason.

- (b) **Give two responsibilities humans have as Allah's representatives.** **2**

KU 2 marks

- To use our freewill wisely.
- Resist evil and temptation and follow the straight path.
- Encourage others to turn to Allah.
- Help others in need.
- Look after God's creation.

- (c) **What do Muslims believe will happen on the Day of Judgement?** **4**

KU 4 marks

- Will be judged on the basis of what good or evil we have done.
- The dead and the living will be raised from the dead and brought to the Plain of Judgement.
- Each person will be given the book of life where their deeds are recorded by angels.
- Those given the book in the right hand will go to heaven, left hand – hell.
- No one can intercede for you.
- Allah will decide who will gain eternal life.

- (d) **What benefits and difficulties can a Muslim experience from belief in a Day of Judgement? Explain your answer fully.** **6**

AE 6 marks

(Max 4 marks for only benefits or difficulties)

Benefits

- It will encourage them to live a good life if they have to answer for their deeds in this life.
- It encourages them to realise that this life is a preparation for the next.
- This life becomes a complete act of worship of Allah.
- Reminds them that Islam is a way of life and not just a religion.

Difficulties

- They may be acting out of fear of judgement rather than true submission to Allah.
- The fear of judgement does not allow them to experience the peace of Islam which comes from submission.
- Following Islam could become just a meaningless set of rituals rather than the true religion.

(e) **Describe two difficulties a Muslim might experience when performing Hajj.** **4**

KU 4 marks

(Max 3 marks for description of only one difficulty)

- Age or ill-health – Hajj is arduous.
- Lack of funds – you must not use dishonest ways to pay for it.
- Distance you live from Makkah may prohibit you.
- Difficult circumstances – family who depend on you at home.

(f) **Describe the importance of Ihram for Muslims.** **4**

KU 4 marks

- Ihram is a sacred state of purity.
- Men wear two pieces of white cloth – one round the waist, the other on the shoulder.
- Women cover up with a plain garment, leaving only faces and hands bare.
- Put on at the start of the journey, usually on arrival at Jeddah.
- Worn during Hajj and taken off at the end.
- Kept and used as a shroud in burial.
- It symbolises that everyone is equal in the eyes of Allah.
- No one can dress in a way which makes them appear rich or important.
- Helps them to focus on the pilgrimage.
- Not allowed to do anything dishonest or arrogant.
- Must curb aggression.

(g) ***“Standing at Arafat to pray is the high point of Hajj.”***

Would all Muslims agree with this statement? Give reasons for your answer. **8**

AE 8 marks

Agree

- Standing at Arafat on the 9 Dhul-hijja to repent gives spiritual awareness and forgiveness from sins and gains the promise of paradise.
- They stand from noon to sunset in the heat but if they arrive late then Hajj is not valid.
- This is seen as the Highpoint of Hajj and by some as the main reason for Hajj.
- A test of their true devotion to Allah.

Disagree

- For others, the other parts of Hajj are just as important.
- In order to become a Hajji or Hajjah all parts of the Hajj are important and must be completed.
- For some wearing Ihram and dedicating themselves to worship, prayer and denying vanity is more important.
- For some circling the Ka'bah and performing Tawaf demonstrates their love for Allah.
- For others performing Sa'y and running between Safah and Marwah symbolises patience and perseverance and the search for that which gives true life.

JUDAISM

5. (a) **How had their eyes been “opened”?** **2**
- KU 2 marks**
- They had eaten the fruit from the Tree of Knowledge.
 - They were now like God.
 - They knew right from wrong.
- (b) **How did God punish the man and woman in Genesis 3?** **4**
(Max 3 marks for description of only ‘men’ or ‘women’).
KU 4 marks
- God increased the woman’s troubles in pregnancy.
 - God increased her pain in giving birth.
 - God made the woman subservient to her husband.
 - God made the man work to get food.
 - God made both of them mortal.
 - Returned to dust
 - He banished them from Eden.
- (c) **Outline Jewish beliefs about human nature.** **6**
- KU 6 marks**
- God gave humans the ability to choose to do right from wrong.
 - Jewish belief is that humans have two parts to their nature, Yetzer Tov and Yetzer Harah.
 - Yetzer Tov is the inclination to look after the spiritual side of life, hence do good.
 - Yetzer Harah is the inclination to look after our physical needs, hence do selfish things.
 - Human nature is a constant battle between the two.
 - However, they are both important for a balanced character.
 - Any suitable quotation or example which is used should be credited.
- (d) **What benefits and difficulties can a Jewish person experience from believing that suffering is the result of human disobedience? Explain your answer fully.** **6**
- AE 6 marks**
- (Max 4 marks for only benefits or difficulties)**
- Benefits**
- It shows that they are not being punished by God.
 - It explains why they have suffered in the past, people have chosen to hurt them.
 - People can be changed or stopped, the Jewish people can do things to stop the suffering happening.
 - It can bring people closer because they can come together to change the other people.
 - It is a physical example of the need to keep Yetzer Tov and Yetzer Harah in balance to be a good person.

Difficulties

- What does it say about God who lets people do wrong to his chosen people?
- Why did God give us freewill if the result is that we hurt others – is this the action of a wise God?
- Questions the very existence of God – many Jews lost their faith during the events of the Holocaust carried out by the Nazis.
- It could create a poor view of other human beings, a negative view of other people.
- It could create or reinforce a “Them and Us” attitude, thus creating differences between Jewish people and others.

(e) **Torah is used during worship and prayer. Describe two other ways that Torah is used.**

4

KU 4 marks

(Max 3 marks for description of only one way)

- It gives Jewish people moral guidance, the Ten Commandments – “Thou shall not ...”.
- It tells them what they should do in certain situations – the Kashrut laws tell them what to do and what foods are Kosher and which foods are not.
- It is taught to youngsters and others who want to learn it in classes at the synagogue – it gives them Jewish history, the Exodus.
- It is taught to youngsters in preparation for them taking their place as an adult in the Jewish religion, as part of the Bar or Bat Mitzvah – key scripture has to be learned.
- It can be used for debating at meetings within the Jewish community.

(f) ***“Brit Milah is still as important today as it has always been.”***

Would all Jewish people agree? Give reasons for your answer.

8

AE 8 marks

Yes

- Brit Milah is part of the Torah – the Torah is the word of God, it is as important today as it has always been.
- God gave the Torah to Jewish people to follow, not to change when it suits. Brit Milah must be carried out.
- All branches of Judaism, Orthodox, Reform and Liberal, still recognise the importance of the Law, including Brit Milah and carry it out.
- If you start changing the Law to suit yourself, it puts into question the authority of the Torah.
- Brit Milah is the physical sign of the Covenant, you cannot change this. This shows the importance today of Brit Milah.
- Brit Milah’s importance will always exist as an uncircumcised male cannot share in the Messianic age, the time to come.
- Circumcision is considered to be highly hygienic in our world. This makes Brit Milah still important today.

No

- The Torah was written for a different time, Reform Jewish people believe it is the right to alter the Law, including Brit Milah, to reflect the change in society.
- Reform Jewish people have changed other laws and traditions ie Hebrew no longer used, so why not change so obvious an out-dated practice.
- Brit Milah is barbaric, to carry out such an act, which is totally unnecessary, is wrong.
- Circumcision can have harmful psychological effects on a child, so it should be stopped.
- Judaism has been criticised in the past for being male dominated, there is no more obvious law than Brit Milah – it should be changed.

SIKHISM

6. (a) **What do Sikhs mean by “reunion with God”?** **4**

KU 4 marks

- The soul takes its place with God in eternal bliss.
- The soul is pure spirit, as God is.
- The immortal soul will eventually reunite with God.
- Reunion with God is a permanent state.
- It means the end of the cycle of rebirth.
- It is a state that can only be experienced, not described.

(b) **Describe two consequences of separation from God for Sikhs.** **4**

KU 4 marks

(Max 3 marks for description of only one consequence)

- Continuous feelings of discontent and unhappiness as material things fail to satisfy.
- Spiritual suffering and anguish from being out of harmony with God’s will.
- Experiencing the torment of hell leading to rebirth.

(c) **Describe two things a Sikh can do to control the Five Evils.** **4**

KU 4 marks

(Max 3 marks for description of one thing)

- Focus the mind on God at all times.
- Live a truthful life.
- Be content with the circumstances of life.
- Act out of compassion for those in need.
- Display the love and kindness which is the most god-like quality.

- (d) **What benefits and difficulties can a Sikh experience from belief in freewill? Explain your answer fully.**

6

(Max 4 marks for only benefits or difficulties)

Benefits

- Sikhs can choose to live according to God's will.
- They can decide how to rightly use the circumstances life has placed them in.
- They have the freedom to use their mind and moral conscience.
- Sikhs can make the conscious choice to enter into unity with God.

Difficulties

- Sikhs know there is a human tendency to go their own way.
- In order to use freewill correctly, there is the struggle to overcome the Five Evils.
- Sikhs may believe that they can live according to freewill entirely by their own efforts.
- They may believe that everything in life is predetermined by past karma.
- They may question whether they can really believe in freewill if God is in control of everything.

- (e) **Describe two ways in which Sikhs can practice Nam Japna.**

4

KU 4 marks

(Max 3 marks for description of only one way)

- Meditating on God at all times.
- Repetition of one of the names of God.
- Repetition of the Mool Mantra.
- Meditating on hymns from the Guru Granth Sahib.

- (f) ***“Every Sikh will eventually attain reunion with God.”***

Would all Sikhs agree? Give reasons for your answer.

8

AE 8 marks

Agree

- For Sikhs the final goal of life is to reunite with God.
- The Gurus taught that all human beings have the qualities they need to reunite with God.
- The soul was part of God from the very beginning and has been on a journey towards reunion with God.
- It is by God's grace that this reunion is finally possible.

Disagree

- All human beings are flawed.
- They have a tendency towards being self-centered or manmukh.
- The Sikh faith teaches that human beings create a barrier to reunion with God because of attachment to material things.
- The soul can also move further away from reunion with God as a result of the effects of karma.

SECTION TWO

MORALITY IN THE MODERN WORLD

CRIME AND PUNISHMENT

1. (a) Describe retribution as a purpose of punishment. 2

KU 2 marks

Revenge

- Punishing the criminal for what they have done.

Restoration

- Making things right – restoring the balance.

- (b) Describe a secular viewpoint on retribution. 4

KU 4 marks

(As there are no mandatory secular viewpoints the following are only examples)

Humanism

No single humanist view, however

- Humanists generally apply the Golden Rule as the ethical principle, based on our knowledge of human understanding.
- Humanists work to find the causes of crime rather than focus on revenge.
- Distances itself from hatred.
- They would accept retribution if it reduced crime but no evidence to support this.
- Decisions on crime should be neutral and unbiased – revenge too personal.
- Retribution would be acceptable if it involved making amends such as community service.

Utilitarianism

- Moral theory based on the consequences.
- The end justifies the means so retribution is justified if it leads to a reduction in crime.
- GHP difficult to quantify the effect, however if society gains by punishment based on retribution then it can be justified.
- J S Mill preferred the idea of rehabilitation rather than retribution, where the criminal knew no other kind of life other than criminality and should be reformed.

The UN declaration of rights

- Generally against retribution as it usually involves cruelty and degradation of some kind.
- Punishment should be about reformation and rehabilitation rather than retribution.
- Many human rights broken as a result of retribution.

(c) **State two methods of capital punishment used in the world today.**

2

KU 2 marks

- Hanging.
- Beheading.
- Stoning.
- Shooting.
- Lethal injection.
- Gas chamber.
- Electric chair.

(d) ***“A religious person can never fully justify capital punishment.”***

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

6

AE 6 marks

(As there are no mandatory religious viewpoints the following are only examples)

Christianity

- Some justify capital punishment by quoting Exodus 21:24-5.
- “An eye for an eye, tooth for a tooth, burn for a burn” meaning that if you take a life you should pay the penalty with your own life.
- Some quote Genesis, “man was made like God so whoever murders a man will himself be killed by his fellow man”.
- Since we are made in the “image of God” and are set above the rest of creation, life is sacred and no one should take a life.
- One of the commandments in Genesis 20:13 states that we should not commit murder and so if we do we should pay the ultimate penalty.

However

- Christianity is about forgiving others even your enemies.
- Others say these scriptures are misquoted as “an eye for an eye” is about not overdoing punishment.
- Even if we are created in God’s image we should not take the law into our own hands but leave it to God.
- Romans 10:14 we are not to judge others as we ourselves are not sinless.
- Romans 12:19 we are never to take revenge but leave it to God to deal with.

Islam

- The punishment should fit the crime so you should make sure the punishment fits the crime Surah 16:126.
- By Shariah Law – the punishment should ensure that the victim’s family are avenged.
- The punishment should be a deterrent to others.

However

- The Qur’an also teaches that the relatives of the victim can show mercy and show leniency.
- They can ask for ‘blood money’ instead – Surah 2:178.
- Allah has shown mercy to mankind and we should be merciful to others.

- (e) **Describe how the use of capital punishment in some countries, has disregarded the UN Declaration of Human Rights.**

4

KU 4 marks

- Candidates may refer to articles 3, 5, 8, 9 and 10.
- Some inalienable rights have been broken such as the right to life.
- Some methods are inhumane and cruel.
- Article 5 forbids torture, cruel, inhuman or degrading treatment or punishment.
- Sometimes capital punishment is carried out on children or those suffering from a mental disorder which is against UN declarations

- (f) **Describe two ways in which poverty might lead to crime.**

4

KU 4 marks

(Max 3 marks for description of only one way)

- Unable to feed your family and you may be forced into crime to get money for the basics.
- This can be the result of unemployment, redundancy, lack of education etc.
- People from poor areas are brought up in crime and it becomes normal behaviour for them.
- Feel resentment when others have more than you have.
- Desire for material possessions to make life more bearable.
- Need money for drugs or alcohol to fight depression.

- (g) ***“The punishments available in the UK are ineffective.”***

How far might a secular person agree with this statement? Explain your answer fully.

8

AE 8 marks

Answers can cover a range of sentences with regard to groups such as Humanists or Utilitarians with regard to their pros and cons such as:

Community Service

- For some the humiliation is enough to deter them from crime.
- Some learn by helping in the community and see the effects of their crime.
- Allows criminal to reflect on bad behaviour.
- Gives something back to the community.
- Others are not affected and go back to their old ways.
- The criminal streak is too deep to be affected by the experience.

Prison

- Is more effective as freedom is taken away.
- Is seen to be a more severe punishment by some.
- Is felt to be harsh and humiliating by some.
- Some take the opportunity to learn and reform.

However

- Many do reoffend.
- Become a more hardened criminal.
- Prisons become full and expensive to run.

Suspended sentence

- Keeps petty criminals or first time offenders out of prison.
- Keeps numbers in prison down.
- A second chance for some.
- Others think they are being let off and re-offend straight away.

Fines

- Can act as a deterrent and lead to reformation.
- To some money is too little to be an effective deterrent.

Tagging

- Loss of freedom and restriction of movement can be a deterrent and lead to reform.
- They can easily be taken off and are expensive and difficult to monitor properly.

Penalty points

- Enough for some people to be put off driving offences.
- Others accrue many points over the course of their driving life so do not seem to be deterred.

Loss of licence

- An effective deterrent for some not to drink and drive or commit other driving offences.
- Others carry on regardless even when they do lose their licence.

GENDER

2. (a) **In what ways do the media stereotype men and women?** 4
(Max 3 marks for only 'men' or 'women')
KU 4 marks

- Newspapers/magazines have a certain readership, they describe everyone stereotypically.
- Language used is patronising – blonde bombshell/curvaceous Carol or Hunky Dave/Macho Archie.
- Target readership drives media to produce magazines that present stereotypes of both males and females – Zoo, Nuts etc for men present one dimensional women, Bella, Marie Claire, Good Housekeeping for women.
- Use of Page Three Girls stereotype women by physical appearance, this is what you should look like.
- Teen mags present a certain “look” for both male and female – if you don’t match this look there is something wrong with you.
- Adverts use pictures of scantily clad females/beefcakes to sell anything.
- In adverts on TV, men are always helping to fix things or showing how you do it properly, if you are male and can’t do it there is something wrong with you.
- Trivialising women and women’s issues.
- On television, few women in particularly important presentation jobs.
- Women are used to decorate the screen, they make programmes nice to watch. They help out the male host.
- Sports programmes are dominated by men, with one or two exceptions ie Gabby Logan.
- Football League highlights programme has female presenter doing the “emails” ie secretary’s role.
- Women’s programmes are stereotypical, they are aimed at a particular image of female viewer.

- (b) **What is the purpose of the EHRC?** 2

KU 2 marks

- It was the amalgamation of the Commission for Racial Equality, the Equal Opportunities Commission and the Disability Rights Commission.
- The EHRC as a statutory body has the responsibility to protect, enforce and promote equality across the seven “protected” grounds.
- Any complaints based on discrimination of age, too young or too old, will be referred to the EHRC.
- The EHRC will deal with any difficulties experienced on disability grounds, ie access to buildings or employment hampered because of some inequality.
- Any complaints about racism, which would be dealt with by the old CRE are now the jurisdiction of the EHRC.
- The EHRC also deal with cases or complaints grounded in religion and belief, they will deal with the malpractice.
- Any complaints or actions taken as a result of gender, sexual orientation or gender reassignment cases will be handled by the EHRC.

(c) ***“Religion supports the unequal treatment of women in the UK.”***

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

6

AE 6 marks

(Candidates should describe specific religious teachings. As there are no mandatory religious viewpoints the answers below are only examples.)

Christianity

Agree

- Traditional Christians have continued the unequal treatment of women in the UK based on the following teachings:
 - Gen 2:7-23 – God created Man and then created woman from man. A woman should be a man’s companion.
 - Gen 3:16 – God made the woman subservient to man, women should be subservient to men.
 - St Paul’s writings express what the Christian religion view as the role of women in society.
 - “Wives submit to husbands as to the Lord. For a husband has authority over his wife ...” Eph 5:22-23.
- The traditional view is that women should look after the home and family, supporting her husband in this way.
- Traditional family roles are stressed to children, they grow up accepting this as they are expected to do what their parents ask them to do.
- St Paul – Eph 6:1 – “Children, it is your Christian duty to obey your parents, for this is the right thing to do”.
- In many Christian groups, women are still not treated the same as men ie no women priests in the Roman Catholic Church or the Orthodox churches.
- In other Christian churches women are not able to hold the highest posts.

Disagree

- Gen 1:27 – God creates humans in his image, he created them equal, at the same time. This could be used by a religion to show a woman’s importance in society, equality is essential.
- In most Christian churches, it is taught that men and women were created at the same time, therefore women should be allowed to do the same as men in a society.
- In the Early Church, women were involved in heading the Church. They led some churches especially in Greece.
- Jesus highlighted the role of women in his society, showing his followers that they should be treated equally.
- Any examples of Jesus treating women differently for his patriarchal background – Mary of Magdala, woman caught in adultery.
- In some Christian churches, women can lead the community and all positions in the Church are open to women.
- In the Church of Scotland, women can be ministers, elders, in fact there have been two Moderators of the General Assembly who were female.
- Roman Catholic church – “Women 2000: gender equality, development and peace for the twenty-first century”: “... with a view to achieving equal rights of men and women and promote social progress and better standards of life in larger freedom.

Islam

Agree

- In Islam the traditional view of women is in supporting the family. This could be seen as treating women unfairly as she has to put family first before herself.
- Women have to support men in the work they do therefore they cannot have the same opportunities as men. This leads to the unfair treatment of women.
- In some Muslim countries, women are treated differently – not being allowed to drive.
- Qur'an verse 4.34 – which refers to men as 'guardians' (qawamun) (over women), shows that women should be looked after by men. This could lead to situations where women are not allowed the same freedoms as men.
- Muslim law, based on the religious teachings, treats women very differently. In countries where Shariah law is carried out, women do not receive the same rights as men.

Disagree

- Men and women are expected to contribute to society with their gifts and skills equally.
- Women have the same rights as men to education, property, equal pay for equal work.
- Allah created men and women from the same single soul – Qur'an 4:1. They should be treated equally in society and have the same opportunities.
- "Never will I suffer to be lost the work of any one of you, male or female ..." Qur'an 3:195. Allah recognises the good work done in society, either by male or female. Equality is therefore essential.
- "If any do deeds of righteousness – be they male or female – and have faith, they will enter Heaven and not the least injustice will be done to them". (Qur'an 4:124). The treatment of women should be equal.
- Muhammad had great respect for women, including that women should work and contribute to society the same as men.

(d) Describe how women have suffered through violence in the developing world.

4

KU 4 marks

- Statistics show there is an alarming amount of violence towards women by the military – not only in war zones, but in countries run by martial law.
- Rape has recently become a tool of war – examples from the Internet.
- Domestic violence is rife in many societies, many women live with the fear of violence.
- Honour killings are carried out on a regular basis, the murder of women and girls to protect the honour of the family name.
- BBC Report – Radio 4 Woman's Hour – an estimated 5,000 women globally have lost their lives, as a result of honour killings.
- Genital mutilation or female circumcision is carried out in several African and Asian countries.
- Amnesty statistics show 97% of married women in Egypt aged 15 to 49 have undergone genital mutilation.

(e) **What teachings help religious people to support gender rights in the developing world?**

4

KU 4 marks

(Candidates should describe specific religious teachings. As there are no mandatory religious viewpoints the answers below are only examples.)

Christian

- Gen 1:27 – God made humans equal – women should have the same rights and it should be the same in all countries.
- Gen 3:18 – God made man a companion, someone who is the same as him. Women should have equal rights.
- Jesus treated women as an equal, Christians should live their life the same way.
- Any examples of Jesus treating women with kindness ie the woman caught in adultery.
- A woman is expected to look after her family, if this means going out to work to achieve it there's nothing wrong. This is what many men do in different societies to provide for their families – it should be the same for women.
- Luke 4:18-19 – “... bring good news to the poor ... proclaim liberty to captives ... to set free the oppressed”. Christ's social teaching is just as important today for those supporting gender rights.
- Matt 25:31-46 – the Parable of the Sheep and the Goats. Christians will be judged on how they treated the outcast, the needy and oppressed. Helping support gender rights is an obligation of a Christian.

Islam

- In Surah 4:1, the Qur'an teaches that women and men were created from the same single soul. This can be used to promote gender rights.
- “The believers, men and women, are protectors, one of another: they enjoin what is just and forbid what is evil: they observe regular prayers, practice regular charity, and obey Allah and His Messenger. On them will Allah pour His Mercy: for Allah is Exalted in power, Wise.” (Qur'an 9:71) this extract can be used to support Gender rights as they are equal.
- Unlike other religions, Allah does not blame the woman only for disobedience, it is a shared responsibility. In Surah 2, both are blamed for their actions, not just the woman.
- The Qur'an encourages the development of the whole person, including females.
- The Qur'an does not demand the wearing of special clothes, it simply states that women should dress modestly, this is the only condition. The wearing of hijabs, burkas etc has been as a result of different cultures, not scripture.
- Islam was at the fore-front of educating women, years before the western cultures and countries carried it out.
- Muhammad's wife, Khadija, ran a successful business, it is wrong to say Islam does not want women to work.
- There is a difference between arranged marriages and forced marriages. The Hadith does not approve of forced marriages – “Actually I accept this marriage but I wanted to let women know that parents have no right (to force a husband on them).”

- (f) ***“Enough is being done to promote gender rights in the developing world.”***

How far might a secular viewpoint agree with this statement? Explain your answer fully.

8

AE 8 marks

(As there are no mandatory secular viewpoints, the viewpoints illustrated below are only examples.)

Humanism

- Humanists, using the UDHR, would see gender rights as essential as equality is one of the basic human rights.
- Humanists believe in promoting personal freedom they see it as a right. All humans no matter their gender should have this right.
- Humanists believe everyone should have the same opportunities and choices in the worlds of education, employment and home. This would mean gender rights are essential.
- Neither men nor women should have restricted roles imposed on them, their roles will be restricted if there is not equality of the sexes. Gender rights are important.

Utilitarianism

- Utilitarians – the Principle of Utility, right action – the greatest happiness or benefit to the greatest number of people – the majority of people would benefit from equal gender rights, therefore they would see it as right.
- Economic equality would help women in particular, they would not be dependent of their husband or partner. These rights are important to either gender.
- J S Mill wrote the “Subjugation of Women” (1869) about the equality of the sexes – equal gender rights would be right in his eyes.
- Peter Singer wrote “Discrimination on the basis of sex, it has been said, is the last universally accepted form of discrimination” this would imply that he would encourage gender rights.

Agree

- The UN has been successful as it set up The Commission on the Status of Women. This first met at Lake Success, New York in February 1947.
- The Universal Declaration of Human Rights was drawn up to express basic human rights to which all people are entitled.
- Article 2 clearly states that it is wrong to differentiate on many grounds, one of them being gender.
- Any reference to an appropriate article from the UDHR.
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the international human rights treaty for women, was adopted by the United Nations General Assembly 30 years ago on 18 December 1979.
- In 1987, the Nairobi Forward-Looking Strategies for the Advancement of Women, the UN promoted women’s equality as a cross-cutting theme in economic development, human rights, political, cultural as well as the social policy issues. Its approach was now to deal with women’s issues as part of the mainstream rather than as a separate issue.

- “Women Watch” – Campaigns have been run throughout the years to bring Gender Issues to public awareness.
- In 2008, UNiTE to End Violence against Women, a multi-year effort aimed at preventing and eliminating violence against women and girls in all parts of the world was launched by Ban Ki-moon.
- Present day, UN Action Against Sexual Violence in Conflict (UN Action) unites the work of 12 UN entities with the goal of ending sexual violence in conflict.
- International Groups, through the Trade Unions, have been set to work in the Developing World with the primary aim of improving gender rights.
- International Charity Organisations spend a great deal of time trying to improve gender rights.

Disagree

- Despite all the work of the UN for gender rights, women are still suffering in many countries and do not have equal rights.
- Violence by the military against women is on the increase – over 20,000 Muslim women were known to have been raped in Bosnia and Herzegovina during the Balkan War (1997).
- Forced marriages are still taking place in some countries.
- Female infanticide on the increase in some countries, India and China.
- Honour killings are still taking place in too many countries, even our own.
- Women are denied access to political channels to change the system.

GLOBAL ISSUES

3. (a) Describe one benefit of globalisation. 2

KU 2 marks

- It leads to an increase in international trade.
- Workers in poorer countries are better off working for multinationals.
- It has led to a greater understanding of other cultures.
- It has allowed us to live more diverse lifestyles.

- (b) How can war lead to greater poverty in a developing country? 4

KU 4 marks

- Essential resources are allocated to the war effort.
- People are displaced and dispossessed of their homes and livelihoods.
- Huge numbers of refugees are unable to subsist without aid.
- Armies claim food and goods intended to help those in need.
- Factories destroyed/farms and land ruined or spoiled.
- People forced to fight in a war and not able to support their family.

- (c) *“Religious people have a duty to reduce world hunger.”*

How accurate is this statement? Give reasons for your answer. 6

AE 6 marks

(As there are no mandatory religious viewpoints the following are only examples)

Accurate/Reasons

- Religious people should have compassion for the hungry in the world.
- Religious teachings are about concern and love for those in need.
- Jesus taught that to feed the hungry is as if helping him.
- Muslims have a duty to remember the poor and needy when for example sharing food with the poor at the end of Id ul Adha.
- Sharing food was one of the Guru Nanak’s three rules all should live by.
- Dana, or giving is a virtue in Hindu ethics. Many Hindus feel an obligation to feed the poor.

However

- Some Christians may feel that a situation such as hunger in the world must be accepted as the will of God.
- Jesus said that we would always have the poor with us.
- The Qur’an teaches that Allah has favoured some above others in what he has provided.
- Karma can be seen as the reason why some people experience hunger in the world.

- (d) **Describe one way in which better stewardship can help tackle the effects of global warming.** **2**

KU 2 marks

- It would involve reducing the level of emissions of carbon dioxide.
- We could cut greenhouse emissions.
- We could turn down thermostats to reduce the consumption of fuel.
- We could treat land in a way which would lead to sustainable forestry etc.

- (e) **What has the UN done to support initiatives in relation to global warming?** **4**

KU 4 marks

- The UN set up its Intergovernmental Panel on Climate Change to produce a scientific report.
- It has established 3 yearly reports at conferences designed to get nations to agree to tackle the problems of global warming.
- This resulted in the Kyoto Protocol in which governments agreed to drastic reductions in their CO₂ emissions.
- Because the UN is a neutral organisation, it can negotiate agreements among countries with different political and economic viewpoints.

- (f) **In what ways can human activity cause global warming?** **4**

KU 4 marks

- Most of the non-religious sources attribute human blame in several areas eg we burn fossil fuels which creates unacceptable levels of carbon monoxide in the air.
- The clearing of forests such as the Amazonian Rainforests has the same effect.
- Our vehicles are not fuel efficient.
- Natural occurrences alone cannot account for the dramatic increase in the Earth's temperature, humans are to blame.

- (g) ***“It’s too late to do anything about global warming. The damage has already been done.”***

How far might a secular viewpoint agree with this statement? Explain your answer fully.

8

AE 8 marks

(As there are no mandatory secular viewpoints the following are only examples)

- The Director of Greenpeace weighs up the evidence. The evidence of what is happening now means that there is an urgency to limit emissions, scrap plans for dirty new coal plants and nuclear power stations, end the expansion of air travel and ban incandescent light bulbs.
- The WWF looks ahead. An important part of WWF’s work in coming years will be helping people, wildlife and their habitats adapt to the effects of climate change.
- Scientists and political writers evaluate the damage and what can possibly be done to remedy the situation eg if we behave as if it’s too late, then our forecast is bound to come true.
- Even if we don’t succeed, we can’t afford to stop trying to cut emissions. We have no better solutions.
- Many of the world’s leading scientists have said that it is very unlikely that the world will avoid the rise in global temperature which will lead to drought, hunger and flooding for millions of people.
- Some scientific reports say that there is evidence of recovery such as the ozone layer repairing itself.
- Other experts maintain that no matter what we do it is inevitable that the earth will go through such cycles of temperature change in order for life to survive even if in a different set of circumstances.

MEDICAL ETHICS

4. (a) What does the law in the UK say about euthanasia? 4

KU 4 marks

- Unlawful killing – seen as murder.
- Doctors can be sentenced for up to 14 years in prison.
- Double-effect is 'accepted' as long as doctor can prove dosage was necessary for pain relief.
- Patient's consent is not a defence for a doctor in the UK.
- Passive euthanasia (withdrawal of life prolonging treatment, with consent) is allowed.

(b) State two regulations about euthanasia a doctor would have to follow in the Netherlands. 2

KU 2 marks

- Getting a second doctor to agree with the decision.
- Ensuring that euthanasia is the last viable option for Ms Brown.
- Ensuring the Ms Brown was fully aware of her decision and the resulting consequences.
- Ensuring that Ms Brown had been a citizen of the Netherlands for over 3 years.

(c) Describe the care that is given in a hospice to terminally ill people. 4

KU 4 marks

- Provide individual support and allow possibility of a dignified death.
- Drugs are tailored to patient's needs.
- Rooms can be personalised.
- Family is usually welcome at any time.
- Emphasis on making most out of final weeks/days.
- Provide counselling for individual and families.

(d) **“A religious person should always disagree with voluntary euthanasia.”**

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

6

AE 6 marks

(As there are no mandatory religious viewpoints the following are only examples)

Buddhism

Accurate

- The first precept states that a Buddhist should not harm any living thing.
- Action affects kamma. Involvement in euthanasia can cause spiritual harm to the person performing it.
- Euthanasia can never be an escape from suffering – it will be played out in another life.
- Compassion is an important quality – hospice care would be preferred.
- Meditation and proper pain relief should ease mental suffering and the need for euthanasia.
- Death is simply another transition in life – it is natural and cannot be avoided, but is determined by kamma. Euthanasia could cause the next life to be worse.
- If the motivation for euthanasia is fear or selfishness then it should be avoided.

Inaccurate

- Possible positive kamma if done with good intention and compassion.

Christianity

Accurate

- Life is sacred and a gift from God – Job 1:21.
- Do not commit murder – Exodus 20:13.
- Euthanasia is a grave violation of the law of God – Pope John Paul II.
- Nothing and no-one can in any way permit the killing of an innocent human being. No one is permitted to ask for this act of killing – Catholic Truth Society, 1980.
- Human life is on loan from God. We have responsibilities to care for one another – Church of Scotland, 1997.
- There can be a purpose in suffering.
- Hospices may be seen as more compassionate and therefore better.

Inaccurate

- The Bible teaches Christians *‘Love your neighbour as you love yourself’* Luke 10:27. If someone is suffering with no hope of recovery voluntary euthanasia is the most loving and caring thing to do.
- Some Christians accept euthanasia if the patient is brain-dead and there is absolutely no hope of recovery and therefore no reason to keep them alive artificially.
- Compassion is one of the main qualities Christians are meant to show; it is not compassionate to allow someone to suffer with no hope of improvement.
- God does not want people to suffer unnecessarily.

Hinduism

Accurate

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

Inaccurate

- Some may think that the positive intention of wanting to help someone in pain may mean euthanasia is the right thing to do and will possibly have positive karmic consequences (it is a good deed and fulfils moral obligations).

Islam

Accurate

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

Inaccurate

- Some Muslims have tried to adapt the teaching of the Qur'an to suit situations they have faced in modern times. 'In his/her defence of life ...The Doctor is well advised to realise his limit and not transgress it. If it is scientifically certain that life cannot be restored, then it is futile to diligently keep that patient in a vegetative state by heroic means' – Islamic Code of Medical Ethics, 1981.

Judaism

Accurate

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

Inaccurate

- It is allowed to remove artificial means of survival if it does not improve the condition of the patient and is the only thing keeping him alive.

Sikhism

Accurate

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

Inaccurate

- Some may feel that we have a duty to care for others in a responsible way, and prolonging life is not always the best.

(e) What is a stem cell?

2

KU 2 marks

- Cells that have the capacity to renew themselves.
- Cells with the potential to change (differentiate) into other types of cell.
- Stem cells come from embryos, umbilical cords, bone marrow etc.
- Adult stem cells are differentiated.
- Embryonic stem cells are undifferentiated.
- Adult stem cells can only become one type of cell.
- Embryonic stem cells can usually become any type of cell.

(f) Describe two benefits of stem cell research.

4

KU 4 marks

(Max 3 marks for description of only one benefit)

- Stem cells (embryonic) have potential to become any type of cell and so have huge possibilities in research.
- Scientists could find cures/treatments for diseases like cancer and diabetes.
- Stem cells could be used in treatment of injuries like fractures or burns.
- Stem cells could be used to make treatments that patients' bodies are less likely to reject.
- Stem cells can be in unlimited supply if donated from surplus IVF embryos, or specially created embryos (which is allowed if the amount of donated embryos is insufficient). This allows potentially unlimited research into an area.

(g) **“Embryo research is not morally justifiable.”**

How far might a secular viewpoint agree with this statement? Explain your answer fully.

8

AE 8 marks

(As there is no mandatory secular viewpoint, these are possible examples. However, organisations such as HFEA and BMA do not count as a secular ‘viewpoint’.)

Humanism (BHA)

Disagree

- It could be best for humanity if it could find treatments and cures for a variety of diseases.
- Existing life is more important than potential life.
- An embryo is a fertilised egg with the potential to develop into a person but is has no self-awareness, functioning brain or ability to feel pain or emotion. Therefore it cannot suffer.
- It is okay to use embryos with the ‘parents’ consent.
- Spare embryos are routinely disposed of and parents do not seem unduly concerned.
- Donors may prefer embryos to be used to benefit others.
- The most important consideration is the quality of life of the individual person – the possible benefits to patients are most important.
- If an embryo’s cells can be used to alleviate suffering the good consequences outweigh the bad.

Agree

- If parents do not consent to embryos being used for research they should not be used.
- It could pose a problem if it devalues diversity in life.
- It could pose a problem if research was misused.
- It is recognized that the technology may be exploited by some scientists.

Utilitarianism (Peter Singer)

Disagree

- Pre-embryos used in research are unaware and do not feel – their suffering is minimal and has potential to provide benefits (cures, infertility treatment) to masses.
- If humans have already developed the ability to prevent certain genetic disorders then we should use this technology to benefit people.
- Individuals should be free to make their own choices on the use of their own embryos as it is a private matter harming no one else.
- Singer points out that if we have developed the ability to prevent genetic disorders then this technology should be used to benefit people.

Agree

- Singer also points out that genetic selection may lead to a loss of diversity among human beings. This may reduce humanity’s capacity to adapt to changing circumstances.
- This may also lead to an increasing gap between rich and poor in society as the children of the rich, who can afford to genetically enhance their offspring, gain more advantages over the children of the poor.
- Singer suggests the State should control the use of human embryos so that everyone can share in the benefits.

WAR AND PEACE

5. (a) State two causes of war. 2

KU 2 marks

- An act of aggression by one country on another.
- The need to secure freedom and your way of life.
- Invasion for gain.
- An injustice being done by a ruthless dictator.
- A difference in political or religious beliefs.
- Desire for land and resources.
- Reclaiming occupied territory.
- Acts of terrorism.

(b) Loss of life is one effect of war. State two other effects of war. 2

KU 2 marks

- Injuries caused to the bodies and minds of soldiers and civilians.
- Disruption to family life.
- Disruption to the economy of a country.
- Creation of refugees.
- Destruction of buildings and infrastructure.
- Damage to the environment.
- Financial cost and the waste of resources.
- War can bring a nation together.
- War can lead to liberation and freedom for oppressed people.
- War can lead to democracy being established.
- Humanity can be seen at its best and worst in times of war.

(c) Describe two ways a country can avoid going to war. 4

KU 4 marks

(Max 3 marks for description of only one way)

- By appealing to the United Nations.
- UN Security Council may impose sanctions against countries threatening war.
- By negotiation.
- Differences may be resolved through discussion.
- Agreements can be reached over what caused the dispute in the first place.

(d) **“A religious person can never fully justify going to war.”**

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

6

AE 6 marks

(As there are no mandatory religious viewpoints the following are only example)

Accurate

- War goes against the religious teaching to be peacemakers.
- War goes against religious beliefs based on love, kindness and consideration for all.
- War contradicts the commandment not to kill.
- Jesus taught “turn the other cheek”.
- War causes untold suffering and this goes against most religious teaching.

Inaccurate

- It is acceptable to defend yourself.
- War may be the lesser of two evils.
- Strong emphasis in religion to protect and defend the weak.
- Evil flourishes when good men do nothing.
- Going to war is acceptable as a last resort.
- War might ensure a society in which people can worship freely.

(e) **Why would someone choose to be a pacifist?**

4

KU 4 marks

- Pacifists believe that all fighting is wrong.
- Violence never achieves anything.
- Negotiation is always the answer.
- Believe that if everyone refused to fight wars would stop.
- Some people choose to be pacifists on religious grounds (Quakers).
- Christians believe the way of Jesus was one of non-violence.
- ‘Turn the other cheek’ ... no retaliation.
- Many pacifists are humanists.
- Humanists would say that every life is unique and precious and so should be protected.
- For some pacifism is the only sensible response to the madness of war.

(f) **Describe two long term effects of using nuclear weapons.**

4

KU 4 marks

(Max 3 marks for description of only one long term effect)

- Contamination of the area where the blast took place.
- Radiation sickness.
- Genetic disorders passed on for generations due to radiation damaging body cells.
- Destruction and damage to the economy of a country.
- Contamination of soil, water and vegetation lasts many years.
- Destruction long lasting and harms all life forms.

(g) ***“The dangers in having nuclear weapons far outweigh any benefits.”***

How far would a secular viewpoint agree with this statement? Explain your answer fully.

8

AE 8 marks

As there are no prescribed viewpoints, these are examples

HUMANISM

Agree

- Humanists main concern is for international peace. Possessing/having nuclear weapons does not help the journey to peace
- Humanists would say that having nuclear weapons influences the relationships between nations in a negative sense
- The danger of having nuclear weapons is that possession is pointless unless you are prepared to use them
- Relationships between nations based on fear obstructs the further development of mankind
- Possession could provoke a reaction
- Possession brings a world security based on mutual destruction which is not beneficial to society
- Humanists would argue that a society with nuclear weapons leads its citizens to believe that destructive violence is an appropriate way to realize your goals in life
- Possession perpetuates the arms trade and leads to the development of more techniques and strategies to use them

Disagree

- If they protect human values such as life, freedom and justice then having them may be the lesser of two evils
- Humanists believe individuals must decide if weapons are strictly necessary therefore some may feel the benefits outweigh the dangers.

UTILITARINISM

Agree

- Risks involved in making and storing nuclear weapons is too great
- The great financial cost involved is pointless if it is to the detriment of the wellbeing of society, the poor and sick
- Having nuclear weapons does not reduce suffering and make life better if they spread fear
- Consequences of having and storing nuclear weapons are too severe
- Possession goes against the ‘greatest happiness principle’
- Potential destructive nature of having nuclear weapons makes them immoral

Disagree

- In a utilitarian society the government must have a method of deterrent for the safety of its citizens
- May be a necessary evil to be lived with
- If they keep the peace they are effective even if undesirable

CND

- Keeping nuclear weapons does not make the world a safer place
- Having nuclear weapons in a state of alert spreads fear
- They cannot address the real security threats of today so why have them?
- Replacing nuclear weapons in this country sends out a message that we believe our security depends on them
- By continuing to possess nuclear weapons the UK is failing to comply with the non proliferation treaty signed in 1968
- Potential risks to environment is not a benefit
- Possessing nuclear weapons will 'raise the stakes' in any conflict

SECTION THREE

EXISTENCE OF GOD

(a) **Describe Paley's watch analogy.** **4**

KU 4 marks

- If walking on a heath found a rock, wouldn't question where it came from.
- If found watch would ask who designed it.
- Complexity of watch evidence of watchmaker/designer.
- Complexity of universe evidence of Designer God.

(b) **What other evidence is used to support the argument from Design?** **4**

KU 4 marks

- Regularity in universe eg seasons, sunrise etc.
- Complexity of life eg human eye.
- Everything in the universe is suited to its purpose.
- The position of the earth in the solar system is perfect for life to exist.
- The chances of the universe happening by accident are too remote.

(c) **Describe Evolutionary Theory.** **4**

KU 4 marks

- Life began with simple single-celled creatures.
- By chance they mutated and developed into more complex life forms.
- Species develop and adapt to their environment.
- Those more suited to survival pass on their genes to their offspring (Natural Selection and Survival of the Fittest).

(d) **“Suffering through nature convinces me that God does not exist.”**

Do you agree? Give reasons for your answer.

6

AE 6 marks

Agree

- It is evidence of poor design.
- If God’s character is as described by religious people he would intervene and stop natural disasters happening.
- Most religions teach that God expects his followers to help others, surely he would only ask people to do what he himself does.
- God’s inaction and silence suggests that he does not exist.
- Maybe everything relies on chance and there is no God.

Disagree

- Natural disasters only happen because of the way the world operates not because of God’s neglect.
- God has ‘led’ people to provide help to ease the suffering caused by natural disasters.
- It doesn’t prove that God does not exist but that he may not be as powerful as religious people claim him to be.

(e) **Describe the First Cause Argument.**

4

KU 4 marks

- First of five ways – (motion) everything that moves is moved by something else. This cannot be infinite or the movement would not have started in the first place.
- There must be an ‘unmoved mover’ – God.
- Second of five ways – (causality) everything has a cause.
- There cannot be an infinite number of causes therefore there must be an ‘uncaused’ cause – God is the First Cause.
- Third of five ways – (potentiality) nothing can come from nothing. Something only comes into existence as a result of something that already exists.
- There must be something with ‘necessary being’ that exists of itself – God.

(f) ***“The objections to the First Cause Argument are not convincing.”***

Do you agree? Explain your answer fully.

8

AE 8 marks

Agree

- The first three of Aquinas' 5 ways can be used to argue for the existence of God.
- The First Cause argument is based on the empirical evidence that the universe exists and everything in it needs a beginning/cause. It is a logical possibility that God exists, everything in our experience needs a beginning only God could be the first cause.
- Motion – everything that moves is moved by something else. This cannot be infinite or the movement would not have started in the first place. There must be an 'unmoved mover' – God.
- Causality – everything has a cause. There cannot be an infinite number of causes therefore there must be an 'uncaused cause' – God is the First Cause.
- Potentiality – nothing can come from nothing. Something only comes into existence as a result of something that already exists. There must be something with 'necessary being' that exists of itself – God.

Disagree

The objections to the First Cause are convincing due to the following:

- The argument contains a self-contradiction – it states that there are no uncaused causes yet it also says that God does not need a beginning.
- Hume – we assume that because everything in our experience needs a cause everything else must have a cause too. This is an arrogant, illogical assumption.
- Hume – we accept causality because that is what we expect to happen. Just because nothing contradicts it in our experience we assume it must always be true. We could be wrong.
- Hume – why does the universe need a beginning? If God can be self-caused why can't this be true of the universe itself? Quantum physics shows that the Big Bang could have come from nothing so there is no need for a First Cause.
- Hume – we are trying to prove things beyond our experience by using our own limited experience.
- Hume – how can we know what happened at the beginning of the universe when none of us were there?
- Kant – our knowledge is limited to the finite world of space and time, it is not possible to speculate what may or may not exist outside of our experience.
- Bertrand Russell – 'the universe is just there and that's all'. We should just accept that it exists. How can we know that the universe needs a cause? The only thing we know for sure is that the universe exists.
- Palmer – infinite regression is a possibility. If we accept it in relation to Maths why not in relation to our universe.
- Hawking – even if there was a First Cause, there is no evidence to prove it was a monotheistic God. It could have been anything.

SECTION FOUR

CHRISTIANITY: BELIEF AND SCIENCE

(a) What is the scientific method?

4

KU 4 marks

- A method of studying and finding out about the world in a systematic and organised way.
- An attempt to understand the world through a strategy of research and investigation often by a trial and error process.

Scientific method involves:

- Observation – information and data is observed and collected about some aspect of the world which is to be studied.
- Hypothesis – this is basically an educated guess or a hunch about what might explain the data. It is a provisional answer that must then be investigated further by experiment.
- Experiment – this is where the scientist tests his/her hypothesis by setting up certain conditions/tests. It is a controlled examination of the evidence to see what might be the cause of what is being investigated.
- Verification – if the experiments confirm the hypothesis under investigation it is seen to be verified.
- Falsification – failure to find sufficient evidence to confirm hypothesis or showing it be wrong or inaccurate is falsification of the hypothesis.

Max 1 mark for list containing key stages of scientific method only with no description/explanation.

(b) Describe two limitations of scientific method.

4

KU 4 marks

(Max 3 marks for description of only one limitation)

- Nothing in science can be claimed with absolute certainty. However, the more a theory is confirmed, the greater the likelihood is of it being correct.
- Scientific method is limited to empirical evidence that can be verified or falsified.
- Science cannot give us any kind of answers about whether there is any meaning or purpose in life because that is not a question that can be answered by the scientific method.
- Science cannot give us any knowledge about right or wrong, good or bad – about morality or what our values should be.
- Science cannot say anything about whether or not God exists – or what we might mean by the word “God”.
- Science cannot give us any ideas about how we should act or behave towards other people or how we should channel our feelings or emotions.

KU 4 marks

- In the beginning the world was formless and desolate.
- Everything was covered in darkness with the power of God moving over water.
- God commanded “Let there be light” and God separated darkness and light and called the light “day” and the darkness “night”.
- God created a dome to separate the waters above and below and the dome became the sky.
- Then land appeared and God named it “Earth” and the waters came together to be called “Sea”.
- The God commanded lights to appear to separate day and night to mark the seasons and religious festivals – the sun, the moon and the stars.

(d) ***“A literal interpretation of Genesis chapter 2 has more strengths than weaknesses.”***

How convincing might Christians find this statement? Give reasons for your answer.

AE 6 marks

Christians who interpret this account literally might see more strengths than weaknesses and so find it

Convincing – more strengths

- If the Bible says God created humans in this way then this shows that God created humans directly and placed them on Earth for a reason.
- God “breathing life-giving breath” into the man shows that humans have a physical and spiritual aspect to them which we know from experience.
- If you take the Bible literally then it saves complications; you don’t have to decide what bits are true and what bits aren’t – they are all true as it’s “God’s word”.
- It’s easier and simpler to believe in what the Bible says than the complicated explanations of science.

Christians who interpret the account symbolically might see more weaknesses than strengths so find it

Not convincing – more weaknesses

- God creating humans directly in this way goes against all the scientific knowledge and evidence we have about human origins and this is not acceptable.
- This story is symbolic of the relationship between males and females (the man’s rib being used to create the woman) it is not a literal description of how humans were created.
- In Genesis 1 it says that humans were created together and at the end of the process, but here it says the man was first and then the woman. The two accounts are contradictory if understood literally.
- While the Bible is important to all Christians, it does not mean that everything should be accepted at face value. It has to be interpreted to be understood properly.

- (e) **Describe two pieces of evidence which scientists use to support the Big Bang theory.**

4

KU 4 marks

(Max 3 marks for description of only one piece of evidence)

- Rate at which galaxies are currently moving away from each other.
- This suggests universe expanding from a previously much smaller original form.
- Red shift principle confirms this.
- The light which emanates from the various galaxies changes colour the further it travels away and this can be observed.
- Background radiation.
- This is in the form of microwaves and can still be detected from original beginning.

- (f) ***“The Big Bang theory removes the need for God as an explanation for the universe.”***

Do you agree? Explain your answer fully.

8

AE 8 Marks

Agree

- God was used to explain the origin of the universe in the absence of any other explanation but now it is accepted that science has a better, more accurate explanation.
- Science speaks of the Big Bang and provides good evidence to support age of universe and conditions at beginning and how it has developed.
- Traditional/literal interpretations of Genesis say that the world was created in six days which is impossible given what we know now.
- Genesis is based on opinion and speculation and originates from a pre-scientific culture so cannot be compared with modern scientific accounts.
- Biblical account is primitive and written about 2,500 years ago. God/gods was a common way of explaining the world in these earlier times but no longer the case.
- Science really leaves no room for God in its understanding/explanation of the origin of the world.

Disagree

- Many people do not regard the Bible as a ‘scientific text book’ which is in opposition to science.
- Modern theology has given people the knowledge and tools to interpret Genesis religiously not scientifically.
- Issues of Genesis go beyond science – no need to try to square them with modern science – irrelevant.
- Genesis more concerned with meaning/purpose than (scientific) explanation. The two should not be confused.
- Creation is a continuing process not a one-off event described in a simple explanation of how it all began.
- Genesis is a statement about God’s relationship with the world and regards God as the sustaining power behind the whole process – not the initial step in a natural process.
- Provided they are understood correctly, science and religion are not contradictory explanations but are dealing with different issues so no conflict.
- Many scientists are also religious people and do not see any conflict between scientific discoveries and various interpretations of Genesis (except literal ones).

[END OF MARKING INSTRUCTIONS]