

X213/101

NATIONAL QUALIFICATIONS
2007

FRIDAY 25 MAY
9.00 AM – 10.30 AM

RELIGIOUS, MORAL
AND PHILOSOPHICAL
STUDIES
INTERMEDIATE 1

There are three Sections in this paper.

Section 1 – World Religions

This section has two questions for each World Religion. You should answer **both** of the questions on the World Religion you have studied.

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

Section 2 – Morality in the Modern World

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

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

Section 3 – Existence of God

This section has one mandatory question. You **must** answer all parts of the question in this section.

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



SECTION ONE

Marks

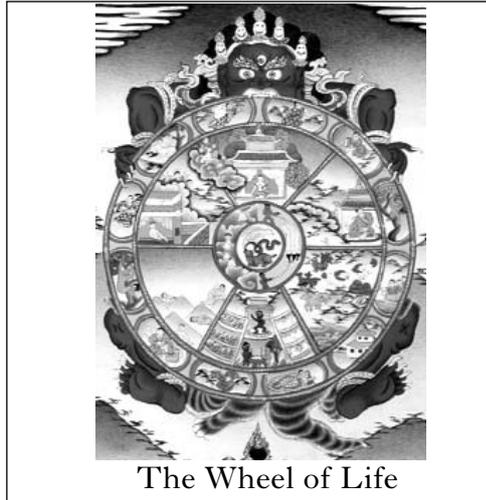
WORLD RELIGIONS

Candidates must answer both questions for their chosen World Religion.

BUDDHISM

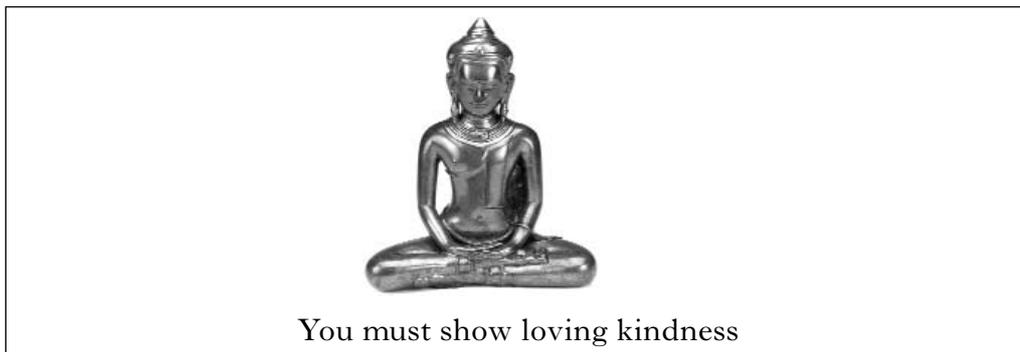
Reminder: You should answer both of these questions if you have studied *Buddhism* in the World Religions Unit.

1. The Human Condition



- (a) In the centre of the Wheel of Life there are three creatures. What does **each one** represent? 3 KU
- (b) What teaching of the Buddha is shown in the outer circle of the wheel? 2 KU
- (c) What is the First Noble Truth? 1 KU
- (d) How does the First Noble Truth help Buddhists understand the human condition? Give **two** reasons for your answer. 4 AE

2. The Goals



- (a) What do Buddhists understand by loving kindness? 2 KU
- (b) What is kamma? 2 KU
- (c) State **two** examples of the use of skilful actions. 2 KU
- (d) *“Loving kindness is a very difficult thing to show in this world.”*
Would Buddhists agree with this statement? Give **two** reasons for your answer. 4 AE

CHRISTIANITY

Reminder: You should answer both of these questions if you have studied Christianity in the World Religions Unit.

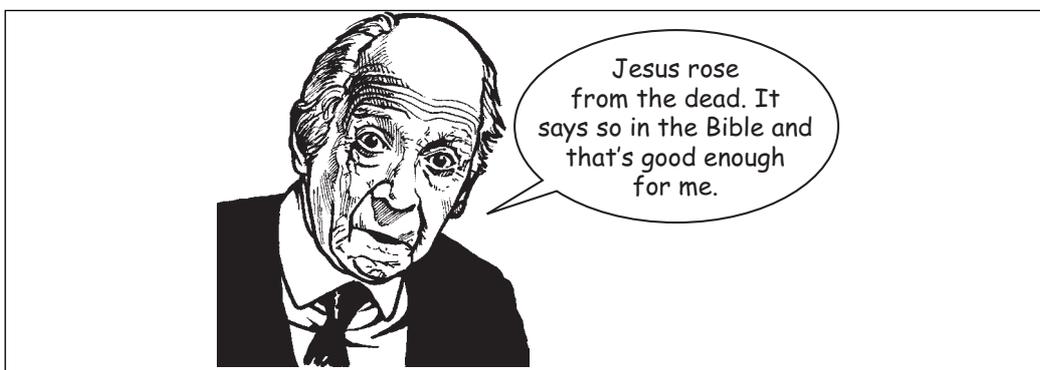
1. The Human Condition

“Who told you that you were naked?” God asked. “Did you eat the fruit I told you not to eat?” The man answered, “The woman you put here with me gave me the fruit, and I ate it.”

Genesis 3 v 11–12

- (a) What tree had they been told not to eat from? **1 KU**
- (b) Describe how the snake persuaded the woman to disobey God. **3 KU**
- (c) What punishment did the man receive for his disobedience? **2 KU**
- (d) “*Adam and Eve are to blame for the problem of sin in the world.*”
Would Christians agree? Give **two** reasons for your answer. **4 AE**

2. The Goals



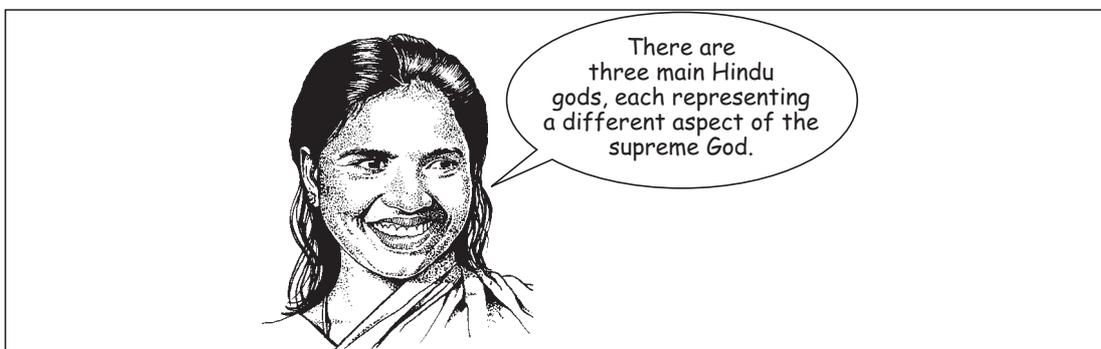
- (a) Why did the women go to the tomb of Jesus? **1 KU**
- (b) What happened when they got to the tomb? **3 KU**
- (c) State **two** ways in which Christians celebrate the resurrection of Jesus. **2 KU**
- (d) “*You must believe Jesus rose from the dead to be a Christian.*”
Would all Christians agree with this statement? Give **two** reasons for your answer. **4 AE**

[Turn over

HINDUISM

Reminder: You should answer both of these questions if you have studied *Hinduism* in the World Religions Unit.

1. The Human Condition



- (a) What do Hindus call the supreme God? **1 KU**
- (b) State **three** Hindu beliefs about the role of Shiva. **3 KU**
- (c) What is meant by the law of karma? **2 KU**
- (d) Explain the link between karma and samsara in Hindu belief. **3 AE**

2. The Goals

In Hinduism, there are four varnas or castes. These divide people into their traditional roles or jobs in society.

- (a) What is the final goal in Hinduism? **1 KU**
- (b) Describe **two** duties of the Brahmin caste. **4 KU**
- (c) Explain the importance of the dharma for Hindus. **2 AE**
- (d) “*The caste system in Hinduism is out of date and must be changed.*”
 Would all Hindus agree with this statement?
 Give **two** reasons for your answer. **4 AE**

ISLAM

Reminder: You should answer both of these questions if you have studied *Islam* in the World Religions Unit.

1. The Goals



- (a) What are the first words a Muslim baby should hear? **1 KU**
- (b) Why is the baby's head shaved soon after birth? **2 KU**
- (c) Give **one religious reason** why Muslims might practise circumcision. **2 KU**
- (d) "*The baby cannot benefit from the birth ceremonies because it is too young to understand what is happening.*"

Would all Muslims agree? Give **two** reasons for your answer. **4 AE**

2. The Means



- (a) Describe the ritual of wudu. **4 KU**
- (b) State **one other** way that Muslims prepare themselves for prayer. **1 KU**
- (c) Why is the Friday noon prayer important to Muslims? **2 KU**
- (d) "*Salah is the most important of the Five Pillars.*"

Would Muslims agree? Give **two** reasons for your answer. **4 AE**

JUDAISM

Reminder: You should answer both of these questions if you have studied *Judaism* in the World Religions Unit.

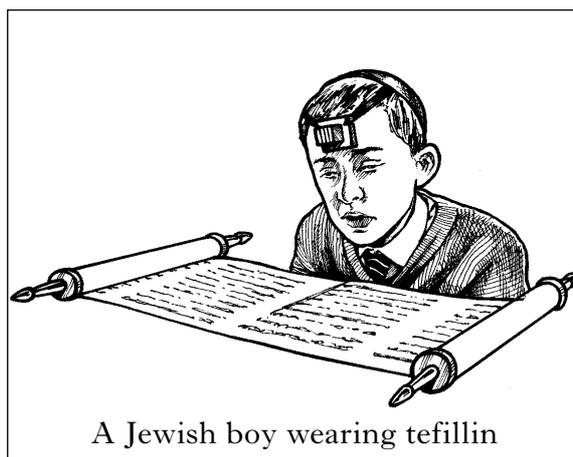
1. The Human Condition

“On the tenth day of this seventh month is the day of atonement.”

Lev 23 : 27

- | | |
|---|-------------|
| (a) What other name do Jewish people give to the “ <i>day of atonement</i> ”? | 1 KU |
| (b) Why is Rosh Hashanah an important festival for Jewish people? | 2 KU |
| (c) Describe how a shofar is used during Rosh Hashanah. | 3 KU |
| (d) How might celebrating Rosh Hashanah help a Jewish person to become a better person? | 4 AE |

2. The Goals



A Jewish boy wearing tefillin

- | | |
|--|-------------|
| (a) Why do Jewish males wear tefillin? | 2 KU |
| (b) Why is prayer important in Judaism? | 2 KU |
| (c) What does the Shema teach Jewish people about God? | 2 KU |
| (d) “ <i>Jewish people should be doing more about this life and its problems, rather than spending their time praying.</i> ” | |

Would all Jewish people agree? Give **two** reasons for your answer. **4 AE**

SIKHISM

Reminder: You should answer both of these questions if you have studied *Sikhism* in the World Religions Unit.

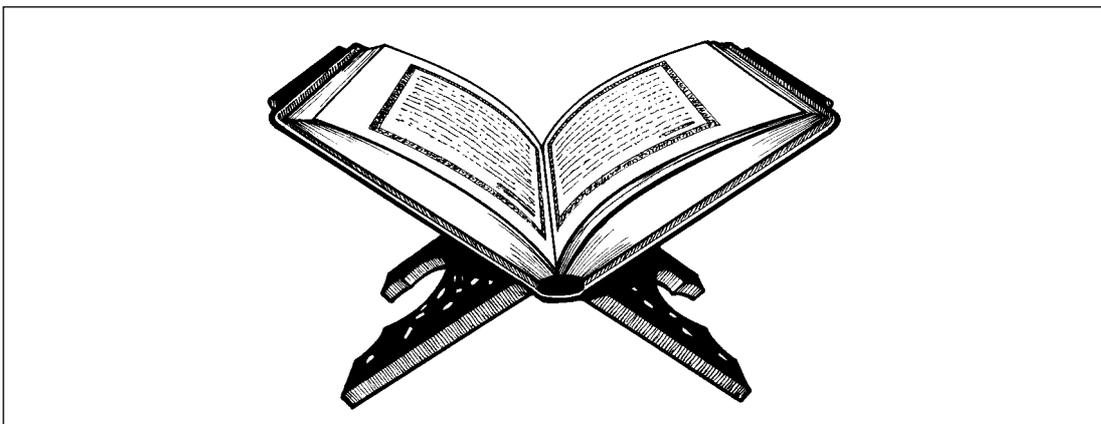
1. The Human Condition

He is without fear. He is without hate.
He is timeless and without form.

Beliefs about God from the Mool Mantra

- (a) State **two** other Sikh beliefs about God. 2 KU
- (b) Why is human life important to Sikhs? 2 KU
- (c) What do Sikhs believe happens to the soul after death? 2 KU
- (d) *“It is only by the grace of the Guru that a Sikh can achieve reunion with God.”*
- Would all Sikhs agree? Give **two** reasons for your answer. 4 AE

2. The Means



- (a) Why is the Guru Granth Sahib usually kept in a Gurdwara? 2 KU
- (b) State **two** ways Sikhs show respect for the Guru Granth Sahib in a Gurdwara. 2 KU
- (c) In what way is the Guru Granth Sahib used during a Sikh marriage ceremony? 2 KU
- (d) *“The Guru Granth Sahib is the living Guru.”*
- How might Sikhs benefit from this belief? 4 AE

[Turn over

SECTION TWO

MORALITY IN THE MODERN WORLD

In this section there is one question for each of the optional areas of study. Candidates must ONLY answer the question for their chosen area of study.

1. GENDER

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

In the past, girls did not get the same education as boys. They were taught subjects like cooking, sewing and housekeeping. Boys did technical subjects like woodwork, metalwork and mechanics. Things are different now, everyone has the opportunity to learn the same skills.

- (a) What does the term gender stereotyping mean? 2 KU
- (b) “*In the past, girls did not get the same education as boys.*” Why was this? 3 KU
- (c) “*Everyone having the opportunity to learn the same skills has improved family life.*”
Do you agree? Give **two** reasons for your answer. 4 AE
- (d) Describe the role of men in **one religious community** you have studied. 3 KU
- (e) Name **one** religion you have studied. What does it teach about the roles of men and women in the **family**? 4 KU
- (f) You have studied a viewpoint **independent of religion**. Why might it support the idea of separate gender roles within the family? 4 AE

2. INTERNATIONAL ISSUES

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

“Although we finally have the resources, knowledge and opportunity to end poverty in the developing world, it still exists.”

- (a) State **two** causes of poverty in the developing world. 2 KU
- (b) How does poverty affect people’s lives in the developing world? 4 KU
- (c) “*We should give food instead of weapons to poor countries.*”
Do you agree? Give **two** reasons for your answer. 4 AE
- (d) Describe **one** way that people’s skills and expertise can be used as a form of aid. 2 KU
- (e) Name a religion you have studied. What does it teach about helping the poor? 4 KU
- (f)



Do you agree with this statement? Give **two** reasons for your answer. 4 AE

[Turn over

3. MEDICAL ETHICS

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

In 1994, the British Medical Journal published an article containing evidence that doctors in the UK were practising euthanasia. These doctors said they were only doing what their patients wanted.

- (a) State **two** guidelines the British Medical Association (BMA) gives to doctors about voluntary euthanasia. **2 KU**
- (b) Identify **four** conditions which make euthanasia legal in the Netherlands. **4 KU**
- (c) What reasons might be given for practising involuntary euthanasia? **2 KU**
- (d) Name **one** religion you have studied. Describe **two** teachings it might use **against** voluntary euthanasia. **4 KU**

(e)



Do you agree? Give **two** reasons for your answer. **4 AE**

- (f) “*It is wrong for doctors to refuse to carry out voluntary euthanasia.*”

Do you agree? Give **two** reasons to support your answer. **4 AE**

4. WAR AND PEACE

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



- (a) Choose a religion you have studied. Describe **two** teachings it might use to support going to war. **4 KU**
- (b) Give **one** reason why religious people might object to going to war. **2 KU**
- (c) "*Pacifism is unrealistic.*"
Do you agree? Give **two** reasons for your answer. **4 AE**
- (d) Using an example you have studied, describe how pacifists object to war. **4 KU**
- (e) State **two** ways governments can avoid going to war. **2 KU**
- (f) "*It is right to go to war to help those who can't defend themselves.*"
Do you agree? Give **two** reasons for your answer. **4 AE**

[Turn over for SECTION THREE on Page twelve

SECTION THREE

EXISTENCE OF GOD

Candidates must answer ALL questions in this section.

1.

“Were you there when I (God) made the world?
 Who decided how large it would be?
 Who stretched the measuring line over it?
 Who laid the cornerstone of the world?”

Job 38: 4–6

- (a) The passage above suggests that the world has been designed by God.
 Describe **one** Design Argument for the existence of God. **4 KU**
- (b) Give **two** other examples of evidence from nature to support the Design Argument. **2 KU**
- (c) Describe **one** traditional objection to the Design Argument. **2 KU**
- (d) “*If God had designed the world, He would have made a better job of it.*”
 How might religious people respond to this statement? **4 AE**
- (e) What are the main points of the theory of evolution? **4 KU**
- (f) “*The theory of evolution proves that God did not create the world.*”
 Do you agree? Give **two** reasons for your answer. **4 AE**

[END OF QUESTION PAPER]