Commentary to Accompany Specimen Question Paper

Intermediate 1

The specimen Question Paper for Intermediate 1 Religious, Moral and Philosophical Studies provides exemplar questions and marking instructions for all units within the course.

This Specimen Question Paper is not a complete examination paper; it provides centres with a sample of questions based on the Arrangements Document at the time of going to print. This sample is provided primarily to give an indication of the format and level of questioning.

Centres are reminded that in the live examinations the format of the question paper will be as follows:

Candidates answer a total of three questions; one from each of the units studied by the candidate.

Within each unit, candidates will have a choice of questions, all relating to their chosen area of study. For example:

Intermediate 1 Level: Making Moral Decisions section

Three questions will be provided in each area: Medical Ethics, Human Relationships, Human Rights.

Candidates study one of these areas and answer one of the three questions relating to that area of study.
Section One: Making Moral Decisions (mandatory unit)
Answer only one question from your chosen area of study ie: Medical Ethics or Human Relationships or Human Rights.

Sections Two, Three and Four:
You have studied two of these units:
- Religion and the Social World
- Justice in the World
- Nature of Belief

Answer one question from each of the two units you have studied.
Read all the questions in your chosen options carefully.
Write as neatly as possible.
Write your answers in the answer book provided. Do not write on the question paper.
SECTION ONE

MAKING MORAL DECISIONS

Candidates must answer ONE question from their chosen area of study.

MEDICAL ETHICS

Treatment of Embryos

(a) Give two reasons why a scientist might not wish to be involved in embryo research. 4
(b) Why might a Utilitarian support embryo research? 4
(c) If you were a scientist, would you be prepared to do embryo research? 4

(12)

Life Support Machines and Organ Transplants

“To keep someone alive on a support machine is a waste of resources that could be better used in other areas of the hospital.”

(a) State two moral issues raised by this statement. 4
(b) How might an Egoist respond to this statement? 2
(c) Do you agree or disagree with the Egoist response? Give reasons for your answer. 6

(12)

Voluntary Euthanasia

“Voluntary euthanasia is the mark of a civilised society.”

(a) In what ways might voluntary euthanasia be considered “civilised”? 4
(b) Why might a religious person be against voluntary euthanasia? 4
(c) Would you support a campaign to legalise voluntary euthanasia in this country? Give reasons to support your answer. 4

(12)
HUMAN RELATIONSHIPS

Marriage/Alternatives to Marriage

“I think that living together is just as good as getting married. What difference does a wedding make.”

Anne

(a) What moral issue is raised by Anne’s statement?  
(b) Choose two moral stances you have studied and explain how they might support Anne’s statement.  
(c) Do you think Anne is right? Give reasons to support your answer.  

(12)

Divorce

“Divorce in Britain is too easy. We do not do enough to help couples to sort out their problems.”

(a) Why do some religious people consider divorce to be a moral issue?  
(b) What reasons might an Egoist give for:  
   (i) agreeing with divorce;  
   (ii) disagreeing with divorce?  
(c) Is divorce wrong? Give reasons for your answer.  

(12)

Sexual Behaviour

“Sex has nothing to do with commitment, it is about pleasure.”

(a) Why might some people consider sexual behaviour to be a moral issue?  
(b) If you based your morality on Religious Authority, how might you respond to this statement?  
(c) Do you think that sex should only take place within marriage? Give reasons to support your opinion.  

(12)
HUMAN RIGHTS

Capital Punishment

(a) Give two reasons why some people think Capital Punishment is wrong?  
(b) Choose one of the following stances and explain what it says about Capital Punishment:
   (i) Egoism;
   (ii) Utilitarianism.
(c) Imagine that there was a national vote to bring back Capital Punishment. How would you vote? Explain why.

Racial Prejudice

(a) Why do most religions teach that racism is wrong?
(b) Choose either the moral stance of Egoism or Utilitarianism and express that particular stance’s view on racism.
(c) Do you think enough is being done to combat racism in Britain today? Give reasons to support your opinion.

Rights of the Child

(a) Why do religions particularly value children and their rights?
(b) How might a Utilitarian defend the smacking of children by parents?
(c) Do you think that children should have the same rights as adults? Give reasons for your answer.
SECTION TWO

RELIGION AND THE SOCIAL WORLD

The Family

(a) Choose a religion you have studied. What does it teach about caring for the elderly? 4 marks
(b) How might a religious community give additional support to their elderly? 4 marks
(c) What responsibilities do you think old people should have within the community? 4 marks

(12 marks)

Work

(a) Choose a religion you have studied. Explain its views on military service as a way of earning a living. 4 marks
(b) Give another example of religious teachings concerning work. 2 marks
(c) What advantages and disadvantages are there in following a religion which gives clear advice about employment? 6 marks

(12 marks)
SECTION THREE

JUSTICE IN THE WORLD

Social Justice

(a) How might involvement in political action lead to social justice?  
(b) Why should Christians be concerned that some people are rich and some people are poor?  
(c) Should Christians be involved in political action to change the world we live in? Give reasons to support your opinion.

Global Solidarity

“Love your neighbour as yourself.”

(a) Explain what Jesus meant by loving your neighbour.  
(b) Why should Christians be concerned with the treatment of the poor?  
(c) Should it be compulsory for Christians to give a percentage of their earnings to the poor? Give reasons for your answer.

Marks

4 4 4  (12)

2 4 6  (12)
SECTION FOUR
NATURE OF BELIEF

Existence of God

“There is so much suffering and evil in the world. Why doesn’t God do something about it?”

(a) Explain why many people like Mark blame God for the suffering and evil in the world. 4
(b) How might a Christian respond to Mark’s opinion? 2
(c) How far do you think that God is to blame for the suffering and evil in the world? 6

(12)

Science and Belief

“Now that we understand all about evolution we don’t need stories like Adam and Eve to explain how humans appeared.”

(a) Why do some people hold the view mentioned above? 4
(b) How would a Christian respond to such a statement? 4
(c) In your opinion, does the theory of evolution show that the Adam and Eve story in the Bible is wrong? 4

(12)

Belief and Action

“We believe in life before death.”

(a) Give an example of how the Bible encourages Christians to put their beliefs into practice. 2
(b) How might a non-religious person justify actions to help the poor and needy? 4
(c) “You don’t have to be religious to help people in need.”
   To what extent do you agree with this statement? 6

(12)

[END OF QUESTION PAPER]
Medical Ethics - Section One

**Treatment of Embryos**

(a) 4 marks 2 marks for each reason given.

*eg:*

- The scientist may also be religious, many religions are against embryo research
- May believe it is unnatural and/or immoral
- May believe it is a waste of money which would be better spent on other things

(b) 4 marks **UTILITARIAN** stance:

- The research will benefit many people
- It may help find a cure for disease which he/she suffers from
- The research could make money for those involved
- Principle of Utility — greatest good for greatest number

(c) 4 marks 2 marks for each reason given in support of the candidates personal opinion. The answer should show some understanding of the issues involved and demonstrate an ability to evaluate.

*eg:*

**YES**

- God gave us the talent to carry out this research, we should use these talents to improve the quality of life for all
- Science is about making progress, embryo research is part of that
- Scientists have a duty to do whatever they can to find cures for diseases. It would be morally wrong not to support this
- May discover something wonderful, help loads of people and make a fortune

**NO**

- It’s tampering with nature - may lead to dangerous experimentation
- An embryo is a unique human life - God given, it is wrong for humans to tamper with God’s creation
- No amount of money would make it right
**Life Support Machines and Organ Transplants**

(a) 4 marks  
2 marks for each moral issue clearly stated.  
**eg:**
- Should we use technology to keep people alive?  
- Do we have the right to decide who lives or dies?  
- Should one human life take priority over another?  
- Who should decide when to switch a machine off?

(b) 2 marks  
**EGOIST viewpoint:**

Everyone has an equal right to life, therefore if we have the technology available then it should be used to keep the patient alive. The egoist would be especially concerned that some day he/she might need to be kept alive by machine.

(c) 6 marks  
2 marks for each valid argument used to support the candidate’s personal response.

Candidates should demonstrate understanding of the **egoist** stance and reflect an ability to evaluate it by presenting arguments for or against.  
**eg:**
- Looking after someone shows love even when they can’t respond  
- If I was in need of the machine for survival I would want it to be available  
- There’s always a chance of recovery or a cure being found

- It costs a lot of money, why should people pay taxes if there is little hope of recovery  
- Money spent on other operations could give others a longer life  
- Living attached to a machine is no life at all really
Voluntary Euthanasia

(a) 4 marks 2 marks for each reason given.

eg:

• Allows people to die with dignity
• It prevents prolonged suffering
• It allows freedom of choice to individuals
• Each case can be treated individually
• It saves money which could be used for other things

(b) 4 marks RELIGIOUS viewpoint

• All life is sacred. Only God has the right to give or take away life. Humans should not interfere. Church against voluntary euthanasia. It could be considered a sin.

(c) 4 marks 2 marks for each valid argument used to support the candidate's personal response.

Candidates should show some understanding of implications of voluntary euthanasia for society.

eg

NO

• It s going against nature. We should not speed death up but let it take its course naturally
• Life is a gift from God - we should respect it, not destroy it
• It could easily be abused by those wishing to get rid of relatives
• People might make decisions based on their suffering or under influence of drugs, rather than logically
• Hospices help people die with dignity

YES

• People should have control over their own lives and be allowed to die if they want to
• We don t allow animals to suffer, humans should be put out of their misery too
• People who plan when to die will be well prepared emotionally
• It will be easier on the relatives if they don t have to make the decision. It can be sorted out in plenty of time
Marriage/Alternatives to Marriage

(a) 2 marks Candidates must clearly state a moral issue connected with the given statement.

eg:

- Should people bother getting married? Is marriage an outdated concept?
- Is there any real difference between marriage and living together?
- Is living together wrong?

(b) 6 marks 3 marks for each of two moral stances given. Both views should support the idea of living together as opposed to marriage.

eg:

RELIGIOUS AUTHORITY: love is what counts - as long as the couple show love and commitment to each other then that is what matters

EGOIST: if living together is what suits you then you should do it, whatever is right for you. Don’t let others pressurise you into marriage. It’s not necessary to be married to be happy and secure in a relationship. Marriage may be too much of a commitment for some people. Egoist may want to preserve freedom.

UTILITARIAN: Marriage is a good institution to preserve. It provides stability within society and security for children. However, society is changing. If people feel satisfied living together without marriage and marriage is no longer appropriate then so be it.

(c) 4 marks 2 marks for each fully explained valid reason given in support of the candidates personal opinion.

eg:

AGREE

- Lots of marriages are unhappy, people stay together for the wrong reasons
- A relationship is primarily about love, happiness, caring and commitment - marriage is not necessary for these things to happen
- Marriage is simply about a legal contract - if the couple are happy to do without this then it’s up to them
- Living together helps people to get to know each other properly, less pressure from others
DISAGREE

- Marriage brings more security emotionally and financially
- If the couple want children they should be able to express a permanent commitment to each other
- The love between a man and a woman is a sign of the love of God; it should therefore be expressed publicly before God and the religious community
- Marriage is life giving and therefore the ultimate demonstration of love for another
Divorce

(a) 4 marks 2 marks for each valid point of explanation.

eg:

- Marriage is a sacrament and should not be dissolved
- Marriage is a lifelong commitment - "till death us do part!"
- Divorce is damaging for children
- People give up easily - they should turn to God for help and advice
- "What God has joined together, let no-one put asunder"
- Vows made in the presence of God - should not be broken

(b) 4 marks 2 marks for each reason given from the EGOIST stance:

(i) If two people are not happy in a marriage it does no good to struggle to stay together. Couple may find more happiness either living alone or with another partner. Egoist wants an opt out clause in case he/she chooses to use it.

(ii) Divorce is very stressful and can also be expensive for people. Some couples may be able to work out a reasonable living pattern without being miserable. The marriage may be of mutual benefit. The disruption to the whole family may not be worth it. A divorce could cause more bitterness and heartache. Egoist may not want to be divorced if it suits them to stay within the marriage, perhaps for financial reasons.

(c) 4 marks Candidates must demonstrate the ability to express a personal conclusion supported by valid reasons. 2 marks for each of the two valid reasons given.

eg:

YES it is wrong

- Couples don’t try hard enough
- They should think more carefully about the commitment before getting married
- It’s a religious ceremony involving a promise made before God - divorce is therefore a sin
NO it’s not wrong

- Couples usually only reach this stage after a long process of trying to work out difficulties
- Sometimes people marry very young, they choose a partner for the wrong reasons
- Divorce is very stressful - it is not something people go into on a whim
- Love is not all that is needed for marriage to be successful, sometimes marriages fail despite the couple’s love for each other
- People change throughout life - couples may no longer have a lot in common
**Sexual Behaviour**

(a) 4 marks  
2 marks for each reason given to explain why sexual behaviour is a moral issue.  

eg:

- Different views on what is right or wrong sexual behaviour  
- Different views on sex outside marriage  
- Different views on single sex relationships  
- Some people think sex should only take place if you are in love  
- Sex is personal, involves personal values  
- Sexual behaviour reflects how people view themselves, everyone has the right to freedom to express themselves sexually

(b) 2 marks  
Candidate must give a clearly expressed statement based on **RELIGIOUS AUTHORITY**.  

eg:

- Sex outside marriage is a sin  
- Sexual pleasure is a gift from God  
- Sex is about pro-creation  
- Sex is so powerful and meaningful that justice can only be done to it in a continuous and loving relationship  
- Sex is not just about pleasure it is about love and fidelity

(c) 6 marks  
2 marks for each valid reason given in support of the candidate’s personal opinion on the issue of sex outwith marriage:

**Arguments for sex only within marriage**

- Sex is about nurturing a loving relationship  
- Sex is about discipline, self control and mutual respect  
- Sex is a sign of love and commitment  
- Sex may lead to pregnancy, children need a secure family  
- Sex can help to establish a close relationship  
- Various religions teach that marriage is the only correct relationship for sex to take place - examples of specific teachings may be given

**Arguments for sex outwith marriage**

- As long as there is mutual consent and no-one is being hurt, adults should be able to decide for themselves what is right  
- Sex brings tremendous pleasure - that can’t be wrong  
- Marriage may not be possible - couples should not be denied such pleasure  
- Life’s too short to get hung up on man-made or religious laws - have fun!
Human Rights — Section One

**Capital Punishment**

(a) 4 marks  
2 marks for each valid reason **AGAINST** Capital Punishment.

eg:

- Humans have no right to take the life of another
- It is so final, sometimes new evidence is found later
- It’s evil - makes us look as bad as the criminal
- It doesn’t solve anything - not a deterrent against crime

(b) 2 marks  
Candidates must clearly identify one of the following stances:

- **EGOIST** - If it helps me to feel safer then it is fine
  - People deserve to be punished for the crimes they commit. Murderers deserve to die. If someone hurts me, I want them to be hurt
  - Crime creates unhappiness for others, the punishment should fit the crime. The Egoist might wish for revenge

- **UTILITARIAN** - crime causes pain for a large number of people.
  - Capital Punishment helps the majority to feel safe
  - Someone who takes another's life should be prepared to lose their own
  - Life sentences not enough — people back on the streets and still dangerous

(c) 6 marks  
The candidate must show the ability to present a reasoned case either for or against Capital Punishment. Up to 2 marks for each valid reason clearly expressed.

eg:

**FOR**

- "An eye for an eye" - punishment should suit crime
- Society becoming increasingly violent - capital punishment may help to deter those considering such crimes
- Keeping prisoners for long sentences is costly and emotionally damaging for them
- The victim or their family deserves to see justice done
against

- Only God has the right to take a life
- God will punish those who are evil in the end
- We should not reduce our morality to the level of the criminal
- Criminals should always be given the opportunity for change
Racial Prejudice

(a) 4 marks 2 marks for each valid reason against racism based on religious teaching. eg:

- The Golden Rule - treat others as you wish to be treated
- All human beings created by God - all have equal rights
- Christianity teaches that we are all made in the image and likeness of God
- It is wrong to condemn people because of their colour or race - we are all God’s people

(b) 4 marks To achieve full marks, candidates must clearly state the views of ONE of the following stances:

**UTILITARIANISM**

- All people are equal and entitled to the same rights
- It is not good for society to have such hatred within it towards others
- It is not right to express racist opinions which hurt and frighten others
- Britain is a multi-racial society and it is in the interests of all that there is harmony and peace
- Bullying is wrong no matter what form it takes

**EGOISM**

- Everyone has the right to express their own opinion in a society based on freedom of speech. I can think and say what I like
- It is right to protect the rights and jobs of our own native countrymen
- Native British people should have priority over others. I might need a job
- Many of our ancestors died in the fight for our freedom. Foreigners who are given equality may well begin to take over

(c) 4 marks Candidates must present at least two well-developed valid reasons to support their view on combating racism in Britain today. Evidence may be drawn from:

- Examples of legislation
- Education opportunities for all
- Media stories - either positive or negative images of racism
- Workplace - equal opportunities?
- Statistics which show numbers of blacks in government, police, army, etc.
Rights of the Child

(a) 2 marks
Candidates should present one clear argument based on religious authority.

eg:

- God created all life, they are God’s children
- Children are entitled to love, justice and equality
- Children are made in the image and likeness of God
- Children are often mentioned as being particularly special to God

(b) 4 marks
2 marks for each valid reason given in defence of smacking from an UTILITARIAN viewpoint:

- It is for the good of the child in the long run - it is important to teach children right and wrong. Society needs children who know how to behave
- It may be painful but it does not last - easier than other more prolonged forms of punishment eg grounding children. Most children don’t suffer long — term from smacking.
- Most parents don’t like to hit their children; it hurts the parent to do so, but is seen as a necessary part of the child’s education
- Discipline is essential if child is to be successful in society

(c) 6 marks
Candidates should demonstrate the ability to present a reasoned argument to support their opinion on the issue of equal rights for children and adults.

eg:

FOR

- Children are humans - all humans should have the same rights
- Children are weak and vulnerable - adults should not be able to take advantage of this
- Many children are in very difficult homes etc. and do not have parents who care about them - the law of the land should protect these children
- Children will grow up to be the adults who run our society - we should teach them by example so they know what we expect of them
- Children respond better to respect
AGAINST

- Children do not have the experience to know what is best for them
- It is the duty of adults to make decisions for children - adults have more experience of life to draw on
- Children should increase their rights gradually - it is a way of teaching them responsibility and decision making skills
- Children might be tempted to indulge in pastimes which are damaging to them - alcohol, drugs, etc.
- Some adults would take advantage of children
The Family

(a) 4 marks
Candidates may answer from the perspective of any of the world’s religions. 2 marks for each point of information on care of the elderly from the chosen religion.

eg:

Hinduism: part of Dharma - society has a duty to look after the elderly. Oldest member of the family given a great deal of respect. Extended family a very important concept

Buddhism: law of karma links us all to each other. Compassion should be shown to all people, especially those in most need like the elderly

Christianity/Judaism: respect parents. They have contributed a great deal to society, therefore deserve to be helped when they need it most. Everyone is equal. Ten Commandments

Islam: teaches to care for the needy. Old people are yesterday’s heroes - must be respected. Elders in a family are given a great deal of respect and priority over others

(b) 4 marks
2 marks for each reasonable suggestion fully explained.

eg:

• Day care centres run by the religious community - some suggestions of what might be offered there
• Individuals within the community should look out for the elderly
• Donations from church funds
• Collecting and distributing blankets etc. in the winter time
• Transport to services of worship
• Priests should visit elderly for worship in their own homes
• Homes for the elderly whose families can’t look after them

(c) 4 marks
2 marks for each well explained suggestion.

eg:

• Old people should give advice to the younger members of the community
• Help look after grandchildren to support young parents
• Should be encouraged to spend spare time helping others or giving service to others
• Not all old people are invalids - they should act as an example. Try to keep themselves as fit and healthy as possible
• Use their experience to train younger people
Work

(a) 4 marks
Up to 2 marks for each valid point of information related to the chosen religious teaching:

**Buddhism**: Right Living - prevents military service since it may mean killing another human being. Any job involving weapons is forbidden. Buddhists are pacifists, in war they would be conscientious objectors

**Hinduism**: military service acceptable. Warrior caste - duty to protect society. High status in society. Members of the military are well respected

**Christianity**: variety of views. Quakers are pacifists - against military service. Others in favour of army see need to protect society from evil. Church appoints chaplains to serve those in the armed forces

**Islam**: military service seen as honourable, particularly in order to protect Islam. It is accepted that it may be necessary to sacrifice one’s life in order to preserve the faith and the rights of the community. Forbidden to fight against other Muslims

(b) 2 marks
Candidates may give any other religious teaching relating to work. It must be clear which religion is being referred to.
eg:

- Jews should not work on the Sabbath
- Some Christian groups refuse to work on a Sunday
- Muslims are forbidden to do work relating to indecent acts or prostitution
- Buddhists should avoid work which harms animals as well as work which harms humans
- Hindus believe that work is very much related to dharma - it is your duty to work well whatever your job is

(c) 6 marks
Answer must reflect the candidates ability to present both sides of an issue.
At least one advantage and one disadvantage must be given. Up to 2 marks for each advantage/disadvantage fully explained.
Relevant points might include:

**Advantages**

- Clear guidance means any work carried out will not harm society or the planet
- Career choices are limited - planning a path may be easier
- No need to worry about effects of your work on society - clear conscience
- Can be sure that God will praise your efforts
- Earning money is not main focus of your life - time for rest, worship and family life are also important
Disadvantages

- Limits choice - jobs may not be available
- May not be able to follow in paternal business if you have different religious beliefs - family conflict
- May mean earning less money - family may suffer
- Restrictions on hours of work may annoy some employers and make getting a job difficult
- Modern society very money oriented
Social Justice

(a) 4 marks

Up to 2 marks for each valid point of explanation.

eg:

- Politics is best way to bring about change
- Political action may involve lobbying politicians, getting involved in protests etc.
- Political action can bring injustice to the attention of a large number of people through media coverage
- If enough pressure is put on politicians then changes in the law can and often do happen

(b) 4 marks

Up to 2 marks for each well explained example of Christian teaching.

eg:

- Before God all are equal
- God’s judgement against those who oppress the poor
- Injustice of poverty, spoiling God’s perfect creation
- Poverty robs people of dignity
- Paul’s teaching "in Christ all are equal"
- Jesus teaching on Kingdom of God - it is to be realised on earth
- Jesus himself showed concern for the poor

(c) 4 marks

Candidates should be able to demonstrate the ability to present a clearly argued viewpoint supported by valid reasons.

eg:

YES

- Christians have a duty to work to challenge injustice - politics is an effective way to do this
- It can affect policy, raise awareness of the needs that are to be found in the world
- Examples of success - Oscar Romero, Desmond Tutu etc.
- Politics is a way of putting faith into action
- Jesus was not complacent, he challenged the authorities in his time
NO

- Politics can be corrupt, we never really know the truth
- Christians should remain impartial - may be in danger of being associated with particular Party politics rather than with the Church
- There may be other things that Christians should do - practical things to help those suffering from injustice
- Politicians may try to "lobby" Church for support - individual Christians may not be in favour of what the Church as an institution might want to support
Global Solidarity

(a) 2 marks Marks given for a reasonable explanation of Jesus’ teaching:

• Having concern for the needs of all other people
• Showing concern for the poor etc.
• Examples might include Jesus teaching on having two coats and sharing with the person who has nothing

(b) 4 marks Up to 2 marks for each point of explanation of Christian teaching on treatment of the poor.

eg:

• There is great inequality between rich and poor in our world - this leads to a great deal of suffering for some
• Rich countries consume too much
• Trade is unequal - poor countries in severe debt
• Poor themselves are often unable to change things
• It is the responsibility of those who have wealth to do something to change the situation

(c) 6 marks Candidates should demonstrate the ability to present a reasoned argument to support their opinion. To gain full marks both sides of the issue should be included:

YES

• Jesus teaching is directly concerned with the poor, teaching in the synagogue (Luke 4 v 18)
• The early Christians shared their material wealth
• God’s desire for justice is message throughout whole of the Bible
• The Widows mite
• Amos, Isaiah and other prophets - God’s anger and judgement on those who abuse the poor

NO

• No-one should decide how much someone else should give
• Charity is personal
• Giving a percentage may encourage a complacent attitude - people think they are "good" because they give money
• People should be giving out of the goodness of their heart - not because the Church expects them to
• If it’s left up to individuals to decide, some will give more than they might if they were expected to give a set amount
• If people give a set amount regularly they may not respond to particular emergencies
**Existence of God**

(a) 4 marks  
Up to 2 marks for each valid point made about God in relation to suffering and evil.  
**eg:**  
- If God is supposed to be good why is there suffering and evil  
- God is not powerful enough/able to do anything about it  
- There is no God to do anything about it

(b) 2 marks  
Candidate should give at least one clear statement of Christian belief.  
**eg:**  
- God doesn’t act in the "supernatural" way people think to solve all such problems  
- God acts through people  
- Suffering and evil are part of the way things are in the world, because of the laws of nature, evil is human nature  
- People have the freedom to choose what to do about suffering and evil  
- Teaching and example of Jesus is a guide to follow

(c) 6 marks  
2 marks to be given for an appropriate valid point. Candidates should demonstrate an ability to evaluate by showing both sides of the issue:

**God is to blame**

- If Christians claim that God created the world then it must be in His power to change the laws of nature to prevent suffering  
- If God doesn’t then either God can’t or won’t so He must be to blame either way  
- If all this suffering and evil exists and nothing is done about it then you can hardly blame people for criticising God for creating such a cruel world

**God is not to blame**

- Much suffering/evil is caused by humans. God gives people freedom to choose and often they choose wrongly and cause much suffering/evil  
- God does not intervene personally but gives human beings the responsibility to do something about it  
- The laws of nature are as they are - we have been produced by them and must learn to live with them  
- God is not some kind of "superman" who chops and changes things around. If that were the case this would produce chaos
Science and Belief

(a) 4 marks
Up to 2 marks for each significant point made about this viewpoint.

eg:

• Scientific knowledge gives a more accurate "explanation" than the Bible
• Science provides evidence of evolution, the Bible is speculation/primitive ideas of how humans developed
• Genesis story is outdated - no first man or woman
• Genesis is myth - science provides truth

(b) 4 marks
Up to 2 marks for each significant point made by Christians in response to this issue.

eg:

• Adam and Eve story is not a scientific account to be compared with evolution
• What is contained in the Adam and Eve story are beliefs/ideas about human purposes, actions, behaviour - which are beyond the scope of science
• Many Christians who are also scientists accept the theory of evolution as well as Biblical insights of Genesis
• Those who think of the Bible story as a rival to science miss the point about the science/religion approach

(c) 4 marks
2 marks for each developed point. Candidates must be able to give a reasoned argument in support of their opinion. The answer should show some understanding of the relationship between religion and science:

Yes, Bible is wrong

• Evolution shows Genesis to be wrong as humans did not just appear fully created by God but evolved from other species
• Science gives a better and more accurate account of the origin of human beings
• The details of the two Genesis stories are different - contradictory?

Bible not wrong

• Adam and Eve story deals with different issues than evolution
• Bible is not an attempt to provide a scientific explanation to rival evolution. Those who think it does have not understood the roles of science/religion in debate
• A correct understanding of Adam and Eve story deals with important questions of life while evolution deals with questions of origins and development of life and the relationship of different species to each other
Belief and Action

(a) 2 marks
Candidates should give a clear example of Christian teaching on belief in action.

eg:

- Parable of Good Samaritan - "Love your neighbour as you love yourself" (Luke 10)
- Parable of the sheep and the goats - "Whenever you did this for one of the least important of these brothers of mine, you did it for me" (Matt 25)
- James 2 v 14: "What good is it to say to those who need clothes and don’t have enough to eat "God bless you”? Faith without actions is dead"

(b) 4 marks
Up to 2 marks for each well explained example.

eg:

- To bring about justice in the world - thus helping poor and needy is done on humanitarian grounds
- To improve the lives of as many people as possible, eg the greatest happiness for the greatest number
- To respond to a situation, eg poverty on grounds of conscience/duty - people feel they ought to do something in relation to the plight of the poor

(c) 6 marks
2 marks for each developed point made. Candidates should present at least one point for each side of the issue, thus demonstrating evaluation skills:

You do have to be religious

- The tradition of religion helping the poor goes back a long way and religions were mainly responsible for developing this concern/action for other people
- A large number of charities/organisations operating today were started by Christians as a response to putting their beliefs into practice
- Many people who are involved in this kind of work today see this as part of their religious duty/behaviour

You don’t have to be religious

- Many people who would not call themselves religious help with all sorts of activities like helping the poor
- Many people do this for reasons of conscience as they think that helping others in this way can lead to a fairer world
- There are lots of moral values which are not necessarily related to religious beliefs. You can be moral without being religious

[END OF MARKING INSTRUCTIONS]