



# **2008 Religious, Moral and Philosophical Studies**

## **Higher – Paper 1**

### **Finalised Marking Instructions**

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**2008 Religious, Moral and Philosophical Studies  
Higher Paper 1**

**Section 1 – Morality in the Modern World**

**Question 1**

**Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.**

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>		
		<b>KU</b>	<b>AE</b>
<b>(a) Describe one way in which sacred writings guide moral values in one religion you have studied.</b>	<ul style="list-style-type: none"> <li>• Religious writings are central to all religions. They contain rules and guidelines regarding ethical behaviour. Ethical behaviour is tied in to outcome in afterlife eg Judaism:</li> <li>• Torah contains law. 613 mitzvot. Rules for moral living.</li> <li>• Purpose is to keep covenant with God and to make world perfect again.</li> <li>• Obedience brings Jews closer to God.</li> </ul>	<b>2</b>	
<b>(b) Explain the role of duty and reason in moral decision making.</b>	<ul style="list-style-type: none"> <li>• Kantian ethics – for Kant the key issue is how to discover a rational basis for ethics.</li> <li>• The Categorical imperative is a priori – we can see that it is true without having to experience it.</li> <li>• Define categorical imperative – act only on that maxim whereby you can at the same time will that it should become a universal law.</li> <li>• The Categorical Imperative is a principle of pure practical reason.</li> <li>• Moral actions are done from a sense of duty.</li> <li>• A moral person is one who acts from a sense of duty not from inclination.</li> <li>• Acting morally amounts to doing one’s duty whatever consequences might follow.</li> <li>• Motive of an action is more important than the action and its consequences.</li> </ul>	<b>4</b>	
<b>(c) What are the key features of consequentialist ethics?</b>	<ul style="list-style-type: none"> <li>• Utilitarianism: actions are good or bad depending on the outcome.</li> <li>• The moral consequences of the action is the promotion of human happiness/well being and the minimising of unhappiness/pain.</li> <li>• The aim is to achieve consequences that will bring about the greatest happiness for the greatest number of people.</li> <li>• Distinction between act-utilitarianism and rule utilitarianism.</li> <li>• Reference to Mill or Bentham’s position.</li> </ul>	<b>4</b>	
<b>Total</b>		<b>10</b>	

## Question 2 – Gender

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>		
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of issues and viewpoints is shown.</li> <li>• Evaluation is balanced and informed.</li> </ul>		
		<b>KU</b>	<b>AE</b>
<b>(a) What does UK law say about equal pay?</b>	<ul style="list-style-type: none"> <li>• Equal pay for equal job.</li> <li>• Employee’s rights/Employers’ Responsibilities.</li> <li>• Tax and inheritance laws.</li> <li>• Equality in employment.</li> </ul>	<b>2</b>	
<b>(b) “Equal pay in the UK is not yet a reality.” Do you agree?</b>	<ul style="list-style-type: none"> <li>• Equal pay now an expectation and a right, not a hope.</li> <li>• Some traditional stereotypes and attitudes still exist.</li> <li>• Wage gap still exists and increases with age.</li> <li>• Prevalence of part-time work.</li> <li>• Women’s work less valued.</li> <li>• Equal pay in principle but hidden differences, eg overtime.</li> </ul>	<b>2</b>	<b>4</b>
<b>(c) How might UN declarations make a difference to the economic relationship between men and women?</b>	<ul style="list-style-type: none"> <li>• Outline UN statements (eg CEDAW).</li> <li>• Explicitly calls for economic justice as a human right.</li> <li>• Vision for fairer more equal world.</li> <li>• Raises public awareness of issues.</li> <li>• Calls for equal contribution and participation of women on equal terms with men.</li> </ul>	<b>2</b>	<b>2</b>
<b>(d) “The pursuit of economic equality is not in women’s interests.” Why might some religious people agree?</b>	<p>Candidates must relate points to specific religious teaching and to two different viewpoints found in either <b>one</b> or <b>two</b> religions, eg</p> <ul style="list-style-type: none"> <li>• Different interpretations of scripture.</li> <li>• Teachings of different founders/leaders.</li> <li>• Influence of leading devotees and/or organisations within the religion.</li> <li>• Different traditions expressing a variety of views.</li> <li>• Weighting given to scripture, tradition, contemporary views.</li> <li>• Place of individual conscience in decision-making.</li> <li>• Historical/cultural development of a religion.</li> </ul>		<b>6</b>

	<b>KU</b>	<b>AE</b>
<p>(e) <i>“Economic equality between men and women is an essential step towards a more just world.”</i></p> <p><b>Discuss with reference to at least one viewpoint independent of religious belief.</b></p> <p>This is a broad question which allows the candidate to select a wide range of responses from this part of the course. Reference should be made to sources (moral philosophers and organisations) which are independent of religious belief, eg</p> <ul style="list-style-type: none"> <li>• Utilitarian moral principles.</li> <li>• EOC guidelines.</li> <li>• Humanist briefings.</li> <li>• Beijing platform.</li> <li>• Examples of economic injustice and discrimination.</li> <li>• Social benefits of equality.</li> <li>• Economic equality as a human right.</li> <li>• Implications for traditional male/female roles.</li> </ul>	<b>4</b>	<b>8</b>
<b>Total</b>	<b>10</b>	<b>20</b>

### Question 3 – Crime and Punishment

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>		
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of beliefs and practices is shown, and/or</li> <li>• Evaluation is balanced and informed.</li> </ul>		
		<b>KU</b>	<b>AE</b>
<b>(a) State two arguments that can be used to support capital punishment.</b>	<ul style="list-style-type: none"> <li>• It could be argued it is a deterrent to others.</li> <li>• It is less costly than life imprisonment.</li> <li>• The community might feel safer that such a criminal will never be free again.</li> <li>• Justice is seen to be done.</li> <li>• It is the most fitting form of punishment for murder.</li> </ul>	<b>2</b>	
<b>(b) Describe what the United Nations says about capital punishment.</b>	<ul style="list-style-type: none"> <li>• They might argue that it is a form of torture.</li> <li>• That it deprives people of any respect at all.</li> <li>• Nobody has the right to take the life of another.</li> <li>• Governments become murderers.</li> <li>• It is degrading.</li> </ul>	<b>2</b>	
<b>(c) “Some forms of execution are more morally justifiable than others.” Do you agree?</b>	<ul style="list-style-type: none"> <li>• Two marks for forms of execution.</li> <li>• It could be argued that one is less humiliating than another.</li> <li>• All forms are morally wrong.</li> <li>• Argue from the process of execution that one is more moral than another.</li> <li>• Refer to the United Nations Declaration.</li> <li>• Argument for and against CP might be included.</li> <li>• The end result is the taking of a life therefore wrong.</li> <li>• Utilitarian arguments could be used.</li> <li>• Religious viewpoints expressed.</li> </ul>	<b>2</b>	<b>4</b>
<b>(d) Explain why the case of Timothy Evans was a significant factor in abolishing capital punishment in the UK.</b>	<ul style="list-style-type: none"> <li>• Two marks for facts about the case of Timothy Evans.</li> <li>• There was considerable amount of public unrest.</li> <li>• Protests held outside the prison made the government uncomfortable.</li> <li>• Became a landmark in changing the views of many people.</li> <li>• Questions about the execution of one with learning difficulties.</li> <li>• The fact that later new evidence came to light but it was too late for Evans.</li> <li>• It was shown later that police evidence was unreliable but again too late to change events.</li> <li>• Evidence later showed he was wrongly convicted (pardoned)</li> </ul>	<b>2</b>	<b>4</b>

	<b>KU</b>	<b>AE</b>
<p>(e) <b><i>“Capital punishment is an acceptable form of punishment.”</i></b></p> <p><b>Discuss this statement with reference to two different viewpoints found within religion.</b></p> <ul style="list-style-type: none"> <li>• It might be a benefit to society making people feel safer.</li> <li>• Murderers have gone against the will of God.</li> <li>• God gives life and only God can take it away.</li> <li>• An Eye for an Eye.</li> <li>• Right Livelihood means that you cannot harm another, not even a murderer.</li> <li>• It is a better punishment than a life in prison which removes the dignity given to humanity by God.</li> <li>• It would save a great deal of money that could be used to help the poor, religious people would approve of this use of money.</li> <li>• Jesus instructs us to love our enemies.</li> <li>• Judgement belongs to God.</li> <li>• It serves the greater good.</li> <li>• More happiness by the death of one, religious groups seeks happiness for all.</li> <li>• Arguments put forward by specific groups within religion, ie The Quakers opposed.</li> <li>• Capital punishment could be seen as less cruel to the criminal than long term of deprivation.</li> <li>• The use of appropriate scriptural quotations should be awarded.</li> </ul>	<b>2</b>	<b>12</b>
<b>Total</b>	<b>10</b>	<b>20</b>

## Question 4 – Medical Ethics

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> <li>Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>The information is presented in a coherent manner.</li> <li>Information is communicated effectively using accurate terminology.</li> </ul>		
Analysis and Evaluation	<ul style="list-style-type: none"> <li>Analysis of issues and viewpoints is shown.</li> <li>Evaluation is balanced and informed.</li> </ul>		
		<b>KU</b>	<b>AE</b>
<b>(a) Describe what is meant by “genetic engineering”.</b>	<ul style="list-style-type: none"> <li>Changing the genetic makeup of cells or tissues.</li> <li>Modifying the building blocks that carry our hereditary material.</li> <li>May involve somatic gene therapy, ie alteration of gene deficiencies.</li> <li>May involve germline gene therapy, ie alteration in sperm or egg which persists to successive generations.</li> <li>May involve cloning of embryos for reproduction or harvesting stem cells.</li> </ul>	<b>2</b>	
<b>(b) What are the HFEA guidelines on the use of human embryos in research?</b>	<ul style="list-style-type: none"> <li>Embryos up to 14 days old may be used under licence.</li> <li>Allows experimentation on in vitro embryos for therapeutic purposes.</li> <li>As well as the disposal of surplus embryos including those used for experimentation.</li> <li>Embryos can be stored for up to 5 years.</li> <li>Allows cloning of embryos under licence for therapeutic purposes.</li> </ul>	<b>4</b>	
<b>(c) What concerns might there be about the use of human embryos in research?</b>	<ul style="list-style-type: none"> <li>Embryos used to harvest stem cells destroyed.</li> <li>Some groups consider embryos as human life, ie persons.</li> <li>Should one life be taken to save another?</li> <li>If regarded as persons, should embryos be used as a means to an end?</li> <li>Cloned embryos used in UK when UN resolution against this.</li> <li>Human life will be treated as a commodity.</li> </ul>		<b>4</b>
<b>(d) “...the aim of genetic engineering is to treat and prevent hereditary diseases and disorders.”</b>	<p><b>Why might some religious people support this aim?</b></p> <p>Reference to the teachings of more than one religion is acceptable</p> <p>Teachings on, eg</p> <ul style="list-style-type: none"> <li>Instructions to heal.</li> <li>Alleviation of suffering.</li> <li>Compassion.</li> <li>The Golden Rule.</li> <li>Human responsibility/stewardship, etc.</li> <li>Co-creators, vice-gerents, etc.</li> <li>Duty to develop knowledge, creativity, etc.</li> </ul>		<b>5</b>

	KU	AE
<p>(e) <b><i>“Human cloning for reproductive purposes can never be right.”</i></b></p> <p><b>Do you agree with this statement? Give reasons for your answer.</b></p> <p>Candidates may adopt any position on this. Max of 3 marks for information on human cloning.</p> <p><b>KU</b></p> <ul style="list-style-type: none"> <li>• Producing an organism that is a genetic copy of another.</li> <li>• May apply to cells, not just complete organism.</li> <li>• Human Reproductive Cloning Act 2001 forbids human cloning for reproductive purposes.</li> <li>• HFEA allows human cloning for therapeutic purposes.</li> </ul> <p><b>AE</b></p> <p><b>Arguments supporting statement, eg</b></p> <ul style="list-style-type: none"> <li>• Erosion of value and dignity of human life.</li> <li>• Individual life becomes a commodity or a manufactured object.</li> <li>• UN Declaration on Human Genome and Human Rights says it is contrary to human dignity.</li> <li>• Cloning is asexual, therefore, against nature.</li> <li>• Parentage and family relationships distorted.</li> <li>• Clone a means to an end, not an end in itself.</li> <li>• Substantial risks of unpredictable debilitating and lethal conditions.</li> <li>• Used to create ‘designer babies’.</li> <li>• Psychological/social harm because of expectations and stigma.</li> <li>• Only open to a small group of wealthy people.</li> <li>• Drain on health resources.</li> </ul> <p><b>Arguments opposing statement, eg</b></p> <ul style="list-style-type: none"> <li>• Most people do not accept absolutes in morality.</li> <li>• Every scientific advance can be put to good use in some situation.</li> <li>• Offers a new treatment option for infertile couples.</li> <li>• Offers hope of a healthy child to couples who are genetically at risk.</li> <li>• Offers an opportunity to select desirable traits.</li> <li>• Could improve the human race.</li> <li>• People should be free to make own reproductive decisions.</li> <li>• Can’t disinvent it, only hope to control it.</li> <li>• Part of fundamental right to have and raise children.</li> </ul>		
<b>Total</b>	<b>3</b>	<b>12</b>
	<b>9</b>	<b>21</b>

## Question 5 – War and Peace

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> <li>Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>The information is presented in a coherent manner.</li> <li>Information is communicated effectively using accurate terminology.</li> </ul>		
Analysis and Evaluation	<ul style="list-style-type: none"> <li>Analysis of issues and viewpoints is shown.</li> <li>Evaluation is balanced and informed.</li> </ul>		
		<b>KU</b>	<b>AE</b>
<p><b>(a) What is pacifism?</b></p> <ul style="list-style-type: none"> <li>Opposed to war.</li> <li>Believes that conflict and war can be solved by non-violent means.</li> <li>Refusal to participate in military action.</li> </ul> <p><b>Christian Pacifist/Conscientious Objector</b></p> <ul style="list-style-type: none"> <li>Teaching of Jesus – non-violence, justice – only way to true peace.</li> <li>“Turn the other cheek”.</li> <li>Conscience guided by God – God would never allow war.</li> </ul> <p><b>Humanist/Pragmatic</b></p> <ul style="list-style-type: none"> <li>One life – use it to the full.</li> <li>Protect future generations.</li> <li>Violence breeds violence.</li> <li>Generally against war – but may choose to fight if the threat is greater than not fighting, eg WW II.</li> </ul>		<b>2</b>	
<p><b>(b) What does the UN Charter say about War?</b></p> <ul style="list-style-type: none"> <li>To save future generations from war.</li> <li>Reaffirm fundamental Human Rights.</li> <li>Establish conditions under which justice and respect can be maintained.</li> <li>Practice tolerance and live in peace.</li> <li>Maintain international peace.</li> </ul>		<b>3</b>	
<p><b>(c) Describe the arguments in favour of pacifism from a viewpoint independent of religion.</b></p> <ul style="list-style-type: none"> <li>Humans only have 1 life – make the best of this life.</li> <li>Life is special and should be nurtured.</li> <li>Believe it is up to humans to decide what is right and what is wrong.</li> <li>Generally anti-war – we do not have the right to inflict suffering on others.</li> <li>Golden Rule.</li> <li>Some may, however, agree to fight because the threat is too great to ignore but as innocent people will lose their lives this raises a moral question.</li> <li>The result of not fighting might be worse than fighting.</li> </ul>		<b>4</b>	

	KU	AE
<p>(d) <b>Why might religious people disagree about whether it is morally right to go to war?</b></p> <p><b>Some may believe</b></p> <ul style="list-style-type: none"> <li>• That it is their moral duty to defend nation.</li> <li>• Just War.</li> <li>• Duty to defend certain beliefs and values, eg justice, freedom and religion.</li> <li>• Lesser of two evils.</li> <li>• Use of Biblical material – Romans 13:5.</li> <li>• Biblical material encouraging preparation for war.</li> <li>• Non-action could do more damage.</li> </ul> <p><b>On the other hand</b></p> <ul style="list-style-type: none"> <li>• Jesus taught that violence is wrong.</li> <li>• War causes fear which is morally unacceptable.</li> <li>• “Sermon on the Mount” – Blessed are the Peace Makers.</li> <li>• Ahimsa – non harmfulness.</li> </ul>		<b>6</b>
<p>(e) <b><i>“Pacifism is no longer a realistic stance.”</i></b></p> <p><b>Discuss the religious and moral implications of this statement.</b></p> <ul style="list-style-type: none"> <li>• Candidates may obtain a max of four marks for describing non-conventional weaponry.</li> </ul> <p><b>In favour of the statement</b></p> <ul style="list-style-type: none"> <li>• Nations have a duty to defend themselves.</li> <li>• Raises moral implications when you have to watch innocent people suffering and dying due to oppression.</li> <li>• To sit back and let whole communities be destroyed by chemical or biological weapons is a crime against humanity.</li> <li>• Situation Ethics – violence may have to be used if it results in the greater good in the long run.</li> </ul> <p><b>Against the statement</b></p> <ul style="list-style-type: none"> <li>• Pacifists believe that non-violence is the true way to justice, freedom and equality.</li> <li>• Violence only breeds more violence.</li> <li>• Pacifism is a complex process involving negotiation, the promoting of peace and peace-making.</li> <li>• Plenty of evidence of successful pacifist action.</li> <li>• The effect of non-conventional weapons is too great to contemplate – loss of life of combatants and non-combatants – environmental damage – economic problems. Use of these weapons should not be conscientised.</li> </ul>	<b>2</b>	<b>13</b>
<b>Total</b>	<b>11</b>	<b>19</b>

## Section 2: Christianity: Belief and Science

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

<i>Assessment objective</i>	<i>Generic Requirements</i>		
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>		
Analysis and Evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence etc is shown and/or</li> <li>• Evaluation is balanced and informed.</li> </ul>		
		<b>KU</b>	<b>AE</b>
<p><b>(a) What evidence is used to support the Big Bang Theory?</b></p> <p>Allow max of 2 marks for describing Big Bang if the description relates to evidence.</p> <ul style="list-style-type: none"> <li>• Heat.</li> <li>• Redshift of galaxies.</li> <li>• Microwave background radiation.</li> <li>• Primordial elements.</li> <li>• Spread and distribution of galaxies.</li> <li>• Inflation.</li> </ul>		<b>4</b>	
<p><b>(b) Describe two ways in which Christians might understand the creation stories in Genesis.</b></p> <ul style="list-style-type: none"> <li>• Christian understanding of God's role in creation</li> <li>• Literal.</li> <li>• Part literal/part myth.</li> <li>• Myth.</li> <li>• Candidates may give examples of understandings.</li> </ul>		<b>4</b>	
<p><b>(c) Describe the key features of the cosmological argument.</b></p> <ul style="list-style-type: none"> <li>• Aquinas proposed it.</li> <li>• Everything has a cause.</li> <li>• Nothing exists by itself.</li> <li>• Can't have an infinite regression of causes.</li> <li>• Must be a first cause.</li> <li>• Must be an uncaused cause.</li> <li>• Uncaused cause is God.</li> <li>• Or any alternative to Aquinas, eg Kalam argument.</li> </ul>		<b>4</b>	
<p><b>(d) In what ways is the Big Bang Theory compatible with the cosmological argument?</b></p> <ul style="list-style-type: none"> <li>• Big Bang suggests a beginning.</li> <li>• No pre-existing matter.</li> <li>• Something cannot come out of nothing.</li> <li>• Something had to cause Big Bang.</li> <li>• Cause was God.</li> </ul>			<b>4</b>

	<b>KU</b>	<b>AE</b>
<p><b>(e) What reasons do some Christians have for rejecting the Big Bang Theory?</b></p> <ul style="list-style-type: none"> <li>• Not in the Bible.</li> <li>• Bible version is true, science is wrong.</li> <li>• Big Bang has limitations.</li> <li>• There are other theories.</li> <li>• Denies that God is creator.</li> <li>• Denies that God is the designer.</li> <li>• Removes God from the process of creation.</li> <li>• Removes purpose from creation.</li> </ul>	<b>4</b>	
<p><b>(f) Why might some Christians consider the scientific method to be limited?</b></p> <p>Allow up to 2 marks for description of scientific method in relation to its limitations.</p> <ul style="list-style-type: none"> <li>• Only asks how questions, not why questions.</li> <li>• Can only deal with the empirical.</li> <li>• Guesswork plays a part in scientific method.</li> <li>• Scientists disagree.</li> <li>• Science has been wrong in the past.</li> <li>• Paradigms change.</li> </ul>		<b>5</b>
<p><b>(g) Why might some scientists reject revelation?</b></p> <p>Allow up to 2 marks for description of revelation in relation to its limitations.</p> <ul style="list-style-type: none"> <li>• Based on faith.</li> <li>• Not factual.</li> <li>• Contradictory.</li> <li>• Not based on empirical observation.</li> <li>• Range of interpretations.</li> <li>• Matter of opinion.</li> </ul>		<b>5</b>

	<b>KU</b>	<b>AE</b>
<p><b>(h) “Evolutionary theory has removed the need for a designer of the universe.”</b></p> <p><b>How successfully do Christians respond to this challenge?</b></p> <p><b>KU – description of evolutionary theory/concept of God as designer</b></p> <ul style="list-style-type: none"> <li>• Random mutation.</li> <li>• Element of chance.</li> <li>• Natural selection.</li> <li>• Synthesis of genetics and natural selection.</li>   <li>• Universe is complex.</li> <li>• Too complex to be chance.</li> <li>• Complexity requires a designer.</li> <li>• Paley’s analogy.</li> </ul> <p><b>AE – assessment of success of defence. Candidates are expected to identify a number of Christian responses, explain them and assess their success in responding to the challenge which will effectively be a discussion of the strengths and weaknesses of their arguments against evolution.</b></p> <ul style="list-style-type: none"> <li>• Creationist response – strengths and weaknesses.</li> <li>• Conservative response – strengths and weaknesses.</li> <li>• Intelligent Design – strengths and weaknesses.</li> <li>• Evolutionary Theism – strengths and weaknesses.</li> <li>• Anthropic Principle in its various forms.</li> </ul>	<b>4</b>	<b>6</b>
<b>Total</b>	<b>20</b>	<b>20</b>

[END OF MARKING INSTRUCTIONS]