



# **2010 Religious, Moral and Philosophical Studies**

## **Higher – Paper 1**

### **Finalised Marking Instructions**

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## GENDER ISSUES

### Specific Marking Information

*Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark  
Analysis and Evaluation – Approximately 50% of mark*

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

1. No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.
2. The bullet points under the heading of “examples of area covered” is a general guide as to the area that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

| Assessment objective        | Generic requirements   |
|-----------------------------|--|
| 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>   |

| Question No. | Question:  | Approx Marks weightings:<br>50% KU - 50% AE |  |
|--------------|--|---|--|
| a)           | <p><b>What is religious morality based upon?</b><br/> <i>Marking Instructions: No marks for simply writing a list. Each basis of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Sacred writings</li> <li>• Faith</li> <li>• Tradition</li> <li>• Reason</li> <li>• Religious experience</li> <li>• Examples from each of these will be given credit</li> </ul> | <b>4</b>                                    |  |
| b)           | <p><b>Describe Utilitarian ethics.</b><br/> <i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Consequentialist</li> <li>• Bentham and Mill developed key ideas</li> <li>• Based on idea of greatest happiness for greatest number</li> <li>• Act Utilitarianism</li> <li>• Rule Utilitarianism</li> </ul>  | <b>3</b>                                    |  |

|    |  |          |  |
|----|--|----------|--|
| c) | <p><b>Describe two gender issues affecting the UK today.</b></p> <p><i>Marking Instructions: Maximum of two marks for each issue. Where more than two issues are described the best two descriptions should be awarded marks.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• Equal opportunities: in education and employment for example</li> <li>• Media Stereotyping: male and female stereotyping in all forms of the media</li> <li>• The Family: roles of men and women at home</li> </ul>   | <b>4</b> |  |
| d) | <p><b>In the UK, what is meant by “equal opportunities”?</b></p> <p><i>Marking Instructions: No marks for simply writing a list. Each point should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Equal access to education and employment regardless of gender</li> <li>• No discrimination because of gender</li> <li>• Relates to disability and ethnicity</li> </ul>   | <b>2</b> |  |
| e) | <p><b>Explain two religious concerns about current gender issues in the UK.</b></p> <p><i>Marking Instructions</i><br/> <i>Maximum of three marks for each concern. Where more than two concerns are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded. Answers may vary depending on the religious perspective adopted.</i></p> <p><i>Examples of areas covered:</i></p> <p>Equal Opportunities</p> <ul style="list-style-type: none"> <li>• Concern that traditional roles are being undermined by equal opportunities</li> <li>• Concern that traditional roles may remain in spite of equal opportunities legislation</li> <li>• Created equal by God</li> <li>• Created with different roles by God</li> <li>• Concern that equality is not being promoted enough</li> </ul> <p>Stereotyping</p> <ul style="list-style-type: none"> <li>• Inaccurate thus leading to discrimination</li> <li>• Women perceived as sex objects</li> <li>• Men perceived as sexual predators</li> <li>• Concern that not enough is being done to stop stereotyping</li> </ul> |          |  |

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|--|--|--|----------|
|  | <p>Family</p> <ul style="list-style-type: none"><li>• Breakdown of the family because neither fulfil a family role</li><li>• Equal roles should be in the family</li><li>• Family is where divinely ordained roles should be enacted</li></ul> |  | <b>6</b> |
|--|--|--|----------|

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| f) | <p><b>Describe two international responses to issues affecting women in the developing world.</b></p> <p><i>Marking Instructions</i><br/> <i>Maximum of two marks for each response. Responses can be specific or general in which two headings of response type are used. Where more than two responses are described the best two should be awarded marks. The UN is used as an example below:</i></p> <p><i>Examples of areas covered:</i><br/> UN urged that governments tackle the following:</p> <ul style="list-style-type: none"> <li>• CEDAW</li> <li>• Beijing Platform for Action</li> <li>• The persistent and increasing burden of poverty on women</li> <li>• Inequalities and inadequacies in and unequal access to education and training</li> <li>• Inequalities and inadequacies in and unequal access to health care and related services</li> <li>• Violence against women</li> <li>• The effects of armed or other kinds of conflict on women, including those living under foreign occupation</li> <li>• Inequality in economic structures and policies, in all forms of productive activities and in access to resources</li> <li>• Inequality between men and women in the sharing of power and decision-making at all levels</li> <li>• Insufficient mechanisms at all levels to promote the advancement of women</li> <li>• Lack of respect for and inadequate promotion and protection of the human rights of women</li> <li>• Stereotyping of women and inequality in women’s access to and participation in all communication systems, especially in the media</li> <li>• Gender inequalities in the management of natural resources and in the safeguarding of the environment</li> </ul> | 4 |  |
|----|---|---|--|

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|----|--|----------|----------|
| g) | <p><b>“International responses to issues affecting women in the developing world can bring benefits.”</b><br/> <b>Do you agree with this statement?</b></p> <p><i>Marking Instructions</i><br/> <i>A wide variety of answers is possible to this question. Candidates are not expected to write six separate points but may do so if they wish. Ideally candidates will write two-three points with expansion. Responses to UN action is used as an example below.</i></p> <p><i>Examples of areas covered:</i><br/> <b>Agree</b></p> <ul style="list-style-type: none"> <li>• Many countries have policies to address issues noted above</li> <li>• People are aware of the issues raised above</li> <li>• Statistical evidence of improvement</li> <li>• Financial support to poor countries trying to implement policies of equality</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Compliance is patchy</li> <li>• Progress is slow</li> <li>• Corruption is rife</li> <li>• Traditional views still strong in some countries</li> <li>• Brought it out into the open, changed little because it still goes on.</li> </ul> |          | <b>6</b> |
| h) | <p><b>Describe the main features of Kantian ethics</b></p> <p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Involves human reason</li> <li>• Involves performing one’s duty</li> <li>• The Categorical Imperative</li> <li>• Respect for persons</li> </ul>  | <b>3</b> |          |

|    |   |  |          |
|----|---|--|----------|
| i) | <p><b>In what ways might Kantian ethics be applied to issues arising from the treatment of women in the developing world?</b></p> <p><i>Marking Instructions</i><br/> Candidates should not receive marks for KU used in question (h). Candidates are not expected to write eight separate points but may do so if they wish. Ideally candidates should make two or three points with expansion. Where new KU is introduced and used to make an AE point a mark should be awarded.</p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Respect for persons includes treating everyone equally - women in developing world should get equal access to education, health etc</li> <li>• Respect for life prohibits infanticide and acts of violence in Kantian ethics</li> <li>• Principles of equality and respect should be paramount not the consequences</li> <li>• Reasons dictates that full development of individuals would benefit society</li> <li>• Kant had an ambiguous approach to women which may have a negative impact on the intellectual status of women in the developing world</li> <li>• Kantian maxims would promote education of all women</li> <li>• Kantian maxims would protect women from the excesses of violence and sex</li> </ul> |  | <b>8</b> |
|----|---|--|----------|

## CRIME AND PUNISHMENT

### Specific Marking Information

*Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark  
Analysis and Evaluation – Approximately 50% of mark*

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

| <i>Assessment objective</i> | <i>Generic requirements</i>  |
|-----------------------------|--|
| Knowledge and understanding | <ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner</li> <li>• Information is communicated effectively using accurate terminology</li> </ul> |
| Analysis and evaluation     | <ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence etc is shown, and/or</li> <li>• Evaluation is balanced and informed.</li> </ul>   |

| <i>Question No.</i> | <i>Question:</i>  | <i>Approx Marks weightings:<br/>50% KU - 50%<br/>AE</i> |  |
|---------------------|---|---|--|
| a)                  | <p><b>What is religious morality based upon?</b><br/><i>Marking Instructions: No marks for simply writing a list. Each basis of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Sacred writings</li> <li>• Faith</li> <li>• Tradition</li> <li>• Reason</li> <li>• Religious experience</li> <li>• Examples from each of these will be given credit</li> </ul> | <b>4</b>  |  |
| b)                  | <p><b>Describe Utilitarian ethics.</b><br/><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Consequentialist</li> <li>• Bentham and Mill developed key ideas</li> <li>• Based on idea of greatest happiness for greatest number</li> <li>• Act Utilitarianism</li> <li>• Rule Utilitarianism</li> </ul>  | <b>3</b>  |  |

|    |   |          |  |
|----|---|----------|--|
| c) | <p><b>Describe two causes of crime</b><br/> <i>Marking Instructions: Maximum of two marks for each cause. Where more than two causes are described the best two descriptions should be awarded marks.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• Poverty: most crime committed in areas where there is poor housing and unemployment</li> <li>• Family: criminal families, poor parenting skills</li> <li>• Environment: deprived area which fosters low self esteem</li> <li>• Psychological: individuals may have a criminal disposition</li> </ul>   | <b>4</b> |  |
| d) | <p><b>What does reform aim to achieve?</b><br/> <i>Marking Instructions: No marks for simply writing a list. Each point should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Prisoner does not re-offend</li> <li>• Prisoner learns the error of his or her ways</li> <li>• Prisoner is supported during incarceration</li> <li>• Prisoner changes into a law abiding citizen</li> </ul>   | <b>2</b> |  |
| e) | <p><b>Explain two religious concerns about crime.</b><br/> <i>Marking Instructions</i><br/> <i>Maximum of three marks for each concern. Where more than two concerns are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded. Answers may vary depending on the religious perspective adopted.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Family is central to religious values eg respect for parents</li> <li>• Golden Rule: do unto others etc</li> <li>• Religious moral precepts eg 10 commandments,</li> <li>• Injustice/Inequality: a concern because we are all equal in God's eyes and some may be denied equality thus committing crime</li> <li>• Human rights: denial of human rights of perpetrator and victim</li> <li>• Respect for persons: crime may result from a lack of respect for self and others</li> <li>• Compassion: religions generally are on the side of the less fortunate - a concern because there is a calling to help</li> <li>• Breaking of commandments</li> </ul> | <b>6</b> |  |

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|----|---|----------|----------|
| f) | <p><b>Describe two methods of execution</b></p> <p><i>Marking Instructions</i><br/> <i>Maximum of two marks for each method. Where more than two methods are described the best two should be awarded marks.</i></p> <p><i>Examples of areas that may be covered:</i></p> <ul style="list-style-type: none"> <li>• Hanging: legs and arms bound together, rope around neck, snaps vertebrae.</li> <li>• Lethal Injection: strapped to gurney, three lines inserted, unconsciousness followed by paralysis and death</li> <li>• Firing Squad: varies, certain number of in squad, target on heart, sandbags behind prisoner, all aim for heart</li> <li>• Gassing: strapped to chair, cyanide crystals dropped, instructed to inhale to hasten death</li> <li>• Electrocution: strapped to chair, electrodes attached, bursts of electricity continued until death</li> </ul>  | <b>4</b> |          |
| g) | <p><b>“The death penalty can bring benefits to society.”</b><br/> <b>Do you agree with this statement?</b></p> <p><i>Marking Instructions</i><br/> <i>A wide variety of answers is possible to this question. Candidates are not expected to write six separate points but may do so if they wish. Ideally candidates will write two-three points with expansion. Responses to UN action is used as an example below</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Protection: public protected from criminals</li> <li>• Deterrence: puts others off committing serious crimes</li> <li>• Justice: justice is seen to be done</li> <li>• Financial: the convict is no longer a burden on society</li> <li>• Life for a life</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• No deterrence: people still commit serious crimes where it exists</li> <li>• Protection: public only protected from executed criminal, but other criminals exist</li> <li>• State sanctioned murder- state lowers itself to the level of the murderer.</li> <li>• Innocents executed</li> </ul> |          | <b>6</b> |

|    |  |          |          |
|----|--|----------|----------|
| h) | <p><b>Describe the main features of Kantian ethics</b></p> <p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <ul style="list-style-type: none"> <li>• Involves human reason</li> <li>• Involves performing one's duty</li> <li>• The Categorical Imperative</li> <li>• Respect for persons</li> </ul>   | <b>3</b> |          |
| i) | <p><b>In what ways might Kantian ethics be applied to issues arising from capital punishment?</b></p> <p><i>Marking Instructions</i></p> <p><i>Candidates should not receive marks for KU used in question (h). Candidates are not expected to write eight separate points but may do so if they wish. Ideally candidates should make two or three points with expansion. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Offender should be punished because he deserves it</li> <li>• Justice and righteous are basis of human value and dignity</li> <li>• Kant has universal view of morality, and murder is ultimate infringement so ... can't allow murderer to live</li> <li>• Justice must be seen to be done</li> <li>• Justice would cease to be justice if it were bartered away for any consideration whatsoever</li> <li>• Categorically obliged to apply law. Failure to punish with death penalty is like saying that murder is ok</li> </ul> |          | <b>8</b> |

## GLOBAL ISSUES

### Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark**  
**Analysis and Evaluation – Approximately 50% of mark**

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

| Assessment objective        | Generic requirements   |
|-----------------------------|--|
| 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>   |

| Question No. | Question:  | Approx Marks weightings:<br>50% KU - 50% AE |  |
|--------------|--|---|--|
| a)           | <p><b>What is religious morality based upon?</b><br/> <i>Marking Instructions: No marks for simply writing a list. Each basis of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Sacred writings</li> <li>• Faith</li> <li>• Tradition</li> <li>• Reason</li> <li>• Religious experience</li> <li>• Examples from each of these will be given credit</li> </ul> | <b>4</b>                                    |  |
| b)           | <p><b>Describe Utilitarian ethics.</b><br/> <i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Consequentialist</li> <li>• Bentham and Mill developed key ideas</li> <li>• Based on idea of greatest happiness for greatest number</li> <li>• Act Utilitarianism</li> <li>• Rule Utilitarianism</li> </ul>  | <b>3</b>                                    |  |

|    |  |   |  |
|----|--|---|--|
| c) | <p><b>Describe two causes of poverty.</b><br/> <i>Marking Instructions: Maximum of two marks for each cause. Where more than two causes are described the best two descriptions should be awarded marks.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• Poor resources</li> <li>• Corruption</li> <li>• War</li> <li>• Trading inequalities</li> <li>• Poor education</li> <li>• Poor health</li> </ul>  | 4 |  |
| d) | <p><b>In what ways can the poor in the developing world be supported?</b><br/> <i>Marking Instructions: No marks for simply writing a list. Each point should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Fair trade</li> <li>• Education</li> <li>• Equal distribution of resources</li> <li>• Democracy</li> <li>• Military aid to support unstable governments</li> <li>• Cancellation of debt</li> </ul>  | 2 |  |
| e) | <p><b>Explain two religious concerns about poverty.</b><br/> <i>Marking Instructions</i><br/> <i>Maximum of three marks for each concern. Where more than two concerns are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded. Answers may vary depending on the religious perspective adopted.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Duty of care to the less fortunate</li> <li>• Abuse of power by corrupt leaders</li> <li>• Unfair trading arrangements between developed and developing nations</li> <li>• Against God's will</li> <li>• Poor stewardship of God-given resources</li> <li>• Complacency of developed world in dealing with poverty</li> </ul> | 6 |  |

|    |  |   |  |
|----|--|---|--|
| f) | <p><b>Give two examples of international responses to global warming</b></p> <p><i>Marking Instructions</i><br/> <i>Maximum of two marks for each response. Where more than two responses are described the best two should be awarded marks.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Agreements on conventions relating to various emissions</li> <li>• International summits of world leaders</li> <li>• Target setting for reductions in various emissions</li> <li>• Aware raising in home nations</li> <li>• Action in home nations</li> <li>• “Crying foul” when conventions are broken especially by major powers.</li> </ul>   | 4 |  |
| g) | <p><b>“International responses to global warming can bring benefits to the world.”</b></p> <p><b>Do you agree with this statement?</b></p> <p><i>Marking Instructions</i><br/> <i>A wide variety of answers is possible to this question. Candidates are not expected to write six separate points but may do so if they wish. Ideally candidates will write two-three points with expansion. Responses to UN action is used as an example below</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Efforts being made to reduce the problem</li> <li>• Unprecedented awareness of the issue</li> <li>• Greater sense of urgency to deal with the crisis</li> <li>• The public are prepared to make sacrifices to save the planet</li> <li>• Major investment into global warming initiatives</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Progress is slow</li> <li>• Major players reluctant to participate</li> <li>• Cost puts major industries off</li> <li>• Fossil fuel demand and consumption is as high as ever</li> </ul> | 6 |  |
| h) | <p><b>Describe the main features of Kantian ethics</b></p> <p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <ul style="list-style-type: none"> <li>• Involves human reason</li> <li>• Involves performing one’s duty</li> <li>• The Categorical Imperative</li> <li>• Respect for persons</li> </ul>   | 3 |  |

|    |   |  |          |
|----|---|--|----------|
| i) | <p><b>In what ways might Kantian ethics be applied to issues arising from global warming?</b></p> <p><i>Marking Instructions</i><br/> Candidates should not receive marks for KU used in question (h). Candidates are not expected to write eight separate points but may do so if they wish. Ideally candidates should make two or three points with expansion. Where new KU is introduced and used to make an AE point a mark should be awarded.</p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Kant himself did not have a positive view of the environment- only rational beings are considered of moral worth</li> <li>• Natural world's duty is to serve human beings thus global warming is not an issue</li> <li>• Without humans the natural world has no purpose</li> <li>• Kant did not have the awareness we have of the environment</li> <li>• Kant believed in the beauty of nature - could be expanded to include its intricacy for which we have a responsibility to maintain</li> <li>• Kantian ethics speaks of the intrinsic value of things, we now know the intrinsic value of the environment thus have a duty to protect it</li> <li>• Causes of global warming may involve using people as a means to an end eg industrial pollution caused by consumerism</li> <li>• Means to an end principle could be applied to global warming</li> <li>• As moral beings we have duties, perhaps one of these is to care for the environment</li> <li>• Maxims- reason tell us that exploitation of the environment for this generation cannot be right if other generations are to suffer</li> </ul> |  | <b>8</b> |
|----|---|--|----------|

## MEDICAL ETHICS

### Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark  
Analysis and Evaluation – Approximately 50% of mark**

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

| <i>Assessment objective</i> | <i>Generic requirements</i>  |
|-----------------------------|--|
| Knowledge and understanding | <ul style="list-style-type: none"> <li>● Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>● The information is presented in a coherent manner</li> <li>● Information is communicated effectively using accurate terminology</li> </ul> |
| Analysis and evaluation     | <ul style="list-style-type: none"> <li>● Analysis of concepts, processes, evidence etc is shown, and/or</li> <li>● Evaluation is balanced and informed.</li> </ul>   |

| <i>Question No.</i> | <i>Question:</i>  | <i>Approx Marks weightings:<br/>50% KU - 50% AE</i> |  |
|---------------------|---|---|--|
| a)                  | <p><b>What is religious morality based upon?</b><br/><i>Marking Instructions: No marks for simply writing a list. Each basis of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>● Sacred writings</li> <li>● Faith</li> <li>● Tradition</li> <li>● Reason</li> <li>● Religious experience</li> <li>● Examples from each of these will be given credit</li> </ul> | <b>4</b>  |  |
| b)                  | <p><b>Describe Utilitarian ethics.</b><br/><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>● Consequentialist</li> <li>● Bentham and Mill developed key ideas</li> <li>● Based on idea of greatest happiness for greatest number</li> <li>● Act Utilitarianism</li> <li>● Rule Utilitarianism</li> </ul>  | <b>3</b>  |  |

|    |   |          |          |
|----|---|----------|----------|
| c) | <p><b>Describe two uses of embryos.</b><br/> <i>Marking Instructions: Maximum of two marks for each use. Where more than two uses are described the best two descriptions should be awarded marks.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• IVF</li> <li>• Research</li> <li>• Pre-implantation genetic diagnosis</li> <li>• Pre-implantation genetic selection</li> <li>• Saviour siblings</li> </ul>  | <b>4</b> |          |
| d) | <p><b>In what ways does UK law regulate the use of embryos?</b><br/> <i>Marking Instructions: No marks for simply writing a list. Each point should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Regulations about storage</li> <li>• Licensing of clinics</li> <li>• Applications for embryo research</li> <li>• Monitoring of clinics</li> <li>• Statutory body to oversee use of embryos</li> </ul>  | <b>2</b> |          |
| e) | <p><b>Explain two religious concerns about the use of embryos.</b><br/> <i>Marking Instructions</i><br/> <i>Maximum of three marks for each concern. Where more than two concerns are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded. Answers may vary depending on the religious perspective adopted.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Beginning of life</li> <li>• Rights of the embryo</li> <li>• Personhood of embryo</li> <li>• Spiritual status</li> <li>• Breaks natural law</li> <li>• Slippery slope towards eugenics</li> <li>• The purpose of their use</li> <li>• Interference with God's will</li> </ul> |          | <b>6</b> |

|    |  |   |   |
|----|--|---|---|
| f) | <p><b>Describe two situations in which non-voluntary euthanasia might be considered.</b></p> <p><i>Marking Instructions</i><br/> <i>Maximum of two marks for each situation. Where more than two situations are described the best two should be awarded marks.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Patient in a coma and unable to choose</li> <li>• Medical staff unable to consult with patient or relatives</li> <li>• Patient in extreme suffering- use of double effect</li> <li>• Cost effectiveness</li> </ul>   | 4 |   |
| g) | <p><b>“Non-voluntary euthanasia can bring benefits to society.”</b><br/> <b>Do you agree with this statement?</b></p> <p><i>Marking Instructions</i><br/> <i>A wide variety of answers is possible to this question. Candidates are not expected to write six separate points but may do so if they wish. Ideally candidates will write two-three points with expansion. Responses to UN action is used as an example below</i></p> <p><i>Examples of areas covered:</i></p> <p>Agree</p> <ul style="list-style-type: none"> <li>• Reduces suffering</li> <li>• Better use of resources</li> <li>• Saves money</li> <li>• Reduces burden on families</li> <li>• Allows death with dignity</li> </ul> <p>Disagree</p> <ul style="list-style-type: none"> <li>• Human rights issues for patients and medical staff</li> <li>• Legal issues</li> <li>• Places a financial value on life</li> <li>• Opportunity for abuse</li> <li>• Against God’s will/command</li> </ul> |   | 6 |
| h) | <p><b>Describe the main features of Kantian ethics</b></p> <p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <ul style="list-style-type: none"> <li>• Involves human reason</li> <li>• Involves performing one’s duty</li> <li>• The Categorical Imperative</li> <li>• Respect for persons</li> </ul>   | 3 |   |

|    |   |  |   |
|----|---|--|---|
| i) | <p><b>In what ways might Kantian ethics be applied to issues arising from euthanasia?</b></p> <p><i>Marking Instructions</i><br/> <i>Candidates should not receive marks for KU used in question (h). Candidates are not expected to write eight separate points but may do so if they wish. Ideally candidates should make two or three points with expansion. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• If sanctity of life is a universal maxim then destroying life is wrong</li> <li>• Kantian ethics teaches respect for the person, euthanasia shows disrespect because it is taken away</li> <li>• If one terminally ill person could be euthanized then all borderline life is under threat</li> <li>• Respect for life is important in Kantian ethics so if dying individuals are treated as a burden, respect for life is diminished</li> <li>• Euthanasia could be used as treating people as a means to an end eg removal of burden, reduction of cost</li> <li>• If it is right to euthanize one person then it should be euthanize all- reason dictates that this is clearly a rule that cannot be universalized</li> <li>• Kantian ethics teaches respect for persons- dying person in a coma is no longer a sentient being, therefore can be put to sleep</li> <li>• Kantian ethics has no interest in consequences – therefore possible drawbacks of euthanasia are irrelevant</li> </ul> |  | 8 |
|----|---|--|---|

## WAR AND PEACE

### Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark  
Analysis and Evaluation – Approximately 50% of mark**

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

| Assessment objective        | Generic requirements   |
|-----------------------------|--|
| 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>   |

| Question No. | Question:  | Approx Marks weightings:<br>50% KU - 50% AE |  |
|--------------|--|---|--|
| a)           | <p><b>What is religious morality based upon?</b><br/><i>Marking Instructions: No marks for simply writing a list. Each basis of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Sacred writings</li> <li>• Faith</li> <li>• Tradition</li> <li>• Reason</li> <li>• Religious experience</li> </ul> <p>Examples from each of these will be given credit</p>    | <b>4</b>                                    |  |
| b)           | <p><b>Describe Utilitarian ethics.</b><br/><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Consequentialist</li> <li>• Bentham and Mill developed key ideas</li> <li>• Based on idea of greatest happiness for greatest number</li> <li>• Act Utilitarianism</li> <li>• Rule Utilitarianism</li> </ul> | <b>3</b>                                    |  |

|    |   |   |  |
|----|---|---|--|
| c) | <p><b>Describe two reasons for declaring war</b><br/> <i>Marking Instructions: Maximum of two marks for each reason. Where more than two reasons are described the best two descriptions should be awarded marks.</i></p> <p><i>Examples of areas covered</i></p> <ul style="list-style-type: none"> <li>• Self Defence: defend your country in the event of an attack</li> <li>• Territory: defend/attack territory which has resource or security interests</li> <li>• Imperial: attack country to expand empire</li> <li>• Pre-emptive strike: attack before they attack you</li> <li>• Failed diplomacy: non violent means of resolving the dispute fail</li> </ul>   | 4 |  |
| d) | <p><b>In what ways might an individual be a pacifist?</b><br/> <i>Marking Instructions: No marks for simply writing a list. Each point should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• May be absolutist and have nothing to do with war</li> <li>• May be alternativist and refuse to fight but perform other activities eg help in kitchens or medical wings</li> <li>• May give definitions of different extent of pacifist beliefs eg principle, pragmatic, selective</li> <li>• May participate in demonstrations, marches, sign petitions etc</li> </ul>  | 2 |  |
| e) | <p><b>Explain two religious concerns about the reasons for declaring war.</b><br/> <i>Marking Instructions</i><br/> <i>Maximum of three marks for each concern. Where more than two concerns are analysed the best two analyses should be awarded marks. Candidates should not receive marks for KU used in question (c). Where new KU is introduced and used to make an AE point a mark should be awarded. Answers may vary depending on the religious perspective adopted.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Against some religious teachings in sacred books</li> <li>• Failure to find peaceful resolution to the problem</li> <li>• War always leads to death and destruction no matter what the reason</li> <li>• Greed underlies most of the reasons</li> <li>• Power underlies most of the reasons</li> <li>• War always leads to death and life is sacred/special. No reason can justify the taking of life because of this.</li> <li>• Goes against religious teachings eg ‘Turn the other cheek’</li> <li>• Goes against the example of religious leaders eg pacifist strategies of Gandhi and Martin Luther King</li> <li>• Doesn’t fulfil our responsibility to look after the world</li> <li>• For some religions killing could be hurting part of God (Quakers)</li> <li>• Taking life could be seen as playing God</li> </ul> | 6 |  |

|    |   |   |  |
|----|---|---|--|
| f) | <p><b>Give two examples of the damage nuclear weapons can cause.</b></p> <p><i>Marking Instructions</i><br/> <i>Maximum of two marks for each example. Where more than two situations are described the best two should be awarded marks.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Human cost: instant death for those at the centre, maiming of those further away</li> <li>• Infrastructure: utilities destroyed</li> <li>• Environment: flora and fauna destroyed, land polluted</li> <li>• Huge loss of life:</li> <li>• Immediate deaths and future ones due to radiation</li> <li>• Environmental damage:</li> <li>• Damage the ozone layer. This would damage crops and increase skin cancer cases.</li> <li>• Nuclear winter would lead to drops in temperature. This would destroy crops leading to widespread starvation.</li> <li>• Electromagnetic Pulse (EMP) would knock out all communication systems (TVs, radios, computers, telephones, power grids)</li> </ul>  | 4 |  |
| g) | <p><b>“Nuclear weapons can bring benefits to the world”</b><br/> <b>Do you agree with this statement?</b></p> <p><i>Marking Instructions</i><br/> <i>A wide variety of answers is possible to this question. Candidates are not expected to write six separate points but may do so if they wish. Ideally candidates will write two-three points with expansion. Responses to UN action is used as an example below</i></p> <p><i>Examples of areas covered:</i></p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Effective deterrent. Enemies are less likely to attack if you possess them</li> <li>• Cost effective. Less manpower is required so it reduces cost of employing lots of service personnel</li> <li>• Fewer losses of servicemen. More lives would be lost fighting a conventional ground war than launching nuclear weapons from a distance</li> <li>• Unstable world. More countries are starting to develop them. Need the capacity to act against unpredictable situations in the world’s trouble spots</li> <li>• No more morally questionable than other weapons. Killing is killing. Nuclear weapons would end war quickly, avoiding more suffering</li> <li>• They cannot be un-invented. Making sure others don’t use them to destroy or blackmail people is more likely if you possess them</li> </ul> |   |  |

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|    | <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• The use or threatened use of nuclear weapons, which could destroy everyone creates a great deal of fear which is morally wrong.</li> <li>• The more countries with nuclear capabilities the greater the danger of nuclear war breaking out.</li> <li>• Danger of accidental nuclear explosions.</li> <li>• Increased possibility of environmental pollution from nuclear manufacturing plants.</li> <li>• Nuclear weapons are very expensive. The money spent on them could be better spent in dealing with all the human and social problems of the world.</li> <li>• They don't work as a deterrent. The threat of violent retaliation usually makes the enemy more determined to win.</li> </ul>  |  | 6 |
| h) | <p><b>Describe two features of Kantian ethics</b></p> <p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <ul style="list-style-type: none"> <li>• Involves human reason</li> <li>• Involves performing one's duty</li> <li>• The Categorical Imperative</li> <li>• Respect for persons</li> </ul>  |  | 3 |
| i) | <p><b>In what ways might Kantian ethics be applied to issues arising from modern armaments?</b></p> <p><i>Marking Instructions</i></p> <p><i>Candidates should not receive marks for KU used in question (h). Candidates are not expected to write eight separate points but may do so if they wish. Ideally candidates should make two or three points with expansion. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• War has a human cost- treating people as a means to an end</li> <li>• Kant wanted a perfect society- death and destruction caused by modern armaments is not a part of that society</li> <li>• Reason tells us that WMD should be avoided</li> <li>• Destruction of war- reason tells us that we should avoid that</li> <li>• Not possible to universalise all the reasons for going to war</li> <li>• Can permission to kill be universalised?</li> <li>• Universal law- is war always wrong? No, so wars must be right</li> <li>• Duty is to protect life</li> </ul> |  |   |

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|  | <ul style="list-style-type: none"> <li>• Duty is to preserve freedom and democracy so war is acceptable</li> <li>• Can we have peace and happiness whilst others do not- duty to fight for this for all people</li> <li>• Is 'do not murder' a universal law? This would using weapons is always wrong (categorical imperative)</li> <li>• Modern armaments involve the death of the innocent therefore it is to be avoided</li> <li>• War is wrong because it punishes without justification.</li> <li>• You could argue your duty is to protect the freedom and values of your society. You may need to use weapons for this to be protected</li> <li>• Reason would tell us people should live in a country where people have their human rights upheld. We have a moral duty to fight against dictators who abuse people's human rights</li> <li>• Kant wanted a perfect society. Sometimes you have to fight for peace in the long-term eg WWII</li> <li>• If you do not stop an aggressor it may lead to more problems in the long-term. They could invade weaker nations. Reason and duty would tell you to intervene to stop such exploitation</li> <li>• Highest good (summum bonnum). You may have peace and happiness but are you worthy of this if others are denied it and you have the ability to do something? We ought to fight for them</li> <li>• Kant said instinct should be ignored over duty – what you ought to do. We may want to be pacifist, knowing the devastating effects of weapons, but it may be our duty to defend our country or our allies</li> </ul> |  | 8 |
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## BELIEF AND SCIENCE

### Specific Marking Information

***Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark***

***Analysis and Evaluation – Approximately 50% of mark***

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

| <i>Assessment objective</i> | <i>Generic requirements</i>  |
|-----------------------------|--|
| Knowledge and understanding | <ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner</li> <li>• Information is communicated effectively using accurate terminology</li> </ul> |
| Analysis and evaluation     | <ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence etc is shown, and/or</li> <li>• Evaluation is balanced and informed.</li> </ul>   |

| <i>Question No.</i> | <i>Question:</i>  | <i>Approx Marks weightings:<br/>50% KU - 50% AE</i> |  |
|---------------------|---|---|--|
| a)                  | <p><b>Describe how scientific method gives us knowledge about the nature of reality.</b></p> <p><i>Marking Instructions</i><br/>To gain a mark there must be an explanation of any terms used. No marks for a list.</p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Follows a four stage process of .... Observation, Hypothesis, Experiment, Verification</li> <li>• A process to study the natural world and much of what it contains, in a systematic way</li> <li>• It is based on evidence and experiment</li> <li>• It focuses on the desire to challenge and evaluate all truth claims</li> <li>• It presupposes that the world is intelligible and orderly</li> <li>• It aims to put nature to the test</li> <li>• It uses the processes of induction, deduction and verification</li> <li>• Provides data which can be independently tested by other scientists</li> <li>• Provides evidence/information of a provisional nature which is subject to change in the light of new evidence/ discoveries</li> </ul> | <b>4</b>  |  |

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| b) | <p><b>Describe what is meant by revelation in the Christian tradition.</b></p> <p><i>Marking Instructions</i><br/> <i>To gain a mark there must be an explanation of any terms used. No marks for a list.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• It is God’s way of communicating with us</li> <li>• Supernatural act of self-communication</li> <li>• It contains the truth ... it reveals the purpose of creation</li> <li>• Revelation through Scripture (the word of God) .....<br/> Special Revelation (Revelatio Verbalis) .... rooted in God’s plan to redeem us ... is addressed to man as a sinner and can be understood by faith</li> <li>• Revelation through Nature (the works of God) .....<br/> General Revelation (Revelatio Realis) .... rooted in creation and addressed to human reason</li> <li>• Through revelation God reveals what is hidden or partially hidden</li> <li>• It is infallible because it cannot be proven false by scientific means</li> <li>• The supreme revelation of God is through Christ</li> <li>• Theology (the study of God) would be impossible without a self-revelation of God</li> <li>• God takes the initiative in revealing something of himself to us</li> </ul> | 4 |  |
| c) | <p><b>“Scientific method is no more reliable than revelation”<br/> How far would Christians agree with this statement?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (a) and (b). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• The sense of meaning, value and purpose in human life is provided by religion and is often related to the concept of God or other spiritual aspects so religion is necessary to do this</li> <li>• We also need a set of moral values/principles to live by ... science cannot give us this as it is not in this ‘business’</li> <li>• Issues which are beyond the scope of science eg beliefs about good and evil, existential questions, the question of God .... are not scientific</li> </ul>  |   |  |

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|    | <ul style="list-style-type: none"> <li>• Religion is concerned with aspects of reality which aim to relate to why things are as they are eg the significance of human consciousness, transcendence, the intelligibility of the world etc</li> <li>• Religion operates at the personal, individual, subjective level and not with the universal ... as science does ... therefore it is much more meaningful</li> <li>• If you add religious beliefs and values to scientific ideas you can get a much more complete picture than just science on its own</li> <li>• Scientific bias not always objective</li> <li>• Falsifiability - scientific statements are tentative</li> </ul>  |  | 6 |
| d) | <p><b>In what ways does the cosmological argument answer the questions about the origins of the universe?</b></p> <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• The universe itself is the most vital piece of evidence for the existence of God. If God does not exist the world as we know it cannot be explained</li> <li>• 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</li> <li>• Everything has a cause. There cannot be an infinite number of causes therefore there must be an ‘uncaused cause’ – God is the First Cause</li> <li>• Nothing can come from nothing. Something only comes into existence as a result of something that already exists. There must be some ‘necessary being’ that exists of itself – God.</li> <li>• If you then consider the universe, you can follow the same logical argument until you get to a stage of the First Cause of the universe as well</li> <li>• This First Cause of the universe has not been caused by anything else so must be the ultimate First Cause. This is what we mean by God.</li> </ul> |  | 4 |

|    |  |  |   |
|----|--|--|---|
| e) | <p><b>Explain two criticisms of the cosmological argument.</b><br/> <i>Marking Instructions: Maximum of two marks for each criticism. Where more than two criticisms are described the best two criticisms should be awarded marks.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• There does not have to be a First/final Cause to the universe – it might have come into existence spontaneously with no actual/first cause</li> <li>• The First Cause of the universe may not be God ... it may be a natural event</li> <li>• If everything has a cause, then God must be caused by something, you cannot just stop at any point in the chain and randomly call this God</li> <li>• Just because individual things within the universe have causes, it does not mean that the world/universe itself has a cause</li> <li>• Just because every human being has a mother it does not follow that the universe has a mother</li> <li>• This is too simplistic an argument ... God is far greater than we can ever explain with our finite logic.</li> <li>• Hume’s criticisms</li> <li>• Kant’s criticisms</li> </ul> |  | 4 |
| f) | <p><b>In what ways do Christians describe the origin of human life?</b><br/> <i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• God created the world over a period of time .... Timescale varies between Genesis 1 and 2 ... human beings were created as the final part/climax of creation over 6 days</li> <li>• In Genesis 1, human beings are created last after all plant and animal life</li> <li>• In Genesis 1, male and female are created together</li> <li>• In Genesis 2, the humans are created first and other life forms follow. The man is created first and the woman is created from the man’s rib</li> <li>• In Genesis 2, God took some soil from the ground and breathed life into the man who became a living being</li> <li>• Origin of life is as per evolutionary theory</li> </ul>  |  | 4 |

|    |  |   |  |
|----|--|---|--|
| g) | <p><b>Describe how science explains the origins of human life.</b><br/> <i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> <li>• Life began with simple single-celled creatures</li> <li>• By chance they mutated and developed into more complex life forms</li> <li>• Species develop and adapt to their environment</li> <li>• Life has developed over many millions of years</li> <li>• All forms of life originate from the same beginnings so life has a common source</li> <li>• Extinction and hereditary</li> <li>• Survival of the fittest</li> <li>• Natural selection</li> </ul>   | 4 |  |
| h) | <p><b>“God is the best explanation for the origin of human life.”<br/> To what extent can this claim be justified?</b><br/> <i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in question (f) and (g). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Examples of areas covered:</i></p> <p>Unjustified</p> <ul style="list-style-type: none"> <li>• Evolution theory is convincing</li> <li>• Evolution provides good evidence to support this whereas there is no comparable evidence for the existence of God</li> <li>• Science gives us a much better understanding as it is based on facts, evidence, observations and not just on belief or speculation about God as creator</li> <li>• Evolution theory suggests a spontaneous ‘explosion’ based on natural laws so there is no need to suggest any other ... unnecessary ... power like God to explain it</li> <li>• The idea of God was only necessary when we did not know enough about how the universe came into existence – before the development of other theories</li> <li>• It is foolish to believe in a God whose existence cannot be proved</li> <li>• Complexity can be explained naturally</li> <li>• At best all that can be said is that it was designed, can’t say that it was the Christian God</li> </ul> |   |  |

|  |   |  |                  |
|--|---|--|------------------|
|  | <p>Justified</p> <ul style="list-style-type: none"> <li>• Fine tuning- has to be some kind of creative power behind universe ie God</li> <li>• The universe needs some kind of final explanation – it is too complex to simply be the result of chance</li> <li>• The presence of conscious, intelligent life in the universe suggests that there is a conscious ‘mind’ behind it all</li> <li>• God gives it meaning and purpose</li> <li>• It seems reasonable to believe that the Universe must have some kind of explanation or reasons for its existence even though this cannot be proved</li> <li>• God is worshipped as creator by people of all religions.</li> <li>• There are many things in life that people believe in which cannot be proved- scientifically or otherwise. If these are not seen as foolish, why pick out God as being any different?</li> <li>• People have freedom to believe what they want without proof</li> </ul> |  | <p><b>10</b></p> |
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[END OF MARKING INSTRUCTIONS]