



National
Qualifications
SPECIMEN ONLY

SQ40/H/01

**Religious, Moral and
Philosophical Studies**

Date — Not applicable

Duration — 2 hours 15 minutes

Total marks — 60

SECTION 1 — WORLD RELIGION — 20 marks

Attempt ONE Part

SECTION 2 — MORALITY AND BELIEF — 20 marks

Attempt ONE Part

SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 20 marks

Attempt ONE question from the Part you have chosen.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not you may lose all the marks for this paper.



* S Q 4 0 H 0 1 *

SECTION 1 – WORLD RELIGION

Attempt ONE Part

PARTS

A. Buddhism	Page 3
B. Christianity	Page 4
C. Hinduism	Page 5
D. Islam	Page 6
E. Judaism	Page 7
F. Sikhism	Page 8

SECTION 2 – MORALITY AND BELIEF

Attempt ONE Part

PARTS

A. Religion and Justice	Page 9
B. Religion and Relationships	Page 10
C. Religion, Environment and Global Issues	Page 11
D. Religion, Medicine and the Human Body	Page 12
E. Religion and Conflict	Page 13

SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS

Attempt ONE Part

PARTS

A. Origins	Page 14
B. The Existence of God	Page 15
C. The Problem of Evil and Suffering	Page 16
D. Miracles	Page 17

SECTION 1 – WORLD RELIGION – 20 marks

Part A – Buddhism

Attempt all the questions in this Part if you have studied **Buddhism** in the *World Religion Unit*.

1. *Of all the beliefs Buddhists have, kamma is the one which has the greatest impact on their daily lives.*

How valid is this view?

10

2. Analyse the significance of the ten precepts for followers of Buddhism.

10

[Now go to Section 2 starting on *Page nine*]

SECTION 1 – WORLD RELIGION – 20 marks

Part B – Christianity

Attempt all the questions in this Part if you have studied **Christianity** in the *World Religion Unit*.

3. *Of all the beliefs Christians have, Jesus' resurrection is the one which has the greatest impact on their daily lives.*

How valid is this view?

10

4. Analyse the significance of the gospels for followers of Christianity.

10

[Now go to Section 2 starting on *Page nine*]

SECTION 1 – WORLD RELIGION – 20 marks

Part C – Hinduism

Attempt all the questions in this Part if you have studied **Hinduism** in the *World Religion Unit*.

5. *Of all the beliefs Hindus have, karma is the one which has the greatest impact on their daily lives.*

How valid is this view?

10

6. Analyse the significance of the three margas for followers of Hinduism.

10

[Now go to Section 2 starting on *Page nine*]

SECTION 1 – WORLD RELIGION – 20 marks

Part D – Islam

Attempt all the questions in this Part if you have studied Islam in the *World Religion Unit*.

7. *Of all the beliefs Muslims have, their role as khaliphas is the one which has the greatest impact on their daily lives.*

How valid is this view?

10

8. Analyse the significance of the five pillars for followers of Islam.

10

[Now go to Section 2 starting on *Page nine*]

SECTION 1 – WORLD RELIGION – 20 marks

Part E – Judaism

Attempt all the questions in this Part if you have studied **Judaism** in the *World Religion Unit*.

9. *Of all the beliefs Jews have, being a chosen people is the one which has the greatest impact on their daily lives.*

How valid is this view?

10

10. Analyse the significance of Shabbat for followers of Judaism.

10

[Now go to Section 2 starting on *Page nine*]

SECTION 1 – WORLD RELIGION – 20 marks

Part F – Sikhism

Attempt all the questions in this Part if you have studied **Sikhism** in the *World Religion Unit*.

11. *Of all the beliefs Sikhs have, haumai is the one which has the greatest impact on their daily lives.*

How valid is this view?

10

12. Analyse the significance of sewa for followers of Sikhism.

10

[Now go to Section 2 starting on *Page nine*]

SECTION 2 – MORALITY AND BELIEF – 20 marks

Part A – Religion and Justice

Attempt all the questions in this Part if you have studied **Religion and Justice** in the *Morality and Belief Unit*.

13. Explain the moral issues raised by capital punishment. 10
14. Evaluate a religious view on sentencing in the UK. 10

[Now go to Section 3 starting on *Page fourteen*]

SECTION 2 – MORALITY AND BELIEF – 20 marks

Part B – Religion and Relationships

Attempt all the questions in this Part if you have studied **Religion and Relationships** in the *Morality and Belief Unit*.

- | | | |
|-----|---|----|
| 15. | Explain the moral issues raised by marriage. | 10 |
| 16. | Evaluate a religious view on gender inequality. | 10 |

[Now go to Section 3 starting on *Page fourteen*]

SECTION 2 – MORALITY AND BELIEF – 20 marks

Part C – Religion, Environment and Global Issues

Attempt all the questions in this Part if you have studied **Religion, Environment and Global Issues** in the *Morality and Belief Unit*.

17. Explain the moral issues raised by stewardship of the environment. 10
18. Evaluate a religious view on fair trade. 10

[Now go to Section 3 starting on *Page fourteen*]

SECTION 2 – MORALITY AND BELIEF – 20 marks

Part D – Religion, Medicine and the Human Body

Attempt all the questions in this Part if you have studied **Religion, Medicine and the Human Body** in the *Morality and Belief Unit*.

19. Explain the moral issues raised by the treatment of embryos. 10
20. Evaluate a religious view on the sanctity of life. 10

[Now go to Section 3 starting on *Page fourteen*]

SECTION 2 – MORALITY AND BELIEF – 20 marks

Part E – Religion and Conflict

Attempt all the questions in this Part if you have studied **Religion and Conflict** in the *Morality and Belief Unit*.

21. Explain the moral issues raised by strategies of modern warfare. 10
22. Evaluate a religious view on justifications for war. 10

[Now go to Section 3 starting on *Page fourteen*]

SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS – 20 marks

Part A – Origins

Attempt the question in this Part if you have studied **Origins** in the *Religious and Philosophical Questions Unit*.

23. *Belief that a divine creator is responsible for the origins of life relies not only on faith, but also on reason.*

Discuss.

In your answer you should present a reasoned and well-structured view.

20

SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS – 20 marks

Part B – The Existence of God

Attempt the question in this Part if you have studied **The Existence of God** in the *Religious and Philosophical Questions Unit*.

24. *Belief that the cosmological argument proves the existence of God relies not only on faith, but also on reason.*

Discuss.

In your answer you should present a reasoned and well-structured view.

20

SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS – 20 marks

Part C – The Problem of Evil and Suffering

Attempt the question in this Part if you have studied **The Problem of Evil and Suffering** in the *Religious and Philosophical Questions Unit*.

25. *Belief that freewill is given by a God or Gods relies not only on faith, but also on reason.*

Discuss.

In your answer you should present a reasoned and well-structured view.

20

SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS – 20 marks

Part D – Miracles

Attempt the question in this Part if you have studied **Miracles** in the *Religious and Philosophical Questions Unit*.

26. *Belief that miracles literally happen relies not only on faith, but also on reason.*

Discuss this view

In your answer you should present a reasoned and well-structured view.

20

[END OF SPECIMEN QUESTION PAPER]



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**Religious, Moral and
Philosophical Studies**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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General Marking Principles for Higher Religious, Moral and Philosophical Studies

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) We use the term ‘or any other acceptable answer’ to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates’ answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (d) For credit to be given, points must relate to the questions asked. Where candidates give points of knowledge without specifying the context, these should be rewarded, unless it is clear that they do not refer to the context of the question.

In this specimen paper the following skills are assessed:

- i. Knowledge and Understanding
- ii. Analysis
- iii. Evaluation

i. Knowledge and Understanding

Knowledge and understanding involves presenting relevant, accurate and detailed facts

- accurate factual information
- relevant factual information
- reference to sources
- case studies
- examples
- viewpoints
- description of arguments

ii. Analysis

Analysis involves doing something with factual information, eg identifying parts, the relationship between them, and their relationships with the whole, drawing out and relating implications.

An analysis mark should be awarded where a candidate presents a relevant, accurate and detailed point which may include:

- links between different components
- links between component(s) and the whole

- links between component(s) and related concepts
- similarities and contradictions
- consistency and inconsistency
- different views/interpretations
- possible consequences/implications
- the relative importance of components
- understanding of underlying order or structure

Candidates will be awarded up to a maximum of 4 marks for relevant, accurate and detailed analytical comments.

iii. Evaluation

Evaluation involves making a judgement or measurement based of an issue. An evaluation mark should be awarded where a candidate presents a relevant, accurate and detailed point which may include:

- the relevance/importance/usefulness, eg of a viewpoint or source
- positive and negative aspects
- strengths and weaknesses
- any other relevant evaluative comment

NB Statement of arguments of different sides of an issue is not evaluation

Candidates will be awarded **up to a maximum of 4 marks** for reasoned evaluative comments.

Use of sources

Candidates will be credited where they use a relevant source in support of their knowledge and understanding, critical analysis, evaluation or a reasoned view.

Overview of Detailed Marking Instructions

Analysis questions (10 marks):

Candidates will be awarded up to a maximum of **6 marks** for each detailed point of knowledge used to support the analysis. For a knowledge mark to be awarded, points must be:

- relevant to the question
- accurate
- detailed (by providing additional information, exemplification, reasons or evidence)
- used to respond to the demands of the question (ie analyse)

Candidates will be awarded up to **4 marks** for analytical comments.

Evaluation questions (10 marks):

Candidates will be awarded up to a maximum of **6 marks** for each detailed point of knowledge used to support the evaluation.

For a knowledge mark to be awarded, points must be:

- relevant to the question
- accurate
- detailed (by providing additional detail, exemplification, reasons or evidence)
- used to respond to the demands of the question (ie evaluate)

Candidates will be awarded up to **4 marks** for reasoned evaluative comments.

Analysis and evaluation questions (20 marks)

Candidates will be awarded up to a maximum of **10 marks** for each developed point of knowledge used to support the analysis and evaluation.

For a knowledge mark to be awarded, points must be:

- relevant to the question
- accurate
- detailed (by providing additional detail, exemplification, reasons or evidence)
- used to respond to the demands of the question (ie analyse/evaluate)

Candidates will be awarded up to **5 marks** for analytical comments and up to **5 marks** for reasoned evaluative comments.

Detailed Marking Instructions for each question

SECTION 1 – WORLD RELIGION

Part A – Buddhism

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of kamma today. KU referring to kamma and contemporary Buddhist belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of kamma compared to other beliefs today.</p> <p>6-7 A good answer that includes some evaluation of the significance of kamma today. KU referring to kamma and contemporary Buddhist belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of kamma for Buddhists today.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of kamma today. KU referring to kamma and contemporary Buddhist belief and practice is mainly relevant and accurate. Evaluation points on the significance of kamma to Buddhists today are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to evaluate the importance of one or more beliefs.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The realm you are reborn into is a result of the kamma from your previous life and the future existence you have will depend on the kamma you generate in this current life. • The Law of Kamma is the moral law of cause and effect related to intentional actions. Buddhists believe this relates to the body, the mind and speech. • Buddhists wish to be free from suffering, cravings and constant rebirths. By achieving enlightenment they can escape these afflictions. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • The statement is right because the cumulative effect of kamma means the actions of each and every day must be thought through very carefully. • Buddhists would be likely to agree because building up skilful actions everyday would lead to escaping Samsara altogether or at least ensuring a better rebirth in the next life. • Other beliefs have a greater impact on their daily lives. For example, people are motivated by goals.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	in its references to the significance of kamma to Buddhists today.		Thus, Buddhists could argue that Nibbana is the belief which has the greatest impact.
2	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the significance of the ten precepts in Buddhism. KU referring to the different aspects of the precepts and an understanding of their significance is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the significance of the ten precepts in Buddhism but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the precepts and an understanding of their significance is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the significance of the ten precepts in Buddhism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the precepts and an understanding of their significance of is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the significance of the ten precepts in Buddhism.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to analyse factors relating to the significance of the practice.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The precepts are a straightforward, practical guide to what you should avoid doing. They are helpful tools which lead to happier and more fulfilled lives. • The precepts promote positive qualities such as compassion, generosity and self-restraint, eg, by cultivating kind speech. • The precepts are a foundation for personal growth and development and they encourage a Buddhist to lead a moral life. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • Monastic Buddhists follow all ten precepts and this will help them become free from all sensual and material cravings, which in turn should help them become enlightened. • The ten precepts establish that Buddhists should avoid conflict and aggression and instead act in a co-operative and peaceful way. When individuals follow the ten precepts they set an example to wider society. The consequences would be a safer and happier society for everyone.

Part B – Christianity

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
3	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of the resurrection today. KU referring to the resurrection and contemporary Christian belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of the resurrection compared to other beliefs today.</p> <p>6-7 A good answer that includes some evaluation of the significance of the resurrection today. KU referring to the resurrection and contemporary Christian belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of the resurrection for Christians today.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of the resurrection today. KU referring to the resurrection and contemporary Christian belief and practice is mainly relevant and accurate. Evaluation points on the significance of the resurrection to Christians today are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of the resurrection to Christians today.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to evaluate the importance of one or more beliefs.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The resurrection is the belief that after Jesus died on the cross and was buried, he rose again three days later and appeared to his disciples. • What Christians do on a daily basis is influenced by belief in the resurrection, for example, taking bread and wine at communion. • Christians believe that if they follow Jesus’ teachings and accept Jesus as their saviour then a new life awaits them. <p><i>Exemplar evaluative points:</i></p> <ul style="list-style-type: none"> • It is only because of the resurrection that Christians can have confidence that, when they pray and ask for guidance, Jesus will really listen to them because he is alive. • The resurrection is the most important belief because the Apostle Paul makes it very clear in 1 Corinthians 15:14 that if Jesus didn’t rise from the dead, then Christian faith is pointless. • In the New Testament, it says to ‘love your neighbour’. This may be seen to be as important because it involves acting with the same degree of love to strangers as it does to yourself, which could have a massive impact on a Christian’s daily life.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
4	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the significance of the gospels in Christianity. KU referring to the different aspects of the gospels and an understanding of their significance is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the significance of the gospels in Christianity but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the gospels and an understanding of their significance is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the significance of the gospels in Christianity. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the gospels and an understanding of their significance is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the significance of the gospels in Christianity.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to analyse factors relating to the significance of the practice.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The gospels give a vivid picture of the suffering and death of Jesus. God loves them so much that he sacrificed his son. • Christianity is a faith rooted in historical revelation and the gospels reveal what God has done through Jesus. • The sacrament of Holy Communion remembers the events of the Last Supper and the death of Jesus which are recorded in each of the gospels. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • The teachings of Jesus include loving your enemies, loving God and loving your neighbour as yourself which have important implications for Christians, ie they should do the same. • The gospels are probably the most important books that the church possesses and the church teaches that the gospels are an accurate and authoritative source of the life of Jesus. Consequently they are read during almost all church services and the minister or priest's sermons are based on them.

Part C – Hinduism

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
5	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of karma today. KU referring to karma and contemporary Hindu belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of karma compared to other beliefs today.</p> <p>6-7 A good answer that includes some evaluation of the significance of karma today. KU referring karma and contemporary Hindu belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of karma for Hindus today.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of karma today. KU referring to karma and contemporary Hindu belief and practice is mainly relevant and accurate. Evaluation points on the significance of karma to Hindus today are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of karma to Hindus today.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to evaluate the importance of one or more beliefs.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Karma is the law of cause and effect, and is the belief that all actions have consequences. • In order to generate good karma and have a better rebirth, Hindus must only carry out moral actions, thoughts and intentions. • Hindus recognise that there is a divine spark in all humans which impacts on how they treat themselves and others. This is called the atman. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • I think that karma does have the greatest impact because in Brihadaranyaka Upanishad IV it says that not only does karma affect actions, but also thoughts and intentions. • Recognising that all humans have a divine spark should lead to carrying out moral actions which in turn will generate good karma. This makes karma the most important belief because it means Hindus can take responsibility for their future destiny.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
6	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the significance of the margas in Hinduism. KU referring to the different aspects of the margas and an understanding of their significance is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the significance of the margas in Hinduism but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the margas and an understanding of their significance is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the significance of the margas in Hinduism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the margas and an understanding of their significance is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the significance of the margas in Hinduism.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to analyse factors relating to the significance of the practice.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Karma marga involves selfless actions; through bhakti marga Hindus try to live a moral life; and jnana marga involves the study of sacred texts. • There is a fourth marga, which is about developing different states of consciousness, and which some describe as the culmination of the other three. • The three margas are found in the Bhagavad Gita and are regarded as suited to various types of people. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • The margas are significant because following one or all of the paths can deliver a person from Samsara. Individual Hindus decide on the best path for them but they cannot be exempt from the other paths, eg showing devotion through singing does not exempt a person from doing service to others. • Most Hindus believe that all the paths can lead to the re-unification of the soul with Brahman, although some scholars say that karma marga only offers rebirth. This shows the purpose of the margas can be interpreted differently by different people.

Part D – Islam

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
7	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of kamma today. KU referring to khaliphas and contemporary Muslim belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of khaliphas compared to other beliefs today.</p> <p>6-7 A good answer that includes some evaluation of the significance of khaliphas today. KU referring khaliphas and contemporary Muslim belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of khaliphas for Muslims today.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of khaliphas today. KU referring to khaliphas and contemporary Muslim belief and practice is mainly relevant and accurate. Evaluation points on the significance of khaliphas to Muslims today are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of khaliphas to Muslims today.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to evaluate the importance of one or more beliefs.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Muslims believe that all humans have a duty as Allah’s khaliphas or vice-regents. This role makes humans unique in all of Allah’s creation. • Human beings are the highest physical creation of God and have freedom of will and action. • Muslims must listen to their Fitrah which is like an inner moral compass, indicating if they are acting in a responsible manner or are committing wrongdoing. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • The view is valid. In responding to their Fitrah, by repeating actions that make them feel good, and avoiding those which make them feel guilty, Muslims should be acting as good, morally responsible vice-regents. • Other beliefs are more important, eg repentance. Having free will means humans have a flawed nature and Muslims have a duty to repent when they commit acts of wrongdoing, otherwise they won’t attain paradise.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
8	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the significance of the Five Pillars in Islam. KU referring to the different aspects of the Five Pillars and an understanding of their significance is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the significance of the pillars in Islam but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the pillars and an understanding of their significance is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the significance of the pillars in Islam. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the pillars and an understanding of their significance is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the significance of the pillars in Islam.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to analyse factors relating to the significance of the practice.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The five pillars are five primary obligations that each Muslim must fulfil in his or her lifetime. They are sometimes called religious duties. • The pillars keep God at the forefront of Muslim minds and underpin attitudes towards others. • The pillars are found in the Qur'an and the Hadith. These are the primary textual sources of knowledge in Islam. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • When performed with others, salah becomes hugely significant for reinforcing the message of equality as all Muslims must show the same obedience and perform the prayers five times a day. • Muslims are unified by all having to perform the wudu washing ritual, all facing the Ka'aba in Mecca and all learning and performing the same rakahs. This brings a sense of identity and brotherhood which is important for the community. • Zakah benefits the self and others: the money can be used to help get people out of poverty and in giving away 2.5% of their wealth and asking nothing in return, it teaches a Muslim not to be self-centred and greedy.

Part E – Judaism

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
9	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of the chosen People today. KU referring to the Chosen People and contemporary Jewish belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of the Chosen People compared to other beliefs today.</p> <p>6-7 A good answer that includes some evaluation of the significance of the Chosen People today. KU referring to the Chosen People and contemporary Jewish belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of the Chosen People for Jews today.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of the Chosen People today. KU referring to the Chosen People and contemporary Jewish belief and practice is mainly relevant and accurate. Evaluation points on the significance of the Chosen People to Jews today are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of the Chosen People to Jews today.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to evaluate the importance of one or more beliefs.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Jewish people believe that they have been chosen to enter into a covenant with God. God bought the Jews out of slavery in Egypt because they were the chosen people. • The covenant between God and the Jews is the basis of the idea of the Jews as a chosen people. Male Jews are circumcised as a symbol of the covenant. • The Jewish people are to remain loyal and only worship God. God, in return, will bless Abraham and his descendants. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Belief that they are a chosen people does have the greatest impact on Jewish daily lives and is shown through the ceremony of circumcision (brit milah). This is still performed today and is evidence that keeping the covenant to remain God’s chosen people is still relevant. • Belief that the Jews are a chosen people is hugely important because it has led to suffering and persecution. Jews have suffered pogroms in Russia and the Holocaust at the hands of the Nazis. So, whether for positive or negative reasons, I agree that the “chosen people” belief has a major impact on the daily lives of Jews.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
10	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the significance of Shabbat in Judaism. KU referring to the different aspects of Shabbat and an understanding of its significance is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the significance of the Shabbat in Judaism but has weaknesses in either the KU or the analysis. KU referring to the different aspects of Shabbat and an understanding of its significance is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the significance of Shabbat in Judaism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of Shabbat and an understanding of its significance is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the significance of Shabbat in Judaism.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to analyse factors relating to the significance of the practice.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Shabbat is the day of rest • Shabbat was instituted in the book of Genesis • Shabbat has a focus on the family <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • It is a weekly reminder of the importance of the Law • It brings the community and family together regularly and it reinforces their identity • It emphasises the importance of Jewish identity

Part F – Sikhism

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
11	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of the Haumai today. KU referring to the Haumai and contemporary Sikh belief and practice is relevant and accurate. Evaluation points include reasoning on the significance of the Haumai today.</p> <p>6-7 A good answer that includes some evaluation of the significance of Haumai today. KU referring to Haumai and contemporary Sikh belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of Haumai for Sikhs today.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of Haumai today. KU referring to the Haumai and contemporary Sikh belief and practice is mainly relevant and accurate. Evaluation points on the significance of the Haumai to Sikhs today are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of the Haumai to Sikhs today.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to evaluate the importance of one or more beliefs.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Haumai means ‘egoism’. It refers to the self-centred way that we often live our lives. • It derives from Maya, the illusion that the material world can bring us lasting happiness. • Maya and Haumai are part of the human condition, and were created by God. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • The source “In Haumai he comes and in Haumai he goes; in Haumai he is born and in Haumai he dies” (GGS 466) proves that Haumai is central to everyday life because Haumai affects everyone, like a spiritual disease, and leads to the endless cycle of birth, death and rebirth. • Despite being part of the human condition, Maya and Haumai can be overcome through positive use of free will, therefore free will has a greater impact. • Free will has more impact because it is only by using free will to try to develop virtues such as compassion and selflessness that Sikhs can benefit from God’s grace and so transcend Haumai and Maya.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
12	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the significance of sewa in Sikhism. KU referring to the different aspects of sewa and an understanding of its significance is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the significance of the sewa in Sikhism but has weaknesses in either the KU or the analysis. KU referring to the different aspects of sewa and an understanding of its significance is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the significance of sewa in Sikhism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of sewa and an understanding of its significance is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the significance of sewa in Sikhism.</p>	10	<p>Purpose The purpose of the question is to give candidates the opportunity to analyse factors relating to the significance of the practice.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Sewa – selfless service to others, with no thought of personal reward. • Sewa can be done through the body and through sharing wealth. For example, Sikhs can donate, prepare and serve food in the langar to exemplify their belief that all people are equal. • Sewa can be done by thinking about how to alleviate the suffering of others. Sikhs can give of their time, money and expertise in their day-to-day lives. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • The barriers to reunion, maya and Haumai, can only be overcome by becoming completely God-focused. Consequently, by carrying out acts of sewa, Sikhs can move closer to reunion with God by acting with God in mind at all times. • Sikhs must be cautious when performing acts of sewa because there is a danger that people will subconsciously begin to think about the rewards that might come from performing acts of sewa, such as generating positive karma.

SECTION 2 – MORALITY AND BELIEF

Part A – Religion and Justice

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
13	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on the moral issues raised by capital punishment. KU referring to different aspects of the morality of capital punishment and an understanding of their role and implications is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of different aspects of the morality of capital punishment and an understanding of their role and implications is relevant and accurate, but has weaknesses in either the KU or the analysis. Knowledge points may lack depth at times. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of a few aspects of the morality of capital punishment and an understanding of their role and implications is relevant and accurate. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the morality of capital punishment and an understanding of their role and implications is general in nature and lacking detail although mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to explore the moral implications of capital punishment.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The sanctity of life is a key idea in the debate about capital punishment because it states that human life is a right that every individual has regardless of what they have done. This is a view held by the United Nations. • The reason that moral issues arise from the death penalty is that there is disagreement on issues like whether or not the death penalty is cruel and degrading and if the state should be involved in act that is potentially worse than the crime itself. • The issue of two wrongs making a right is a key moral issue in this debate. The issue revolves around the idea that the first wrong is not put right by carrying out a similar second wrong. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • Behind the idea of the sanctity of life are two principles: one, that everyone has an inviolable right to life and two, from a religious perspective that only life can be given by God and only God can take away life. Add to that another religious view of non harm of living things and the moral issue is made really clear.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the different aspects of the morality of capital punishment or an understanding of their role and implications.</p>		<ul style="list-style-type: none"> • The basis of opinions that capital punishment is cruel and degrading is that the murderer did not consider killing their victim in a humane way and has therefore given up their right to be treated in a humane manner. This is retribution and since society recognises the value of forgiveness it becomes an issue that in certain cases forgiveness is replaced with retribution. • The idea that two wrongs don't make a right finds its justification in the likes of Christianity where Jesus "turned the other cheek" rather than seek revenge, a point reinforced by the likes of Gandhi who said that an eye for an eye would soon make the whole world blind. However, if committing another wrong prevents similar wrongs from being repeated (deterrent) then we would have to question if this moral position is actually right.
<p>14</p>	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of a religious view on UK sentencing. KU referring to UK sentencing is relevant and accurate. Evaluation points include judgements on the acceptability of this view today.</p> <p>6-7 A good answer that includes some evaluation of a religious view. KU referring to the religious view is mainly relevant and accurate. Evaluation points include judgements of some sort on the religious view.</p>	<p>10</p>	<p>Purpose The purpose of this question is to give candidates the opportunity to identify, discuss and make judgements on a religious view about UK sentencing.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The Bible encourages Christians to be forgiving, eg in Matthew 6:14 it says that if you forgive others then God will forgive you. • The law is there to protect society and sentencing is a part of the process for how society deals with crime. • Restorative justice seeks the rehabilitation of the offender and the repair of the victim's injury.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>4-5 A borderline answer that includes some basic evaluation of the significance of a religious view on UK sentencing. KU referring to UK sentencing is mainly relevant and accurate. Evaluation points include judgements on the acceptability of this view today but are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is has little clear evidence of evaluation.</p>		<p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • A restorative justice approach could help them reform their ways. This doesn't mean that criminals aren't forgiven – rather it shows that it is right to forgive but at the same time it is right to punish. • Some Christian views are not simply about punishing the criminal; they want to see the criminal reformed. What is good about this view is that it recognises that punishment alone is not enough – something has to be done to try to make the offender avoid offending in future. • Jail is a strength of sentencing law because it benefits both the offender and society; the criminal cannot commit crimes again and society will not have to suffer from them again.

Part B – Religion and Relationships

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
15	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on the moral issues raised by capital punishment. KU referring to different aspects of morality and sexual relationships and an understanding of their role and implications is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of different aspects of the morality sexual relationships and an understanding of their role and implications is relevant and accurate, but has weaknesses in either the KU or the analysis. Knowledge points may lack depth at times. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of a few aspects of the morality of sexual relationships and an understanding of their role and implications is relevant and accurate. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the morality of sexual relationships and an understanding of their role and implications is general in nature and lacking detail although mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to explore the moral implications of marriage.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • One moral issue raised by marriage is whether or not it is right to have pre-marital sex. This is where couples have sex with each other before they are married. The debate is about whether the only place for sex is within a married relationship. • The reason that marriage has moral issues can be found in religions. Religions recognise that sex before marriage goes on but throughout history have taught against it believing that it is a gift from God that is not to be abused. Sex outwith marriage is an example of an abuse of the gift. • Same sex marriages have always been a massive issue for religions. Christianity, Judaism and Islam on the whole, consider same sex sexual relationships at best to be undesirable and at worst a mortal sin. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • Behind the idea of no sex before marriage are two main principles: one, that sex is a gift from God and two, that the only place where sex is legitimate in the eyes of God is within marriage. This has become more of a moral issue in recent times because it is clear from statistics that most people are engaged in pre-marital sex so clearly the issue is becoming more religious than it is moral. • Love is something that is fairly recent in marriage.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>answer is not consistently on the question and includes little or no reference to the different aspects of the morality of sexual relationships or an understanding of their role and implications.</p>		<p>This is because marriages in the past were based on what was convenient for parents, business, inheritance or the community. This is a moral issue because today we see this kind of marriage as almost a form of abuse.</p> <ul style="list-style-type: none"> • Issues arising from same sex marriages come down to whether it is natural to be homosexual and if you are whether or not you should have right to the same sexual relationships that heterosexuals enjoy. Clearly if you are of the view that homosexuality is unnatural then you will see same sex marriages as wrong whereas if you are of the view that it is natural form of human sexuality then there is no reason why you cannot enjoy married life in the way that the rest of humanity does.
<p>16</p>	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of a religious view on gender equality. KU referring to gender equality is relevant and accurate. Evaluation points include judgements on the acceptability of this view today.</p> <p>6-7 A good answer that includes some evaluation of a religious view. KU referring to the religious view is mainly relevant and accurate. Evaluation points include judgements of some sort on the religious view.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of a religious view on gender equality. KU referring to gender equality is</p>	<p>10</p>	<p>Purpose The purpose of this question is to give candidates the opportunity to identify, discuss and make judgements on a religious view about gender equality.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • A key Buddhist teaching is anatta or ‘no soul’ which links to the belief in anicca or impermanence. • Buddhists believe there is no self – the image we have of ourselves is a delusion. • In the Theravada tradition it is only monks who can reach Enlightenment, women can’t. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • I think there is gender inequality within Buddhism in both religious and social ways. For example, a female nun is considered lower in rank to a male

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>mainly relevant and accurate. Evaluation points include judgements on the acceptability of this view today but are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is has little clear evidence of evaluation.</p>		<p>monk, even if the male has only been a monk for a day.</p> <ul style="list-style-type: none"> • The Mahayana view offers most equality for men and women because everyone is capable of attaining the ultimate goal of Buddhism – Nibbana – whether they are male or female. I agree with this because if gender is impermanent then it shouldn't matter if you are a man or a woman.

Part C – Religion, Environment and Global Issues

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
17	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on the moral issues raised by environmental crises. KU referring to different aspects of the moral issues arising from environmental crises understanding of their role and implications is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of different aspects of the moral issues arising from environmental crises and an understanding of their role and implications is relevant and accurate, but has weaknesses in either the KU or the analysis. Knowledge points may lack depth at times. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the moral issues arising from environmental crises and an understanding of their role and implications is relevant and accurate. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the moral issues arising from environmental crises and an understanding of their role and implications is general in nature and lacking detail although mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to explore the moral implications of caring for the environment.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The environmental crises includes many things such as the depletion or resources and pollution. The depletion of resources is the way in which we consume the Earth’s resources as if there is no tomorrow. The moral issue here is the extent to which we are responsible for stewarding the earth’s resources for ourselves and future generations • The reason that moral issues arise from pollution of the environment is that there seems to be a failure by humanity to recognise that the Earth does not belong solely to human beings. We are one of millions of species on the planet and we have a responsibility to ensure that the planet can sustain all life, not just ours. • Religion can create a distinctive moral issue for the planet if you have the belief that the world is sinful and that we are in end times then there is no need to worry about the planet and what will become of it because God is going to come along at some point and destroy it anyway therefore we have no moral obligations towards the planet. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • One moral issue is that the environmental crises are caused by lifestyle and an abandonment of our

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the different aspects of the moral issues arising from environmental crises or an understanding of their role and implications.</p>		<p>stewardship. It does not matter what lifestyle we lead it is going to have some kind of environmental impact. However, the point is that the developed world which is in the minority has chosen a lifestyle that has a greater impact on the environment than other lifestyles in the developing world.</p> <ul style="list-style-type: none"> • The fact that we are at the top of the food chain increases our responsibility to those further down the food chain is a moral issue because many of those living things are essential to our survival so if we do not respect them then in turn our future survival is in doubt. Therefore we have a moral obligation to protect the least of living things in the natural order. • Greed is at the heart of the environmental crises. There is a greed for resources, a greed for comfort and a greed for material possessions. This greed has come at the expense of the environment. Religion can see no excuse for this. Even in ancient times Judaism recognised the need to have a fallow year on the land in order that the land could recover. This highlights both a practical need and a moral duty to care for the environment.
<p>18</p>	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of a religious view on fair trade. KU referring to fair is relevant and accurate. Evaluation points include judgements on the acceptability of this view today.</p>	<p>10</p>	<p>Purpose The purpose of this question is to give candidates the opportunity to identify, discuss and make judgements on a religious view about fair trade.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Fair trade is the idea that trading arrangements should be set up in such a way that nobody is exploited and that everyone gets a fair reward for the labour they put into the services or products they provide.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>6-7 A good answer that includes some evaluation of a religious view. KU referring to the religious view is mainly relevant and accurate. Evaluation points include judgements of some sort on the religious view.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of a religious view on fair trade. KU referring to fair trade is mainly relevant and accurate. Evaluation points include judgements on the acceptability of this view today but are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is has little clear evidence of evaluation.</p>		<ul style="list-style-type: none"> • A key tenet of Judaism is to pursue justice and that can happen by making consumer choices that promote economic fairness. • Jewish teachings caution against exploiting others and the Golden Rule says we should act in a way towards others that we would want them to act towards us. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Rabbi Moses ben Maimonides said ‘it is forbidden to cheat people in buying and selling, or to deceive them’. This makes it very clear that Jewish people are obliged to be responsible in trade and business. • A strength of this view is that it does not prevent you making a profit out of people; it just asks you to make sure that you do not exploit them when you are making a profit. • A weakness of this view is that it is impractical. In the real world there will always be strong trading partners and weak trading partners and human nature is such that if you have a weak trading partner then you are going to exploit their weaknesses in one way or another.

Part D – Religion, Medicine and the Human Body

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
19	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on the moral issues raised by the treatment of embryos. KU referring to different aspects of morality and the treatment of embryos and an understanding of their role and implications is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of different aspects of the morality of the treatment of embryos and an understanding of their role and implications is relevant and accurate, but has weaknesses in either the KU or the analysis. Knowledge points may lack depth at times. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of a few aspects of the morality of the treatment of embryos and an understanding of their role and implications is relevant and accurate. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the treatment of embryos and an understanding of their role and implications is general in nature and lacking detail although mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to explore the moral implications of the use of embryos.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Human embryos are treated or used in many different ways. They can be used for stem cell research under strict conditions, or in IVF treatments for the childless or they can be terminated in the case of an unwanted pregnancy. • The reason that moral issues arise the treatment or use of embryos is because of the sanctity of life principle. Some believe that embryos are human from the moment of conception whilst others believe that moment comes later. The moral issue here is what we are dealing with; human, potential human or non-human? • Medicine can present us with real moral issues here. It is true that some stem cell research on embryos can give us breakthroughs but whether or not we should allow these breakthroughs at the expense of embryos, even if it means reducing suffering to many, is a huge moral dilemma. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • One moral issue is that just because we can do something does not mean that we ought to do something. In the case of IVF, just because we can allow same sex couples to have their own child, does that mean that we ought to allow it. Maybe there are

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	<p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the different aspects of the morality of the treatment of embryos or an understanding of their role and implications.</p>		<p>some medical technologies that go too far.</p> <ul style="list-style-type: none"> • If embryo treatment involves their destruction moral issues are raised. Take abortion for example. Here the embryo is deliberately destroyed. The reason behind the destruction is where the moral issues are raised. Destroyed because it was defective, destroyed because it was unwanted, destroyed because it was a mistake- all of these raise moral issues which would not arise if their destruction was banned. • Religions have much to say about the moral issues raised by the treatment of embryos. More traditional views of the embryos from the RC Church or some Islamic groups have strong views on the protection of the embryos because they are a gift from God.
<p>20</p>	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of a religious view on the sanctity of life. KU referring to fair is relevant and accurate. Evaluation points include judgements on the acceptability of this view today.</p> <p>6-7 A good answer that includes some evaluation of a religious view. KU referring to the religious view is mainly relevant and accurate. Evaluation points include judgements of some sort on the religious view.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of a religious view on the</p>	<p>10</p>	<p>Purpose The purpose of this question is to give candidates the opportunity to identify, discuss and make judgements on a religious view about the sanctity of life.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Muslims believe that life is sacred because Allah is the creator and the owner of all life. In Surah 42:50 it says that Allah gives life to whom he pleases. • The Hadith is important source material about religious practice and law. It says, ‘Anyone who throws themselves down from a rock and commits suicide will be throwing themselves into Hell’. • Muslims believe that those who are condemned to hell suffer physical and spiritual torment for eternity. This is to be avoided by obeying God.

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	<p>sanctity of life. KU referring to the sanctity of life is mainly relevant and accurate. Evaluation points include judgements on the acceptability of this view today but are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is has little clear evidence of evaluation.</p>		<p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • It is difficult to be absolutely clear on Muslim views about the sanctity of life because there is some support in the Hadith to say that a foetus gains its ruh at 120 days, but other Muslims insist that life begins at conception and is sacred from that point. • Although destroying life at any point is wrong, such as through abortion, it could be seen as less wrong than endangering a mother's life. There is a general principle in Sharia of choosing the lesser of two evils – it says in the Qur'an 'To fear Allah as much as you can'. (Surah 64:16)

Part E – Religion and Conflict

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
21	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on the moral issues raised by the strategies of modern warfare. KU referring to different aspects of morality and the strategies of modern warfare and an understanding of their role and implications is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of different aspects of the morality of the strategies of modern warfare and an understanding of their role and implications is relevant and accurate, but has weaknesses in either the KU or the analysis. Knowledge points may lack depth at times. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of a few aspects of the strategies of modern warfare and an understanding of their role and implications is relevant and accurate. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the strategies of modern warfare and an understanding of their role and implications is general in nature and lacking detail although mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to explore the moral implications of the strategies of modern warfare</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Modern warfare does not just involve the potential use of WMDs. In fact, WMDs are rarely used or threatened. Instead strategies involving modern communications like the internet and mobile technology are used more widely today than even conventional weapons. • The reason that moral issues arise strategies of modern warfare is that today, having seen the effect of global conflict, violent means of winning an argument are still used through insurgency, guerrilla warfare and terrorism. • On the whole religions are against violence except in self-defence. It tends to be extremist groups in religions that adopt violence because they interpret sacred writings in such a way as to support their violence. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • One moral issue raised by the possession of WMD's is that of intent. If your country possesses WMDs then there is no point in possessing them unless there is an intention to use them if there is a need. Compare this to the USA where there is a right to possess a firearm. Statistics tell us that most Americans have no intention of using the firearms yet hundreds of

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	<p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the different aspects of the morality of the strategies of modern warfare or an understanding of their role and implications.</p>		<p>American die each year as a result of the discharge of these weapons. Intention does not remove the risk of use.</p> <ul style="list-style-type: none"> • Gandhi demonstrated the power of ahimsa and showed that the need to use WMDs or other modern strategies involving violence were redundant. He appealed to our innate sense of justice believing that violence could be overcome first through suffering and then by turning the moral tide against the perpetrators of modern violent methods of war. • The influence of the internet is huge. Anything can be discovered about anything and you can have the horrors of violent modern strategies used by insurgents brought into your living room by YouTube. The moral issue here is to do with censorship. Publicity is the oxygen of extremist groups and the internet provides this. If their sites are blocked then we restrict freedom which means that there is an attack on our freedom but if their sites aren't blocked then our freedom is also attacked because everyone is exposed to their hate messages and atrocities.
22	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of a religious view on the justifications for war. KU referring to fair is relevant and accurate. Evaluation points include judgements on the acceptability of this view today.</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to identify, discuss and make judgements on a religious view about justifications for war.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Hinduism has rules that encompass the rights and duties of different castes, for example, kshatriyas. • Hindu scriptures like the Rig Veda, the Bhagavad Gita and the Ramayana epic all exhibit the belief that it is right to use force in self-defence.

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	<p>6-7 A good answer that includes some evaluation of a religious view. KU referring to the religious view is mainly relevant and accurate. Evaluation points include judgements of some sort on the religious view.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of a religious view on the justifications for war. KU referring to the justifications for war is mainly relevant and accurate. Evaluation points include judgements on the acceptability of this view today but are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is has little clear evidence of evaluation.</p>		<ul style="list-style-type: none"> • Ahimsa expresses belief in the sacredness of all living creatures and urges the avoidance of harm and violence. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • It is clear that the doctrine of ahimsa has some weaknesses because it opposes – but does not necessarily prohibit – violence. In some instances, like self-defence, ahimsa has to co-exist with the use of force. • Some teachings in the Bhagavad Gita are no longer relevant. For example, in the Bhagavad Gita, war is portrayed as a moral duty for the kshatriyas but this makes no sense in a modern age where castes have mixed and people no longer follow the professions of their ancestors. • A justification of self-defence is, in my view, inapplicable as the atomic age threatens all humanity with annihilation so it seems ironic to argue for the preservation of any one nation.

SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS

Part A – Origins

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
23	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions.</p> <p>A maximum of 10 marks are available for these skills.</p> <p>8-10 marks may be awarded only if there is evidence of analysis and evaluation and conclusions drawn.</p> <p>A maximum of 10 marks are available for KU that is relevant to both the question and the answer. 5 marks are available each for analysis and evaluation.</p> <p>Typical characteristics</p> <p>16-20 A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that life requires some kind of divine intervention. Answers may show an awareness that faith and reason do not equate simply to religion and science. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account both aspects of the statement.</p> <p>13-15 A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that life requires some kind of divine intervention. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account both aspects of the statement.</p>	20	<p>Purpose</p> <p>The purpose of this question is to give candidates the opportunity to explain and assess the role of faith and reason in beliefs about the origins of life.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Reason is about making sense of things using the senses, empiricism and different types of deduction. • Literalists believe that their religious creation accounts are historically true and that their account is infallible. • The origins of life have a natural explanation: simple organic molecules developed the ability to replicate, became more complex and began to undergo natural selection. • Scientists use lines of evidence to support their views, eg radiometric dating and ancient fossils. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • There are different approaches to creation accounts and not everyone interprets these in a literal manner. Some religious people say that God literally created the universe, but the account of how it was created (eg in six days) should be understood metaphorically. • Most Hindus today see creation accounts as allegories or metaphors rather than literal truth. Consequently, they accept alternative explanations that science and philosophy can offer.

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	<p>10-12 A satisfactory response that makes some attempt to answer the question by referring to relevant KU on faith-based and reason-based responses to the belief that life requires some kind of divine intervention. Answers may refer simply to the debate between religion and science. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p>6-9 A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features religious and scientific responses without addressing the issue raised by the statement.</p> <p>0-5 A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on extent to which different responses adequately explain the origins of life.</p>		<ul style="list-style-type: none"> • Some religious people believe that faith alone is enough to prove that there is a divine creator responsible for the origins of life, whilst some non-religious people might say evidence or logic is needed in order to demonstrate that a claim is true. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • The view is not valid. The belief that there is a divine being with the power and knowledge to create life can only be accepted with faith. There is no empirical evidence that proves such a being exists, so reason doesn't come into it. • The view is valid because some scientific explanations have unexplained gaps. For some religious liberalists, God, the divine creator, fills these gaps. • The claim is not valid. The process of natural selection continues today, with different species adapting to their environments or becoming extinct. This view of the origins of life is based on empiricism and deduction, and although not everything is known about life's origins, this view is supported with evidence. Therefore explanations that use God are not based on reason.

Part B – The Existence of God

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
24	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions.</p> <p>A maximum of 10 marks are available for these skills.</p> <p>8-10 marks may be awarded only if there is evidence of analysis and evaluation and conclusions drawn.</p> <p>A maximum of 10 marks are available for KU that is relevant to both the question and the answer. 5 marks are available each for analysis and evaluation.</p> <p>Typical characteristics</p> <p>16-20 A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that proof of God's existence is based on faith and reason. Answers may show an awareness that faith and reason are not necessarily opposed. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account both aspects of the statement.</p> <p>13-15 A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that proof of God's existence is based on faith and reason. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account both aspects of the statement.</p> <p>10-12 A satisfactory response that makes some attempt to</p>	20	<p>Purpose</p> <p>The purpose of this question is to give candidates the opportunity to explain and assess the role of faith and reason in beliefs about the existence of God.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The relationship between faith and reason can be understood in three ways: in conflict; incompatible; compatible. • Aquinas' five proofs for the existence of God are known as the 'Five Ways' and one of these is known as the 'argument of the unmoved mover'. • Faith is a firm belief in something, even if there is no tangible proof. It is the opposite of doubt. • The concept of actual infinity is the idea that there is no beginning and no end. It includes that idea that the universe is not infinite because it gets bigger everyday and if it is infinite it cannot get bigger. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • Some people suppose that there is an answer to everything including the origins of the universe and the existence of God. This may be so but people like Bertrand Russell invoked the Principle of Sufficient Reason to argue that sometimes there is no reason. Some things are brute fact and that's all. • The fallacy of composition is a point of view that uses reason. It suggests that you cannot infer that if something is true of the part it must therefore be true of the whole. Just because we have to be

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	<p>answer the question by referring to relevant KU on faith-based and reason-based responses to the belief that proof of God's existence is based on faith and reason. Answers may refer simply to the debate between faith and reason. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p>6-9 A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features of the debate between faith and reason responses without addressing the issue raised by the statement.</p> <p>0-5 A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on extent to which different responses adequately explain the existence of God.</p>		<p>caused does not mean that the universe has to be caused.</p> <ul style="list-style-type: none"> • Aquinas famously said, 'we must love them both (faith and reason)... for both have laboured in the search for truth and both have helped us in finding it'. This clearly implies that faith and reason are equally important in determining God's existence. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Aquinas' argument is weak because it is possible to say, as Isaac Newton did, that things can continue in motion indefinitely until stopped by another force, so it is quite possible for something to have always been in motion without ever having been moved in the first place. • Faith trumps reason in discussions about actual infinity. This is because actual infinity cannot exist and therefore there has to be something to cause the existence of everything else. Religious people can use this argument to point to a God and they can use their faith that this God is the one in whom they believe. • The claim is true where Aquinas' argument is used. He said 'we have a more perfect knowledge of God by grace than by natural reason' which means that knowledge is dependent on both the senses and divine revelation. This affirms the view that both faith and reason are needed to believe that this version of the cosmological argument proves God's existence.

Part C – The Problem of Evil and Suffering

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25	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions.</p> <p>A maximum of 10 marks are available for these skills.</p> <p>8-10 marks may be awarded only if there is evidence of analysis and evaluation and conclusions drawn.</p> <p>A maximum of 10 marks are available for KU that is relevant to both the question and the answer. 5 marks are available each for analysis and evaluation.</p> <p>Typical characteristics</p> <p>16-20 A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that freewill has been given to humanity. Answers may show an awareness that faith and reason are not necessarily opposed. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account both aspects of the statement.</p> <p>13-15 A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that freewill has been given to humanity. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account both aspects of the statement.</p> <p>10-12 A satisfactory response that makes some attempt to answer the question by referring to relevant KU on</p>	20	<p>Purpose</p> <p>The purpose of this question is to give candidates the opportunity to explain and assess the role of faith and reason in beliefs about the source of freewill.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Free will is the belief that we are free to choose how we act. The opposite of free will is determinism. • The Judaeo-Christian concept of God is that he is all-knowing and all-powerful which gives him control over our actions. • The Bible says that God has a role in directing the history of humanity and that humanity has the ability to choose between right and wrong. • Faith is belief that is not based on proof. Evidence is not necessary. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • Augustine believed in both free will and in pre-destination, but this is not logical because you can have one or the other but not both. If we are free then our lives cannot be pre-determined, but if they are pre-determined then we cannot be free. • If it is God that is behind the evil things that we do then human beings cannot be held responsible for doing these evil things. So, this leaves us in the position of having to try to work out whether or not we have free will.

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	<p>faith-based and reason-based responses to the belief that freewill has been given to humanity. Answers may refer simply to the debate between faith and reason. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p>6-9 A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features of the debate between faith and reason responses without addressing the issue raised by the statement.</p> <p>0-5 A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on extent to which different responses adequately explain the existence of freewill.</p>		<p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • I think the view is not valid because some scientists say that psychologically we are predisposed towards certain types of behaviour and decisions and these are influenced by our background and our education, not by a divine being. • I don't think it's possible to know because even Maimonides ducked the issue by saying that God has fore-knowledge and man has free will and this contradiction cannot be understood by our limited finite means. • The Judeo-Christian concept of God creates problems for free will because if God is omniscient and knows everything that there is to know, including the future, then it is difficult to see how either reason or faith could be used to prove that there is such a thing as free will because it goes against all concepts of God.

Part D – Miracles

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
26	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions.</p> <p>A maximum of 10 marks are available for these skills.</p> <p>8-10 marks may be awarded only if there is evidence of analysis and evaluation and conclusions drawn.</p> <p>A maximum of 10 marks are available for KU that is relevant to both the question and the answer. 5 marks are available each for analysis and evaluation.</p> <p>Typical characteristics</p> <p>16-20 A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that miracles are literally true. Answers may show an awareness that faith and reason are not necessarily opposed. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account both aspects of the statement.</p> <p>13-15 A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that miracles are literally true. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account both aspects of the statement.</p> <p>10-12 A satisfactory response that makes some attempt to answer the question by referring to relevant KU on</p>	20	<p>Purpose The purpose of this question is to give candidates the opportunity to explain and assess the role of faith and reason in beliefs about miracles.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Miracles are defined as extraordinary events, perceived to be the result of the direct, purposeful action of God(s). • There are many accounts of miracles in the Christian gospels. Jesus is reported to have performed 37. • Faith alone means that belief is held even if evidence is lacking, or even against compelling evidence. • Reason is the capacity for logical and rational thought. From this, we can infer that something is the case. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • If it is true that ‘supernatural and miraculous stories chiefly are initiated by ignorant and uncivilised people’ (Hume), then modern reports of miracles should not be happening because most people are educated. • For those reliant on faith, miracle accounts are evidence enough because they can be taken as historically and literally true. But in contrast to this, Hume wrote ‘that no testimony is sufficient to establish a miracle’.

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	<p>faith-based and reason-based responses to the belief that miracles are literally true. Answers may refer simply to the debate between faith and reason. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p>6-9 A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features of the debate between faith and reason responses without addressing the issue raised by the statement.</p> <p>0-5 A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on extent to which different responses adequately explain the existence of freewill.</p>		<p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Hume’s claim that miracle reports of different religions cancel each other out, making none of them effective proof of God’s or divine action in the world, is weak. This claim criticises religion but does little to attack belief in the existence of miracles itself. • I agree with Hume because he said belief should always be proportioned to evidence and never reliant on faith. This makes sense because miracles are exceedingly improbable events and the only support for them is from people reporting that they happen. • Reason gives more support than faith for the view that miracles do happen. Literalists could point out that the gospels are written by different people and even Josephus, a Jewish historian with no Christian agenda, wrote of Jesus’ ‘mighty deeds’. If Hume’s argument were taken to be true then it would mean that all these writers were independently lying, which is relatively unlikely.

[END OF SPECIMEN MARKING INSTRUCTIONS]