



2014 Religious, Moral and Philosophical Studies

Higher Paper 1

Finalised Marking Instructions

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Part One: General Marking Principles for 2014 Religious, Moral and Philosophical Studies Paper 1

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 specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: 2014 Religious, Moral and Philosophical Studies Paper 1

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

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

**2014 Religious, Moral and Philosophical Studies
Higher Paper 1**

Section 1 – Morality in the Modern World

Topic 1 – Crime and Punishment

Specific Marking Information

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

Analysis and Evaluation – Approximately 50% of mark

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

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

<i>Question No.</i>		<i>Question:</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	MI	<p><i>Marking Instructions: No marks for simply naming the sacred texts</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Used for specific teachings on specific issue • Used for demonstrating moral behaviour through acts of key figures • Used for guidance in deciding upon modern day issues • Used to establish core values. • Examples can be provided • Used to develop moral responses to new moral issues • Used to support divine command theory • Varieties of interpretation of texts 	3	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Part of the consequentialist ethical system • Happiness is the ultimate goal of our actions • Act in a way that promotes happiness • To promote happiness an act must bring greater benefit to the majority than the pain it brings to the minority • Different interpretations within utilitarianism • Examples can be provided 	3	
1.(c)	MI	<p><i>Marking Instructions</i></p> <p><i>A maximum of two marks per cause of crime. No marks for listing. Each cause must be accompanied by an explanation. If more than two examples are given the best two should be awarded the marks</i></p> <ul style="list-style-type: none"> • Poverty/Economic factors • Environment • Family • Psychological issues • Peer pressure 	4	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(d)	MI	<p><i>Marking Instructions</i> Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Application of Act Utilitarian principles • Application of Rule Utilitarian principles • Consideration of victims for the general good of society • Limiting crime through tackling the causes to lessen unhappiness • Increasing good through reformation of offenders • Satisfactory punishments to please majority • Families taken into account • Financial considerations – cost of crime and of punishments 		4

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	MI	<p><i>Marking Instructions</i> <i>No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Courts hand out the sentence - set penalties • Offender loses liberty • Loss of privacy • Sense of retribution • Regulated life • Social interaction altered • Given chance to reform while in prison • Keeps society safe 	4	
2.(b)	MI	<p><i>Marking Instructions</i> <i>No marks for writing a list. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular moral issues raised</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Human rights of prisoner • The rights of the victims • The rights of society to feel protected • Families affected, not just prisoner • Utilitarian concerns • Kantian concerns • Religious concerns 		6

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	MI	<p><i>Marking Instructions: No marks for a list. Candidates are not required to give contrasting religious viewpoints. Those noted below are simply possible points that candidates might make. Each method must be accompanied by a description.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Immoral because it takes a life • Immoral because of sanctity of life ethic • Immoral because it lacks compassion/forgiveness • Moral because of the eye for an eye ethic • Moral because it offers protection to society • Moral because the criminal does not have to suffer for his or her whole life in prison 	6	
3.(b)	MI	<p><i>Marking Instructions</i> <i>Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may include secular views as part of the evaluation. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. Answers may include reference to underlying principles, causes and/or responses. Candidates are not required to discuss conflicting views.</i> <i>There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Strengths of the viewpoints • Weaknesses of the viewpoints • Judgement of the viewpoints • Comparisons of the viewpoints with secular views • Comparison of the viewpoints with each other • Comparison of the viewpoints with other religious views • Personal reflection on the viewpoints • Examples to highlight points • Evaluations from the perspective of moral stances (e.g. Kantian evaluation of the religious viewpoints) 		10
Total			20KU	20AE

Topic 2 – Gender

Specific Marking Information

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

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

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

<i>Question No.</i>		<i>Question:</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	MI	<p><i>Marking Instructions: No marks for simply naming the sacred texts</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Used for specific teachings on specific issue • Used for demonstrating moral behaviour through acts of key figures • Used for guidance in deciding upon modern day issues • Used to establish core values. • Examples can be provided • Used to develop moral responses to new moral issues • Used to support divine command theory • Varieties of interpretation of texts 	3	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Part of the consequentialist ethical system • Happiness is the ultimate goal of our actions • Act in a way that promotes happiness • To promote happiness an act must bring greater benefit to the majority than the pain it brings to the minority • Different interpretations within utilitarianism • Examples can be provided 	3	
1.(c)	MI	<p><i>Marking Instructions</i></p> <p><i>Maximum of two marks per issue. No marks for listing. Each issue must be accompanied by an explanation. If more than two examples are given the best two should be awarded the marks.</i></p> <ul style="list-style-type: none"> • Stereotyping • Roles • Equal Opportunities • Institutionalised discrimination • Ineffective application of laws 	4	
1 (d)	MI	<p><i>Marking Instructions</i></p> <p><i>Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Issues and situations should be judged in terms of their possible outcomes • Principle of greatest happiness for greatest number should be applied (eg UK laws, equal opportunities at work) • Pain and unpleasantness should be avoided (eg sexism, denial of opportunities) • Application of Act/Rule Utilitarian principles depending on the situation 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions</i> <i>No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Sexualises them • Menial jobs • Disempowered • Lacking in intelligence • Obsessed with beauty • Male fantasy figures • Eye candy 	4	
2.(b)	MI	<p><i>Marking Instructions</i> <i>No marks for writing a list. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular moral issues raised</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • influence on children • can lead to discrimination • can lead to violence and abuse • effect on women’s self-esteem • Utilitarian concerns • Religious concerns • Kantian concerns 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions: Maximum of three marks per view. No marks for a list. Candidates are not required to give contrasting religious viewpoints. Those noted below are simply possible points that candidates might make. Each view must be accompanied by an explanation.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Immoral- sexual violence/exploitation is wrong • Immoral- everyone is equal in the eyes of God • Immoral- the Golden Rule in all religions demands care for each other • Moral- God has given men and women different roles • Moral- need to respect different cultural perspectives • Sacred texts can be interpreted in ways which permit certain kinds of treatment 	6	
3.(b)	MI	<p><i>Marking Instructions</i> <i>Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may include secular views as part of the evaluation. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. Answers may include reference to underlying principles, causes and/or responses. Candidates are not required to discuss conflicting views.</i> <i>There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Strengths of the viewpoints • Weaknesses of the viewpoints • Judgement of the viewpoints • Comparisons of the viewpoints with secular views • Comparison of the viewpoints with each other • Comparison of the viewpoints with other religious views • Personal reflection on the viewpoints • Examples to highlight points • Evaluations from the perspective of moral stances (eg Kantian evaluation of the religious viewpoints) 		10
Total			20 KU	20 AE

Topic 3 – Global Issues

Specific Marking Information

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

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

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

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(a)	MI	<p><i>Marking Instructions: No marks for simply naming the sacred texts</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Used for specific teachings on specific issue • Used for demonstrating moral behaviour through acts of key figures • Used for guidance in deciding upon modern day issues • Used to establish core values • Examples can be provided • Used to develop moral responses to new moral issues • Used to support divine command theory • Varieties of interpretation of texts 	3	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Part of the consequentialist ethical system • Happiness is the ultimate goal of our actions • Act in a way that promotes happiness • To promote happiness an act must bring greater benefit to the majority than the pain it brings to the minority • Different interpretations within utilitarianism • Examples can be provided 	3	
1.(c)	MI	<p><i>Marking Instructions</i> <i>Maximum of two marks per cause. No marks for listing. Each cause must be accompanied by an explanation. If more than two examples are given the best two should be awarded the marks.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • <i>War</i> • <i>Trade</i> • <i>Debt</i> • <i>Corruption</i> • <i>Natural disasters</i> 	4	
1.(d)	MI	<p><i>Marking Instructions</i> <i>Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Application act utilitarian principles • Application of rule utilitarian principles • Morally not acceptable that the few live in comfort and the majority live in poverty • Life as a whole is what matters not just human life- all need to be protected from the effects of global poverty • Moral duty to prevent bad things like absolute poverty by giving to charity rather than increasing our own comfort. 		4

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	MI	<p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Tied aid • Bilateral • Non-government • Multilateral • Humanitarian • Development • Food 	4	
2.(b)	MI	<p><i>Marking Instructions</i> <i>No marks for writing a list. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular moral implications raised.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The role of altruism • The development of dependency • The obligation to help the less fortunate • The destination of aid (eg does it get to the people it was intended for?) • The recipients of aid (support for corrupt regimes) • Utilitarian concerns • Religious concerns • Kantian concerns 		6

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	MI	<p><i>Marking Instructions: No marks for a list. Candidates are not required to give contrasting religious viewpoints. Those noted below are simply possible points that candidates might make. Each view must be accompanied by an explanation.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Immoral- stewards of creation • Immoral- selfish, earth is for future generations • Immoral- problems caused primarily by greed • Moral- there is conflicting evidence • Moral- the Earth will adjust itself naturally • Moral- Earth does not matter in the grand scheme of things 	6	
3.(b)	MI	<p><i>Marking Instructions</i></p> <p><i>Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may include secular views as part of the evaluation. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. Answers may include reference to underlying principles, causes and/or responses. Candidates are not required to discuss conflicting views.</i></p> <p><i>There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Strengths of the viewpoints • Weaknesses of the viewpoints • Judgement of the viewpoints • Comparisons of the viewpoints with secular views • Comparison of the viewpoints with each other • Comparison of the viewpoints with other religious views • Personal reflection on the viewpoints • Examples to highlight points • Evaluations from the perspective of moral stances (eg Kantian evaluation of the religious viewpoints) 		10
Total			20 KU	20 AE

Topic 4 – Medical Ethics

Specific Marking Information

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

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

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

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
1.(a)	MI	<p><i>Marking Instructions: No marks for simply naming the sacred texts</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Used for specific teachings on specific issue Used for demonstrating moral behaviour through acts of key figures Used for guidance in deciding upon modern day issues Used to establish core values. Examples can be provided Used to develop moral responses to new moral issues Used to support divine command theory Varieties of interpretation of texts 	3	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Part of the consequentialist ethical system Happiness is the ultimate goal of our actions Act in a way that promotes happiness To promote happiness an act must bring greater benefit to the majority than the pain it brings to the minority Different interpretations within utilitarianism <p>Examples can be provided</p>	3	

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
1.(c)	MI	<p><i>Marking Instructions</i> <i>Maximum of two marks per use. No marks for listing. Each cause must be accompanied by an explanation. If more than two examples are given the best two should be awarded the marks.</i></p> <p><i>Maximum of two marks per use.</i></p> <ul style="list-style-type: none"> • IVF • Research • PGD/PGS • Saviour Siblings • Stemcell research 	4	
1.(d)	MI	<p><i>Marking Instructions</i> <i>Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Mill's principle and definition of happiness could be said to encourage it • Most pleasure and least pain for those involved could be seen to permit it • Killing the embryo does not allow for personal development, but it could benefit the majority • Change in the law could work both ways – happiness for those who want it and unhappiness for those who could be affected by a law change – which would be the greatest number? • Rights of one potential individual to be balanced against the rights of many actual individuals 		4

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</p> <p><i>Suggested areas covered in answers</i></p> <ul style="list-style-type: none"> • Conception • 14 day 'primitive streak' • Ensoulment • Beating heart • Legal definitions • Sentience • Gender established 	4	
2.(b)	MI	<p><i>Marking Instructions</i> Where more issues are given then the best two should receive the marks. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular moral issues raised</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Sanctity of life • Definitions of personhood • Validity of research • Validity of interference with the embryo • The 'can' and 'ought' debate • Interference with nature taken too far • Utilitarian concerns • Kantian concerns • Religious concerns 		6

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	MI	<p><i>Marking Instructions: Maximum of three marks per view. No marks for a list. Candidates are not required to give contrasting religious viewpoints. Those noted below are simply possible points that candidates might make. Each method must be accompanied by a description</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Immoral- sanctity of life • Immoral- playing God • Immoral- exploitation of the vulnerable • Moral- compassionate • Moral- lesser of two evils • Moral- protects from greater grief 	6	
3.(b)	MI	<p><i>Marking Instructions</i></p> <p><i>Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may include secular views as part of the evaluation. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. Answers may include reference to underlying principles, causes and/or responses. Candidates are not required to discuss conflicting views.</i></p> <p><i>There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Strengths of the viewpoints • Weaknesses of the viewpoints • Judgement of the viewpoints • Comparisons of the viewpoints with secular views • Comparison of the viewpoints with each other • Comparison of the viewpoints with other religious views • Personal reflection on the viewpoints • Examples to highlight points • Evaluations from the perspective of moral stances (eg Kantian evaluation of the religious viewpoints) 		10
Total			20 KU	20 AE

Topic 5 – War and Peace

Specific Marking Information

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

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

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

<i>Question No.</i>		<i>Question:</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
1.(a)	MI	<p><i>Marking Instructions: No marks for simply naming the sacred texts</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Used for specific teachings on specific issue • Used for demonstrating moral behaviour through acts of key figures • Used for guidance in deciding upon modern day issues • Used to establish core values. • Examples can be provided • Used to develop moral responses to new moral issues • Used to support divine command theory • Varieties of interpretation of texts 	3	

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Part of the consequentialist ethical system • Happiness is the ultimate goal of our actions • Act in a way that promotes happiness • To promote happiness an act must bring greater benefit to the majority than the pain it brings to the minority • Different interpretations within utilitarianism • Examples can be provided 	3	
1.(c)	MI	<p><i>Marking Instructions</i></p> <p><i>Maximum of two marks per effect. No marks for listing. Each effect must be accompanied by an explanation. If more than two examples are given the best two should be awarded the marks.</i></p> <ul style="list-style-type: none"> • Reduction in collateral damage • Swift deployment to defuse situations • Greater deterrent • Mass killing • Proliferation • Harder to control • Accessible to more rogue nations • Environmental damage • Impact on national economies 	4	

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
1.(d)	MI	<p><i>Marking Instructions</i></p> <p><i>Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Launching an attack would be acceptable if it produces more happiness overall • The benefit gained from any response has to outweigh the pain caused by those who are killed, injured or bereaved in the process • Negotiation would be preferable as people on both sides would be happier if there is no bloodshed • Strengthening your defences would be appropriate as it may make your enemy back down, thus preventing the loss of lives and making a happier society 		4

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> <i>No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Failure of diplomacy • Pre-emptive strike • Self defence • Alliances • Deterrence • Revenge 	4	
2.(b)	Q	<p><i>Marking Instructions</i> <i>Where more issues are given then the best two should receive the marks. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular moral issues raised</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Potential civilian deaths • Potential economic cost • Loss of armed forces personnel • Political impact • Utilitarian concerns • Kantian concerns • Religious concerns 		6

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	MI	<p><i>Marking Instructions: No marks for a list. Candidates are not required to give contrasting religious viewpoints. Those noted below are simply possible points that candidates might make. Each method must be accompanied by a description</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Immoral- duty to defend your country • Immoral- about self preservation and not self sacrifice • Immoral- scripture has commended it on occasion • Moral- sanctity of life • Moral- elevates individuals above the level of the savage • Moral- seeks solutions not destruction 	6	
3.(b)	MI	<p><i>Marking Instructions</i></p> <p><i>Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may include secular views as part of the evaluation. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. Answers may include reference to underlying principles, causes and/or responses. Candidates are not required to discuss conflicting views.</i></p> <p><i>There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Strengths of the viewpoints • Weaknesses of the viewpoints • Judgement of the viewpoints • Comparisons of the viewpoints with secular views • Comparison of the viewpoints with each other • Comparison of the viewpoints with other religious views • Personal reflection on the viewpoints • Examples to highlight points • Evaluations from the perspective of moral stances (eg Kantian evaluation of the religious viewpoints) 		10
Total			20 KU	20 AE

[END OF SECTION I]

SECTION 2 – Christianity: Belief and Science

Specific Marking Information

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

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

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

Question No.	Question:	Approx Marks weightings: 50% KU – 50% AE	
1.(a)	<p>MI</p> <p><i>Marking Instructions:</i> <i>Each point should be accompanied by an explanation</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> God's way of communicating with us. Awareness of certain aspects of the world of nature Knowledge given to people by a divine/supernatural agent, eg God General Revelation Special Revelation Examples may be used 	4	
1.(b)	<p>MI</p> <p><i>Marking Instructions:</i> <i>Each point should be accompanied by an explanation</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> A process to study the natural world and much of what it contains, in a systematic way Follows a four stage process of Observation, Hypothesis, Experiment, Verification It uses the processes of induction, deduction and verification Provides data which can be independently tested by other scientists Provides evidence/information of a provisional nature which is subject to change in the light of new evidence/discoveries 	4	

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
1.(c)	MI	<p>“Scientific enquiry is a more reliable source of human understanding than Christian revelation.” Explain two reasons in support of this statement.</p> <p><i>Marking Instructions</i> <i>Maximum of two marks per reason. No marks for listing. Each reason must be accompanied by an explanation. If more than two reasons are given the best two should be awarded the marks.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Using the same methods, knowledge and information can be discovered by anyone anywhere • Removes the need for God as an explanation for the existence of life • The world is no longer a mystery which only God can understand • Explains things which previously were matters of faith 		4

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> Each point should be accompanied by an explanation.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Galaxies moving away from each other at a known rate • There is evidence of a massive explosion • The presence of 'Red Shift' confirms the Big Bang event • The amount of Hydrogen and Helium in the universe confirm the Big Bang event • Primordial elements • Microwave background radiation • Evidence from various scientific disciplines 	4	
2.(b)	MI	<p><i>Marking Instructions:</i> Each point should be accompanied by an explanation. A maximum of two marks for simply going through the creation story. More is expected than a re-telling of the creation narratives in Genesis.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Happened exactly as described in the Bible • Occurred several thousand years ago • Creative act by God • Created ex nihilo • Miraculous • Created as a result of God's love and desire to share existence • Created to fulfil a divine purpose 	4	

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
2.(c)	MI	<p><i>Marking Instructions</i> Candidates should not receive marks for KU used in question 2(a) and (b). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</p> <p><i>Suggested areas covered in answers:</i></p> <p>AGREE</p> <ul style="list-style-type: none"> • Both have partial knowledge of the facts • Both have paradigms through which they interpret the evidence • Religious and scientific explanations both require faith in the broadest sense of the word • Both are the result of human reason which is fallible • They are looking for different answers so neither can give a complete view • Both leave questions unanswered <p>DISAGREE</p> <ul style="list-style-type: none"> • Big Bang is based on empirical evidence • Religious creationism invokes an incoherent model of the creator • Creation story could be accepted as true so therefore the picture is complete • Big Bang Theory could be correct so therefore the picture is complete. • Religion can never offer the partial or full story because there is no supernatural world/being • Science cannot ever give a complete picture because it discounts the supernatural 		6

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> <i>Each point should be accompanied by an explanation.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Observable events in nature are explainable only by natural causes • Survival of the fittest • Random mutation • Adaptation • Timescale • Small changes • Evolution • Purpose is survival • Natural selection 	4	

Question No.		Question:	Approx Marks weightings: 50% KU – 50% AE	
3.(b)	MI	<p><i>Marking instructions:</i> Candidates are not expected to write 10 points. As a guide, they may write 3-4 points.</p> <p><i>Suggested areas covered in answers:</i></p> <p>Key word in this question is “all” Christians. The answer is that not all would disagree with every aspect of these explanations but that all would disagree with removing God entirely from the process. Candidates will approach the question in a wide variety of ways perhaps taking the lines suggested below:</p> <p>Disagree completely</p> <ul style="list-style-type: none"> • Literalists <p>Not disagree at all</p> <ul style="list-style-type: none"> • Some Christians who may have a more deistic understanding of God as creator <p>Disagree to an extent</p> <ul style="list-style-type: none"> • Evolutionary theists, conservatives, liberals <p>Candidates may introduce some of the ideas noted below in their discussion:</p> <ul style="list-style-type: none"> • Anthropic Principle • Fixity of species • Evolutionary theory is full of belief too. • Revelation can explain the purpose behind our existence, science cannot do this. • If evolution is accepted, the idea that human life does not appear to be unique or specially created by God, suggests it has no meaning or purpose. • Understanding the way life originated and developed still begs the question about the creator of it. It is still possible to believe in God as the source or power behind it all. • Evidence of design in evolution. • The Biblical account does suggest gradual stages in development of life which is also key idea in evolution. • Evolution is an attempt to explain the how of the development of life. The why is much more important which are the key areas of the Genesis stories. 		10
		Total	20 KU	20 AE

[END OF SECTION II]

[END OF MARKING INSTRUCTIONS]



2014 Religious, Moral and Philosophical Studies

Higher Paper 2

Finalised Marking Instructions

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Part One: General Marking Principles for 2014 Religious, Moral and Philosophical Studies Paper 2

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 specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: 2014 Religious, Moral and Philosophical Studies Paper 2

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

1. No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.
2. The bullet points under the heading of “*Suggested areas covered in answers:*” is a general guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive.
3. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates. The marking information is designed for use by teachers experienced in each topic.
4. Unless indicated candidates should not receive marks for using the same information twice in a question e.g. If a candidate gives KU in question 2(a)+(b) and uses it again in 2(c) then no credit should be given. If however, they use new KU in 2(c) to tee up an AE point then that should be given credit as it demonstrates further analysis.

**2014 Religious, Moral and Philosophical Studies
Higher Paper 2**

Section 1 – Buddhism

Specific Marking Information

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

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

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

<i>Question No.</i>		<i>Question:</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	MI	<p><i>Marking Instructions: It is acceptable for candidates to describe more than one understanding.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Desire • Desire for physical pleasure (kama) • Desire to become something (bhava) • Desire to be rid of something (vibhava) • Referred to in the Four Noble Truths • Causes dukkha 	4	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(b)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Volitional action • Law of Cause and effect • Can be good or bad • Affects rebirth • Can't be escaped 	4	
1.(c)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Tanha can create bad kamma • Tanha causes us to cling which creates bad kamma • Due to bad kamma created by tanha there can be samsaric rebirth • Extinguish tanha and you extinguish the cause of rebirth (kamma) • Actions motivated by tanha are morally wrong • Greed, hatred and delusion all produced by desire and all are examples of negative kamma 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions</i> Candidates need only write about one understanding.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • State of perfect bliss • End of craving • State of enlightenment • Beyond human description • Can only be known through experience • Escape from Samsara/suffering • Theravada/Mahayana views 	6	
2.(b)	MI	<p><i>Marking Instructions</i> Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</p> <p><i>Suggested areas covered in answers</i></p> <p>Challenging</p> <ul style="list-style-type: none"> • Demands strict control of life • Distractions in life can lead away from Nibbana • Distant goal for some Buddhists • Impossible for lay Theravadins 		8

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> Candidates should describe how Buddhists follow the Eightfold Path rather than give a description of the Eightfold Path. Candidates may give examples of how they might put certain steps into action- this should be given credit.</p> <p><i>Exemplar of points that could be made for Right Speech:</i></p> <ul style="list-style-type: none"> • Being mindful of how speech can cause suffering • Avoiding harmful speech • No idle gossip • No false speech/lying • Using encouraging speech 	6	
3.(b)	MI	<p><i>Marking Instructions</i> Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer. Candidates may use several steps in their answers:</p> <p><i>Suggested general areas covered in answers:</i></p> <p>Can be argued</p> <ul style="list-style-type: none"> • Brings good Kamma to the individual • Helps lead to a better rebirth • Shows person has control over their mind • Prevents suffering for the individual <p>Can't be argued</p> <ul style="list-style-type: none"> • Society becomes more harmonious • Society suffers less • Enhances collective kamma • Encourages others to be mindful in everything they do 		8
Total			20 KU	20 AE

Section 2 – Christianity

Specific Marking Information

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

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

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

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(a)	MI	<p><i>Marking Instructions:</i> <i>It is acceptable for candidates to describe more than one understanding.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> nature of sin effects of sin began with the Fall can lead to moral guilt 	4	
1.(b)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Bible reading and exposition individual and communal prayer sacramental worship celebration of Christian festivals praise of God through music 	4	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(c)	MI	<p>Explain how worship helps build a relationship with God.</p> <p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • develops and deepens individual relationship with God • brings community closer to God • raises awareness of the nature and effects of sin • focus on atonement and salvation through Jesus • provides opportunity for individual/communal repentance 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions</i> Candidates need only write about one understanding.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • State of being not a place • In the presence of God • Enter by faith alone • Enter as a result of God's grace • Predestination • Judgement 	6	
2.(b)	MI	<p><i>Marking Instructions</i> Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</p> <p><i>Suggested areas covered in answers:</i> Challenging</p> <ul style="list-style-type: none"> • challenges of living a moral life • challenges of living in a secular society • challenges of proselytizing • uncertainty of what happens after death 		8

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p>Describe how Christians perform baptism.</p> <p><i>Marking Instructions: No specific instructions</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Infant baptism • Confession of sins • Statement of faith • Readings from scripture • Use of water • Use of oil • Believers' baptism • Full immersion 	6	
3.(b)	MI	<p><i>Marking Instructions Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer. Suggested areas covered in answers:</i></p> <p>Can be argued</p> <ul style="list-style-type: none"> • Public statement of faith • Sense of identity for the individual • Feeling of belonging to a community for the individual • Confidence in their new faith <p>Can't be argued</p> <ul style="list-style-type: none"> • provides focus for communal worship • builds confidence in the community • provides motivation for evangelism • re-statement of community's faith 		8
			20 KU	20 AE

Section 3 – Hinduism

Specific Marking Information

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

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

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

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(a)	MI	<p><i>Marking Instructions:</i> <i>It is acceptable for candidates to describe more than one understanding.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Duty • <i>Eternal Law</i> • Caste • Ashrama • Varna • Natural 	4	
1.(b)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • <i>It is a law</i> • <i>Every act has a consequence</i> • <i>Different types of karma</i> • <i>Everyone is affected by it</i> 	4	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(c)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • <i>Dharma is good karma</i> • <i>Better to do own dharma badly than another's well</i> • <i>Tied into samsara which is linked to karma</i> • <i>Karma compels individuals to perform caste/ashrama dharma</i> 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions</i> Candidates need only write about one understanding</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Complete bliss • Cannot be fully explained, only experienced. • Mind becomes one with Brahman • Detached • Oneness with self • Detachment 	6	
2.(b)	MI	<p><i>Marking Instructions</i> Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</p> <p><i>Suggested areas covered in answers:</i> Challenging:</p> <ul style="list-style-type: none"> • Abstract • Too difficult to describe • Requires high levels of discipline • Requires high levels of self control 		8

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> Candidates should describe how Hindus follow the margas rather than give a description of them. Candidates may give examples of how they might put the margas into action- this should be given credit. Example of possible content for a description of how karma marga is followed:</p> <ul style="list-style-type: none"> • Actions carried out according to caste/situation in life • Acts are done out of love for God • No thought of personal reward • Most practical of the margas • Does not require ascetic behaviour • Detached from results of actions 	6	
3.(b)	MI	<p><i>Marking Instructions</i> Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</p> <p><i>Suggested general areas covered in answers:</i></p> <p>Can be argued</p> <ul style="list-style-type: none"> • Focus is on individual salvation • Although it may benefit community, motive is selfish • It is about personal advancement • Never completely detached <p>Can't be argued</p> <ul style="list-style-type: none"> • Strict ethical code prevents selfishness • Focus is on action, rather than individual meditating • Duties carried out for good of community 		8
Total			20 KU	20 AE

Section 4 – Islam

Specific Marking Information

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

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

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

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(a)	MI	<p><i>Marking Instructions:</i> <i>It is acceptable for candidates to describe more than one understanding.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Having the freedom to behave how we want Makes us unique and the apex of creation Misuse of it causes suffering We are tested on how we use it Guided in its use by our fitrah 	4	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(b)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • 'Islam' means submission • 'Muslim' means one who submits • Submission should involve all aspects of life: personal and social • Applying Taqwa and Ishaan helps Muslims submit to the will of Allah 	4	
1.(c)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • We have freedom to choose whether we submit to Allah or not • We will be tested on how fully we submit to Allah's will • Choosing to submit makes the relationship more deep and meaningful • We will be rewarded or punished on our chosen intentions and actions 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • It is a place for the righteous • They are secure from the torment and torture of Hell • Place of bliss • Garden with flowing rivers • Luxuries: silk robes, thrones, carpets, jewellery • Seven layers 	6	
2.(b)	MI	<p><i>Marking Instructions</i> <i>Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</i></p> <p><i>Suggested areas covered in answers:</i> Challenging:</p> <ul style="list-style-type: none"> • Restricts choices on earth. Have to live life as an act of submission • Flawed nature means we make mistakes which will be recorded in our Book of Life • Have to continually repent for wrongdoing • Influence of Iblis can lead us astray • Knowledge of Judgement Day could make people paranoid about their behaviour • Beliefs about Paradise may be viewed as mythological in the 21st century 		8

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Arrive in the sacred state of ihram • Behave like servants of Allah throughout • On arrival, circle the Ka'bah seven times (Tawaf) • Kiss or touch the Black Stone if possible • Hurry between Safa and Marwah seven times • Collect water and drink from the Zamzam well • Stand before Allah and repent on the Mount of Mercy • Stone the Jamaras at Mina 	6	
3.(b)	MI	<p><i>Marking Instructions</i> <i>Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Can be argued</p> <ul style="list-style-type: none"> • Feel closer to Allah • Forgiven for their wrongdoing on the Mount of Mercy • Sacrificing personal comforts leads them to become spiritually cleansed • New status – entitled to take the name Hajji or Hajjah <p>Can't be argued</p> <ul style="list-style-type: none"> • Reduces discrimination - reminded that we are all equal before Allah • Leads to more peaceful community as quarrels are healed before they go on hajj • Signifies the brotherhood of all Muslims. It is a victory over race, language and national differences • Everyone should be gentle, respectful and tolerant towards others • Meat from the sacrificed animals is distributed to the poor • Muslims around the world are joined with pilgrims in spirit as they celebrate Id-UI-Adha 		8
			20 KU	20 AE

Section 5 – Judaism

Specific Marking Information

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

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

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

<i>Question No.</i>		<i>Question:</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	MI	<p><i>Marking Instructions:</i> <i>It is acceptable for candidates to describe more than one understanding.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • God is One • God is Creator • God is Good • God has dominion • Omnipotent • Omniscient • Just 	4	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(b)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i> Rosh Hashanah</p> <ul style="list-style-type: none"> • Synagogue service • Shofar blown • Call to repentance but Bible does not really say what it is about • No work • Much of the time in synagogue • Special prayers • Customs e.g. apple dipped in honey <p>Yom Kippur</p> <ul style="list-style-type: none"> • 25 hour fast • Day of Atonement • Synagogue • Local customs e.g. no bathing, wearing leather • Confessions (Ashamnu and Al Cheit) 	4	
1.(c)	MI	<p>Explain how Rosh Hashanah and Yom Kippur are related to Jewish beliefs about God.</p> <p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Reminder of indebtedness to God • Reminder of the need to work for harmony in creation • Reminder of the need to obey God’s commands which overcome human nature • Reminder of the need to be loyal to God • Helps keep them on God’s path 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Common view that the Messianic Age will be a time of peace and harmony on earth. <p><u>Orthodox</u></p> <ul style="list-style-type: none"> • Focus is on belief in personal Messiah. • Messiah will be a man – prophet, teacher, leader. • Descendant of David. • Lead Jewish people back to land of Israel. • Will come either because the world is good enough – or too evil. <p><u>Reform</u></p> <ul style="list-style-type: none"> • Belief in Messianic Age is not mentioned in the Torah and so is a later introduction to Jewish belief. • They do not believe in coming of single person as Messiah, but teach about a future world in which human efforts will bring peace and harmony. • They concentrate more on the concept of the Messianic Age – a time in the future where the spiritual bonding between Jews will bring about a world of harmony. And a complete Jewish State. 	6	
2.(b)	MI	<p><i>Marking Instructions</i> <i>Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Expectation to obey God in all things • The ‘standing out’, the ‘separateness’ from others that many Jewish observances can bring are often difficult. • Example to future generations • Entails additional responsibilities not only toward God but to our fellow human beings • Obligated to build a just and compassionate society throughout the world • Cooperation with all men in the establishment of the Messianic Age. • Could lead to suffering. • Not a realistic goal in the modern world • Politically difficult. 		8

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Examples of areas covered:</i></p> <p><i>Candidates should describe how Jews follow the Torah rather than give a description of it. Candidates may give examples of how they might put the obligations of the Torah into action- this should be given credit.</i></p> <p><i>Example of possible content for a description of how Shabbat is followed:</i></p> <ul style="list-style-type: none"> • <i>No work</i> • <i>Synagogue services</i> • <i>Challot</i> • <i>Shabbat meal</i> • <i>Havdalah</i> • <i>Family gatherings</i> 	6	
3.(b)	MI	<p><i>Marking Instructions</i> <i>Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</i></p> <p><i>Examples of areas covered:</i></p> <p>Can be argued</p> <ul style="list-style-type: none"> • Self discipline • Contributes to personal self betterment • Focus is on individual responsibility • Feel closer to God <p>Can't be argued</p> <ul style="list-style-type: none"> • The Torah teachings concerning social and moral responsibilities will help to strengthen the Jewish community. • They bind people together and create a support network for the Jewish people. • This will help to make society more peaceful and tolerant. • Will help achieve the Messianic Age for all Jews/humankind. 		8
Total			20 KU	20 AE

Section 6 – Sikhism

Specific Marking Information

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

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

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

<i>Question No.</i>		<i>Question:</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	MI	<p><i>Marking Instructions:</i> <i>It is acceptable for candidates to describe more than one understanding.</i></p> <p><i>Suggested areas covered in answers</i></p> <ul style="list-style-type: none"> • Part of God’s Hukam • Enables humans to learn from past experiences • Enables humans to choose to live in harmony with God’s Hukam • Linked to natural law of karma 	4	
1.(b)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • A God-focused person • A person committed to serving God • A pure person • A person who acts only with God in mind 	4	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(c)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Being reborn in human form provides a unique opportunity to reunite. • Free will and moral conscience enable Sikhs to realise God's Hukam • Choosing to accept and live in harmony with God's Hukam can bring a Sikh closer to becoming Gurmukh 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Means liberated while still alive • The soul has reunited with God • Detached • Complete bliss • Cannot be fully explained, only experienced. • No longer affected by maya, haumai or the Five Evils • Escaped from the cycle of birth, death and rebirth 	6	
2.(b)	MI	<p><i>Marking Instructions</i> <i>Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</i></p> <p><i>Suggested areas covered in answers:</i> Challenging</p> <ul style="list-style-type: none"> • Unrealistic • Difficult to take an active role in society while trying to remain detached • Focusing on goal can lead to actions becoming selfish • This can lead to Sikh being overcome by maya and haumai 		8

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions</i> <i>No specific instruction</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Meditating on God at all times • Involves prayer (nam japna) • Involves keeping God in mind at all times (naam simran) • Involves acting selflessly, with God in mind • Reading and singing hymns from Guru Granth Sahib 	6	
3.(b)	MI	<p><i>Marking Instructions</i> <i>Candidates are not expected to write eight points. Typically candidates may write 2-3 points for this answer.</i></p> <p>Can agree</p> <ul style="list-style-type: none"> • Helps spiritual progression • Helps bring Sikhs closer to reunion • Helps Sikhs become Gurmukh • Helps Sikhs to overcome maya, haumai and the Five Evils <p>Can't agree</p> <ul style="list-style-type: none"> • Helps Sikhs to perform sewa, which benefits community • Brings the sangat closer together • Faith without action is meaningless- simran helps Sikhs put their beliefs into action • Helps Sikhs undertake kirt karna which benefits the community 		8
Total			20 KU	20 AE

[END OF MARKING INSTRUCTIONS]