



2015 Religious, Moral and Philosophical Studies

Higher Paper 1

Finalised Marking Instructions

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Part One: General Marking Principles for: Religious, Moral and Philosophical Studies Higher 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: Religious, Moral and Philosophical Studies Higher 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.

**2015 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 writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Source of morality • Is it God? • Is it humanity? • Do moral rules pre-exist God? • Omnipotence of God 	3	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Moral absolutes • Rightness of act is based on duty • Moral absolutes can be worked out • The Categorical Imperative • Respect for persons 	3	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(c)	MI	<p><i>Marking Instructions:</i> <i>If more than two examples are given the best should be awarded the marks. Candidates can refer to specific cases or general principles behind judgements eg Bentley, Ellis, drug smuggling in South East Asia, first degree murder in some US states. Descriptions may include:</i></p> <ul style="list-style-type: none"> • Details of the crime itself • The investigation • The judicial process • The reaction to the sentence • The execution and reaction to it 	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 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"> • Depends on understanding of maxims • Could be against it because it using an individual as a means to an end • Could be for it because it is part of the duty to protect the public • Could be for it “eye for an eye” is the maxim • Could be against it if maxim is the Golden Rule. 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> Where more have been described the best two should be awarded the marks.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Social background • Psychological disposition • Economic factors • Environment 	4	
2.(b)	MI	<p><i>Marking Instructions:</i> A maximum of three marks for each implication. 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</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Inequality caused by a lack of opportunity • Appropriateness of punitive responses to crime caused by mitigating circumstances • Priorities in responding to crime: consequences v causes • Adequacy of society's response to social issues • Moral issues relating to treatment of victims and perpetrators 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions: maximum of three marks per view. Maximum of three marks where no religious view has been covered</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • A religion’s view based on evidence from scripture/ tradition • A religion’s view based on views from figures of authority • Secular views based on utilitarian/Kantian principles • Secular views based on government policy/law/ organisations 	6	
3.(b)	MI	<p><i>Marking Instructions: 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 must evaluate both religious and secular views. There is a variety of ways that this may be achieved eg a discussion of strengths and weaknesses of each, comparison of the views, discussion of agreement and disagreement of these views. Maximum of 6 marks where only one viewpoint is evaluated. 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.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Evaluation points for religious views may include:</p> <ul style="list-style-type: none"> • Maintains religious traditions • Reinforces traditional moral values • Follows the will of God • Authority of scripture • Lack of flexibility • Outdated • Context has changed today • Issues are more complex than suggested by scripture • Extremist interpretations <p>Evaluation points for secular views may include:</p> <ul style="list-style-type: none"> • Compassionate • Flexible • Unconstrained by religious dogma • Moral relativism • Influence of politics • Political expediency • Too flexible • Over-contextualised 		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.

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 issues and viewpoints 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 writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Source of morality • Is it God? • Is it humanity? • Do moral rules pre-exist God? • Omnipotence of God 	3	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Moral absolutes • Rightness of act is based on duty • Moral absolutes can be worked out • The Categorical Imperative • Respect for persons 	3	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(c)	MI	<p><i>Marking Instructions:</i> If more than two examples are given the best should be awarded the marks.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Lack of medical facilities/health care • Poor hygiene/Lack of water • AIDs • Health problems arising from welfare • Lack of education • Violence 	4	
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"> • Any maxim would have to pass both formulations of the Categorical Imperative • We have a duty to help the needy • Many causes of poor health do not treat women as ‘ends in themselves’ • Consequences would not be considered 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> Where more have been described the best two should be awarded the marks.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Equal opportunities: in education and employment for example • Media Stereotyping: male stereotyping in all forms of the media • The Family: roles of men at home and at work 	4	
2.(b)	MI	<p><i>Marking Instructions:</i> A maximum of three marks for each implication. 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</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Possibility of discrimination against men in the workplace • Possibility of men not fulfilling their potential • Possibility of men struggling with expectations associated with traditional roles • Possibility of low self-esteem resulting from stereotyping • Possibility of clash between equal opportunities and religious views 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions: Maximum of three marks per view. Maximum of three marks where no religious view has been covered</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • A religion’s view based on evidence from scripture/ tradition • A religion’s view based on views from figures of authority • Secular views based on utilitarian/Kantian principles • Secular views based on Government policy/law/ organisations 	6	
3.(b)	MI	<p><i>Marking Instructions: 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 must evaluate both religious and secular views. There is a variety of ways that this may be achieved eg a discussion of strengths and weaknesses of each, comparison of the views, discussion of agreement and disagreement of these views. Maximum of 6 marks where only one viewpoint is evaluated. 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.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Evaluation points for religious views may include:</p> <ul style="list-style-type: none"> • Maintains religious traditions • Reinforce traditional moral values • Follows the will of God • Authority of scripture • Lack of flexibility • Outdated • Context has changed today • Issues are more complex than suggested by scripture • Extremist interpretations <p>Evaluation points for secular views may include:</p> <ul style="list-style-type: none"> • Compassionate • Flexible • Unconstrained by religious dogma • Moral relativism • Influence of politics • Political expediency • Too flexible • Over-contextualised 		10
Total			20KU	20AE

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 issues and viewpoints 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 writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Source of morality • Is it God? • Is it humanity? • Do moral rules pre-exist God? • Omnipotence of God? 	3	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Moral absolutes • Rightness of act is based on duty • Moral absolutes can be worked out • The Categorical Imperative • Respect for persons 	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 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"> • Greenhouse gasses • Pollution • Failure of international agreements • Industrialisation 	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 answer:</i></p> <ul style="list-style-type: none"> • Categorical imperative would prevent everyone from being allowed to pollute the environment • Cannot have some people suffering more as a result of global warming than others • Not worried by pollution which causes harm to animals but if it impacts on humans then that is a concern related to using people as a means to an end 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> Where more have been described the best two should be awarded the marks.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • War • Trading inequalities • Government • Natural disasters • Global economic conditions 	4	
2.(b)	MI	<p><i>Marking Instructions:</i> A maximum of three marks for each implication. 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</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Fairness in trade • Exploitation of the poor • Inequality • Fair distribution of the earth's wealth and resources • The need for charity • The need for changing global economic systems 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions: Maximum of three marks per view. Maximum of three marks where no religious view has been covered.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • A religion’s view based on evidence from scripture/ tradition • A religion’s views based on views from figures of authority • Secular views based on utilitarian/Kantian principles • Secular views based on government policy/law/ organisations 	6	
3.(b)	MI	<p><i>Marking Instructions: 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 must evaluate both religious and secular views. There is a variety of ways that this may be achieved eg a discussion of strengths and weaknesses of each, comparison of the views, discussion of agreement and disagreement of these views. Maximum of 6 marks where only one viewpoint is evaluated. 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.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Evaluation points for religious views may include:</p> <ul style="list-style-type: none"> • Maintains religious traditions • Reinforces traditional moral values • Follows the will of God • Authority of scripture • Lack of flexibility • Outdated • Context has changed today • Issues are more complex than suggested by scripture • Extremist interpretations <p>Evaluation points for secular views may include:</p> <ul style="list-style-type: none"> • Compassionate • Flexible • Unconstrained by religious dogma • Moral relativism • Influence of politics • Political expediency • Too flexible • Over-contextualised 		10
Total			20KU	20AE

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.

<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 writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Source of morality • Is it God? • Is it humanity? • Do moral rules pre-exist God? • Omnipotence of God 	3	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Moral absolutes • Rightness of act is based on duty • Moral absolutes can be worked out • The Categorical Imperative • Respect for persons 	3	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(c)	MI	<p><i>Marking Instructions:</i> Maximum of two marks per type. 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.</p> <p><i>Suggested areas covered in answers:</i></p> <p>Voluntary</p> <ul style="list-style-type: none"> • Patient requests action to end his/her life • Request that life-saving treatment be withdrawn <p>Non-voluntary</p> <ul style="list-style-type: none"> • Patient unable to communicate wish to die – PVS, infant • Decision to withhold treatment made by family/doctor <p>Candidates may use active and passive euthanasia as types of euthanasia too. These can be accepted as types of euthanasia</p>	4	
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"> • If sanctity of life is a universal maxim then destroying life is wrong • Kantian ethics teaches respect for the person, euthanasia shows disrespect because it is taken away • Respect for life is important in Kantian ethics so if dying individuals are treated as a burden, respect for life is diminished • Euthanasia could be used as treating people as a means to an end eg removal of burden, reduction of cost • Kantian ethics teaches respect for persons - dying person in a coma is no longer a sentient being, therefore can be put to sleep 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> Where more have been described the best two should be awarded the marks. Maximum of two marks for one description.</p> <p><i>Suggested areas covered in answers:</i></p> <p>UK</p> <ul style="list-style-type: none"> • Illegal • Status of living wills • Assisted suicide laws • Different approaches in different regions <p>Netherlands</p> <ul style="list-style-type: none"> • Legal • Conditions of consent • Restrictions • Process 	4	
2.(b)	MI	<p><i>Marking Instructions:</i> A maximum of three marks for each implication. 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.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Slippery slope • Devalues life • Patient autonomy • Right to die v duty to die • Exploitation of the vulnerable • Euthanized in error 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions: Maximum of three marks per view. Maximum of three marks where no religious view has been covered.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • A religion’s view based on evidence from scripture/ tradition • A religion’s view based on views from figures of authority • Secular views based on utilitarian/Kantian principles • Secular views based on government policy/law/ organisations 	6	
3.(b)	MI	<p><i>Marking Instructions: 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 must evaluate both religious and secular views. There is a variety of ways that this may be achieved eg a discussion of strengths and weaknesses of each, comparison of the views, discussion of agreement and disagreement of these views. Maximum of 6 marks where only one viewpoint is evaluated. 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.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Evaluation points for religious views may include:</p> <ul style="list-style-type: none"> • Maintains religious traditions • Reinforces traditional moral values • Follows the will of God • Authority of scripture • Lack of flexibility • Outdated • Context has changed today • Issues are more complex than suggested by scripture • Extremist interpretations <p>Evaluation points for secular views may include:</p> <ul style="list-style-type: none"> • Compassionate • Flexible • Unconstrained by religious dogma • Moral relativism • Influence of politics • Political expediency • Too flexible • Over-contextualised 		10
Total			22KU	20AE

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 writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Source of morality • Is it God? • Is it humanity? • Do moral rules pre-exist God? • Omnipotence of God 	3	
1.(b)	MI	<p><i>Marking Instructions: No marks for simply writing a list. Each feature should be accompanied by an explanation to gain a mark.</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Moral absolutes • Rightness of act is based on duty • Moral absolutes can be worked out • The Categorical Imperative • Respect for persons 	3	

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
1.(c)	MI	<p><i>Maximum of two marks per type. 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"> • <i>Chemical</i> • <i>Biological</i> • <i>Nuclear</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"> • Universalising possession/use would not lead to respect of persons • WMDs target non-combatants - unacceptable • Killing of innocents cannot be universalised as a moral law • The after effects continue after the war has ended - cannot universalise this as being just or fair on future generations 		4

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> Where more have been described the best two should be awarded the marks.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Geneva conventions • Hague Conventions • Ottawa Treaty • Conventions on conventional weapons • Conventions on WMD • Convention on cluster munitions 	4	
2.(b)	MI	<p><i>Marking Instructions:</i> A maximum of three marks for each implication. 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.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Potential killing of innocents • Protection of war criminals • Methods used to fight the war • Response to the aftermath of war • Motives and purpose of the war • Strategic issues for ending a war quickly • The right to self-defence by any means • Double standards by member states 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions: Maximum of three marks per view. Maximum of three marks where no religious view has been covered.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • A religion’s view based on evidence from scripture/ tradition • A religion’s view based on views from figures of authority • Secular views based on utilitarian/Kantian principles • Secular views based on Government policy/law/ organisations 	6	
3.(b)	MI	<p><i>Marking Instructions: 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 must evaluate both religious and secular views. There is a variety of ways that this may be achieved eg a discussion of strengths and weaknesses of each, comparison of the views, discussion of agreement and disagreement of these views. Maximum of 6 marks where only one viewpoint is evaluated. 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.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Evaluation points of religious views may include:</p> <ul style="list-style-type: none"> • Maintains religious traditions • Reinforces traditional moral values • Follows the will of God • Authority of scripture • Lack of flexibility • Outdated • Context has changed today • Issues are more complex than suggested by scripture • Extremist interpretations <p>Evaluation points for secular views may include:</p> <ul style="list-style-type: none"> • Compassionate • Flexible • Unconstrained by religious dogma • Moral relativism • Influence of politics • Political expediency • Too flexible • Over-contextualised 		10
		Total	16KU	20AE

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) MI	<p><i>Marking Instructions:</i> <i>Each type should be accompanied by an explanation. Types may be identified as general or special or candidates may give examples of specific forms of revelation.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • General revelation • Special revelation • Examples of revelation • Purpose of revelation 	4
1.(b) 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"> • A process to study the natural world 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><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"> • Used by humans • Conclusions are always tentative • Limited to describing patterns • Conflicting views using the same evidence • Does not include God as an explanation for order/origins 		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. Candidates may focus on one aspect of the cosmological argument and expand on it or give a more general answer covering various aspects of it.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Causality • Contingency • Motion 	4	
2.(b)	MI	<p><i>Marking Instructions:</i> Each point should be accompanied by an explanation.</p> <p><i>Suggested areas covered in answer:</i></p> <ul style="list-style-type: none"> • Inflation • Hot and dense • Massive explosion • Matter/anti matter • Formation of stars/galaxies 	4	
2.(c)	MI	<p><i>Marking Instructions:</i> Candidates should not receive marks for the 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 answer:</i></p> <ul style="list-style-type: none"> • Literalist response • Conservative response • Liberal response • Old earth creationist response • Young earth creationist response • Intelligent Design response 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> Each point should be accompanied by an explanation. Candidates may include the analogy used by Paley, however if only the analogy is given a maximum of two marks should be awarded.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Paley’s analogy • Complexity and the need for design • Order, design and purpose • A posteriori argument 	4	
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>Agree</p> <ul style="list-style-type: none"> • High degree of complexity • Survival odds of our species • Design of the universe seems to encourage the effect we have • The need for a high number of fortuitous natural coincidences • Human awareness of spiritual dimension in the universe <p>Disagree</p> <ul style="list-style-type: none"> • Evolution is not down to pure chance • Human life has the appearance of design - appearance does not mean that it has been • If human life evolved without design this is exactly what there would be • You can interpret the evidence in whatever way you want • Religious people are selective in their choices of evidence 		10
		Total	20KU	20AE

[END OF MARKING INSTRUCTIONS]



2015 Religious, Moral and Philosophical Studies

Higher Paper 2

Finalised Marking Instructions

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Part One: General Marking Principles for: Religious, Moral and Philosophical Studies Higher 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: Religious, Moral and Philosophical Studies Higher 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 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 specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Non attachment • Liberation • Perfect peace of mind • Beyond death • Spiritual perfection • Understanding of the self 	4	
1.(b)	MI	<p><i>Marking Instructions: Information already used in 1(a) should not be credited with a mark. Maximum of three marks per way. Where more than two ways are described, marks are awarded to the best two.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Develop self discipline • Develop compassion • Gives hope • Increases awareness • Morally upright in practise to achieve it 		6

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> <i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Human condition is one of suffering – Dukkha • Suffering caused by not accepting anicca • Suffering caused by not accepting anatta • Attachment to impermanent things – tanha 	6	
2.(b)	MI	<p><i>Marking Instruction:</i> <i>Information already used in 2(a) should not be credited with a mark. This question is looking for depth of understanding. Marks should only be given where candidates explain why there is agreement. There is no scope to present the alternative view.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Not accepting anatta leads to craving and suffering • Attachment to false idea of permanent self keeps you unenlightened and unenlightened actions lead to suffering • Unenlightenment leads to rebirth and to more suffering, so accepting anatta is basic to this 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Refuge in the Three Jewels • Study of Dhamma • Theravada practices • Mahayana practices • Meditation 	4	
3.(b)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Compassion • Non violence • Love • Abstain from taking the lives of living beings • Abstain from taking that which is not given • Abstain from sexual misconduct • Abstain from telling falsehoods • Abstain from intoxicants 	6	
3.(c)	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. Information used in 3(a) and (b) should not receive credit in this answer. There is no requirement to have balance in the answer.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Worship should lead to positive treatment of others • Practice what you preach • Obligations towards others contained in sacred literature • Equally important <p>Disagree</p> <ul style="list-style-type: none"> • More important; without practice worship is meaningless • Treatment of others is a key aspect of ethical teaching so more important • Worship is public proclamation or affirmation of faith so less important • Less important if one is involved in asceticism of any description 		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 issues and viewpoints is shown. • Evaluation is balanced and informed.

Question No.	Question:	Approx Marks weightings: 50% KU– 50% AE
1.(a)	<p>MI</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"> • Living in the presence of God after death • Acceptance by God when judged • Continued existence with God in heaven • Accepting the sacrifice of Jesus to gain entry into heaven • Teachings about Hell 	4
1.(b)	<p>MI</p> <p><i>Marking Instructions: Information already used in 1(a) should not be credited with a mark. Maximum of three marks per way. Where more than two ways are described, marks are awarded to the best two.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Develop compassion for others • Gives hope • Increases awareness • Morally upright in practice to achieve it 	6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • God's relationship with human beings • Created good • Freewill/moral conscience • Image of God • Suffering and death • Alienation through sin 	6	
2.(b)	MI	<p><i>Marking Instruction:</i> <i>Information already used in 2(a) should not be credited with a mark. This question is looking for depths of understanding. Marks should only be given where candidates explain why there is agreement. There is no scope to present the alternative view.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Act of sin leads to suffering • Act of sin leads to alienation from God • Act of sin leads to death • Act of sin leads to breakdown of relationships with ourselves, natural world and each other • Act of sin brings evil into the world • Allows healing atonement role of Christ 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Regular Sunday worship to learn about and praise God/Jesus • Participation in the sacraments as commanded by Jesus • Following the example of Jesus when he spoke to God • Petitionary prayer – opportunity to ask for God’s support • Intecessionary prayer – opportunity to ask for others • Solitary/collective worship – Quiet time with God • Mass/communion 	4	
3.(b)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Turn the other cheek • Golden Rule • Love your enemies • Compassion • Non violence 	6	
3.(c)	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. Information used in 3(a) and (b) should not receive credit in this answer. There is no requirement to have balance in the answer.</i></p> <p><i>Suggested areas covered in the answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Worship should lead to positive treatment of others • Practice what you preach • Obligations towards others contained in sacred literature • Equally important <p>Disagree</p> <ul style="list-style-type: none"> • More important; without practice worship is meaningless • Treatment of others is a key aspect of ethical teaching so more important • Worship is public proclamation of affirmation of faith so less important • Less important if one is involved in asceticism of any description 		8
		Total	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 issues and viewpoints 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>No specific instructions.</i></p> <p><i>Suggested areas covered in the answers:</i></p> <ul style="list-style-type: none"> • Freedom from rebirth • Bliss • Becoming part of Brahman • Brahman and atman becoming one • Destruction of the jiva 	4	
1.(b)	MI	<p><i>Marking Instructions:</i> <i>Information already used in 1(a) should not be credited with a mark. Maximum of three marks per way. Where more than two ways are described, marks are awarded to the best two.</i></p> <p><i>Suggested areas covered in the answers:</i></p> <ul style="list-style-type: none"> • Develop compassion for others • Gives hope • Increases awareness • Morally upright in practice to achieve it • Calm and at peace 		6

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 the answers:</i></p> <p><i>Examples of areas covered:</i></p> <ul style="list-style-type: none"> • Life is unsatisfactory because of suffering • Until a person overcomes suffering they will be constantly reborn, samsara • Dukkha - role of suffering • Kama - role of actions • Avidya - role of ignorance • Transience - impact of transience 	6	
2.(b)	MI	<p><i>Marking Instruction:</i> <i>Information already used 2(a) should not be credited with a mark. This question is looking for depth of understanding. Marks should only be given where candidates explain why there is agreement. There is no scope to present the alternative view.</i></p> <p><i>Suggested areas covered in the answers:</i></p> <ul style="list-style-type: none"> • Understand the cause of dukkha • Understand the ego and the self • Understand maya • Understand the nature of the atman 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Home Puja • Temple puja • Pilgrimage • Festivals • Meditation and prayer 	4	
3.(b)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Compassion • Inequality is part of existence and to be expected • Attitudes to lower castes • Attitudes towards dalits • Status of women 	6	
3.(c)	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. Information used in 3(a) and (b) should not receive credit in this answer. There is no requirement to have balance in the answer.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Worship should lead to positive treatment of others • Practice what you preach • Obligations towards others contained in sacred literature • Equally important <p>Disagree</p> <ul style="list-style-type: none"> • More important; without practice worship is meaningless • Treatment of others is a key aspect of ethical teaching so more important • Worship is public proclamation of affirmation of faith so less important • Less important if one is involved in asceticism of any description 		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)	<p>MI</p> <p><i>Marking Instructions:</i> No specific instructions.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Eternal life starts when everyone is resurrected from Barzakh On Judgement Day we will discover if we are to be sent to one of the seven layers of Paradise or one of the seven layers of hell Hell is a scorching place of torment, sorrow and remorse People will wear chains and garments of fire Paradise is a blissful abode for the righteous Gardens with shade and flowing rivers 	4	
1.(b)	<p>MI</p> <p><i>Marking Instructions:</i> Information already used in 1(a) should not be credited with a mark. Maximum of three marks per way. Where more than two ways described marks are awarded to the best two.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Brings a sense of justice: the righteous will be rewarded and the sinful punished Gives meaning and purpose to life Motivates them to follow Allah’s will Gives comfort to the bereaved 		6

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"> • Humans are the apex of creation. Even placed above angels • Humans possess the gift of freewill • Responsibility comes with freewill • We are being tested by Allah on how we use or misuse it • Humans are guided by Fitrah • Aspects of life predestined but we have freewill in how we respond to them 	6	
2.(b)	MI	<p><i>Marking Instruction:</i> <i>Information already used in 2(a) should not be credited with a mark. This question is looking for depth of understanding. Marks should only be given where candidates explain why there is agreement. There is no scope to present the alternative view.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • It explains how we are the pinnacle of creation • It explains why there is suffering in the world • It explains our destiny • It explains our special relationship with Allah 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Wudu • Salat • Friday prayers • Varieties of worship eg Sufi • Festivals • Role of Qur'an in worship 	4	
3.(b)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Attitudes towards shirk • Ahl-al-kitab • Implications of Qadr • Treatment of women • Treatment of vulnerable 	6	
3.(c)	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. Information used in 3(a) and (b) should not receive credit in this answer. There is no requirement to have balance in the answer.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Worship should lead to positive treatment of others • Practice what you preach • Obligations towards others continued in sacred literature • Equally important <p>Disagree</p> <ul style="list-style-type: none"> • More important; without practice worship is meaningless • Treatment of others is key aspect of ethical teaching so more important • Worship is public proclamation of affirmation of faith so less important • Less important if one is involved in asceticism of any description 		8
		Total	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.

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>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Chosen people • Promise • Relationship • Freely entered into • Abraham/Moses • Circumcision/Ten Commandments • Symbols 	4	
1.(b)	MI	<p><i>Marking Instructions:</i> <i>Information already used in 1(a) should not be credited with a mark. Maximum of three marks per way. Where more than two ways described marks are awarded to the best two.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Reminds Jews they are still God's chosen people – special relationship • Gives a sense of identity – history/ancestors • Feel a part of something bigger than them – all Jews • Gives direction – should lead to living a moral life • Duty to be an example to the world 		6

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"> • Created in image of God • God interacts with humanity throughout history • Capable of living in harmony with God and creation • Gift of freewill and its misuse • Dual nature of humanity • Suffering 	6	
2.(b)	MI	<p><i>Marking Instruction:</i> <i>Information already used in 2(a) should not be credited with a mark. This question is looking for depth of understanding. Marks should only be given where candidates explain why there is agreement. There is no scope to present the alternative view.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Explains central role of Freewill • Allows an element of control over suffering and evil through choice • Torah study and observance aim to control the Yetzer Harah • Human responsibility leads to moral and social behaviour 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Shabbat worship in the synagogue • Tallith and tefillin • Differences between orthodox and reform • Bar mitzvah and festivals • Worship in wider sense, eg Live an ethical and just life 	4	
3.(b)	MI	<p><i>Marking Instructions:</i> <i>“Aspects” can be defined in its broadest sense as parts, steps, underlying principles, practice. Maximum of three marks per aspect. Where more than two are described the best two get the marks.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Obligation to be charitable • Obligation to avoid lashon harah • Act justly • Act honestly • Set an example to the world • Work towards/to the messianic age 	6	
3.(c)	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. Information used in 3(a) and (b) should not receive credit in this answer. There is no requirement to have balance in the answer.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Worship should lead to positive treatment of others • Practice what you preach • Obligations towards others contained in sacred literature • Equally important <p>Disagree</p> <ul style="list-style-type: none"> • More important; without practice worship is meaningless • Treatment of others is a key aspect of ethical teaching so more important • Worship is public proclamation or affirmation of faith so less important • Less important if one is involved in asceticism of any description 		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 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:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Completely God-focused • Pure person • Committed to living in harmony with God’s will • Free from maya and haumai 	4	
1.(b)	MI	<p><i>Marking Instruction:</i> <i>Information already used in 1(a) should not be credited with a mark. Maximum of three marks per way. Where more than two ways are described, marks are awarded to the best two.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • All actions carried out with God in mind • All actions are selfless • Open to an act of God’s Grace • Closer to reunion 		6

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"> • Created by God • Atma once part of God – on a journey to reunite • Affected by karma • Gift of free will 	6	
2.(b)	MI	<p><i>Marking Instruction:</i> <i>Information already used in 2(a) should not be credited with a mark. This question is looking for depth of understanding. Marks should only be given where candidates explain why there is agreement. There is no scope to present the alternative view.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Helps to understand unique opportunity to reunite with God • Living in harmony with God's Will is a choice, not a compulsion • Helps to understand law of karma 		6

Question No.		Question:	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Naam simran/naam japna • Sewa – selfless service to God’s creation • Vand chhankan – charitable giving • Reading/singing hymns from the Guru Granth Sahib 	4	
3.(b)	MI	<p><i>Marking Instructions:</i> <i>No specific instructions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Sewa:</p> <ul style="list-style-type: none"> • Tan: physical service • Man: mental service • Dhan: material service to other people • Equality • Compassion • Vand chhankan 	6	
3.(c)	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. Information used in 3(a) and (b) should not receive credit in this answer. There is no requirement to have balance in the answer.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Worship should lead to positive treatment of others • Practice what you preach • Obligations towards others contained in sacred literature • Equally important <p>Disagree</p> <ul style="list-style-type: none"> • More important; without practice worship is meaningless • Treatment of others is a key aspect of ethical teaching so more important • Worship is public proclamation or affirmation of faith so less important • Less important if one is involved in asceticism of any description 		8
		Total	20 KU	20 AE

[END OF MARKING INSTRUCTIONS]