



National
Qualifications
EXEMPLAR PAPER ONLY

EP40/H/01

**Religious, Moral and
Philosophical Studies**

Date — Not applicable

Duration — 2 hours 15 minutes

Total marks — 60

SECTION 1 — WORLD RELIGION — 20 marks

Attempt ONE Part

SECTION 2 — MORALITY AND BELIEF — 20 marks

Attempt ONE Part

SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 20 marks

Attempt ONE question from the Part you have chosen.

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

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

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



* EP 4 0 H 0 1 *

SECTION 1 — WORLD RELIGION

Attempt ONE Part

PARTS

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

SECTION 2 — MORALITY AND BELIEF

Attempt ONE Part

PARTS

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

SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS

Attempt ONE Part

PARTS

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

SECTION 1 — WORLD RELIGION — 20 marks

Part A — Buddhism

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

1. How valid is the view that the Eightfold Path is central to Buddhism? 10

2. In what ways do Buddhists understand the nature of existence? 10

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

SECTION 1 — WORLD RELIGION — 20 marks

Part B — Christianity

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

- | | |
|---|----|
| 3. How valid is the view that mission is central to Christianity? | 10 |
| 4. In what ways do Christians understand the nature of God? | 10 |

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

SECTION 1 — WORLD RELIGION — 20 marks

Part C — Hinduism

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

- | | | |
|----|--|----|
| 5. | How valid is the view that worship is central to Hinduism? | 10 |
| 6. | In what ways do Hindus understand the nature of Brahman? | 10 |

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

SECTION 1 — WORLD RELIGION — 20 marks

Part D — Islam

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

- | | | |
|----|--|----|
| 7. | How valid is the view that submission is central to Islam? | 10 |
| 8. | In what ways do Muslims understand the nature of God? | 10 |

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

SECTION 1 — WORLD RELIGION — 20 marks

Part E — Judaism

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

- | | | |
|-----|---|----|
| 9. | How valid is the view that Shabbat is central to Judaism? | 10 |
| 10. | In what ways do Jews understand the nature of God? | 10 |

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

SECTION 1 — WORLD RELIGION — 20 marks

Part F — Sikhism

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

- | | | |
|-----|--|----|
| 11. | How valid is the view that sewa is central to Sikhism? | 10 |
| 12. | In what ways do Sikhs understand the nature of God? | 10 |

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

SECTION 2 — MORALITY AND BELIEF — 20 marks

Part A— Religion and Justice

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

13. In what ways do the causes of crime raise moral issues? 10
14. Evaluate non-religious views on the morality of capital punishment. 10

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

SECTION 2 — MORALITY AND BELIEF — 20 marks

Part B — Religion and Relationships

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

15. In what ways do gender roles raise moral issues? 10
16. Evaluate non-religious views on the morality of sexual relationships. 10

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

SECTION 2 — MORALITY AND BELIEF — 20 marks

Part C — Religion, Environment and Global Issues

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

17. In what ways does poverty raise moral issues? 10
18. Evaluate non-religious views on the morality of international aid. 10

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

SECTION 2 — MORALITY AND BELIEF — 20 marks

Part D — Religion, Medicine and the Human Body

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

19. In what ways does organ donation raise moral issues? 10
20. Evaluate non-religious views on the morality of euthanasia. 10

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

SECTION 2 — MORALITY AND BELIEF — 20 marks

Part E — Religion and Conflict

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

21. In what ways do the causes of war raise moral issues? 10
22. Evaluate non-religious views on the morality of responses to war. 10

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

SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 20 marks

Part A—Origins

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

23. “A creator is not necessary to explain the origins of life.” Discuss this claim. In your answer you should present a reasoned and well-structured view.

20

SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 20 marks

Part B — The Existence of God

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

24. “There is no argument that can successfully prove the existence of God.” Discuss this claim. In your answer you should present a reasoned and well-structured view.

20

SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 20 marks

Part C — The Problem of Evil and Suffering

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

25. “Human beings do not have freewill.” Discuss this claim. In your answer you should present a reasoned and well-structured view.

20

SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 20 marks

Part D — Miracles

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

26. “Science proves that miracles do not happen.” Discuss this claim. In your answer you should present a reasoned and well-structured view.

20

[END OF EXEMPLAR QUESTION PAPER]



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**Religious, Moral and
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Marking Instructions

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

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General Marking Principles for Higher Religious, Moral and Philosophical Studies

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

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

In this specimen paper the following skills are assessed:

- i. Critical analysis
 - ii. Evaluation
 - iii. Presenting reasoned and well-structured views
- i. **Analysis questions use a variety of question stems including, for example:**

In what ways? / Analyse / Compare / Explain

Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.

An analysis mark should be awarded where a candidate provides relevant, accurate and detailed analysis which will include one or more of the following:

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

Candidates may achieve a maximum of 4 marks for analysis in a 10 mark question.

Some examples of analytical comments:

One cause of poverty is trading agreements between rich countries and developing countries. These are traditionally set up in such a way that the rich countries benefit more from these arrangements than the poor countries. (Example of relevance, accuracy and detail in the point)

The teachings of Jesus include loving your enemies, loving God and loving your neighbour as yourself which have important implications for Christians, ie they should do the same. (Example of relevance, accuracy and detail in the point)

ii. Evaluation

Evaluation questions use a variety of question stems including, for example:

How valid? / Evaluate / To what extent? / How far do you agree?

Evaluation involves a reasoned measurement or judgement of an issue(s) raised by the question:

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

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

Some examples of evaluative comments:

A strength of this view is that it does not prevent you making a profit out of people; it just asks you to make sure that you do not exploit them when you are making a profit. (1 mark for for making a reasoned relevant, accurate and detailed judgement)

In the book of Genesis, God tells Abraham that his people have been specially chosen by him to be an example for all mankind. The impact of this can be seen every day in the food Jews eat, the customs they have (like touching the mezuzah) and the importance of family and family life (1 mark for identifying the relevance of a source and a mark for the relevant, accurate and detailed comment that follows)

iii. Presenting reasoned and well-structured views

Questions that require candidates to present reasoned and well-structured views use a variety of question stems including:

Discuss / To what extent? / How far

These types of question are worth 20 marks and will be in the Religious and Philosophical Questions section and require candidates to connect points of analysis and evaluation to construct an argument(s) leading to clear judgement(s) on the question.

An example of an overall judgement

The Judeo-Christian concept of God creates problems for free will because it creates problems for the nature of God. This can be seen with God's omniscience and God's judgement. It is hard to understand how humanity can have freewill at the same time as God determines all aspects of our future. Logically this does not make sense and it would take complete blind faith not to recognise the problem here. (1 mark for making a relevant, detailed and accurate judgement and another mark for using supporting evidence which is relevant, accurate and detailed.)

Use of sources

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

Overview of Detailed Marking Instructions

Critical analysis questions (10 marks):

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

- relevant to the question
- accurate
- detailed (by providing additional information, exemplification, reasons or evidence)

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

Evaluation questions (10 marks):

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

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

- relevant to the question
- accurate
- detailed (by providing additional exemplification, reasons or evidence)

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

Presenting reasoned and well-structured views questions (20 marks RPQ section only)

Candidates will be awarded up to a maximum of **10 marks** for each developed point of knowledge used to support the analysis and evaluation as per 10 mark questions:

- relevant to the question
- accurate
- detailed

Candidates will be awarded up to **5 marks** for analytical comments and up to **5 marks** for reasoned evaluative comments or conclusions as per 10 mark questions.

Part Two: Detailed Marking Instructions for each question

SECTION 1 – WORLD RELIGION

Part A – Buddhism

Question	General Marking Principles for this type of question	Max mark	Detailed Marking Instructions for this question
1	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of the Eightfold Path today. KU referring to the Eightfold Path and contemporary Buddhist belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of the Eightfold Path today</p> <p>6-7 A good answer that includes some evaluation of the significance of the life of the Eightfold Path today. KU referring to the Eightfold Path and contemporary Buddhist belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of the life of the Eightfold Path today</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of the Eightfold Path. KU referring to the life of the Eightfold Path and contemporary Buddhist belief and practice is mainly relevant and accurate. Evaluation points on the significance of the Eightfold Path are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to evaluate the role of the Eightfold Path in Buddhism in relation to other beliefs and practices</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The Eightfold Path can be divided into three groups of linked practices: morality which gives rise to concentration which gives rise to wisdom. It is part of the Dhamma. • Knowledge of the Eightfold Path is not enough to attain nibbana – it is vital to apply that knowledge by changing attitudes and behaviour and putting this into practice. • The Eightfold Path is made up of eight different aspects. These help Buddhists develop a compassionate approach to existence and help them realise the true nature of life. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Buddhists wish to be free from suffering, craving and rebirth. The Path helps work towards these goals and gives practical guidance for Buddhists on how to achieve these goals. This makes it an extremely important practice to engage in. • It is central because much of the teaching and example of the Buddha is found in some way or other

	<p>the answer is not consistently on the question and is vague in its references to the significance of the Eightfold Path today</p>		<p>in this Path. It is a way of life to be followed, practised and developed and Buddhists believe it leads to freedom, happiness and peace.</p> <ul style="list-style-type: none"> • It is central because the Eightfold Path is fundamental to all the other things that Buddhists practise as part of their religion. For example, the rules of sangha exist to help monks follow the Eightfold Path more closely.
2	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the nature of existence in Buddhism. KU referring to the different aspects of the nature of existence and an understanding of it is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the nature of existence in Buddhism but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the nature of existence and an understanding of it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the nature of existence in Buddhism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of nature of existence and an understanding of it is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to explain the ways in which Buddhists interpret human existence</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The Buddha said, “When this is, that is; this arises, that arises. When this is not, that is not; this ceases, that ceases” and means that nothing exists – or ceases to exist – independently of other things. This is also known as dependent origination. • Dependent origination is also known as dependent arising. The nature of existence is that everything is caused to exist by something else. • The wheel of life shows 12 links (nidanas) which form a chain of dependent origination. The links illustrate the way in which one thing arises because of another. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • In Buddhism, there is no teaching of a first cause, so the wheel of life explains how one thing depends upon another, but it is unclear how anything first arose. This is shown in the nidanas, with the last link leading to the first link. • The source can help Buddhists to understand that all things arise and fall away continually through the influences of causes and conditions. It explains how

	and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the nature of existence in Buddhism		natural laws, like the law of karma, operate.
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Part B – Christianity

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
3	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of mission today. KU referring to mission and contemporary Christian belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of mission to Christians today.</p> <p>6-7 A good answer that includes some evaluation of the significance of mission today. KU referring to the mission and contemporary Christian belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of mission to Christians today.</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of Jesus' life today. KU referring to mission and contemporary Christian belief and practice is mainly relevant and accurate. Evaluation points on the significance of mission to Christians today are not clearly reasoned.</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of mission to Christians today.</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to evaluate the role of mission in Christianity in relation to other beliefs and practices</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • All Christians believe in Jesus' ability to atone for sins through His death and resurrection. Mission is one way to share this teaching with others. • A dynamic community all working towards establishing the kingdom of God in thought, word and deed is a missionary goal but how the mission is defined by the church community is what gives it importance. • Street pastors and Mother Teresa are examples of Christian missions. They combine practical support to people with spreading the gospel command to love God and love your neighbour. <p><i>Exemplar evaluative points:</i></p> <ul style="list-style-type: none"> • It is central because Christians see the kingdom of God as a state to work towards in creating justice for all, so they could argue that Christian social action is more likely to achieve this than simply preaching the word of God and seeking individual conversion. • I believe Christian mission in its many forms is central because it reflects the teachings of Jesus, who worked with the lost and the outcasts. It is one of the commands that Jesus gave in his ministry and so it is a command from God himself. This must be followed. • Without mission, Christianity cannot grow. The first Christians spread Jesus' word and then extended this

			to living out their lives following the example of Jesus. Key beliefs of Christians would be meaningless if they were not acted upon. Mission compels Christians to act and make these beliefs real.
4	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the nature of God in Christianity. KU referring to the different aspects of the nature of God and an understanding of it is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the nature of God in Christianity but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the nature of God and an understanding of it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the nature of God in Christianity. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the nature of God and an understanding of it is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the nature of God in Christianity</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to explain the ways in which Christians understand different aspects of God’s nature</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • God shows his loving nature through his incarnation in Jesus, through whom God’s love for the human race was expressed in human form. This is shown, for example, in the nativity narratives of the New Testament. • St Thomas Aquinas, in his book Summa Theologica, sets out to prove the existence of God and how the five ways (ie motion, causation, contingency, perfection and purpose) reveal more about God’s nature. • Aquinas believed that it was possible to understand more about the nature of God through human reason, not just through direct revelation. • God is the creator of the world, God is omnipotent and omniscient, God is omnibenevolent. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • In the parable of the Prodigal Son, the father is loving and forgiving, therefore Christians understand that God is also loving and forgiving. • Genesis 1 describes how God created the world. In doing this, it illustrates to Christians that God is omnipotent, omniscient and omnibenevolent. • In his fourth way, Aquinas argues, “There must also be something which is to all beings the cause of their

			being, goodness, and every other perfection.” It follows then that God, as the giver of these things, is also perfect.
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Part C – Hinduism

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
5	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of dharma today. KU referring to dharma and contemporary Hindu belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of dharma today</p> <p>6-7 A good answer that includes some evaluation of the significance of dharma today. KU referring to the dharma and contemporary Hindu belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of dharma today</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of dharma. KU referring to dharma and contemporary Hindu belief and practice is mainly relevant and accurate. Evaluation points on the significance of dharma are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of dharma today</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to evaluate the role of dharma in Hinduism in relation to other beliefs and practices</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Dharma is a key belief and practice in Hinduism. It is practiced widely by Hindus and is accessible to all, regardless of age or caste. • This practice involves the whole-hearted acceptance of one’s divine duty to do what is expected of you – whether young or old, or rich or poor. • The Bhagavad Gita states that it is better to do one’s own dharma badly than to do the dharma of another well. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • I agree that dharma is central to Hinduism. Belief in karma and samsara are closely associated with it, meaning that dharma is tied in with your present and future condition. Its importance can be seen in the way that varna dharma is strictly adhered to in India, especially in rural areas. Some Hindus would argue that karma is far more important, as it involves action – and action is something that all humans do. However, it is dharma that dictates what your action should be according to your age and caste. It is dharma that determines whether an action is good or bad, so without dharma there can be no meaningful karma.

<p>6</p>	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the nature of Brahman in Hinduism. KU referring to the different aspects of the nature of Brahman and an understanding of it is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the nature of Brahman in Hinduism. but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the nature of Brahman and an understanding of it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the nature of Brahman in Hinduism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the nature of Brahman and an understanding of it is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the nature of Brahman in Hinduism.</p>	<p>10</p>	<p>Purpose The purpose of this question is to give candidates the opportunity to explain the ways in which Hindus understand different forms of Brahman.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The word Brahman is derived from a Sanskrit root, “brh”, which means “to grow”, and which suggests that Brahman has a dynamic nature. • The Upanishads say everything is Brahman. Brahman is a single reality, infinite and omnipresent. • In the Bhagavad Gita there is a three-fold understanding of the nature of God: the ultimate responsibility behind the universe, the cause of the material universe, an avatar of Vishnu. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • The Upanishads stress the monism of Brahman. The Svetasvatara Upanishad, in particular, emphasises that it is illusion to see Brahman as separate from the rest of reality, or ourselves. • In the Bhagavad Gita, Krishna reveals his divine glory: “I am the beginning, middle and end of all.” It is only with the gift of celestial sight that Arjuna is able to see the Form of the Lord.
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Part D – Islam

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
7	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of dharma today. KU referring to submission and contemporary Muslim belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of dharma today</p> <p>6-7 A good answer that includes some evaluation of the significance of submission today. KU referring to the submission and contemporary Muslim belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of the submission today</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of submission. KU referring to submission and contemporary Muslim belief and practice is mainly relevant and accurate. Evaluation points on the significance of submission are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of the submission today</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to evaluate the role of submission in Islam in relation to other beliefs and practices</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Muslims believe that they should submit to Allah and obey his commands in full the moment that they become aware of Him; this is known as Taqwa. • “Islam” means submission. Muslims believe that submission should involve all aspects of life: personal and social. • Muslims must practice Ihsan, which means living with God at the forefront of their minds. This helps Muslims submit to Allah’s will. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Muslims do not submit to gain individual reward, but rather because it is what Allah intended for his creation. Taqwa alters an individual’s motivation to only seek to do Allah’s will. • Submission is the most important practice because it is a way of life. It cannot be viewed as separate because it is the foundation for all other practices in a Muslim’s life. Without true submission, prayer, for example, would become meaningless. • Belief that Allah is the one God is also central to Islam. It is this belief that is the starting point for Islam. It can be seen in the Shahadah, and from this statement of belief proceeds all other beliefs and practices, eg the idea that Muhammed is the prophet of the One God who then relays the message of the

			One God. Submission is not required here; rather, it is complete belief in Allah, the One God.
8	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the nature of Allah in Islam. KU referring to the different aspects of the nature of Allah and an understanding of it is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the nature of Allah in Islam but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the nature of Allah and an understanding of it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the nature of Allah in Islam. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the nature of Allah and an understanding of it is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the nature of Allah in Islam</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to explain the ways in which Muslims understand the nature of God.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Muslims believe there is no source that fully reveals God’s nature because Allah’s nature is unknowable. • The Qur’an tells Muslims about God. It was recited by Allah to the Prophet Muhammad. The Qur’an describes God’s actions, will, character and attributes – but not his “inner” nature. • The word Allah appears approximately 3,000 times in the Qur’an and there are numerous passages in which He is described in terms of “attributes of perfection”. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • This quote, “Allah – there is no deity except Him, the Ever-Living, the Sustainer of [all] existence...” (Surah 2:225) shows the first fundamental of belief: Tawhid, ie God is one. • “And We have already created man and know what his soul whispers to him, and We are closer to him than [his] jugular vein.” (Surah 50:16). This quote informs Muslims of some of Allah’s attributes; He is their creator and He is immanent.

Part E – Judaism

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
9	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of Shabbat today. KU referring to Shabbat and contemporary Jewish belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of Shabbat today</p> <p>6-7 A good answer that includes some evaluation of the significance of Shabbat today. KU referring to the Shabbat and contemporary Jewish belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of Shabbat today</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of Shabbat. KU referring to Shabbat and contemporary Jewish belief and practice is mainly relevant and accurate. Evaluation points on the significance of submission are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of Shabbat today</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to evaluate the role of Shabbat in Judaism in relation to other beliefs and practices</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • In observing Shabbat, Jews are observing the fourth Commandment given in Exodus 20:8 which is, “Remember the Sabbath day, to keep it holy”. • During Shabbat, Jewish people are fulfilling expectations laid out by God in the Torah. It prohibits melachah, the 39 forbidden acts, including lighting a fire, sewing and baking. • In observing Shabbat, Jews feel that they are imitating God who rested after the six days of creation. God finished creating on that day, so Jews cease from exercising their control over it during Shabbat. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • For many Jews, every day in the week is viewed as a preparation for the coming Shabbat, so it is the most important day of the week. • Shmuley Boteach says, “Instead of winding down to a lower gear, we should be elevated to a higher plane of reality”. The Shabbat is central because it is the day that provides this opportunity. • Some people might say that following all Ten Commandments collectively is the most central. They might think it is wrong to pick out one when all ten explain what God expects of Jewish people, in terms of their relationship with Him and with each other.

<p>10</p>	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the nature of God in Judaism. KU referring to the different aspects of the nature of God and an understanding of it is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the nature of God in Judaism but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the nature of God and an understanding of it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the nature of God in Judaism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the nature of God and an understanding of it is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the nature of God in Judaism</p>	<p>10</p> <p>Purpose The purpose of this question is to give candidates the opportunity to explain the ways in which Jews understand the nature of God.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The Shema begins with “Hear, O Israel: the Lord is our God, the Lord is one” and means that there is only one God – single, whole and not divisible. • The Shema is a declaration of faith and is spoken daily in Jewish tradition. It affirms belief that God alone rules the universe. • In Exodus 3:14, at the event of the burning bush, God reveals to Moses, “I am that I am”. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • The Hebrew word for “one” as it appears translated in Deuteronomy 6:4 does not necessarily mean a simple, numerical one. It can mean a complex unity – God’s nature is made up of many parts to form a whole. • There are different possible interpretations of how the Shema informs belief. For some, the Shema reveals aspects of God’s nature, ie God is one. For others, the point of the Shema is to encourage undistracted devotion and faithfulness to God, rather than reveal what God is like. • In Exodus 3:14, God said to Moses “I am that I am” and although there is no consensus on what these words mean, they have been interpreted as a reference to God’s eternal, self-existent nature.
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Part F – Sikhism

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
11	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of the significance of sewa today. KU referring to sewa and contemporary Sikh belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of sewa today</p> <p>6-7 A good answer that includes some evaluation of the significance of sewa today. KU referring to the sewa and contemporary Sikh belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of sewa today</p> <p>4-5 A borderline answer that includes some basic evaluation of the significance of sewa. KU referring to sewa and contemporary Sikh belief and practice is mainly relevant and accurate. Evaluation points on the significance of submission are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of sewa today</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to evaluate the role of sewa in Sikhism in relation to other beliefs and practices</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Sewa is an act of selfless service, and is a means of displaying practical devotion to God. • Sewa can be carried out in the local community – eg by serving food in the langar – or globally, eg performing sewa in communities which are suffering as the result of a natural disaster. • Sewa involves acting with no thought of personal reward, and can only be carried out when a Sikh acts with God in mind. • Sikhs believe that faith without action is meaningless. The Guru Granth Sahib states, “Centre your awareness on Sewa – selfless service – and focus your consciousness on the Word of the Shabad.” <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Many would agree that sewa is central for Sikhs, as practising sewa keeps the focus on God, and so actions are undertaken with God in mind. This enables Sikhs to avoid being caught up in maya and haumai, and their motives are solely to serve God. • It could be argued that simran is more important, as Sikhs must first train their minds to become completely God-focused in order to ensure that all actions are carried out with God in mind. Without simran, sewa is impossible.

<p>12</p>	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of the nature of God in Sikhism. KU referring to the different aspects of the nature of God and an understanding of it is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of the nature of God in Sikhism but has weaknesses in either the KU or the analysis. KU referring to the different aspects of the nature of God and an understanding of it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of the nature of God in Sikhism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of the nature of God and an understanding of it is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the nature of god in Sikhism</p>	<p>10</p> <p>Question In what ways do Sikhs understand the nature of God?</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The Mool Mantar is a statement of the Sikh faith. It is the most important composition contained within the Guru Granth Sahib. • Sikhs believe that all life comes from God, and that they are on a journey to reunite with God. Human beings have an atma, a soul, which is the only lasting part, and which will reunite with God. • Sikhs believe that there is only one God, that all of creation is a result of God’s hukam, or will, and they must live in harmony with God’s hukam in order to reunite. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • The Mool Mantar states that, “There is only one God ... He is the creator”. This leads to the belief in one transcendent reality, one indivisible God who is the creator of everything. God pervades all things. • The Mool Mantar states that, “His name is truth”. This means that God not only knows truth, God is truth. It follows that Sikhs must follow the path of God in order to reunite with the eternal truth. • The Guru Granth Sahib says “The Lord is formless, beyond hate and vengeance; there is no one else like Him”. This identifies God as beyond human emotions of hate and vengeance. God is pure love and compassion.
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SECTION 2 – MORALITY AND BELIEF

Part A – Religion and Justice

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
13	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of connections between the causes of crime and moral issues. KU referring to the different causes of crime and an understanding of the moral issues they can create is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of connections between the causes of crime and moral issues but has weaknesses in either the KU or the analysis. KU referring to the different causes of crime and an understanding of the moral issues they can create is relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of connections between the causes of crime and moral issues. It has weaknesses in either the KU or analysis. KU referring to the different causes of crime and an understanding of the moral issues is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little analysis of the connections</p>	10	<p>Purpose The purpose of this question is give candidates the opportunity to explore the connection between the causes of crime and moral issues</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • The need for compassion could be a moral issue in relation to the psychological causes of crime because individuals could be punished for a crime over which they had no control • Social justice could be at the heart of moral issues arising from the causes of crime. There are links between crime and poverty. The moral issue here is that society should not be in such a state that individuals have to resort to crime to make ends meet, and that they should be supported not punished. • The need for justice for victims also raises moral issues because consideration has not only to be given to situation of the criminal, but also the needs of the victim and society – should punishments be designed to answer society’s need for justice or the criminal’s need for support? <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • There may be a link between people with psychological issues and committing crimes. • There may be a link between deprived areas and higher levels of crime. If crime is common in these

			<p>areas then it is the area that is the problem, not the people.</p> <ul style="list-style-type: none"> • There is a need to look at the environment that causes the crime. This is a moral issue because we are punishing people who commit crimes because of something over which they have no control but over which all of society does. They just seem to be the fall guys.
14	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of non religious views on capital punishment. KU referring to views on capital punishment is relevant and accurate. Evaluation points on the various views are clearly and well reasoned</p> <p>6-7 A good answer that includes some evaluation of non religious views on capital punishment. KU referring to views on capital punishment is mainly relevant and accurate. Evaluation points on various views are included and have evidence of some reasoning behind them</p> <p>4-5 A borderline answer that includes some basic evaluation of non religious views on capital punishment. KU referring to views on capital punishment is mainly relevant and accurate. Evaluation points on various views are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its judgements of non religious views.</p>	10	<p>Purpose Evaluate non-religious views on the morality of capital punishment.</p> <p><i>Exemplar knowledge points</i></p> <ul style="list-style-type: none"> • Amnesty International considers the death penalty to be the ultimate denial of human rights because nobody has the right to take the life of another person, nor should anyone be subject to torture or degrading treatment. • Human rights campaigner and Director of Reprieve Clive Stafford Smith has witnessed six executions which he described as “torture” and “barbaric”. He has fought for 30 years to remove the death penalty. • One professor of law in the US argued that if people who kill suffer pain then so what? The victims of their crimes did not have the benefit of a peaceful death so why on earth should justice systems seek to make the deaths of these criminals as peaceful and painless as possible? <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • The key point here is that countries like the US have signed up to the UN Declaration of Human Rights yet carry out executions. There is nothing in the UN Declaration which states that you ever lose the right to life, so to point this contradiction out is certainly a major strength of anti-death penalty stances.

			<ul style="list-style-type: none">• The pro-death position is convincing because it clearly supports justice. Justice is about punishment and about making things right. The worst thing a human can do is take the life of another – so to be just, the life of a murderer has to be taken in return. Life imprisonment is a long slow death penalty where individuals have to go through the torture of losing their freedom forever and knowing they will die in an institution. At least executions are quick and, in that sense, humane too.
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Part B – Religion and Relationships

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
15	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of connections between gender roles and moral issues. KU referring to the different gender roles and an understanding of the moral issues they can create is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of connections between gender roles and moral issues but has weaknesses in either the KU or the analysis. KU referring to the different gender roles and an understanding of the moral issues they can create is relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of connections between gender roles and moral issues. It has weaknesses in either the KU or analysis. KU referring to the different gender roles and an understanding of the moral issues is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little analysis of the connections.</p>	10	<p>Purpose The purpose of this question is give candidates the opportunity to explore the connection between gender roles and moral issues</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Every human being is equal. This is a key human right. In some societies, though, females have fewer opportunities than men. By allowing this to happen the moral issue of equality is raised. • It can be seen that there are gender roles in most societies. Very often it is a case of the woman being expected to stay at home and care for the family and the man who goes out to work. The moral issues here can be complex because you get into the moral obligations that people have in society. • Justice is a key issue in the debate about gender roles. If society is to be fair and just then it has to treat it citizens equally. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • One of the reasons behind gender roles is the influence of religious teachings. Religious teachings do not all promote male domination but what has happened is that the ruling men choose texts that allow them to do this, eg the role of Khadijah in the life of Muhummad is not one of the weak wife. She is clearly a strong woman who enjoyed a successful business life with Muhummad’s approval. • In the UK, gender roles and stereotypes are continually reinforced through the portrayal of men

			and women in all forms of media – from the page 3 model in the Sun to the frumpy housewife in Eastenders, they all conform to a stereotype which in its own way restricts the freedom of women.
16	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of non religious views on sexual relationships. KU referring to views on sexual relationships.is relevant and accurate. Evaluation points on the various views are clearly and well reasoned</p> <p>6-7 A good answer that includes some evaluation of non religious views on sexual relationships.. KU referring to views on sexual relationships.is mainly relevant and accurate. Evaluation points on various views are included and have evidence of some reasoning behind them</p> <p>4-5 A borderline answer that includes some basic evaluation of non religious views on sexual relationships.. KU referring to views on is mainly relevant and accurate. Evaluation points on various views are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its judgements of non religious views</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to make judgements on non religious moral arguments in the debate about sexual relationships</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Non-religious views on sexual relationships have the same range of approaches as religious views. There are those who believe that sexual relationships should only occur between men and women within marriage, and there are those who believe that there should be a more open approach to sexual relationships. • The UK and Scottish governments have shown support for same sex relationships – firstly through the civil partnership and secondly through the legalisation of gay marriages. They have done this against a background of opposition from both conservative and religious views. • The NHS urges caution in sexual relationships without making any moral judgement on them. It accepts that, no matter what it says, sexual relationships of any nature will occur. The focus for it is the moral obligation to take care of your health and the health of others rather than permission to have sexual relationships. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Some non-religious views can be criticised because they put the responsibility for sex on the individual. This assumes that individuals will be responsible and this is clearly not the case. If people are going to rob,

			<p>murder and defame others by abusing their responsibility then there is no reason why this would not happen in sexual relationships. Someone somewhere has to say that certain sexual behaviour is wrong.</p>
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Part C – Religion, Environment and Global Issues

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
17	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of connections between the poverty and moral issues. KU referring to the different aspects of poverty and an understanding of the moral issues they can create is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of connections between poverty and moral issues but has weaknesses in either the KU or the analysis. KU referring to various aspects of poverty and an understanding of the moral issues they can create is relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of connections between poverty and moral issues. It has weaknesses in either the KU or analysis. KU referring to the different aspects of poverty and an understanding of the moral issues is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little analysis of the connections</p>	10	<p>Purpose The purpose of this question is give candidates the opportunity to explore the connection between poverty and moral issues</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Responsibility for poverty is a moral issue. Given the proportion of the rich-poor divide, questions have to be asked about how the rich became rich and stayed rich. An exploration of the causes of poverty will reveal that colonialism is partly to blame, which begs the moral question of whether or not there should be a payback. • Trading policies contribute to poverty where rich countries pay minimal prices for the produce of poor countries to keep them competitive. There is a moral issue here over fairness, justice and equality. • One of the causes of poverty is the rule of corrupt governments like the ones in North Korea and Zimbabwe. The moral issue relates to the wealth of government supporters and the abject poverty of the people and what should be done about it. Trade will line the pockets of the rulers but trading boycotts will further impoverish the people. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • It is a moral issue when countries are being exploited and the result is poverty. Trading agreements should be based on the idea that rich and poor countries are equal partners but this is simply not the case because the wealth and buying power of the rich countries

			<p>forces poor countries to accept whatever they can get.</p> <ul style="list-style-type: none"> The effect of poverty on individuals is a major moral issue everyone should be working to narrow the gap between rich and poor.
18	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of non religious views on international aid. KU referring to views on international aid is relevant and accurate. Evaluation points on the various views are clearly and well reasoned</p> <p>6-7 A good answer that includes some evaluation of non religious views on international aid. KU referring to views on international aid is mainly relevant and accurate. Evaluation points on various views are included and have evidence of some reasoning behind them</p> <p>4-5 A borderline answer that includes some basic evaluation of non religious views on international aid. KU referring to views international aid is mainly relevant and accurate. Evaluation points on various views are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its judgements of non religious views</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to make judgements on non religious moral arguments in the debate about international aid.</p> <p><i>Exemplar knowledge points</i></p> <ul style="list-style-type: none"> There are many different types of international aid provided. Aid is usually given by economically developed countries to less well developed countries. Aid can be in the form of economic aid where funding is provided for less developed countries, but it can also take other forms depending on the situation and depending on the location of the receiving country. Aid includes emergency aid, where developed countries step in to help during some kind of crisis – usually something like a natural disaster. The ebola outbreak is a good example of this, where financial and specialist aid was sent to the affected areas to tackle the disease. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> There is considerable agreement on the view that international aid in whatever form is a good thing. Organisations like the EU agree that our main duty towards the developing world is to support it and bring it up to the levels we enjoy. This means that we have to manage the global economy in a way that will benefit everyone so that, in the long term, no aid will be required. Supporting humanitarian aid aimed at alleviating

			<p>hunger and malnutrition is an admirable and pragmatic stance. As well as allowing a person to show compassion and help others when they are most vulnerable, it will also mean children will prosper, labour productivity will improve and people will have the health to be able to contribute for longer to the nation's GDP.</p> <ul style="list-style-type: none">• Utilitarianism does not say it is morally wrong to fail to support international aid, yet most individuals and organisations would condemn such behaviour because it is inaction which will lead to more suffering and more inequality around the globe.
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Part D – Religion, Medicine and the Human Body

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
19	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of connections between different forms of organ donation and moral issues. KU referring to the different forms of organ donation and an understanding of the moral issues they can create is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of connections between the different forms of organ donation and moral issues but has weaknesses in either the KU or the analysis. KU referring to the different forms of organ donation and moral issues and an understanding of the moral issues they can create is relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of connections between different forms of organ donation and moral issues. It has weaknesses in either the KU or analysis. KU referring to different forms of organ donation and moral issues and an understanding of the moral issues is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes</p>	10	<p>Question In what ways does organ donation raise moral issues?</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Individual autonomy is an issue in organ donation when it comes to how organs are donated. If something is donated it means that it is freely given. The issue would be about whether an opt-out system of donation is, in fact, donation because it is presumed that consent is given. • Another moral issue is the extent to which we are morally obliged to make our organs available. For example, if an individual is prepared to accept an organ out of the system, should they not then be prepared to “pay” into the system? • The condition of the donor is a moral issue because we get into the area of defining death. Some patients are dead but kept alive so that the organ may be fresh for the recipient. The issue here is over the status of the patient. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • In the case of donation after death, the person no longer needs their organs. It may bring greater happiness to the grieving family to know that their loved one’s organs have been used to save lives, not to mention the happiness generated for the recipients and their family. • There is a moral issue in donation systems. For some people the act of giving an organ should always be altruistic. This means that the donation system has to

	little analysis of the connections		be opt-in. Any system which presumes anything cannot be truly altruistic because it is saying, “We will have your organs unless you say no.” This is not organ donation, it is organ taking.
20	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of non religious views on euthanasia. KU referring to views on euthanasia is relevant and accurate. Evaluation points on the various views are clearly and well reasoned</p> <p>6-7 A good answer that includes some evaluation of non religious views on euthanasia. KU referring to views on euthanasia is mainly relevant and accurate. Evaluation points on various views are included and have evidence of some reasoning behind them</p> <p>4-5 A borderline answer that includes some basic evaluation of non religious views euthanasia. KU referring to views euthanasia is mainly relevant and accurate. Evaluation points on various views are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its judgements of non religious views</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to make judgements on non religious moral arguments in the debate about euthanasia</p> <p><i>Exemplar knowledge points</i></p> <ul style="list-style-type: none"> • There are different types and methods of euthanasia. There is voluntary euthanasia and non-voluntary euthanasia which are carried out using active or passive methods. • Non-religious people have views which can range from being totally against euthanasia to views which fully support euthanasia and there are plenty of surveys to support either view, along with various attempts to legalise it. • The debate centres around the individual’s right to die. Just as we all have the right to life, supporters of euthanasia believe that we have an equal right to die. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • The number of people receiving euthanasia in the Netherlands is on the increase. This has led the likes of Theo Boer, who reviewed cases, to admit that euthanasia was wrong. His belief is that many people are being given euthanasia who actually do not require it. This shows up one of the problems for those who support euthanasia. This man was all in favour of it and even said there would be no slippery slope but he has discovered that, even with all the various checks, the Netherlands are on the slippery slope. Dignitas believes that in its work it is

			<p>supporting human rights. It would be the first to admit that its dying centre is not the best but it takes the whole picture into account and argues that a little discomfort at the very end is a far better thing than a long drawn out undignified death. This view can be supported by arguing that the long-term undignified death is a great offence to a person compared to the short, slightly uncomfortable stay in Switzerland.</p>
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Part E – Religion and Conflict

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
21	<p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an analysis of connections between the causes of war and moral issues. KU referring to the different causes of war and an understanding of the moral issues they can create is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p>6-7 A good answer that includes some analysis of connections between the causes of war and moral issues but has weaknesses in either the KU or the analysis. KU referring to the different causes of war and an understanding of the moral issues they can create is relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p>4-5 A borderline answer that includes some basic analysis of connections between the causes of war and moral issues. It has weaknesses in either the KU or analysis. KU referring to the different causes of war and an understanding of the moral issues is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little analysis of the connections</p>	10	<p>Purpose The purpose of this question is give candidates the opportunity to explore the connection between the causes of war and moral issues</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Every cause of war raises a moral issue of some sort. If the war is caused by the invasion of your country by another, then it is easy to see that you have the right to defend yourself, but if the odds are overwhelmingly against you, then you have to weigh up whether resistance is worth the loss of life. • Another cause of war is where you fight for your beliefs. This was seen in centuries past in Christian and Muslim “crusades”. It can be see today in the brutal behaviour of some governments and some self-proclaimed freedom fighters who wish to promote their own ideals regardless of the cost. Wars can be caused by resources, especially oil. This is where a country attacks another and takes over territory which has resources that they want, using some historical excuse for claiming back land that once belonged to them. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • StopWar.com considers the cause of war to be the way the atrocities by powerful states are rarely reported, whilst those of their enemies are widely publicised. They claim that this simply fires up the hatred on both sides and so the war intensifies. This view has its merits but it is simplistic in that the

			causes of war go far deeper than poor journalism. Poor journalism exists in many places, with false reports and so on, yet there is no war so to give journalism a key role in war would only be scratching the surface of the matter.
22	<p>This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p>Typical Characteristics</p> <p>8-10 A sophisticated and full answer that focuses on an evaluation of non religious views on responses to war. KU referring to views on responses to war is relevant and accurate. Evaluation points on the various views are clearly and well reasoned</p> <p>6-7 A good answer that includes some evaluation of non religious views on responses to war. KU referring to views on responses to war is mainly relevant and accurate. Evaluation points on various views are included and have evidence of some reasoning behind them</p> <p>4-5 A borderline answer that includes some basic evaluation of non religious views on responses to war. KU referring to views on responses to war is mainly relevant and accurate. Evaluation points on various views are not clearly reasoned</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its judgements of non religious views</p>	10	<p>Purpose The purpose of this question is to give candidates the opportunity to make judgements on non religious moral arguments in the debate about responses to war</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Some organisations are completely against military action as a response to aggression. They believe that war should always be a last desperate act. The UN takes this kind of stance – try everything but, if all else fails, bring in the military. • Pacifists prefer a non-violent response to war. They believe that war is unnecessary and shows a lack of commitment on the part of world leaders to find solutions to the problem. • There is no single view of war from non-religious groups. There are anti-war campaigners and writers but there are just as many individuals who give war anything from limited support to full support. Both sides can make a good case for their position. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • Groups like CND would argue that promoting peace is more important than looking at the possible consequences of any conflict, especially if it came to considering the use of nuclear weapons. That is well and good but rogue states exist and some have nuclear weapons. The best response to this is to have more of the weapons in your possession than they have because that way you are protecting your

			<p>citizens.</p> <ul style="list-style-type: none">• Some non-religious people might argue for conflict as a response to war because it is the lesser of two evils. The Gulf War in Iraq and Afghanistan are examples of this where conflict was better than allowing terrorism and extremism to continue. This view is commendably realistic because we cannot ever allow terrorism to run wild.• Another response to war is if it can be avoided then it should, because war invariably has a negative impact on human wellbeing. Economic sanctions may adversely affect a country, eg through less trade, but the impact is likely to result in less suffering than going to war would.
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SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS

Part A – Origins

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
23	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions.</p> <p>A maximum of 10 marks are available for these skills.</p> <p>8-10 marks may be awarded only if there is evidence of analysis and evaluation and conclusions drawn.</p> <p>A maximum of 10 marks are available for KU that is relevant to both the question and the answer. 5 marks are available each for analysis and evaluation.</p> <p>Typical characteristics</p> <p>16-20 A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that life does not require a creator. Answers may show an awareness that faith and reason do not equate simply to religion and science. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account a range of issues related to the statement.</p> <p>13-15 A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that life that life does not require a creator. Answers may, at times, refer to the debate between religion and science. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account</p>	20	<p>Purpose</p> <p>The purpose of this question is to give candidates the opportunity to analyse claims relating to the statement and to make judgements on the quality of these claims.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Some religious people believe that life and the universe have a creator, eg Jewish people would use Genesis to describe how God created the world and the first people. • Many people believe that there must be some underlying intelligence in the universe that designed or directed life to begin. For some religious people, this creator is God. • Many people claim that the origins of life have a natural explanation: simple organic molecules developed the ability to replicate, became more complex and began to undergo natural selection. • Some scientists are exploring the idea that heat and chemicals found near hydrothermal vents could have fuelled the chemical reactions necessary for the beginning of life. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • One reason behind this view is that science can explain its origins. This is because science deals with the observable and has rigorous tests in place to ensure its claims are valid. This gives science the confidence to argue that creation is natural.

	<p>a range of issues related to the statement.</p> <p>10-12 A satisfactory response that makes some attempt to answer the question by referring to relevant KU on faith-based and reason-based responses to the belief that life does not require a creator. Answers may refer simply to the debate between religion and science. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p>6-9 A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features religious and scientific responses without addressing the issue raised by the statement.</p> <p>0-5 A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on the extent to which different responses adequately explain the creation of life.</p>	<ul style="list-style-type: none"> • Religious people do not necessarily disagree with scientific explanations of the universe. They interpret the data differently and show that for the natural processes to work there has to be an intelligence behind it. • Religious people have different approaches to scientific views on the origins of life. Much depends however, on how they understand their sacred texts. Ken Ham of AiG has a literal interpretation of the Bible and so sees science as a contradiction to God’s word, whilst John Polkinghorne sees science as a means of understanding the mind of God. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • I agree. The scientific view offers a natural explanation for the origins of life. Although not everything about life’s origins is currently known or testable, scientific views are based on reasoned hypotheses, not faith. • The statement is not strong. It is extremely unlikely that life began by chance: the odds against life occurring/ developing just by natural selection are too high, so there must have been an intelligent creator.
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Part B – The Existence of God

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
24	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions.</p> <p>A maximum of 10 marks are available for these skills.</p> <p>8-10 marks may be awarded only if there is evidence of analysis and evaluation and conclusions drawn.</p> <p>A maximum of 10 marks are available for KU that is relevant to both the question and the answer. 5 marks are available each for analysis and evaluation.</p> <p>Typical characteristics</p> <p>16-20 A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that no arguments for the existence of God succeed. Answers may show an awareness that faith and reason do not equate simply to religion and secularism. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account a range of issues relating to the statement.</p> <p>13-15 A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that no arguments for the existence of God succeed. Answers may, at times refer to the debate between religion and secularism. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account a range of issues related to the statement.</p>	20	<p>Purpose</p> <p>The purpose of this question is to give candidates the opportunity to analyse claims relating to the statement and to make judgements on the quality of these claims.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • According to the cosmological argument, the existence of the universe requires an explanation. The only adequate explanation of its existence is that it was created by God. • Aquinas’ five proofs for the existence of God are known as the Five Ways and one of these is known as the design argument. • Our experience tells us that everything that exists has a cause and complexity requires design and, since the universe exists and has order, it must have a cause and a designer. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • One reason behind this view is that the cosmological argument is flawed. Hume argues that there is a fallacy of composition, which is that what is true of the parts is not necessarily true of the whole. Everything in the universe has a cause, but that does not mean that the universe itself has a cause. • Religious people do not necessarily disagree with the view that the design argument does not prove that God exists. The criticisms made of it relate to the existence of a designer, not God. Even for some religious people, more than the philosophical argument is needed to prove that there is a God.

	<p>10-12 A satisfactory response that makes some attempt to answer the question by referring to relevant KU on faith-based and reason-based responses to the belief no arguments for the existence of God succeed. Answers may refer simply to the debate between religion and secularism. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p>6-9 A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features religious and secular responses without addressing the issue raised by the statement.</p> <p>0-5 A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on extent to which different responses adequately explain the existence of God.</p>	<ul style="list-style-type: none"> Religious people have different approaches to proving the existence of God. For some, the existence of God can only be proved through his revelation to individuals or in holy books, but others feel it is necessary to add weight to these revelations by using philosophical arguments. <p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> Aquinas' argument is weak because, although he adequately establishes that things move and that they depend on something else for movement, he only proves the possibility of a first mover; he does not prove that the first mover is God. It is possible for something to come into existence without any cause of its doing so. However, this isn't very convincing because such observations formed on the basis of the behaviour of sub-atomic particles may not apply to the non-microscopic world.
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Part C – The Problem of Evil and Suffering

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
25	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions.</p> <p>A maximum of 10 marks are available for these skills.</p> <p>8-10 marks may be awarded only if there is evidence of analysis and evaluation and conclusions drawn.</p> <p>A maximum of 10 marks are available for KU that is relevant to both the question and the answer. 5 marks are available each for analysis and evaluation.</p> <p>Typical characteristics</p> <p>16-20 A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that humans do not possess freewill. Answers may show an awareness that faith and reason do not equate simply to religion and secularism. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account a range of issues relating to the statement.</p> <p>13-15 A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that humans do not possess freewill. Answers may, at times refer to the debate between religion and secularism. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account a range of issues related to the statement.</p> <p>10-12 A satisfactory response that makes some attempt to</p>	20	<p>Purpose</p> <p>The purpose of this question is to give candidates the opportunity to analyse claims relating to the statement and to make judgements on the quality of these claims.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Freewill is the belief that, as human beings, we decide our own actions, and that they are not influenced by any external or previous source. • Irenaeus believed humans were not created perfect, but develop towards perfection. Evil helps people to grow towards perfection. • Freewill and determinism can work together. Compatibilists believe that, even in a world where our choices are determined, we can still have freewill. • Some religious people believe that, while God knows what we will do, we are still free to make our own choices. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • Behind religious beliefs about freewill is the problem of suffering and evil. Religions in general do not wish to identify God as the source of the problem and prefer to place the blame on humanity. Freewill is one way of doing this. Evil and suffering occurs because of our disobedience. • One view from psychology is interesting because it argues that human behaviour is pre-determined – not by God, but rather by our own physiological make up which gives us the illusion of freewill but which in fact forces us to make certain choices.

	<p>answer the question by referring to relevant KU on faith-based and reason-based responses to that humans do not possess freewill. Answers may refer simply to the debate between religion and secularism. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p>6-9 A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features religious and secular responses without addressing the issue raised by the statement.</p> <p>0-5 A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on extent to which different responses adequately explain freewill or the lack of it.</p>	<p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • To some extent, I agree with this view. Some scientists say that psychologically we are predisposed towards certain types of behaviour and decisions, and these are influenced by our background and our education. This means that we do not make completely free choices. • Despite the existence of evil in the world, humans do have freewill as God has allowed evil in the best of all possible worlds. The existence of evil is necessary for humans to develop and God has given humans the freewill to develop to their potential.
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Part D – Miracles

Question	General Marking Principles for this type of question	Max mark	Specific Marking Instructions for this question
26	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions.</p> <p>A maximum of 10 marks are available for these skills.</p> <p>8-10 marks may be awarded only if there is evidence of analysis and evaluation and conclusions drawn.</p> <p>A maximum of 10 marks are available for KU that is relevant to both the question and the answer. 5 marks are available each for analysis and evaluation.</p> <p>Typical characteristics</p> <p>16-20 A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that miracles do not occur. Answers may show an awareness that faith and reason do not equate simply to religion and science. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account a range of issues relating to the statement.</p> <p>13-15 A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the belief that miracles do not occur. Answers may, at times refer to the debate between religion and science. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account a range of issues related to the statement.</p> <p>10-12 A satisfactory response that makes some attempt to answer the question by referring to relevant KU on</p>	20	<p>Purpose The purpose of this question is to give candidates the opportunity to analyse claims relating to the statement and to make judgements on the quality of these claims.</p> <p><i>Exemplar knowledge points:</i></p> <ul style="list-style-type: none"> • Empirical knowledge is based on observation, hypothesis, experimentation and verification and is the basis upon which science draws conclusions about the world. • St Augustine’s writings clearly indicate his belief in miracles. He said that miracles are not contrary to nature, only contrary to what we know about nature. • Within religious texts, miracles can include wondrous signs, remarkable events or extraordinary deeds done by special people, eg curing illnesses. <p><i>Exemplar analysis points:</i></p> <ul style="list-style-type: none"> • Science has difficulty with miracles because scientific statements are based on patterns of behaviour and, in the view of some, generalisations of natural laws. This position means that there is no room for miracles – which, by their nature, are one-off events. • The definition of miracles is very important. Some believe that miracles are the suspension of natural laws. To believe this, you have to believe that natural laws can be suspended in the first place. Evidence of this can be found in singularity at the beginning of the universe when people like Hawking argue that the laws of physics broke down or were suspended.

	<p>faith-based and reason-based responses to that miracles do not occur. Answers may refer simply to the debate between religion and science. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p>6-9 A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features religious and secular responses without addressing the issue raised by the statement.</p> <p>0-5 A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on extent to which different responses adequately explain freewill or the lack of it.</p>	<p><i>Exemplar evaluation points:</i></p> <ul style="list-style-type: none"> • The claim is not valid because the improbability of a miracle is reason to doubt it, but not necessarily to disprove it. The evidence for a miracle is not the same as a miracle itself, so it depends on what evidence is supplied. • I think that if miracles occur then they should be subjected to scientific scrutiny before they are accepted. Scientific claims can be verified and reviewed before being generally accepted, making this a reliable way of determining whether something is or is not the case.
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[END OF EXEMPLAR MARKING INSTRUCTIONS]