



National  
Qualifications  
SPECIMEN ONLY

**S864/75/11**

**Religious, Moral and  
Philosophical Studies**

Date — Not applicable

Duration — 2 hours 20 minutes

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**Total marks — 80**

**SECTION 1 — WORLD RELIGION — 27 marks**

Attempt ONE Part

**SECTION 2 — MORALITY AND BELIEF — 27 marks**

Attempt ONE Part

**SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 26 marks**

Attempt ONE Part

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

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

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



\* S 8 6 4 7 5 1 1 \*

## **SECTION 1 — WORLD RELIGION**

### **Attempt ONE Part**

#### **PARTS**

- A. Buddhism page 03
- B. Christianity page 04
- C. Hinduism page 05
- D. Islam page 06
- E. Judaism page 07
- F. Sikhism page 08

## **SECTION 2 — MORALITY AND BELIEF**

### **Attempt ONE Part**

#### **PARTS**

- A. Morality and Justice page 09
- B. Morality and Relationships page 10
- C. Morality, Environment and Global Issues page 11
- D. Morality, Medicine and the Human Body page 12
- E. Morality 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 Suffering and Evil page 16
- D. Miracles page 17

## SECTION 1 — WORLD RELIGION — 27 marks

## Attempt ONE Part

## Part A — Buddhism

Attempt all the questions in this part if you have studied **Buddhism**.

- |        |  |   |
|--------|--|---|
| 1. (a) | Describe what Buddhism teaches about the three marks of existence.   | 5 |
| (b)    | Buddhist belief about existence is too negative. Do you agree? Give reasons for your answer.                 | 4 |
| 2. (a) | What do Buddhists mean by Nibbana.   | 4 |
| (b)    | Explain why achieving Nibbana is important for Buddhists today.  | 6 |
| 3.     | <i>“You need to perform puja to be a true Buddhist.”</i> How far do you agree? Give reasons for your answer. | 8 |

[Now go to SECTION 2 starting on page 9]

**Part B — Christianity**

Attempt all the questions in this part if you have studied **Christianity**.

- |    |     |   |   |
|----|-----|---|---|
| 4. | (a) | Describe what Christianity teaches about free will.   | 5 |
|    | (b) | Christian belief about human beings is too negative. Do you agree? Give reasons for your answer.                      | 4 |
| 5. | (a) | What do Christians believe about Jesus?   | 4 |
|    | (b) | Explain why following Jesus' teaching and example is important for Christians today.                                  | 6 |
| 6. |     | <i>"You need to take part in worship to be a true Christian."</i> How far do you agree? Give reasons for your answer. | 8 |

[Now go to SECTION 2 starting on page 9]

## Part C — Hinduism

Attempt all the questions in this part if you have studied **Hinduism**.

- |    |     |   |   |
|----|-----|---|---|
| 7. | (a) | Describe what Hinduism teaches about samsara.   | 5 |
|    | (b) | Hindu belief about samsara is too negative. Do you agree? Give reasons for your answer.                         | 4 |
| 8. | (a) | What do Hindus believe about Krishna?   | 4 |
|    | (b) | Explain why stories about Krishna are important for Hindus today.   | 6 |
| 9. |     | <i>You need to take part in worship to be a true Hindu.</i> How far do you agree? Give reasons for your answer. | 8 |

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## Part D — Islam

Attempt all the questions in this part if you have studied Islam.

- |     |     |  |   |
|-----|-----|--|---|
| 10. | (a) | Describe what Islam teaches about sin.   | 5 |
|     | (b) | <i>“Muslim belief about human beings is too negative.”</i> Do you agree? Give reasons for your answer.               | 4 |
| 11. | (a) | What do Muslims believe about Muhammad?  | 4 |
|     | (b) | Explain why following Muhammad’s example is important for Muslims today.   | 6 |
| 12. |     | <i>“You must practice The Five Pillars to be a true Muslim.”</i> How far do you agree? Give reasons for your answer. | 8 |

[Now go to SECTION 2 starting on page 9]

**Part E — Judaism**

Attempt all the questions in this part if you have studied **Judaism**.

- |     |     |  |   |
|-----|-----|--|---|
| 13. | (a) | Describe what Judaism teaches about the nature of human beings.  | 5 |
|     | (b) | Jewish belief about the nature of human beings is too negative. Do you agree? Give reasons for your answer.  | 4 |
| 14. | (a) | What do Jews mean by the Exodus.   | 4 |
|     | (b) | Explain why Exodus is important for Jews today.  | 6 |
| 15. |     | <i>“You need to keep the covenant to be a true Jew.”</i> How far do you agree? Give reasons for your answer. | 8 |

[Now go to SECTION 2 starting on page 9]

## Part F — Sikhism

Attempt all the questions in this part if you have studied **Sikhism**.

16. (a) Describe what Sikhism teaches about huamai. 5
- (b) *“Sikh belief about human beings is too negative.”* Do you agree? Give reasons for your answer. 4
17. (a) What do Sikhs mean by Guru Granth Sahib? 4
- (b) Explain why Guru Granth Sahib is important for Sikhs today. 6
18. *“You need to follow the teachings of the Gurus to be a true Sikh.”* How far do you agree? Give reasons for your answer. 8

[Now go to SECTION 2 starting on page 9]



## SECTION 2 — MORALITY AND BELIEF — 27 marks

## Attempt ONE Part

## Part A — Morality and Justice

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

19. What moral issues are raised by punishment? 4
20. (a) Describe some ways in which criminals are punished in the UK. 5
- (b) Choose a non-religious view you have studied. What does it say about the purpose of punishment? 6
- (c) “*Religion is too soft on people who commit crimes.*” Do you agree? Give reasons for your answer. 4
21. “*No crime deserves the death penalty.*” How far do you agree? Give reasons for your answer. 8

[Now go to SECTION 3 starting on page 14]

**Part B — Morality and Relationships**

Attempt all the questions in this part if you have studied **Morality and Relationships**.

- |     |  |   |
|-----|--|---|
| 22. | What moral issues are raised by gender roles?  | 4 |
| 23. | (a) Describe some reasons why people have sexual relationships.  | 5 |
|     | (b) Choose a non-religious viewpoint you have studied. What does it say about sexual relationships?              | 6 |
|     | (c) “ <i>Religion is too strict about sexual relationships.</i> ” Do you agree? Give reasons for your answer.    | 4 |
| 24. | “ <i>People should be able to marry whoever they want.</i> ” How far do you agree? Give reasons for your answer. | 8 |

[Now go to SECTION 3 starting on page 14]

**Part C — Morality, Environment and Global Issues**

Attempt all the questions in this part if you have studied **Morality, Environment and Global Issues**.

25. What moral issues are raised by poverty? 4
26. (a) Describe some ways in which natural resources can be used. 5
- (b) Choose a non-religious viewpoint you have studied. What does it say about the management of natural resources. 6
- (c) *“Religion should say more about the environment.”* Do you agree? Give reasons for your answer. 4
27. *“It’s everyone’s responsibility to respond to environmental crises.”* How far do you agree? Give reasons for your answers. 8

[Now go to SECTION 3 starting on page 14]

**Part D — Morality, Medicine and the Human Body**

Attempt all the questions in this part if you have studied **Morality, Medicine and the Human Body**.

- |     |   |   |
|-----|---|---|
| 28. | What moral issues are raised by the idea of ‘ <i>sanctity of life</i> ’?  | 4 |
| 29. | (a) Describe how embryos might be used.   | 5 |
|     | (b) Choose a non-religious view you have studied. What does it say about the use of embryos?                            | 6 |
|     | (c) “ <i>Religion is too strict on the use of embryos.</i> ” Do you agree? Give reasons for your answer.                | 4 |
| 30. | “ <i>It can never be right to help someone to end their life.</i> ” How far do you agree? Give reasons for your answer. | 8 |

[Now go to SECTION 3 starting on page 14]

**Part E — Morality and Conflict**

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

- |     |   |   |
|-----|---|---|
| 31. | What moral issues are raised by modern armaments?   | 4 |
| 32. | (a) Describe some consequences of war.  | 5 |
|     | (b) Choose a non-religious view you have studied. What does it say about justification for war?       | 6 |
|     | (c) “ <i>Religion makes it too hard to justify war.</i> ” Do you agree? Give reasons for your answer. | 4 |
| 33. | “ <i>War should be avoided at all costs.</i> ” How far do you agree? Give reasons for your answer.    | 8 |

[Now go to SECTION 3 starting on page 14]

## SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 26 marks

## Attempt ONE Part

## Part A — Origins

Attempt all the questions in this part if you have studied **Origins**.

34. (a) Choose a religious viewpoint you have studied. What does it say about the origin of the universe? 4
- (b) What reasons might someone have for believing the universe was **not** created? 6
35. Explain why people might disagree about how to interpret creation stories. 4
36. (a) What does science say about the origin of life? 4
- (b) “*Religious explanations for the origin of life have nothing to offer in the 21st century.*” How far do you agree? Give reasons for your answer. 8

**Part B — The Existence of God**

Attempt all the questions in this part if you have studied **The Existence of God**.

37. (a) Explain Aquinas' cosmological argument. 4
- (b) Why might someone **reject** Aquinas' argument? 6
38. Explain why people might disagree about the nature of God. 4
39. (a) Why did Paley think the universe and life were designed? 4
- (b) "*The teleological argument does nothing to prove God's existence.*" How far do you agree? Give reasons for your answer. 8

[Turn over

**Part C — The Problem of Suffering and Evil**

Attempt all the questions in this part if you have studied **The Problem of Suffering and Evil**.

40. (a) Choose a religious viewpoint you have studied. What does it say about the existence of evil? 4
- (b) How might a non-religious person explain evil? 6
41. Explain why people might disagree about God's role in suffering. 4
42. (a) Why might suffering challenge belief about God? 4
- (b) "*Suffering makes it impossible to believe in a good God.*" How far do you agree? Give reasons for your answer. 8



## Part D — Miracles

Attempt all the questions in this part if you have studied **Miracles**.

43. (a) Choose a religious viewpoint you have studied. What does it say about divine intervention? 4
- (b) What reasons might someone have for rejecting belief in a God who intervenes? 6
44. Explain why people might disagree about how to interpret scriptural miracles. 4
45. (a) What does science say about miracles? 4
- (b) “*Religious explanations for miracles have nothing to offer in the 21st century.*” How far do you agree? Give reasons for your answer. 8

[END OF SPECIMEN QUESTION PAPER]



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## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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## General marking principles for National 5 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) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) In this question paper the following question types are used:
- **Knowledge and Understanding**  
These questions require candidates to make relevant, accurate points which demonstrate their understanding of beliefs, practices, issues and arguments studied. Questions may ask for straightforward description, or explanation.
  - **Skills**  
These types of questions require candidates to demonstrate skills of analysis or evaluation. Questions may ask for an explanation of the relationship between ideas or the impact of a belief or practice. Where the question asks for an opinion on a viewpoint, candidates may fully agree, fully disagree or show that there is a case for both sides. Candidates may make use of views and arguments studied to make their case.
- (e)
- Award 1 mark for a clear and relevant statement, description, reason or explanation.
  - Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.
  - A very well developed point may be awarded up to 4 marks.
  - A maximum of 1 mark should be awarded for an unexplained list.
  - Candidates may offer a one or two-sided evaluation for full marks.
  - No marks for simply stating a personal opinion in evaluation questions. Marks should be awarded for reasons.
  - No marks for repeating a point already made in part (b) of an (a)/(b) question, however points repeated in response to different questions should be credited where they are correctly applied in a new context.
  - Marks should be awarded for appropriate use of sources.

Marking instructions for each question

Section 1

Part A: Buddhism

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	<ul style="list-style-type: none"> <li>Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p><i>Describe what Buddhism teaches about the three marks of existence.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>These are the characteristics shared by all beings.</li> <li>Anicca is impermanence - nothing is fixed. Everything that exists is in a constant state of change and nothing lasts. You cannot step into the same river twice.</li> <li>Anatta - the idea of “no self”. Connected to anicca because nothing is fixed so there can’t be a fixed “self”.</li> <li>Dukkha - sometimes translated as suffering. It refers to the unsatisfactoriness of life and includes physical and mental suffering.</li> <li>Human beings live in a state of delusion about existence because it is hard to accept impermanence, and this leads to suffering</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Buddhist belief about existence is too negative.” Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• It isn’t pleasant to think about how everything and everyone we love won’t last.</li> <li>• Dukkha is too negative because while there is suffering, there are also things that bring genuine satisfaction and happiness, even though we know they won’t last.</li> <li>• Believing that all humans have to endure lifetimes filled with suffering is negative because of how difficult it is to escape the cycle and achieve Nibbana. It would be better just not to think about it.</li> <li>• The focus on impermanence could make it less likely that people will form meaningful attachments that make their lives better.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• The marks of existence just tell us how things are. Once we understand them we will actually suffer less.</li> <li>• The focus of Buddhism isn’t to wallow about how bad things are but instead to focus on ending suffering through compassion which is positive for everyone.</li> <li>• Accepting Anicca/Impermanence could help someone get through a difficult time if they can see that it won’t always be like that.</li> <li>• Accepting Anatta/No self for some people can be a positive belief because understanding and accepting it can lead people to be less selfish and it can mean that people do not focus on materialism and instead help others.</li> <li>• Realising that they will not always have their loved ones around them may lead them to appreciate their time together.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p><i>What do Buddhists mean by Nibbana?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• It literally means “blown out”, like the flame on a candle or lamp.</li> <li>• A state of being rather than a place.</li> <li>• The three root poisons have been extinguished, so they are no longer experienced.</li> <li>• The ultimate goal of all Buddhists, achieved when kamma has ceased, there is no more rebirth, and the cycle of suffering (samsara) has ended.</li> <li>• It cannot be fully explained as words are limited. It is only understood through experience as exemplified in the fish and turtle story.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Explain why achieving Nibbana is important for Buddhists today.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• It means that Buddhists will no longer be trapped in the cycle of suffering or living in a state of delusion.</li> <li>• They will have overcome the three poisons and be no longer driven by greed, hatred and ignorance.</li> <li>• They will be following the Buddha's example and will have achieved what the Buddha did. Nibbana promises ultimate bliss and is an attractive goal because it means moving from ignorance and attachment to the truth.</li> <li>• Nibbana is the cessation (nirodha) of suffering. If Buddhists attain Nibbana then they are free from kammic results produced by the three fires and they will be free from rebirth. They will understand the true nature of things.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>"You need to perform puja to be a true Buddhist." How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Making the three jewels the centre of your life is the mark of a true Buddhist, and one of these is the Buddha, so devotion to the Buddha through puja is essential.</li> <li>• Puja is needed because it helps Buddhists to go for refuge to the Buddha, connecting them with the Buddha's teaching and example by providing a focus through the image and associated rituals like mantras.</li> <li>• The three jewels include the Sangha, which shows the importance of community worship too.</li> <li>• Worshipping as part of the sangha has many benefits that some Buddhists could consider essential. For example, the laity support the monks and nuns and can learn to meditate or understand the Dhamma with their support, this would also result in positive Kamma.</li> <li>• Monks and nuns can also gain positive Kamma by providing support to the laity through worship and religious ceremonies.</li> <li>• Puja through prayer and offerings helps to bring merit and clear obstacles to spiritual progress, making it essential for Buddhists if they want to achieve enlightenment.</li> </ul>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• The Buddha achieved enlightenment on his own through meditation, therefore so this should be possible for others too.</li> <li>• Meditation involves mental concentration and looking ‘within’. This does not require outward objects of devotion or rituals.</li> <li>• The true mark of a Buddhist isn’t the rituals they perform, but the compassion they show to those around them and the intentions behind their actions. This is far more important than going through the motions of worship.</li> <li>• Buddhism doesn’t have rules about when and how to worship. It is really down to the individual to find what works for them on their journey to enlightenment.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 1

Part B: Christianity

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p><i>Describe what Christianity teaches about free will.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Free will is the ability human beings have to make choices between real alternatives.</li> <li>• People are made in the image of God and for some this includes the ability to make free moral decisions. Animals are not given the same gift at creation.</li> <li>• In the Garden of Eden, Adam and Eve use their free will to choose to eat the forbidden fruit with terrible consequences. All human beings share their tendency to do the wrong thing.</li> <li>• Free will includes the idea of personal responsibility. It means that we will face judgement after death for the choices we have made.</li> <li>• Some Christians believe we do not really have free will because everything that happens is determined by God - predestination. This means we cannot influence our fate after death.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Christian belief about human beings is too negative.” Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Free will means people can make bad choices, but it also enables us to make good choices which are real and meaningful.</li> <li>• Free will means that when people choose to worship or follow God it is real and meaningful, because we aren’t just like programmed robots. This is much better than the alternative.</li> <li>• Paul said, “There is no-one that is righteous - not one”, but this is too pessimistic because there have been many good people in history who could reasonably be seen as righteous.</li> <li>• Eternity in hell as a punishment for sin seems out of proportion with most people’s lives which last for a relatively few years, and include plenty of good things.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Christians believe everyone is made in God’s image. This gives human beings special importance and dignity, so not negative.</li> <li>• The Christian story is about the lengths God goes to in order to restore his relationship with human beings, by sending Jesus to die for them. This shows how valuable they are to him.</li> <li>• Jesus’ teaching about the Kingdom of God shows that people have the potential to live good, compassionate lives and to transform the world.</li> <li>• Jesus treated people who were seen as outcasts or unclean with dignity and agape love and criticised hypocrites who felt they were better than others. This shows that Christianity has a balanced view of human beings, recognising both the positive and negative.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What do Christians believe about Jesus?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Jesus was the Messiah (Christos), promised in the Jewish scriptures and sent by God as a saviour.</li> <li>• He is an incarnation of God himself - Emmanuel (God with us).</li> <li>• Some feel it is essential to believe that his birth was miraculous - that as God's Son he didn't need a human father. More liberal Christians see his virgin birth as a symbolic way of showing that he was special and blessed by God.</li> <li>• God the Son, one of the three persons in the Trinity.</li> <li>• Jesus reveals God's nature to human beings. "If you have seen me you have seen the Father."</li> <li>• Through his death and resurrection, he defeats sin and heals the alienation between God and human beings.</li> <li>• Jesus ascended to heaven, and will come again to judge the living and the dead.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Explain why following Jesus' teaching and example is important for Christians.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• They are in the Bible, therefore for some they are God's word, which means they are a completely trustworthy source.</li> <li>• Through following Jesus' teaching and example, Christians feel they please God, and that they become closer to Him.</li> <li>• They are a source of moral guidance, eg about attitudes to the poor and needy, and how we should respond to our enemies.</li> <li>• Through the Gospels Christians learn about the attitudes and actions that will help them to play a part in bringing about the Kingdom of God on earth "as it is in heaven."</li> <li>• The story of the Sheep and the Goats shows that Jesus placed particular importance on how his followers lived, not just what they said or believed. Following his teachings and example is therefore about securing a welcome into God's presence after death.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>"You need to take part in worship to be a true Christian." How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Going to church shows you are associating yourself with other Christians/ Christianity. It is part of a Christian's witness - a sign to others that your faith is real.</li> <li>• Showing love for God and each other within a Christian community is a valuable source of encouragement, eg in the sharing of "The Peace". Without this there is a risk people will drift away from their faith.</li> <li>• During formal worship with others there are opportunities to strengthen your faith and learn more about it, eg in recitation of the creed, confession, prayers and hymns.</li> <li>• St Paul urged fellow believers not to give up meeting together. The church is the people that make it up, so worshipping together is vital.</li> <li>• Jesus said, "Where two or three are gathered in my name, there am I in the midst of them." This shows he intended Christians to meet together to worship, so it is essential.</li> <li>• Communion is an especially important act of worship for Christians, and by definition, it is done with others. "As there is one bread, so we who are many are one body."</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Some feel being a Christian is all about what you believe, rather than what you do, so worship isn't essential.</li> <li>• Worship is about your personal relationship with God - not about others. Many very spiritual Christians have lived solitary lives in meditation and prayer, so individual time with God may be necessary, but not worship in church.</li> <li>• The Kingdom of God happens when people show love to those outside the community of faith (additional marks available for examples of ways in which Christians can love today's "outcasts"). This is true "spiritual worship", so formal worship isn't what matters.</li> <li>• Story of the Sheep and the Goats suggests the true sign of real faith is love for others who are struggling. The righteous were not the ones who recognised Jesus as Lord.</li> <li>• Some find themselves unable to meet with others for worship due to isolation or ill health. They are no less real Christians.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 1

Part C: Hinduism

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>. A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p><i>Describe what Hinduism teaches about samsara.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Samsara is the cycle of birth, life, death and rebirth.</li> <li>• It is experienced as physical existence, and this includes ignorance about the true nature of reality, suffering and attachment.</li> <li>• Every living thing has a soul (atman) that lives on after physical death, and transmigrates into a new body (reincarnation). The body is a vehicle for the soul (like Arjuna’s chariot).</li> <li>• The atman progresses through the samsara cycle, depending on consequences of the actions of each body it inhabits (karma). Traditionally this means working up through the Varnas, becoming more and more spiritually pure.</li> <li>• In the animal realm progress is towards a better/more complex life.</li> <li>• In the human realm, because people have free will, they can influence the impact of karma by choosing to do good actions and avoid bad ones.</li> <li>• The ultimate aim of all Hindus is to escape the “trap” of samsara and achieve liberation (moksha) so that the atman doesn’t need to return for any more lives.</li> <li>• It can take millions of reincarnations to achieve liberation.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Hindu belief about Samsara is too negative.” Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Being human means your atman (the spirit or soul) is trapped in a continuous cycle of rebirth (samsara) and that you must suffer, but life is not all bad.</li> <li>• Humans are trapped in samsara because of attachment, but attachments can give life meaning.</li> <li>• Escape from the samsara cycle is only possible when the atman can achieve enlightenment (moksha) by acting with complete detachment in a way that no longer causes karma. This is extremely difficult to realise and too remote an idea for the majority of Hindus. Far better to just enjoy this life.</li> <li>• Hindus who suffer due to Varna or circumstance may see this as ‘their own fault’ because of an accumulation of karma from previous lives. This can be be depressing, self-defeating etc. and it limits ambition and stifles potential.</li> <li>• Karmic consequences are inescapable, accumulative and unpredictable. To suffer in this life for the actions done by a previous body seems unfair.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Hinduism has room for life's pleasures - artha (wealth) and kama (pleasure) are spiritual goals too.</li> <li>• Since humans have 2 parts - the atman (eternal and indestructible) and the body (temporary), when the body dies, it is not the end, the atman will be reborn, so reincarnation can be a positive belief.</li> <li>• Moksha is distant but every lifetime can take the atman closer to it. This is because as human beings we can use our free will to act in ways that result in positive karma. The aim of attaining better rebirth and/or moksha gives meaning, purpose and value to life.</li> <li>• Liberation from samsara is believed to be a positive experience, variously described as perfect bliss, eternal existence with God, being at one with Brahman etc, so a really positive goal.</li> <li>• The journey to attaining moksha is positive for everyone, eg encouraging seva (selfless service to others), so it has a positive effect on self, others and society as a whole.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What do Hindus believe about Krishna?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• An avatar of Vishnu the preserver, which means he has the job of keep everything going and look after the earth</li> <li>• Very popular because he was mischievous as a child, eg stealing butter from the milk-maids, and stealing the clothes of the Gopi girls.</li> <li>• There are many stories about him which show his godly power, eg holding up Govardhana hill on his pinkie finger to make a massive umbrella for the villagers to shelter under.</li> <li>• He helps his friend Arjuna in a battle by teaching him all about Hinduism. Their conversation is in the Bhagavad Gita, an important guide for Hindus today. The story shows him fighting against evil, which is the role of the preserver.</li> <li>• Krishna contains the whole cosmos within him because he is really God. This is shown when his mother looks in his mouth and sees the whole universe. She then realises who he truly is.</li> <li>• He shows his true nature to Arjuna, but Arjuna can't handle it, so he returns to "his friendly form". This suggests Brahman needs to take a human form to be able to connect with humans.</li> <li>• "When righteousness fails and evil rises, then I come to earth, Arjuna." (Bhagavad Gita)</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Explain why stories about Krishna are important for Hindus today.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• The big theme of good fighting evil is as relevant as it has ever been - this is shown in the current war in Ukraine.</li> <li>• Krishna is still important to Hindus because he is a form of Brahman, and that means his words are really important and are the truth. These words are in the Gita, and they cover everything you need to know about Hinduism: God, souls, samasara, karma, moksha, dharma etc.</li> <li>• Even of the stories didn't actually happen, they have important messages in them, like follow your dharma and show loving kindness.</li> <li>• It doesn't matter who you are. Unlike the Vedas, any Hindu can read Krishna's words in the Gita.</li> <li>• Krishna allows Hindus to connect with the personal side of God which is far easier than trying to connect with Brahman who is beyond human understanding. Humans need something more relatable.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>You need to take part in worship to be a true Hindu. How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Some communal rituals are seen as part of dharma, therefore a duty for Hindus.</li> <li>• There are priests and helpers at the temple (pujari). Their dharma is to look after the temple worship, keeping the statues clean, and washing and dressing the statues. For them to fulfil dharma there need to be others seeking their service.</li> <li>• The mandir is important because it is believed to be ‘the home of God.’ Hindus believe they can make direct contact with Brahman there, and this is important for helping them to get closer to Moksha.</li> <li>• The shrine in a home is used for family worship, also part of dharma. Not doing daily worship would result in negative karma, so it is essential.</li> <li>• Worshipping God through the ishtadeva, and sharing prashad is important for keeping Hindus committed to their faith, because it teaches followers about God, gives a blessing and helps them to keep devoted to their religion.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• It can be very difficult for low caste Hindus to participate in collective worship as they are often excluded from Temples and are not permitted to read the Vedas.</li> <li>• Inside nearly every Hindu home is a shrine (mandir) for worship. The mother of the house offers puja most mornings when everyone else has gone out, so it isn’t necessary for everyone.</li> <li>• For those on the Bhakti path, positive karma comes through any kind of loving devotion, so formal worship isn’t necessarily a requirement.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>Hindus who are near to enlightenment understand that even the gods are not real, so they will turn instead to deep meditation and finding God within.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 1

Part D: Islam

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p><i>Describe what Islam teaches about sin.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Muslims see sin as anything that goes against the commands of Allah.</li> <li>• Human beings and Jinns can sin because they have free will. Angels can't sin because they don't have free will.</li> <li>• Islam teaches that sin is an act and not a state of being.</li> <li>• It is believed that Allah weighs an individual's good deeds and against his or her sins on the Day of Judgement and punishes those individuals whose evil deeds outweigh their good deeds. These individuals are thought to be sentenced to afterlife in the fires of Jahannam (Hell)</li> <li>• There is a distinction made between major and minor sins, indicating that if an individual stays away from the major sins, then he/she will be forgiven for their minor sins if they repent.</li> <li>• The most serious sin is shirk, which is worshipping anyone or anything in place of Allah.</li> <li>• Islam teaches that God is merciful and individuals can be forgiven if they repent.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Muslim belief about human beings is too negative.” Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• It could be argued that Islam says human beings need to be controlled and watched all the time (eg by the recording angels), and this suggests they can’t be trusted to make good decisions.</li> <li>• Some may feel that traditions around the correct roles/treatment of men and women in some Muslim majority countries are negative because they limit potential and freedom.</li> <li>• There is too much emphasis on the idea of people as sinful. People are capable of great goodness too.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• When Allah created Adam he told the angels and Jinns to prostrate before him, showing that humans are really special and important, so not negative.</li> <li>• Islam insists that all people are equal before Allah, so it encourages brotherhood and harmony.</li> <li>• Islam says human beings are endowed with free will and this means they have the opportunity to make their own decisions instead of being programmed like robots.</li> <li>• Islam is about helping human beings, through Allah’s revelation of his will, to live better lives on earth, and to get to paradise when they die.</li> <li>• The concept of stewardship shows that human beings have been given special responsibility to care for the world. This shows that Islam sees a positive role for human beings in the world.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list..</li> </ul>	4	<p><i>What do Muslims believe about Muhammad?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Chosen by God as prophet (Nabi) but also a messenger (Rasul).</li> <li>• He was sent to guide people and to restore monotheist Islam which had already been revealed through other prophets like Adem, Ibrahim and Musa.</li> <li>• The Qur'an is revealed to Muhammad by Allah over a period of 22 years. He memorised and recited the messages because he was illiterate.</li> <li>• Muslims call him the "Seal of the Prophets" because the messages he recited were the final words from Allah to human beings. This means Muhammad was the last prophet.</li> <li>• Muhammad was a human being, so must not be worshipped. This would be classed as shirk. However, he is a hugely important role model for Muslims.</li> <li>• Muhammad's words and actions contained in Hadiths provide Muslims with further guidance on how to live lives of submission to Allah.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Explain why following Muhammad's example is important for Muslims today.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Muslims are told to follow the example of the Prophet in Surah 33 of the Qur'an which describes him as a "beautiful pattern", so following his example is a way of obeying Allah's instruction in the Qur'an.</li> <li>• Muhammad is seen as a deeply spiritual man who lived his life in total submission to Allah, and this is why he was chosen to be the Seal of the Prophets, so he sets the best example for Muslims to follow.</li> <li>• The Qur'an may not have an answer for every problem a Muslim might encounter in the modern world, so the Prophet's righteous example may give a solution, or a principle that can be applied in a new situation.</li> <li>• According to the Qur'an, it was part of the Prophet's role to set the pattern for carrying out religious duties and rites. He was not just to deliver the message from Allah, but to illustrate its meaning too.</li> <li>• Following his example will reassure a Muslim that they are living a life of submission and that they will be rewarded after death in Paradise.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>"You must practice The Five Pillars to be a true Muslim." How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Islam means submission. Allah has instructed Muslims to practice the pillars in the Holy Qur'an, so they should be seen as obligatory and signs of submission to Allah.</li> <li>• Allah's instructions to mankind were for all time, so they apply as much now as when they were given to the Prophet.</li> <li>• They are important for showing you are a part of the Ummah (brotherhood), and the Ummah supports you as you submit.</li> <li>• They teach Muslims about self-discipline, sacrifice, obedience etc. and this helps to keep them on the "straight path". Without them it would be easy to be distracted by the temptations that are all around us.</li> <li>• The recording angels will see a Muslims's submission, and they can look forward to being rewarded on the day of Judgement.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• They can be incompatible with aspects of modern life, especially if you live in a non-Muslim country (eg difficult to get time off work for prayer or Hajj), so you should just do what you can.</li> <li>• Allah knows a Muslim's true intentions, so will understand if they can't be completed.</li> <li>• Some Muslims are instructed not to complete all of the pillars, eg those who are infirm do not need to complete the Hajj, pregnant or nursing mothers should not fast, Zakat is only required from those who can afford it. This means some Muslims may not be permitted to do all of the pillars.</li> <li>• If you can't complete the Hajj, it is a good act to pay for someone who is able to go instead and this will help you on judgement day</li> <li>• In some parts of the world Muslims are persecuted, tortured or killed</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>for showing their faith, so they may feel it is impossible to follow the pillars, even if their belief is sincere.</p> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 1

Part E: Judaism

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p><i>Describe what Judaism teaches about the nature of human beings.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• God has gifted humans with free will. God’s creation of the universe shows his freedom and humans are in God’s image, so they have freedom too.</li> <li>• Humans are created, and creative. They are “dust of the earth” but also have within them the “breath of God”.</li> <li>• In <i>Covenant and Conversation: A Weekly Reading of the Jewish Bible</i>, the Chief Rabbi Lord Sacks says that humans can act and react like no other creatures. “The freedom to do good comes hand-in-hand with the freedom to do evil”.</li> <li>• Determinism is wrong: humans have a choice in what they become.</li> <li>• Humans have an inner conscience (Yetzer Tov), which they get at the age of maturity. This reminds them of God’s law. Yetzer Hara is the desire for basic needs, eg food, shelter etc. Some include the inclination to do what’s wrong. This exists even before birth. Yetzer Tov keeps Yetzer Hara in check.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p>Jewish belief about human beings is too negative. Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• The belief that we have a dual nature is not only confusing, it makes it sound like we have a constant inner conflict.</li> <li>• Free will without omniscience makes it very difficult for humans to live righteous lives all the time. Many could argue that we have been set up to fail.</li> <li>• The belief that Yetzer Rah needs to be kept in check by our Yetzer Tov is too basic: we are much more complex in nature.</li> <li>• We have to follow 613 mitzvot to please God. This is too demanding and can result in people feeling like they are failing.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• The fact that we are made in the Image of God, reflecting God’s characteristics such as creativity, compassion, kindness etc is positive. To many Jews, even being slightly like God is a great thing and we should celebrate this.</li> <li>• We have the ability to make our own decisions - we have been gifted free will, we should want to use this gift wisely.</li> <li>• We are creative creatures, we should embrace this, not think negatively of our existence.</li> <li>• We have an opportunity to please God and spend eternity with Him.</li> <li>• We have not inherited sin/bad relationship with God. Our relationship starts off unblemished.</li> <li>• Instructions given to us are clear, we know what God wants of us and He wants what’s best for us, so doing as He says will make life better.</li> <li>• God is there for us in our times of need, and even if we do stray from His path, He will take us back. We should not think negatively of our existence. Malachi 3:7 ‘Return to me and I will return to you’.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What do Jews mean by the Exodus?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• It means “leaving” and refers to the story of the liberation of the Jews from slavery in Egypt.</li> <li>• God speaks to Moses through a burning bush – telling him to go to Pharaoh, to ask him to release the Hebrew slaves, but he refuses</li> <li>• Moses warns pharaoh before each of the 10 plagues, sent by God</li> <li>• Hebrews mark their door posts with lambs’ blood, so the angel of death passes over, but many Egyptians die, including the Pharaoh’s son</li> <li>• Pharaoh allows the Hebrews to leave and Moses leads them to the Red Sea</li> <li>• Pharaoh changes his mind, sending soldiers to bring the Hebrews back</li> <li>• Moses parts the Red Sea, allowing the Hebrews to escape to freedom and the Red Sea closes over on the Egyptian army</li> <li>• Moses leads Hebrews to Mt Sinai, where the Commandments are received and the covenant is made.</li> <li>• The Hebrews wander in the desert for 40 years before reaching the Promised Land.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Explain why the Exodus is important for Jews today.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• It teaches Jews about God’s nature - eg He is powerful, and their deliverer from times of trouble. This means they can expect his deliverance in the future too.</li> <li>• It is the event that led to the Hebrews journeying to Sinai where the covenant was made with God and the Jews received the commandments. This is the basis of their relationship with God and their status as His Chosen People. Without it there would be no Judaism.</li> <li>• It gave Jews freedom to worship the one true God.</li> <li>• It marks the beginning of the journey to the Promised Land.</li> <li>• Remembering the Exodus at Passover connects Jews with their history and their ancestors and binds them together.</li> <li>• It reminds Jews of the bitterness of slavery, and the importance of freedom</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>"You need to live according to the Torah to be a true Jew." How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• The mitzvot are given by God, who is all-knowing and all-good, so Jews can be confident that they give them the best possible way to live, and that God wouldn't ask them to do more than is possible.</li> <li>• Living according to the Torah is important because it binds Jews together as a community, and enables them to feel a deep connection with their ancestors and those who will come after them.</li> <li>• Living according to the Torah is how the Jews become "a light to the nations", which is what God has instructed them to be, so they are not just benefitting themselves, but the whole world.</li> <li>• For many Jews it is essential because it will hasten the coming of the Messianic age, and a better world to come.</li> <li>• Most importantly, living according to the Torah is their side of the covenant agreement with God, and as they are faithful to him, he remains faithful to them.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• You can't just get on with following the rules as they are laid down in the Torah - they were not intended for a modern context, eg what is or isn't classed as "work" when observing the Sabbath?</li> <li>• Faithfulness to the Torah marks Jews out as different, and this has made them more vulnerable to prejudice and discrimination in society, and at its worst, persecution and genocide. This may make it impossible to keep the mitzvot.</li> <li>• Some aspects of Torah living may seem outdated, or inappropriate alongside contemporary secular values, eg views about the different roles of men and women.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• There are practical implications which can make day-to-day living too hard, eg needing to live within walking distance of the Synagogue, having access to Kosher food, knowing whether cloth used to make clothes is kosher etc.</li> <li>• Secular Jews may argue that their identity as Jewish people is real whether or not they follow the religion.</li> <li>• Since the Temple was destroyed, it is impossible to keep all of the commandments.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 1

Part F: Sikhism

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p><i>Describe what Sikhism teaches about Haumai.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Haumai means ‘egoism’</li> <li>• People are born in Haumai</li> <li>• It refers to the self-centred way that we often live our lives</li> <li>• It originates from Maya, the illusion that the physical world can bring us happiness that lasts</li> <li>• Haumai is part of the human condition, and was created by God</li> <li>• It is the spiritual state of those who have not discovered the way of liberation and peace</li> <li>• It is the biggest obstacle to spiritual progress</li> <li>• It is a barrier to reunion with God</li> <li>• Haumai that leads to endless cycles of reincarnation, and makes a person ‘Manmukh’</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Sikh belief about human beings is too negative.”Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• For Sikhs human life is just one more rebirth out of many, so people may not value the life they have</li> <li>• Sikhs say human judgment is occluded by a false sense of self and human beings are prone to self-importance, but people are also capable of selflessness and wisdom, so too negative.</li> <li>• Sikhs believe it is easy to fall into the five vices, lust, covetousness and greed, attachment to things of this world, anger and pride, but many people display virtuous qualities, and attachment to people, places and things helps to give life meaning.</li> <li>• Too much concentration on the material aspects of life leads the soul further and further away from reunion with God, but it is natural to want to enjoy the good things life has to offer.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Sikhs are right to say that human beings tend towards selfishness and attachment, but they don’t see this as a hopeless situation. Sikhism also sees the positive potential in people to become selfless and to find satisfaction in things that last and truly matter.</li> <li>• Sikhs believe that human existence is good and a gift.</li> <li>• Human beings can choose to follow God’s instructions, and this gives them power to improve their lives, and ultimately reunite with God.</li> <li>• A human being is the last and highest form of God’s creation, so Sikhs have a very high view of human beings.</li> <li>• God is also within creation, and within each human being. This spark of God (the atma) makes human life precious.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Describe what Sikhs mean by the Guru Granth Sahib.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• It is the only Sikh scripture</li> <li>• It is described as a Living Guru - the physical presence of God's Word</li> <li>• It is treated with exactly the same respect as would be given to one of the Ten Human Gurus</li> <li>• It gives guidance in all spiritual matters</li> <li>• It contains hymns written by the first five Gurus</li> <li>• It is 'from the Guru's mouth' the actual words and verses as uttered by the Sikh Gurus</li> <li>• Contains teachings of Hindu and Muslim holy men</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Explain why the Guru Granth Sahib is important for Sikhs today.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• The Guru Granth Sahib is regarded as a ‘Living Guru’ which means it is an essential source of spiritual guidance.</li> <li>• The teachings are believed to be directly from God making them totally reliable.</li> <li>• By following its teaching, eg through serving others, Sikhs can move from a state of manmukh to gurmukh.</li> <li>• Its words have the power to transform the lives of those who hear them, for example Sajjan the thief.</li> <li>• Because it is a book, Sikhs believe that this puts a seal on the Gurus’ teachings. This preserves it for future generations.</li> <li>• A common commitment to the teachings in the Granth binds Sikhs together as a community.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>"You need to follow the teachings of the Gurus to be a true Sikh." How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• If they were required in the time of the Gurus, they are required now as the truth does not change.</li> <li>• The Gurus' teaching is needed more than ever because modern distractions make it hard to be totally focused on God and to overcome pride and self-centeredness and follow God's will.</li> <li>• The world might have changed but people are basically the same and so are the goals of Sikhism. People still need guidance on how to live good lives and achieve Jivan Mukhti.</li> <li>• It is an important part of a long tradition of leadership passed on to the Khalsa, and today Sikhs are still part of the Khalsa.</li> <li>• Sikhs give a vow of commitment, so it is important to show this is taken seriously by following the Gurus' teaching.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• It is too difficult as there are greater barriers today eg attachment to material things, a temptation to live in accordance with secular values, eg people are taught today that pride in what you achieve is good.</li> <li>• The Khalsa involves traditions from 1699 these can seem irrelevant in the modern world. Some Sikhs may prefer to adapt to the modern world, eg by cutting their hair and abandoning the turban, but they still regard themselves as faithful Sikhs.</li> <li>• There are real challenges in trying to keep the Five K's, eg carrying the kirpan.</li> <li>• Sikhs no longer have to defend or fight for their faith.</li> <li>• Some Sikhs think that it is only for a spiritual elite.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Award marks for any other valid point in accordance with general marking instructions.



Section 2

Part A: Morality and Justice

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
19.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What moral issues are raised by punishment?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Are the aims of punishment morally justifiable, eg is it ok to punish to get revenge? Should punishment be about trying to reform people?</li> <li>• Is any kind of punishment ok if it gets you the result you want, eg is it right to execute murderers if it deters other people from committing murder?</li> <li>• What are the potential consequences of punishment? Does it result in the greater good, or does it make things worse?</li> <li>• Should punishment fit the crime - eye for eye, or is sometimes better to forgive?</li> <li>• Should there be limits on who can carry out punishment? Should it always be left to the state, or are people justified in taking the law into their own hands?</li> <li>• How do we respond to big differences between what States see as criminal? eg case of Raif Badawi, sentenced to flogging and imprisonment for blogging.</li> <li>• Some feel it is inhumane to expect people to carry out capital or corporal punishment, as well as for the person under sentence.</li> <li>• A determinist might argue that people are not ultimately responsible for what they do, and that this has implications for how we deal morally with criminals.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p><i>Describe some ways in which criminals are punished in the UK.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Tagging - an offender has an electronic tag attached to their ankle which can enforce a physical boundary and a curfew for a set period of time. This can be given for a range of crimes such as anti-social behaviour.</li> <li>• Fines - an offender can be given an amount of money to pay back over a period of time. This is often decided based upon your level of income and ability to repay it and is given for crimes such as low-level traffic crime, or drug possession.</li> <li>• Community payback order - an offender can be sentenced to a number of hours of unpaid work to complete within a set time period . 30% of the hours can be used to engage with therapeutic groupwork or vocational learning.</li> <li>• Custodial sentence - this involves a prison sentence where an offender is locked up for a period of time that is dependent upon the severity of their crime and likelihood of re-offending. This is used to both punish the offender as their freedom is taken away from them and to protect society from the offending behaviour. Rehabilitation programmes can take place in prison to help reform the offender; this can involve being taught new skills to help reduce their likelihood of re-offending, however there is rarely an opportunity for those serving short sentences to benefit from these.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Choose non-religious view you have studied. What does it say about the purpose of punishment?</i></p> <p>Responses could include:</p> <p><b>Utilitarianism</b></p> <ul style="list-style-type: none"> <li>• Generally the purpose of punishment is to reduce crime, creating a safer and happier society.</li> <li>• Agree with protection as it aims to protect society and therefore would create greatest happiness/good for everyone. It can also involve protecting the offender from society.</li> <li>• A utilitarian may support reform/rehabilitation as this will bring a positive outcome for both the offender and for society. If the offender is reformed then they are no longer a danger to society, making it a happier and safer place and it may also result in greater happiness for the offender if they have the opportunity to change and are given a second chance.</li> <li>• May support deterrence if it works as this would reduce crime and therefore create more happiness. However, they may be against it if it means too harsh a punishment is used to set an example as this can bring about more suffering.</li> <li>• Retribution may bring about more suffering for not only the criminal, but for their families. Cannot undo what has already happened to cause suffering but can prevent more.</li> <li>• They may support deterrence as a purpose of punishment if it works and actually prevents or reduces crime, as this would create a happier and safer society.</li> <li>• However, they may also argue against very harsh punishments as society may feel less happy if they live in an extremely strict and authoritarian society.</li> </ul> <p><b>Michael Matheson (former Justice minister)</b></p> <ul style="list-style-type: none"> <li>• He thinks that the focus should be on reforming offenders as this will</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>reduce offending and make society a better place for everyone.</p> <ul style="list-style-type: none"> <li>• He still supports prison for some offences where the safety of the public is at risk, so he also agrees with protection, but the focus for these offenders should be on learning new habits, and skills to equip them for life after release.</li> <li>• He supports a number of measures to enable reformation such as: supporting improvements in drug and alcohol services being delivered in prison to help reform prisoners, supporting housing projects to house offenders when they leave prison and extending the community Job Scotland scheme to support offenders into work.</li> <li>• He supports community service and has granted more funding for this as he thinks that it is more effective at reducing re-offending and enables offenders to pay back into their communities, and address the cause of their offending.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>Religion is too soft on people who commit crimes. Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• The Buddhist story of Angulimala shows that Buddhists believe that even the worst offender shouldn't be punished if they reform. This means justice isn't done for victims and their families.</li> <li>• Christians are told to love their enemy and to forgive people who sin against them. Sending out a message that no matter what you do you will be forgiven won't deter people from committing crimes, and could encourage it.</li> <li>• Some people may say that some crimes are so terrible that the person does not deserve a second chance, and that by focussing on being compassionate to the criminal you are not respecting the feelings of the victim(s).</li> <li>• Some people may say that reforming people is the most important aim of punishment and it isn't an easy thing for a person to do - to face up to what they have done and try to change for the better can be more difficult than a harsh punishment.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• The more we focus on harsh punishments and hate then the more we also suffer - eg in Buddhism hate is a root poison which keeps the samsaric wheel turning</li> <li>• Hate can also cause more suffering to the person who feels full of hate; forgiveness would benefit them as well as the criminal</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• Some people may say that reforming people is the most important aim of punishment and it isn't an easy thing for a person to do - to face up to what they have done and try to change for the better can be more difficult than a harsh punishment.</li> <li>• Jews and Christians might look to the passages in the Jewish Bible where punishments that are equal to the crime 'an eye for an eye' are prescribed, and therefore are not too soft.</li> <li>• Most religions encourage compassion. Some offenders have had difficult lives, so compassion is far more appropriate than giving more trauma.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	8	<p><i>"No crime deserves the death penalty." How far do you agree?</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Capital punishment goes against the UNDHR/ human rights and therefore can never be an appropriate response, eg it goes against the right to life, and the right not to be subjected to torture or degrading treatment.</li> <li>• Governments that allow this punishment are not setting the right example - it sends mixed messages if taking life is acceptable by the state.</li> <li>• We have a greater understanding of some of the issues involved, such as mental health issues, and have changed our attitude towards how those committing crimes due to these issues should be treated.</li> <li>• Capital punishment does not allow the offender to reform, and this is one of the main aims of punishment today.</li> <li>• The lethal injection is inhumane - many cases have taken longer for the offender to die and it is debatable whether they experience pain.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• It offends our sense of justice if a person does not lose their life for taking the life of another.</li> <li>• Retribution - "an eye for an eye" is reasonable, but also intended to put a limit on revenge, so only crimes that involve the deliberate taking of a life deserve the death penalty.</li> <li>• Some crimes are so horrific, the perpetrator deserves to die, for example murder, torture, sexual abuse.</li> <li>• Some religious people will argue that their holy scriptures prescribe the death penalty for particular crimes and that this is guidance from God and should therefore be obeyed.</li> </ul> <p>Award marks for any other valid point in accordance with general marking</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			instructions.

## Section 2

### Part B: Morality and Relationships

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What moral issues are raised by gender roles?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• People can feel pressurised into conforming to prescribed roles, eg woman as home maker and man as bread winner. This deprives people of opportunities which go beyond the limits of the roles.</li> <li>• As more women have careers they don't see a diminished workload in the home, so they have a greater burden.</li> <li>• Glass ceiling - women can see the top jobs such as managerial positions and CEO but can't break through the glass ceiling to get them because of traditional ideas about men being natural leaders.</li> <li>• Taking time off to have and care for children has been identified as a contributory factor in the gender pay gap.</li> <li>• Stereotyping in terms of personality traits, roles, hobbies etc can lead to prejudice and unfair discrimination in society and the workplace</li> <li>• Traditional gender roles make it hard for people who don't identify with them to feel they are recognised or have a place in society</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
23.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p><i>Describe some reasons why people have sexual relationships.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Human adults have a normal biological urge to have sexual relationships and to feel attracted to potential partners as this is how our species continues.</li> <li>• They may see sex as a way to show love and commitment and to deepen a bond with a partner.</li> <li>• They may wish to have children.</li> <li>• Some religions see sexual relationships (usually within marriage) and having children as a duty which brings eg positive karma.</li> <li>• For some, sex is for pleasure and enjoyment</li> <li>• Some sexual relationships are a result of pressure from others or cultural expectations</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses could include:</p> <p><i>Choose a non-religious view you have studied. What does it say about sexual relationships?</i></p> <p><b>Humanists</b></p> <ul style="list-style-type: none"> <li>• Humanists believe that rights and dignity are important for all people, so sex is a pleasure that should be enjoyed responsibly.</li> <li>• As long as we are physically and mentally mature enough to make the decision, and are fully aware of the consequences and risks, then it can be a positive ingredient of a happy life</li> <li>• There is no particular moral virtue in preserving one’s virginity until marriage, although they recognise that people should not rush into sex until they feel we are ready.</li> <li>• Consent is essential - there is no place for coercion in sexual relationships.</li> <li>• Many see nothing wrong with having sex with more than one person over the course of our lives. We are, however, responsible for our own decisions and their consequences, and so we should make sure we always consider our choices carefully.</li> </ul> <p><b>Utilitarians</b></p> <ul style="list-style-type: none"> <li>• Utilitarians believe in the greatest good for the greatest number of people so in sexual relationships people should not only consider themselves, but should consider the well-being of others too.</li> <li>• In sexual relationships people should consider the consequences of their actions and avoid actions that increase suffering.</li> <li>• Utilitarians would try to avoid harming others so care should be taken in sexual relationships to avoid things which cause harm such as unwanted pregnancy and STIs as these would decrease happiness.</li> <li>• The use of contraception would be encouraged as well as couples being faithful to one another if it prevents potential suffering</li> <li>• Same sex relationships are accepted because they increase happiness.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			Award marks for any other valid point in accordance with general marking instructions.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Religion is too strict about sexual relationships.” Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Some religions are too strict due to the view that sex is a gift from God and that it is something to be enjoyed only between a man and a woman who are married, but why shouldn't people who aren't married enjoy sex, or have a committed relationship that includes sex?</li> <li>• Religion often teaches that sex is for the purpose of having children and therefore may be seen as too strict. Sex has other functions, like bonding a couple.</li> <li>• In the Roman Catholic Church the use of contraception is restricted in sexual relationships, but this can result in unwanted pregnancy, or the spread of STDs.</li> <li>• Sex is an important part of a relationship, so some people may feel they should make sure they are sexually compatible with their partner before committing to marriage.</li> <li>• Some religions teach that sexual relationships outside of marriage can be seen as morally unacceptable, such as one-night stands, adultery, casual relationships and issues of STIs, but people are perfectly capable of taking appropriate precautions, and if they are not harming anyone, what is the problem?</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Religions view sex as a special expression of love and commitment therefore, it is right to say it properly belongs in the context of marriage.</li> <li>• There need to be rules about who you can have sex with, for example religious texts forbid incest, as does the law, and so they are not too strict but important ways of protecting people.</li> <li>• Some religious views might agree that having sex outwith marriage is acceptable providing that it is based on love and commitment and this</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>means they are not too strict in their beliefs.</p> <ul style="list-style-type: none"> <li>• As long as sex is between consenting adults there may be no moral issue regarding sex for some religious people, as it is a private thing and not the concern of others.</li> <li>• Britain is becoming more secular and as a result there is not the same religious pressure to marry to have a sexual relationship.</li> <li>• Adultery and cheating on someone you are married to causes suffering, therefore religions are right to frown on these behaviours.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
24.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>“People should be able to marry whoever they want.” How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Marriage is personal between two people, and their wishes are all that matter.</li> <li>• Mutual consent is an essential part of the marriage contract, so there can be no place for forced marriage. Arranged marriage is important in some religions and cultures, but it should still be what the couple want, and entered into freely.</li> <li>• Marriage is an expression of love and commitment, and this expression should be available to all people, regardless of their gender or sexuality.</li> <li>• Excluding gay people from marriage excludes them from the benefits that come with marriage, including protection in law. This is discrimination, and therefore wrong.</li> <li>• Having a system of laws that allows people freedom to marry who they want doesn’t force others to go against their personal beliefs. People can still observe their own traditions and apply their own moral principles.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• In many cultures marriage isn’t just about the individuals involved. Marriage brings families together, so it’s right that eg parents should have a say in who someone marries.</li> <li>• Some will argue that people should only marry someone who shares their beliefs and/or culture. Marrying outside a religion or caste can lead to a dilution in commitment, and weakens the religious community. For Hindus, marrying outside Varna may be seen as something impure that leads to negative karma for everyone involved.</li> <li>• It is the responsibility of loving parents to try to ensure a good match,</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>and if necessary, prevent a bad one.</p> <ul style="list-style-type: none"> <li>Some feel that marriage by definition should be between one man and one woman, eg due to belief in Natural Law. This means that people shouldn't marry someone of the same gender, or enter into a polygamous marriage.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 2

Part C: Morality, Environment and Global Issues

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
25.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What moral issues are raised by poverty?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Is there an obligation to help solve the problem of poverty, and if so, is that obligation on individuals or on governments?</li> <li>• What form should help for those in poverty take? (Give a man a fish versus teach a man to fish.)</li> <li>• Poverty contributes to social problems, eg higher crime rate, lower educational attainment.</li> <li>• Might attempts to meet people’s needs, eg through the welfare state, lead to a culture of dependency and/or resentment in society?</li> <li>• The flip side of poverty is the growing wealth gap which means that some are incredibly wealthy, while the people they employ might be struggling. This leads to feelings of inequality, and unhappiness.</li> <li>• Should wealthy nations take responsibility for supporting poorer ones, or does charity begin at home?</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Describe some ways in which natural resources can be used.</p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Fossil fuels can be used to generate power and in the petro-chemical industry to make things like plastics</li> <li>• Power can be generated sustainably using eg water (hydro), wind, solar and tidal</li> <li>• Huge areas of land undergo deforestation to support agriculture, eg beef, palm oil</li> <li>• Organic or biodynamic agriculture uses soil without chemical fertilisers/herbicides and natural insect predators to grow crops and livestock without causing damage to the environment.</li> <li>• Forestry creates monocultures of fast growing trees for timber.</li> <li>• Fisheries farm in lochs and rivers, or trawl for wild fish</li> <li>• Some use wild sources of food, eg game animals, fungi, herbs, fish.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Choose a non-religious view you have studied. What does it say about management of natural resources?</i></p> <p>Responses could include:</p> <p><b>Friends of the Earth</b></p> <ul style="list-style-type: none"> <li>• We should stop our use of peat (eg in gardening), as this contributes to global warming and climate change.</li> <li>• Reintroduction of species like beavers enables the environment to be managed in a natural way.</li> <li>• Management of agricultural land and use of pesticides is killing pollinators like bees, so they encourage farmers to encourage hedgerows and allow wilding of some of their land, as well as reducing use of harmful pesticides.</li> <li>• We need to take impact on natural resources when we trade with other countries, eg should we buy products which have led to deforestation?</li> </ul> <p><b>Greenpeace</b></p> <ul style="list-style-type: none"> <li>• Believes we should use resources in a sustainable way in order to limit environmental damage and leave the world in a good state for future generations.</li> <li>• We need to take action to move away from use of fossil fuels which are driving climate change, and leading to more extreme weather and natural disasters. We should instead use renewable sources of energy.</li> <li>• Plastic made from petrochemicals is causing a huge amount to pollution. We need to use more biodegradable materials.</li> <li>• Forests need to be protected from being destroyed to make way for meat, palm oil and logging. This is important because deforestation impacts on climate change.</li> <li>• The fishing industry needs to work in a way that s sustainable, keeping stocks healthy and avoiding damage to other sea life and the</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>environment.</p> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Religion should say more about the environment.” Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Religion is so focused on spiritual things and the life to come it forgets to see the environment as a priority, or even as important at all. “So heavenly minded, they are of no earthly use.”</li> <li>• Some conservatives, who have a literal approach to scripture, can be suspicious of what science says about the world, and as a result they may not give enough weight to evidence about our impact on the environment, eg climate change.</li> <li>• Believing God is ultimately in control means people feel they are off the hook, because God’s will happens regardless of what we do.</li> <li>• Most religions tell their followers to care for the world, but it still tends to be secular organisations that are at the forefront of environmental campaigning. Religion needs to be more visible.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Religion has lots to say about the environment, eg Christians, Muslims and Jews teach that human beings have been entrusted with caring for the world, and because of this, many religious people are motivated to recycle, lower their carbon footprint and to respond to environmental crises.</li> <li>• The Pope’s gift of Encyclicals on environmental issues to the US President was a reminder of his obligations, and he has been outspoken on our responsibility to care for the world, so religion is speaking about the environment.</li> <li>• Eastern traditions emphasise the place of human beings as part of the wider natural world, and encourage respect for it through eg ahimsa.</li> <li>• The Dalai Lama has written and spoken often about care for the environment, eg at the Rio Earth Summit, where he said, “Universal responsibility is the real key to human survival. It is the best foundation for world peace, the equitable use of natural resources and through concern for the future generations, the proper care of the environment.”</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
27.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>"It's everyone's responsibility to respond to environmental crises." How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• We share one world, and we all contribute to things like climate change and pollution, therefore we all have an obligation to protect it.</li> <li>• Doing what we can to reduce the impact of things like climate change, as well as responding to disasters, brings financial and health benefits to all. It's about protecting human rights as well as the world. (Additional marks available for giving examples.)</li> <li>• Religious people may feel there is a moral obligation placed on all humans by God to care for each other and the world.</li> <li>• Richer nations have contributed most to pollution in the past, and some environmental crises are the result of this pollution, so we have an obligation to do what we can to mitigate against it and to respond to those affected who are often the world's most poor and vulnerable.</li> <li>• Effects of environmental crises, eg flooding, felt most acutely by the poor in developing nations and they do not have the resources to help themselves.</li> <li>• It is not acceptable to leave it to governments to respond. Individuals need to look at how they can contribute. Organisations like the DEC depend on ordinary citizens responding to crises.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• People need to look after their own nation's poor and needy before thinking about crises in far off places. Resources will only stretch so far.</li> <li>• It is not fair to expect developing nations not to develop their own industries and economies. Richer nations should bear most of the burden of responding to the impact of environmental crises.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• Ordinary people cannot do much to help in emergent situations . This is why we have an aid budget, so we should let the government get on with responding on our behalf.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 2

Part D: Morality, Medicine and the Human Body

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
28.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What moral issues are raised by the idea of “sanctity of life”?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• If life is sacred/holy, it is not our place to decide if someone lives or dies - only God has the right to make that decision.</li> <li>• Belief in sanctity of life rules out research and medical procedures that could save lives and reduce suffering, so there can be a clash with other beliefs, like loving your neighbour.</li> <li>• If life is sacred, we need to decide what constitutes life, and when life begins, and people disagree about this.</li> <li>• How far should the idea of sanctity of life extend? Does it apply only to humans? Does it include all living or sentient beings?</li> <li>• There are implications for things like the death penalty. Does a belief in sanctity of life make capital punishment a requirement, or rule it out?</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
29.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p><i>Describe how embryos might be used.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• For IVF treatment, in order to enable people to have children.</li> <li>• For research into the development of embryos, and causes of disease or miscarriage.</li> <li>• As a source of totipotent stem cells which can be coaxed into becoming different kinds of tissue, with potential for therapeutic use.</li> <li>• To develop techniques like those resulting in “three-parent babies” in order to try to eliminate mitochondrial disease.</li> <li>• To diagnose genetic disorders or identify particular characteristics prior to implantation, allowing embryos to be selected.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Choose a non-religious view you have studied. What does it say about the use of embryos?</i></p> <p>Candidates may write about a philosophical view, or that of an organisation or individual.</p> <p>Responses could include:</p> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>• Humanists tend to apply Utilitarian principles, so they would see embryo research as ethical if it produces more happiness than suffering.</li> <li>• Life should be respected, but Humanists reject ideas like “playing God” and “sanctity of life”.</li> <li>• An embryo does not have the characteristics of a person, so it cannot suffer.</li> <li>• The wishes of donors should be respected, so it would be wrong to use them without consent.</li> <li>• Spare embryos are already disposed of, so surely it would make more sense to use them to bring about something beneficial for the world.</li> <li>• They believe producing embryos specifically for research purposes is fine - distinguishing them from spares make no sense.</li> <li>• Therapeutic cloning is fine, but not reproductive cloning. Humanists see a clear distinction between these and therefore do not accept the slippery slope argument.</li> </ul> <p><b>Peter Singer</b></p> <ul style="list-style-type: none"> <li>• Although an embryo might be undeniably human, he does not believe it can be reasonably thought of as a “person” because it does not have the necessary characteristics, eg consciousness, autonomy, rationality. Singer believes we extend rights to persons, so the embryo does not have a right to life.</li> <li>• Therapeutic cloning using embryonic stem cells is fine, but he thinks reproductive cloning would be wrong, though no one is particularly interested in doing this. He has concerns about the potential</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>discrimination that would arise from unequal access to the genetic information used for selection as this could only be exploited by the wealthy, leading to an even more divided world. He sees this as undesirable.</p> <p><b>HFEA</b></p> <ul style="list-style-type: none"> <li>• Embryo research should be permitted because we need to research serious disease, and potential treatments, but there should be limits on the ways in which embryos are used.</li> <li>• It enables us to increase our understanding of problems like miscarriage and infertility, helping people to have a family.</li> <li>• It is ethical because it allows detection of gene, chromosomal or mitochondrial abnormalities prior to implantation.</li> <li>• It must have full consent of donors, and there must be a clear justification for the research.</li> <li>• Public consultation is important in making decisions about the kinds of research that should be allowed, eg creation of cytoplasmic hybrid embryos. This has been permitted, but only under licence.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Religion is too strict on the use of embryos.” Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Religions that oppose all embryo research are wrong because something only potentially able to become a person should not be treated as if it is actually a person.</li> <li>• A potential person does not have interests to be protected; we can use it for the benefit of patients (who are persons).</li> <li>• There is a cut-off point at 14 days after fertilization: an embryo in the earliest stages is not clearly defined as an individual.</li> <li>• Helping others is a fundamental Christian teaching, (Jesus taught love and compassion), and developing treatments for devastating diseases is a compassionate act.</li> <li>• From a Utilitarian point of view, the balance of happiness gained over suffering caused suggests that it is right. The benefits outweigh problems as it may reduce later abortions as a result of foetal abnormality.</li> <li>• People should have the autonomy to choose.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• If an embryo is a human being it deserves full human rights, including the right to life, so religions that oppose all embryo research are right to do so.</li> <li>• The sanctity of life means that it can never be right to carry out research on an embryo because it is a human life, and to destroy an embryo is murder.</li> <li>• Where religious people accept some embryo research, they are careful to recognise the special status of the embryo, and to limit its use. This helps to keep embryo research ethical, eg by allowing research into diseases like Parkinson’s, but not designer babies.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• The Church of Scotland argues that we ought to care for suffering people, and that embryo research has great potential in the treatment of disease, making it morally acceptable before the primitive streak (14 days). This is a sensible limit because at 14 days the embryo is a fixed individual, and may have basic sensory experience.</li> <li>• Some religions permit embryo research before 40 days because they believe that ensoulment comes after the embryonic stage. This fits with the legal view that the foetus is a legal person only at later stages of its development, when perceptible form and voluntary movements appear, so they are not too strict.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
30.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>“It can never be right to help someone to end their life.” How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Assisting a suicide can be moral if the person is seeking to end intolerable pain, or if they feel they have no quality of life or their life is nearing an end due to a terminal illness because their suffering will end, and they are already dying.</li> <li>• Personal autonomy means someone should be free to end their own life, and they may be unable to do so without assistance. Assisting them is a way of ensuring they are treated equally.</li> <li>• If someone is determined to end their life, the only alternative is to do so alone and some would say it is cruel and inhumane to deny them the comfort of a loved one’s help.</li> <li>• Currently people have to fly to another country to be helped by a stranger rather than being helped by a loved one in their own home , and this means they end up committing suicide earlier than they might have because they need to be able to travel.</li> <li>• Some people see assisted suicide as fairer to loved ones/doctors because they are not requiring them to take a life.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Even if there is a moral case for assisting a suicide, the law has a duty to protect life, so it should remain illegal, and people should obey the law.</li> <li>• People who want to kill themselves need help to deal with their situation. Allowing assisted suicide undermines this principle by devaluing lives which happen to be difficult.</li> <li>• Suicide is not illegal, but neither is it desirable, so people should be deterred from helping others to end their own lives.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• People who end their lives may have had more quality time. For this reason euthanasia is a more moral option as it can be carried out long after the person has become unable to end their own life.</li> <li>• If we start to see assisting a suicide as a moral act there is a risk that people will feel obliged to seek an early death if they fear becoming a burden.</li> <li>• There are much more ethically acceptable alternatives, eg palliative care.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 2

Part E: Morality and Conflict

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
31.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What moral issues are raised by modern armaments?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• The massive destructive power of modern weapons of mass destruction means it's hard to see how they could be used ethically, because they kill indiscriminately, and lack proportionality.</li> <li>• Sums of money involved in making, maintaining and storing some modern weapons could be better used for humanitarian concerns.</li> <li>• There is a real danger of some modern weapons falling into dangerous hands, eg terrorists or rogue nations.</li> <li>• At the other extreme, smart weapons enable more focused targeting of individuals, but often at a distance (even from another continent) and this makes it easier to dehumanise an enemy, and to give into the temptation to carry out extra-judicial killing (as in the case of Jihadi John).</li> <li>• The development of modern weapons can lead to an arms race, which results in escalation rather than minimisation of potential for causing appalling suffering.</li> <li>• There is a huge market in modern armaments, and the potential for profiting from their sales means we can end up supplying them to countries that go on to use them to commit war crimes.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
32.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p><i>Describe some consequences of war.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Death and injury, affecting combatants and civilians.</li> <li>• Damage to infrastructure – buildings, essential services, roads and bridges.</li> <li>• Damage to environment, eg contamination of water.</li> <li>• Economic hardship eg as money is diverted to paying for the war and people are unable to work.</li> <li>• Damaged relationship between and within nations.</li> <li>• Loss of territory/resources.</li> <li>• Gain of territory/resources.</li> <li>• Removal of dictator/tyrant.</li> <li>• Imposition of ideology by winner over loser.</li> <li>• Psychological damage eg bereavement, PTSD.</li> <li>• Liberation of oppressed groups.</li> <li>• Protection of human rights.</li> <li>• May give political advantage to government.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Choose a non-religious view you have studied. What does it say about justification for war.</i></p> <p>Candidates may describe the view of a non-religious individual, group or philosophy.</p> <p>Responses could include:</p> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>• War is horrific. It ruins lives, is wasteful, and damaging to the environment, so any decision to go to war shouldn't be entered into lightly. People should use reason to overcome the urge to use violence and should seek alternatives.</li> <li>• War as self-defence, or to defend others, can be morally justifiable.</li> <li>• Nations should try to resolve their differences peacefully, eg through mechanisms of the UN.</li> <li>• Humanists tend not to be for or against war on principle, but may apply Utilitarian principles.</li> </ul> <p><b>Peace Pledge Union</b></p> <ul style="list-style-type: none"> <li>• We need a world without war - building peace should be our priority.</li> <li>• War is a crime against humanity, so it can never be justified.</li> <li>• Individual security is a human right - war cheapens lives therefore is never acceptable.</li> <li>• Our problem is cultural - we accept violence is a necessary part of life, but this is wrong.</li> <li>• War is not inevitable. There are alternative strategies. It can be prevented.</li> <li>• Military recruitment in schools is immoral and contributes to a culture that accepts war.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	4	<p><i>“Religion makes it too hard to justify war.” Do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Religions have the Golden Rule which might make it difficult because it tells people to treat people the way you want them to treat you</li> <li>• Religions make it difficult to go to war because they all say that it is wrong to kill</li> <li>• Buddhism urges non harm so it would be wrong for Buddhists to attempt to go to war</li> <li>• In Hinduism there is ahimsa which means non violence which would lead to a ban on going to war</li> <li>• In Christianity Jesus said to love your enemies which means that you should forgive them and not fight wars against them</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Religions that claim to be the only truth could find it easier to go to war because they want to convert people</li> <li>• Religions often have a self-defence clause in their teachings about war which says that they can defend themselves if the faith is being threatened or insulted are being fought in the name of religion which shows that people who claim to be religious can find justifications for their wars</li> <li>• Religions have gone to war over sacred sites or land and used their sacredness as the reason for going to war</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
33.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>“War should be avoided at all costs.” How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• War always results in death and suffering, and this is too high a cost because all life is sacred.</li> <li>• God says do not kill, war is therefore unacceptable and a crime against God’s law.</li> <li>• Examples of religious and non-religious teaching/principles and actions which suggest a pacifist position is required, eg following Jesus’ teaching/example rules out fighting (love your neighbour; turn the other cheek etc), the Hindu principle of Ahimsa, Five Precepts etc</li> <li>• There are always better alternatives, eg non-violent action/negotiation/dialogue. War represents a failure of imagination.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• International law obliges us to fight sometimes, it’s a crime not to intervene eg in genocide. It would also be a moral failure not to come to the aid of oppressed people.</li> <li>• Failure to stand up for the weak and vulnerable goes against the teaching of many religions, and would worsen.</li> <li>• Just War principles allow a war to be fought in good conscience (eg might be right in certain, limited circumstances - marks available for application of Just War criteria).</li> <li>• Fighting may be necessary to preserve the values and freedoms we hold dear. To not go to war might be immoral if it permits the continuation of oppression and evil.</li> </ul> <p>Award marks for any other valid point in accordance with general marking instructions.</p>

Section 3

Part A: Origins

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
34.	(a)	<ul style="list-style-type: none"> <li>Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Choose a religious viewpoint you have studied. What does it say about the origin of the universe?</i></p> <p>Responses could include:</p> <p><b>Christianity/Judaism</b></p> <ul style="list-style-type: none"> <li>God created the universe in six days.</li> <li>Some accept the scientific evidence, but with God as the source of everything that exists.</li> <li>The cosmological argument describes a prime mover and a first cause of the universe. This argument is accepted by Jews and Christians and says that God created the universe.</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>Waheguru created the universe and all life.</li> <li>It was created with a single word</li> <li>Only Waheguru knows how and when the universe was made</li> <li>Sikh scriptures talk about the universe emerging from expansion from God's own self.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>What reasons might someone have for believing the universe was <b>not</b> created?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• A non-religious person is likely to favour scientific explanations, as they are based on empirical evidence and reason rather than belief in a supernatural being.</li> <li>• They are likely to reject religious creation stories as these contradict current understanding, and require belief in things that seem to belong more to the realm of fairy tales, even if they are taken metaphorically.</li> <li>• They will probably accept the Big Bang Theory as it is widely accepted by the scientific community). They may argue that Big Bang singularity was quantum in nature so there is no need for a cause, Divine or otherwise - the universe just happened.</li> <li>• We are certainly very unlikely to exist but it's wrong to infer that this means we were created. We are just lucky to be here.</li> <li>• If someone is a materialist they automatically won't consider the possibility of a transcendent being who makes the universe, and will argue that the laws of physics are enough to explain it all.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
35.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Explain why people might disagree about how to interpret creation stories.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Some might disagree with taking them literally because they contradict scientific explanations, eg in relation to order of creation, timescale.</li> <li>• They might point out that there are different stories, so they can't all be literally true.</li> <li>• The stories have clear features of poetry and myth, therefore it makes sense to read them in a non-literal way, interpreting symbolism and looking for deeper meaning.</li> <li>• Even a metaphorical reading would mean believing in something supernatural, and for this reason materialists wouldn't see any value in them, other than the insight they give into the thinking of primitive people.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Some may insist on literal interpretations because they might believe their scripture is 100% truth/word of God/absolute truth/source of truth.</li> <li>• Revelation is the only reliable source of knowledge since it is from omniscient, all-powerful Divine Being.</li> <li>• God's word doesn't change, so if it was true when written down, it is still true today.</li> <li>• Once you start to interpret God's revelation, where do you stop? There is a risk that people will start questioning other key beliefs, eg Christian belief about the nature of Jesus.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
36.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What does science say about the origin of life?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Life on earth has gradually evolved over millions of years from single celled organisms to the wide variety of complex life forms we have today.</li> <li>• These life forms evolved under the influence of physical/chemical conditions. They adapted to these changes taking place.</li> <li>• The “fittest” survived such changing conditions and the “unfit” did not and became extinct.</li> <li>• The surviving life forms continue to evolve.</li> <li>• Evolution occurs due to a process known as natural selection through random mutation (with explanation).</li> <li>• Examples of natural selection may be used (eg Darwin’s finches or peppered moth).</li> <li>• There are two main elements in evolution: competition and variation.</li> <li>• All living things produce more offspring than the environment can support so organisms which are well suited to their environmental surroundings will do well and survive.</li> <li>• They will pass on copies of their successful genes to their descendants.</li> <li>• Human life evolved from earlier forms of life which had developed and survived.</li> <li>• They share characteristics/ancestors with other species eg primates.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>“Religious explanations for the origin of life have nothing to offer in the 21<sup>st</sup> Century.” How far do you agree? Give reasons for your answer.</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• It is not reasonable in the 21st Century to base our understanding of the origin of life on ancient myths. Science offers a more credible “story” to modern people.</li> <li>• If materialists are right, it makes no sense to resort to supernatural explanations for the existence of life. Science can give a complete explanation through a study of the material world, meaning religious explanations have nothing to offer.</li> <li>• Evidence to support the theory of evolution is getting stronger as science continues to progress, for example, scientists can now examine the DNA from different organisms and use the data produced to see how closely related different species are to each other.</li> <li>• Darwin showed that evolution requires only chance mutation and natural selection. There is therefore no need for a creator, and there is no purpose or plan.</li> <li>• People need to stop thinking they are so special. We are just lucky to be here.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• If Holy Scriptures are revelations from God, we can trust what they tell us about the origin of life. Whether we take them literally, or symbolically, they show that God intended for life to be here, and brought it into being, and that people matter.</li> <li>• It is possible to believe in evolution, which has lots of good evidence to support it, but God is needed to create the circumstances necessary for life to begin. The chance of everything from the moment of the Big Bang being just right for life on earth is vanishingly small. It is therefore reasonable to believe that there was a creator behind everything, and that life was meant to come into existence.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• Evolution can only provide people with an explanation of ‘how’ life evolved; it does not explain the reasons ‘why’. A creator is necessary to fill this gap and to give a complete explanation.</li> <li>• Science has been unable to explain how stuff that was not alive became living and able to replicate itself. Religious explanations fill in this gap.</li> <li>• The first replicator would have needed information encoded in DNA to copy itself. There needs to be an intelligent mind behind anything that contains information, suggesting that the first living thing on earth needed a creator (marks available for additional Intelligent Design ideas).</li> <li>• Things like our sense of morality, and consciousness, are not adequately explained by evolution and therefore the idea of God gives a more logical explanation for life.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Section 3

Part B: The Existence of God

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
37.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Explain Aquinas’s cosmological argument.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• everything that moves is moved by something else. These “movers” can be traced back through time, but not infinitely or the movement would not have started in the first place, therefore there must be an ‘unmoved mover’ - God.</li> <li>• everything has a cause. There cannot be an infinite number of causes therefore there must be an ‘uncaused cause’ and this means that God is the First Cause.</li> <li>• nothing can come from nothing - something only comes into existence as a result of something that already exists, so there must be a ‘necessary being’ that exists of itself - God.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>Why might someone reject Aquinas's argument?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• The argument contains self-contradiction - it states that there are no uncaused causes, yet it also says that God does not need a beginning.</li> <li>• We assume that because everything in our experience needs a cause everything else must have a cause too, but our experience is limited, and many things may be able to exist without cause. Quantum physics suggests particles may be able to just appear, so perhaps the singularity occurred spontaneously.</li> <li>• Why does the universe need a beginning? If God can be without cause, why can't this be true of the universe itself? The universe may be going through an infinite number of expansions and contractions.</li> <li>• The argument is based on assumptions, therefore proves nothing. At most it shows it might be reasonable to believe in God, but this God fits more with the Deist view than the God of traditional Theism.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
38.		4	<p><i>Explain why people might disagree about the nature of God.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Many believe God to be omnipotent/all powerful and interventionist. Some disagree with this because we don't see him acting in the world today the way He does in scripture, eg in saving the Hebrews from Egypt etc.</li> <li>• Believed to be all powerful, all knowing and all loving - but some disagree because suffering exists in the world today, meaning these can't be true.</li> <li>• Middle Eastern traditions believe in an involved Creator of all things- yet for some, science disputes this through the Big Bang Theory and evolution. If these were how God brought everything into being it can be seen as a sign of his greatness as a designer by some, or his cruelty by others.</li> <li>• Some feel that God is absent at difficult times in their lives, but others describe a feeling of closeness to God, and of his care through tough times, eg in the holocaust some lost their faith, while others felt their faith was strengthened.</li> <li>• Holy scriptures describe different characteristics of God, and the emphasis a follower gives to these may affect their view of God's nature, eg the Old and New Testaments are felt by some to portray very different ideas about God's nature.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
39.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Why did Paley think the universe and life were designed?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• The universe shows evidence of regularity and purpose.</li> <li>• Things can't order themselves - they need an intelligent mind to put them in order.</li> <li>• Examples include the movement of the planets and stars in the heavens, and the parts of living creatures (eyes for seeing, wings for flying etc)</li> <li>• We can infer from this that someone gave this regularity and purpose to the universe. The designer of this complex universe must be a superior intelligent being ie God.</li> <li>• Even if the universe and life is imperfect, it remains unlikely it happened without an intelligent designer - a badly designed house obviously still has a designer.</li> <li>• Marks may be awarded for presenting Paley's watch analogy.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>“The teleological argument does nothing to prove God’s existence.” How far do you agree?</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• There is evidence of “bad design” in the world, eg natural disasters, so perhaps this is down to chance rather than design, and this means there is no need for God.</li> <li>• There is no proof that the universe needs a creator, maybe it has always been there.</li> <li>• Belief that there is a creator relies on a leap of faith - the universe and life was designed therefore it was God who designed it.</li> <li>• Comparisons used to explain the design argument are not appropriate. A mechanical watch shouldn’t be compared to organic material.</li> <li>• Natural processes/the laws of physics/chance and necessity are enough to give a complete explanation so there is no need to resort to the idea of a designer God.</li> <li>• We may be very unlikely, but this needn’t mean we are meant to be here. We are like winners in the lottery - just lucky to be here.</li> <li>• Even if the BBT and evolution are complete, it’s perfectly possible for God to exist beyond the material world, however that’s all we can ever say. God, because he is transcendent, can neither be proved, nor disproved so the teleological argument gets you nowhere.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• The world looks designed (examples of regularity and purpose in nature) and it has been created perfectly to sustain life. It is therefore reasonable to infer a designer.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• Modern teleology tends to come in the form of the anthropic principle. The sheer number of coincidences that would be required from the first moment of the Big Bang expansion means a purely naturalistic explanation stretches credulity. Fine-tuning points to a “fine-tuner”.</li> <li>• It is not reasonable to believe that the debris from the Big Bang would form such complex things in the universe. The rise of life is contrary to physical law of entropy, so the only logical explanation is an all-powerful God.</li> <li>• Evolution was part of God’s plan. God used the mechanism of evolution to create life.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>



Section 3

Part C: The Problem of Suffering and Evil

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
40. (a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Choose a religious viewpoint you have studied. What does it say about the existence of evil?</i></p> <p>Responses could include:</p> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Some say evil is an innate aspect of life. Every human is capable of both good and evil, so it’s wrong to label a person as “good” or “evil”.</li> <li>• Evil happens when people give into an impulse towards hatred and destruction.</li> <li>• Some disagree and do not see evil as innate, rather as a way of describing the results of actions that cause suffering (rather than the person acting).</li> <li>• Evil comes from selfishness and living under the illusion that our lives are not connected to the lives of others. Greed, anger/hatred and ignorance are the poisons that lead to evil consequences.</li> <li>• Tanha is misplaced desire, and this has evil consequences.</li> <li>• There are no evil entities at work in the world trying to make people sin. Buddhism does have demons, but they can be persuaded to do good.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Some say there is no such thing as actual evil. Suffering is instead part of God’s good plan.</li> <li>• Augustine saw it as the absence of good rather than a thing that was present in its own right.</li> <li>• Irenaeus believed humans were created imperfect and that God intended for evil to exist as a means of moral and spiritual development.</li> <li>• The battle between good and evil is shown in the story of the fall in</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Genesis 3. Evil happens when people misuse the gift of free will.</p> <ul style="list-style-type: none"> <li>• Some see humanity as directly descended from Adam and Eve and as inheritors of their Original Sin. This means all humans are born with a tendency to choose evil.</li> <li>• Many see Satan as a real, personal force of evil in the world, tempting people to do wrong.</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Whatever leads to suffering can be classed as evil.</li> <li>• The law of karma shows that bad effects come from bad actions. Good and bad actions are determined by dharma (both personal and universal).</li> <li>• Samchita karma is karma built up over a succession of lives which affects the characteristics of an individual. This can include negative qualities like greed and selfishness. These cause tendencies in people, but can be overcome with free-will.</li> <li>• Human ignorance about the nature of Brahman and reality leads to greed, selfishness and attachment, and sends the world into chaos (Kali Yuga).</li> <li>• In Hindu legends, demonic beings are seen as a source or personification of evil in the world.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Humans are not essentially evil, but are vulnerable to sin.</li> <li>• People have fitra - an ability to know the difference between good and evil - and free-will. Evil happens when people choose to do wrong.</li> <li>• Iblis (a fallen Jinn) and other Shaytans encourage evil by leading people astray. They can hurt people, but only with Allah's permission, so their impact can be seen as part of Allah's good will.</li> <li>• Adam and Hawwa were tempted to eat the forbidden fruit in Paradise showing how free-will leads to evil.</li> <li>• In a state of kufr, Muslims forget Allah and become selfish. This leads</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>them to do evil things.</p> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Evil is where the will of God is not being fulfilled.</li> <li>• The story of Adam and Eve in Genesis shows that humans have moral choice, and are therefore sometimes responsible for evil things in the world.</li> <li>• God is all-powerful, therefore he must have created evil and must control it and use it for a reason. For example, when Satan is permitted to afflict Job, God is able to demonstrate his faithfulness.</li> <li>• Evil happens when our urge to the good (Yetzer Tov) is overcome by our urge to the bad (Yetzer Ha'ra).</li> <li>• Some see "Satan" as a personification of the evil inclination within humans.</li> <li>• After the holocaust, some Jewish theologians shifted from seeing God as ultimately responsible for evil, to seeing evil as the responsibility of humanity.</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Some Sikhs say there is no actual evil because ultimately the only reality is God.</li> <li>• Some see evil as any thoughts or actions that lead people away from God.</li> <li>• God permits evil as a test of courage or faith, but does not inflict it.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• Humans know the difference between right and wrong, and can therefore make moral choices. Evil happens when people make bad moral decisions through free will. Only humans have this. The atma cannot make moral decisions, so positive and negative karma is generated while the atma is embodied.</li> <li>• The law of karma shows that bad effects come from bad actions.</li> <li>• Pride, craving, attachment, greed, and ignorance are all sources of evil in the world.</li> <li>• Humans have a tendency towards manmukh (man-centredness), and this self-centred attitude can be seen as synonymous with evil because it leads to a lack of compassion.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>How might a non-religious person explain evil?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Evil does not exist in and of itself. It's better to think of it as an absence of good.</li> <li>• The idea of evil was created by religion as a way to sort people into the worthy and unworthy</li> <li>• Evil is not a supernatural force or caused by supernatural forces like the devil - it has a natural origin, eg natural disasters or when people choose to do things that hurt others</li> <li>• It is relative - what is seen as evil depends on context, eg culture or time in history</li> <li>• Evil has no ultimate purpose, so not a punishment. It is just when things go wrong</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
41.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Explain why people might disagree about God's role in suffering.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Some emphasise the omnipotence of God, meaning they may feel that God has to be responsible for everything that happens, including things that cause suffering, but others will argue that God has given freedom to nature and/or people, and that this means that He has to back off and not interfere when there is potential for suffering, as this would compromise that freedom.</li> <li>• Some will argue that God is interventionist, and that He involves himself with the world, either to cause suffering (eg as a punishment or a test) or to alleviate it, but Deists would disagree, arguing that although it makes sense to believe God exists, His role was limited to the beginning of the universe. This means He is neither involved in causing or responding to suffering.</li> <li>• Theistic faiths tend to describe an involved God in holy scriptures, and people claim to have experienced God's intervention in times of suffering, but those who reject the existence of God will argue that because there is no God, he/she/it can have no role in suffering</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
42.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Why might suffering challenge belief about God?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• If someone believes in God as the creator/designer of the universe and life, suffering may lead them to conclude that God either can't exist, or is cruel, because He made a world full of pain.</li> <li>• If someone has experienced suffering on a personal level but felt that God has been absent, or that their prayers remain unanswered, they may begin to wonder if He exists or if He cares.</li> <li>• God is supposed to be omniscient, omnipotent and omnibenevolent . The existence of suffering challenges all of these traditional ideas(Marks may be awarded for describing Epicurus's argument)</li> <li>• Suffering can be seen as a necessary part of a naturalistic understanding of life and the universe. The laws governing the evolution of the universe and life are enough to explain everything, including suffering (an inevitable consequence of natural selection), so there is no need to bring God into it.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>“Suffering makes it impossible to believe in a good God.” How far do you agree?</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• A good God can’t exist because He does nothing to stop it, even though it would be within his power to do so.</li> <li>• The fact that God does nothing suggests He doesn’t want to, and this challenges the idea that God is omnibenevolent.</li> <li>• Belief in a Just God makes no sense because life isn’t fair. Evil people often flourish while good people suffer.</li> <li>• As Darwin observed in his letter to Asa Gray, cats playing with mice and the wasps laying their eggs in caterpillars challenges faith because even if the world was created, the cruelty in nature suggested a cruel designer.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Many people who have experienced suffering describe a special feeling of love and closeness to God through their suffering.</li> <li>• For Christians, God entered fully into the human experience of suffering in the form of Jesus, and this was to ultimately defeat evil and suffering, and to give hope of a future where there would be no pain.</li> <li>• For those who believe in karmic consequences, suffering is simply an effect with a cause. Human beings bear responsibility for their choices and their actions, so God can still be good.</li> <li>• The goodness of God is experienced through the compassionate action of His followers, eg in the Sikh Langar, Christian charity.</li> <li>• A good God would have to endow his creations with free will in order for their lives and their worship to be meaningful. Suffering is a consequence of misuse of this freedom.</li> <li>• In a world without the potential for suffering, we couldn’t exist.</li> </ul>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Award marks for any other valid point in accordance with the General Marking Instructions.

### Section 3

#### Part D: Miracles

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
43.	(a)		<ul style="list-style-type: none"> <li>Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Choose a religious viewpoint you have studied. What does it say about divine intervention?</i></p> <p>Responses could include:</p> <p><b>Monotheistic Traditions</b></p> <ul style="list-style-type: none"> <li>God intervenes directly in in history by revealing his nature and will, eg to prophets.</li> <li>God intervenes in the natural world, eg in sending natural disasters, or controlling the elements</li> <li>God intervenes by answering peoples prayers, eg for healing miracles or guidance</li> <li>For Christians, the incarnation is God’s ultimate act of intervention because He enters into human experience.</li> <li>For Muslims the giving of the Qur’an demonstrated God’s intervention.</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>Brahman intervenes in the world by bringing it into being, preserve g it and ultimately destroying it.</li> <li>Direct intervention is expressed through avatars of Vishnu - incarnations of God who descend to the earth when evil rises and righteousness fails</li> <li>Avatars like Krishna show God fighting against evil, and controlling the elements</li> <li>Avatars also teach the truth about reality and how to live directly, eg</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p data-bbox="1128 260 1626 292">Krishna's words to Arjuna in the Gita.</p> <p data-bbox="1070 328 1995 392">Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p><i>What reasons might someone have for rejecting belief in a God who intervenes?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Laws of nature are fixed, regular and can be observed. There is no evidence that they are suspended by a supernatural force.</li> <li>• Only material things exist, so there can't be a God, meaning there can't be divine intervention.</li> <li>• It is reasonable to believe that God is needed to bring the universe into being, but there is no evidence that he/she/it is still around</li> <li>• So called episodes of "Divine Intervention" usually have another natural explanation, eg the plagues of Egypt were probably natural phenomena.</li> <li>• Miracles are the product of ancient superstitious cultures and a pre-scientific age. We know better now.</li> <li>• Miracles are either wishful thinking, or misinterpretations of coincidences by people who want to believe in them.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
44.	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>Explain why people might disagree about how to interpret scriptural miracles.</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Some might see them as the direct words of God, and see this as a reason to take them literally, because God can be trusted, however others might see them as stories told by people to get across a message about God, meaning they need to be interpreted like myths or fables.</li> <li>• Belief in an interventionist God means some will see it as reasonable to believe stories about miracles. Deists or atheists wouldn't agree though, as they see no evidence to support miracles in the past or today.</li> <li>• Some may have personal experience of the "miraculous" and this could make them more likely to believe they happened in the past too, while others have never experienced a miracle, and are unlikely to believe they ever happened.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
45.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p><i>What does science say about Miracles?</i></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Science cannot comment because it is limited to a study of the material world. If miracles happen, we need religion and philosophy to make sense of them.</li> <li>• Science describes laws of nature which appear to be reliable and predictable, so we would have to either accept that these can be suspended, or reject the idea of miracles.</li> <li>• It is possible that what is perceived as a miracle is just something that science has not yet explained, eg in the past a rainbow or an earthquake might be seen as having a supernatural cause, but people don't believe that now because they have been explained by science.</li> <li>• Some scientists would agree that miracles should be interpreted as myths or stories with a meaning rather than factual accounts.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a single clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, for example by offering further detail, additional explanation or example, award a <b>second mark</b>.</li> <li>• A very well developed point may be awarded <b>up to 4 marks</b>.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two-sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p><i>Religious explanations for miracles have nothing to offer in the 21<sup>st</sup> Century. How far do you agree?</i></p> <p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• They belong to primitive, pre-scientific times - believing in them is like believing fairy tales are true.</li> <li>• We have better explanations for “miracles” now, eg spontaneous recovery from disease can happen, natural disasters caused by movement of tectonic plates etc.</li> <li>• They are an attempt to make religion attractive and to reinforce ideas about God, but they offer people false hope because there is no hard evidence to support claims that miracles happen.</li> <li>• The laws of nature are fixed and predictable. They can’t be suspended.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Miracle stories teach important messages about the nature of God - eg even if not taken literally, the feeding of the 5000 shows that being near Jesus brought out the best in people, and healing miracles show that God cares about people - body and soul</li> <li>• People have personal experiences which can’t be simply explained by science. It is reasonable to see these as miraculous if no other explanation can be found.</li> <li>• They can change people’s lives for the better, so even if they were shown not to be factual, they can still be meaningful for people.</li> <li>• Some religious people don’t feel a need to take them literally, but they can still be taken seriously, as stories which ave something to say about God’s nature.</li> </ul> <p>Award marks for any other valid point in accordance with the General Marking Instructions.</p>

[END OF MARKING INSTRUCTIONS]

**Published:** October 2022

**Change since last published:**

Amend question paper and marking instructions in RMPS SQP to reflect current marking style.