



National  
Qualifications  
2017

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## 2017 Religious, Moral and Philosophical Studies

### Higher

### Finalised Marking Instructions

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## General marking principles for Higher Religious, Moral and Philosophical Studies

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

- a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- c) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates’ answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- d) For credit to be given, points must relate to the questions asked. Where candidates give points of knowledge without specifying the context, these should be rewarded, unless it is clear that they do not refer to the context of the question. A maximum of 4 marks where the skill has not been attempted in a 10 mark question. A maximum of 8 marks where the skill has not been attempted in a 20 mark question.
- e) Credit may be given where the same information is used to demonstrate a different skill.

In this question paper the following skills are assessed:

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

### **i. Knowledge and Understanding**

Knowledge and understanding involves presenting relevant, accurate and detailed facts

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

### **ii. Analysis**

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

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

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

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

### **iii. Evaluation**

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

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

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

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

### **Use of sources**

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

### **Overview of detailed marking instructions**

#### **Analysis questions (10 marks):**

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

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

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

#### **Evaluation questions (10 marks):**

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

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

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

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

**Analysis and evaluation questions (20 marks)**

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

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

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

Marking instructions for each question

Section 1 - WORLD RELIGION

Part A - Buddhism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the connection between two Buddhist beliefs. KU referring to Buddhist teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify beliefs themselves and to explain ways in which they are related</p> <p><b>Specific marking instructions</b> Candidates may choose any two beliefs. There should be a clear analysis of their relationship. A maximum of four marks where candidates fail to make a connection between beliefs.</p> <p>Candidates are expected to focus on the connection between two beliefs; it is acceptable for candidates to make reference to related beliefs in their explanation of the connection between the two.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• A description of two beliefs</li> <li>• An explanation of their importance</li> <li>• An understanding of the impact they have</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>6-7</b> A good answer that includes some analysis of the connection between two Buddhist beliefs but has weaknesses in either the KU or the analysis. KU referring to Buddhist teachings and/or beliefs that support them is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p> <p><b>4-5</b> A borderline answer that includes some basic analysis of the connection between two Buddhist beliefs. It has weaknesses in either the KU or analysis. KU referring to Buddhist beliefs is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the connection between two Buddhist beliefs.</p>		<p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The ways in which the two beliefs are connected</li> <li>• An understanding of their role</li> <li>• Reference to sources on the beliefs or their relationship</li> <li>• Impact of the belief on other aspects of the religion (including practices)</li> <li>• Consistency and inconsistency in the relationship</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the extent to which worship is beneficial to Buddhists. KU referring to Buddhist teachings and/or beliefs that support them is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of the extent to which worship is beneficial to Buddhists but has weaknesses in either the KU or the evaluation. KU referring to Buddhist teachings and/or beliefs that support them is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the impact of individual and/or community worship on Buddhists.</p> <p><b>Specific marking instructions</b> Candidates can address the question in general or refer to specific demands of individual and/or community worship. Candidates may refer to either beliefs or practices or both. There is no requirement for balance in the answer, nor is there any requirement to refer to both individual and community worship.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of sources</li> <li>• Buddhist beliefs related to worship</li> <li>• Buddhist practices related to worship</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Judgements about whether worship is beneficial or not to individuals</li> <li>• Judgements about whether worship is beneficial or not to the Buddhist community</li> <li>• Judgements on the impact of individual and/or community worship in Buddhism</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the extent to which worship is beneficial to Buddhists. It has weaknesses in either the KU or evaluation. KU referring to worship is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to the extent to which worship is beneficial to Buddhists.</p>		



Part B - Christianity

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the connection between two Christian beliefs. KU referring to Christian teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the connection between two Christian beliefs but has weaknesses in either the KU or the analysis. KU referring to Christian teachings and/or beliefs that support them is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify beliefs themselves and to explain ways in which they are related</p> <p><b>Specific marking instructions</b> Candidates may choose any two beliefs. There should be a clear analysis of their relationship. A maximum of four marks where candidates fail to make a connection between beliefs.</p> <p>Candidates are expected to focus on the connection between two beliefs; it is acceptable for candidates to make reference to related beliefs in their explanation of the connection between the two.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>4-5</b> A borderline answer that includes some basic analysis of the connection between two Christian beliefs. It has weaknesses in either the KU or analysis. KU referring to Christian beliefs is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the connection between two Christian beliefs.</p>		<p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• A description of two beliefs</li> <li>• An explanation of their importance</li> <li>• An understanding of the impact they have</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The ways in which the two beliefs are connected</li> <li>• An understanding of their role</li> <li>• Reference to sources on the beliefs or their relationship</li> <li>• Impact of the belief on other aspects of the religion (including practices)</li> <li>• Consistency and inconsistency in the relationship.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the extent to which worship is beneficial to Christians. KU referring to Christian teachings and/or beliefs that support them is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of the extent to which worship is beneficial to Christians but has weaknesses in either the KU or the evaluation. KU referring to Christian teachings and/or beliefs that support them is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the impact of individual and/or community worship on Christians.</p> <p><b>Specific marking instructions</b> Candidates can address the question in general or refer to specific demands of individual and/or community worship. Candidates may refer to either beliefs or practices or both. There is no requirement for balance in the answer, nor is there any requirement to refer to both individual and community worship.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of sources</li> <li>• Christian beliefs related to worship</li> <li>• Christian practices related to worship</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Judgements about whether worship is beneficial or not to individuals</li> <li>• Judgements about whether worship is beneficial or not to the Christian community</li> <li>• Judgements on the impact of individual and/or community worship in Christianity</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the extent to which worship is beneficial to Christians. It has weaknesses in either the KU or evaluation. KU referring to worship is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to the extent to which worship is beneficial to Christians.</p>		

Part C - Hinduism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the connection between two Hindu beliefs. KU referring to Hindu teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the connection between two Hindu beliefs but has weaknesses in either the KU or the analysis. KU referring to Hindu teachings and/or beliefs that support them is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify beliefs themselves and to explain ways in which they are related.</p> <p><b>Specific marking instructions</b> Candidates may choose any two beliefs. There should be a clear analysis of their relationship. A maximum of four marks where candidates fail to make a connection between beliefs.</p> <p>Candidates are expected to focus on the connection between two beliefs; it is acceptable for candidates to make reference to related beliefs in their explanation of the connection between the two.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• A description of two beliefs</li> <li>• An explanation of their importance</li> <li>• An understanding of the impact they have</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the connection between two Hindu beliefs. It has weaknesses in either the KU or analysis. KU referring to Hindu beliefs is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the connection between two Hindu beliefs.</p>		<p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The ways in which the two beliefs are connected</li> <li>• An understanding of their role</li> <li>• Reference to sources on the beliefs or their relationship</li> <li>• Impact of the belief on other aspects of the religion (including practices)</li> <li>• Consistency and inconsistency in the relationship</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the extent to which worship is beneficial to Hindus. KU referring to Hindu teachings and/or beliefs that support them is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of the extent to which worship is beneficial to Hindus but has weaknesses in either the KU or the evaluation. KU referring to Hindu teachings and/or beliefs that support them is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the impact of individual and/or community worship on Hindus.</p> <p><b>Specific marking instructions</b> Candidates can address the question in general or refer to specific demands of individual and/or community worship. Candidates may refer to either beliefs or practices or both. There is no requirement for balance in the answer, nor is there any requirement to refer to both individual and community worship.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of sources</li> <li>• Hindu beliefs related to worship</li> <li>• Hindu practices related to worship</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Judgements about whether worship is beneficial or not to individuals</li> <li>• Judgements about whether worship is beneficial or not to the Hindu community</li> <li>• Judgements on the impact of individual and/or community worship in Hinduism</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the extent to which worship is beneficial to Hindus. It has weaknesses in either the KU or evaluation. KU referring to worship is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to the extent to which worship is beneficial to Hindus.</p>		



Part D - Islam

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the connection between two Muslim beliefs. KU referring to Muslim teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the connection between two Muslim beliefs but has weaknesses in either the KU or the analysis. KU referring to Muslim teachings and/or beliefs that support them is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify beliefs themselves and to explain ways in which they are related</p> <p><b>Specific marking instructions</b> Candidates may choose any two beliefs. There should be a clear analysis of their relationship. A maximum of four marks where candidates fail to make a connection between beliefs.</p> <p>Candidates are expected to focus on the connection between two beliefs; it is acceptable for candidates to make reference to related beliefs in their explanation of the connection between the two.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• A description of two beliefs</li> <li>• An explanation of their importance</li> <li>• An understanding of the impact they have</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the connection between two Muslim beliefs. It has weaknesses in either the KU or analysis. KU referring to Muslim beliefs is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the connection between two Muslim beliefs.</p>		<p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The ways in which the two beliefs are connected</li> <li>• An understanding of their role</li> <li>• Reference to sources on the beliefs or their relationship</li> <li>• Impact of the belief on other aspects of the religion (including practices)</li> <li>• Consistency and inconsistency in the relationship</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the extent to which worship is beneficial to Muslims. KU referring to Muslim teachings and/or beliefs that support them is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of the extent to which worship is beneficial to Muslims but has weaknesses in either the KU or the evaluation. KU referring to Muslim teachings and/or beliefs that support them is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the impact of individual and/or community worship on Muslims.</p> <p><b>Specific marking instructions</b> Candidates can address the question in general or refer to specific demands of individual and/or community worship. Candidates may refer to either beliefs or practices or both. There is no requirement for balance in the answer, nor is there any requirement to refer to both individual and community worship.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of sources</li> <li>• Muslim beliefs related to worship</li> <li>• Muslim practices related to worship</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Judgements about whether worship is beneficial or not to individuals</li> <li>• Judgements about whether worship is beneficial or not to the Muslim community</li> <li>• Judgements on the impact of individual and/or community worship in Islam</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the extent to which worship is beneficial to Muslims. It has weaknesses in either the KU or evaluation. KU referring to worship is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to the extent to which worship is beneficial to Muslims.</p>		

Part E - Judaism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the connection between two Jewish beliefs. KU referring to Jewish teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the connection between two Jewish beliefs but has weaknesses in either the KU or the analysis. KU referring to Jewish teachings and/or beliefs that support them is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify beliefs themselves and to explain ways in which they are related</p> <p><b>Specific marking instructions</b> Candidates may choose any two beliefs. There should be a clear analysis of their relationship. A maximum of four marks where candidates fail to make a connection between beliefs.</p> <p>Candidates are expected to focus on the connection between two beliefs; it is acceptable for candidates to make reference to related beliefs in their explanation of the connection between the two.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• A description of two beliefs</li> <li>• An explanation of their importance</li> <li>• An understanding of the impact they have</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the connection between two Jewish beliefs. It has weaknesses in either the KU or analysis. KU referring to Jewish beliefs is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the connection between two Jewish beliefs.</p>		<p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The ways in which the two beliefs are connected</li> <li>• An understanding of their role</li> <li>• Reference to sources on the beliefs or their relationship</li> <li>• Impact of the belief on other aspects of the religion (including practices)</li> <li>• Consistency and inconsistency in the relationship</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the extent to which worship is beneficial to Jews. KU referring to Jewish teachings and/or beliefs that support them is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of the extent to which worship is beneficial to Jews but has weaknesses in either the KU or the evaluation. KU referring to Jewish teachings and/or beliefs that support them is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the impact of individual and/or community worship on Jews.</p> <p><b>Specific marking instructions</b> Candidates can address the question in general or refer to specific demands of individual and/or community worship. Candidates may refer to either beliefs or practices or both. There is no requirement for balance in the answer, nor is there any requirement to refer to both individual and community worship.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of sources</li> <li>• Jewish beliefs related to worship</li> <li>• Jewish practices related to worship</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Judgements about whether worship is beneficial or not to individuals</li> <li>• Judgements about whether worship is beneficial or not to the Jewish community</li> <li>• Judgements on the impact of individual and/or community worship in Judaism</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the extent to which worship is beneficial to Jews. It has weaknesses in either the KU or evaluation. KU referring to worship is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to the extent to which worship is beneficial to Jews.</p>		



Part F - Sikhism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the connection between two Sikh beliefs. KU referring to Sikh teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the connection between two Sikh beliefs but has weaknesses in either the KU or the analysis. KU referring to Sikh teachings and/or beliefs that support them is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify beliefs themselves and to explain ways in which they are related</p> <p><b>Specific marking instructions</b> Candidates may choose any two beliefs. There should be a clear analysis of their relationship. A maximum of four marks where candidates fail to make a connection between beliefs.</p> <p>Candidates are expected to focus on the connection between two beliefs; it is acceptable for candidates to make reference to related beliefs in their explanation of the connection between the two.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• A description of two beliefs</li> <li>• An explanation of their importance</li> <li>• An understanding of the impact they have</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the connection between two Sikh beliefs. It has weaknesses in either the KU or analysis. KU referring to Sikh beliefs is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the connection between two Sikh beliefs.</p>		<p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The ways in which the two beliefs are connected</li> <li>• An understanding of their role</li> <li>• Reference to sources on the beliefs or their relationship</li> <li>• Impact of the belief on other aspects of the religion (including practices)</li> <li>• Consistency and inconsistency in the relationship</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the extent to which worship is beneficial to Sikhs. KU referring to Sikh teachings and/or beliefs that support them is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of the extent to which worship is beneficial to Sikhs but has weaknesses in either the KU or the evaluation. KU referring to Sikh teachings and/or beliefs that support them is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the impact of individual and/or community worship on Sikhs.</p> <p><b>Specific marking instructions</b> Candidates can address the question in general or refer to specific demands of individual and/or community worship. Candidates may refer to either beliefs or practices or both. There is no requirement for balance in the answer, nor is there any requirement to refer to both individual and community worship.</p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of sources</li> <li>• Sikh beliefs related to worship</li> <li>• Sikh practices related to worship</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Judgements about whether worship is beneficial or not to individuals</li> <li>• Judgements about whether worship is beneficial or not to the Sikh community</li> <li>• Judgements on the impact of individual and/or community worship in Sikhism</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the extent to which worship is beneficial to Sikhs. It has weaknesses in either the KU or evaluation. KU referring to worship is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to the extent to which worship is beneficial to Sikhs.</p>		

## Section 2 - MORALITY AND BELIEF

### Part A - Morality and Justice

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the causes of crime. KU referring to the causes of crime is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the causes of crime but has weaknesses in either the KU or the analysis. KU referring to the causes of crime is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain why causes of crime raise moral issues and to analyse some positions in the moral debate.</p> <p><b>Specific marking instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of causes of crime</li> <li>• Examples/case studies</li> <li>• Moral concerns/questions raised by causes of crime</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of causes of crime on individuals/wider society</li> <li>• Implications and consequences arising from causes of crime</li> <li>• Reasons given to justify moral concerns/questions</li> <li>• Alternative positions/interpretations of viewpoints</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>4-5</b> A borderline answer that includes some basic analysis of the causes of crime. It has weaknesses in either the KU or analysis. KU referring to the causes of crime is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the causes of crime.</p>		

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the non-religious views of the purposes of punishment. KU referring to non-religious views of the purposes of punishment that is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of non-religious views of the purposes of punishment but has weaknesses in either the KU or the evaluation. KU referring to non-religious views of the purposes of punishment is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates an opportunity to explain and evaluate a <i>non-religious</i> response to the purposes of punishment. This may focus on a viewpoint and/or a practical response. Candidates may choose to focus on one aspect of the purpose of punishment (if developed) or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Relevant background information on the chosen moral response</li> <li>• Description of different types of purposes of punishment</li> <li>• Examples/case studies of responses to types of the purposes of punishment</li> <li>• Examples/case studies of responses to the purposes punishment</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Supported agreement/disagreement with the chosen response</li> <li>• Comment on possible consequences and/or implications of the chosen response</li> <li>• Comment on perceived positive or negative aspects of the chosen response</li> <li>• Comment on the strengths and/or weaknesses of the reasons given to justify the chosen response</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>4-5</b> A borderline answer that includes some basic evaluation of non-religious views of the purposes of punishment It has weaknesses in either the KU or evaluation. KU referring to non-religious views of the purposes of punishment is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to non-religious views of the purposes of punishment.</p>		



Part B - Morality and Relationships

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of exploitation. KU referring to exploitation is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of exploitation but has weaknesses in either the KU or the analysis. KU referring to exploitation is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain why exploitation raises moral issues and to analyse some positions in the moral debate.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Definitions of economic, sexual and/or physical exploitation</li> <li>• Examples/case studies</li> <li>• Moral concerns raised by exploitation</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of exploitation on individuals/wider society</li> <li>• Implications and consequences arising from exploitation</li> <li>• Reasons given to justify moral concerns</li> <li>• Alternative positions/interpretations of viewpoints</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>4-5</b> A borderline answer that includes some basic analysis of exploitation. It has weaknesses in either the KU or analysis. KU referring to exploitation is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to exploitation.</p>		

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of non-religious views of sexual relationships. KU referring to non-religious views of the sexual relationships that are relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of non-religious views of sexual relationships but has weaknesses in either the KU or the evaluation. KU referring to non-religious views of sexual relationships are mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates an opportunity to explain and evaluate a <i>non-religious</i> response to the issue of sexual relationships. This may focus on a viewpoint and/or a practical response. Candidates may choose to focus on one aspect of sexual relationships or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Relevant background information on the chosen moral response</li> <li>• Description of different types of sexual relationships</li> <li>• Examples/case studies of responses to types of sexual relationships</li> <li>• Examples/case studies of responses to sexual relationships</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Supported agreement/disagreement with the chosen response</li> <li>• Comment on possible consequences and/or implications of the chosen response</li> <li>• Comment on perceived positive or negative aspects of the chosen response</li> <li>• Comment on the strengths and/or weaknesses of the reasons given to justify the chosen response</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of non-religious views of sexual relationships. It has weaknesses in either the KU or evaluation. KU referring to non-religious views of sexual relationships are general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to non-religious views of sexual relationships.</p>		

Part C - Morality and Global Issues

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of poverty. KU referring to the poverty is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of poverty but has weaknesses in either the KU or the analysis. KU referring to poverty is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain why poverty raises moral issues and to analyse some positions in the moral debate.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of poverty</li> <li>• Examples/case studies</li> <li>• Moral concerns/questions raised by poverty</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of poverty on individuals/wider society</li> <li>• Implications and consequences arising from poverty</li> <li>• Reasons given to justify moral concerns/questions</li> <li>• Alternative positions/interpretations of viewpoints</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>4-5</b> A borderline answer that includes some basic analysis of poverty. It has weaknesses in either the KU or analysis. KU referring to poverty is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to poverty.</p>		

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of non-religious views on environmental crises. KU referring to non-religious views of environmental crises that is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of non-religious views of environmental crises but has weaknesses in either the KU or the evaluation. KU referring to non-religious views of environmental crises is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates an opportunity to explain and evaluate a <i>non-religious</i> response to the issue of environmental crises. This may focus on a viewpoint and/or a practical response. Candidates may choose to focus on one aspect of environmental crises or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Relevant background information on the chosen moral response</li> <li>• Description of different types of environmental crises</li> <li>• Examples/case studies of responses to types of environmental crises</li> <li>• Examples/case studies of responses to environmental crises</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Supported agreement/disagreement with the chosen response</li> <li>• Comment on possible consequences and/or implications of the chosen response</li> <li>• Comment on perceived positive or negative aspects of the chosen response</li> <li>• Comment on the strengths and/or weaknesses of the reasons given to justify the chosen response</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of non-religious views of environmental crises. It has weaknesses in either the KU or evaluation. KU referring to non-religious views of environmental crises are general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to non-religious views of environmental crises.</p>		



Part D - Morality and Medicine

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
19.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of organ donation. KU referring to organ donation is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of organ donation but has weaknesses in either the KU or the analysis. KU referring to organ donation is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain why organ donation raises moral issues and to analyse some positions in the moral debate.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of organ donation</li> <li>• Examples/case studies</li> <li>• Moral concerns/questions raised by organ donation</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of organ donation on individuals/wider society</li> <li>• Implications and consequences arising from organ donation</li> <li>• Reasons given to justify moral concerns/questions</li> <li>• Alternative positions/interpretations of viewpoints</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of organ donation. It has weaknesses in either the KU or analysis. KU referring to organ donation is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to organ donation.</p>		

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of non-religious views of euthanasia. KU referring to non-religious views of euthanasia is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of non-religious views of euthanasia but has weaknesses in either the KU or the evaluation. KU referring to non-religious views of euthanasia is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates an opportunity to explain and evaluate a <i>non-religious</i> response to the issue of euthanasia. This may focus on a viewpoint and/or a practical response. Candidates may choose to focus on one aspect of euthanasia or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Relevant background information on the chosen moral response</li> <li>• Description of different types of euthanasia</li> <li>• Examples/case studies of responses to types of euthanasia</li> <li>• Examples/case studies of responses to euthanasia</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Supported agreement/disagreement with the chosen response</li> <li>• Comment on possible consequences and/or implications of the chosen response</li> <li>• Comment on perceived positive or negative aspects of the chosen response</li> <li>• Comment on the strengths and/or weaknesses of the reasons given to justify the chosen response</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of non-religious views of euthanasia. It has weaknesses in either the KU or evaluation. KU referring to non-religious views of euthanasia is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to non-religious views of euthanasia.</p>		

Part E - Morality and Conflict

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.	<p>This question focuses on <b>analysis</b>; there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of non-violent responses to conflict. KU referring to non-violent responses to conflict is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of non-violent responses to conflict but has weaknesses in either the KU or the analysis. KU referring to non-violent responses to conflict is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain why non-violent responses to conflict raise moral issues and to analyse some positions in the moral debate.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of non-violent responses to conflict</li> <li>• Examples/case studies</li> <li>• Moral concerns/questions raised by non-violent responses to conflict</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of non-violent responses to conflict on individuals/wider society</li> <li>• Implications and consequences arising from non-violent responses to conflict</li> <li>• Reasons given to justify moral concerns/questions</li> <li>• Alternative positions/interpretations of viewpoints</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>4-5</b> A borderline answer that includes some basic analysis of non-violent responses to conflict. It has weaknesses in either the KU or analysis. KU referring to non-violent responses to conflict is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to non-violent responses to conflict.</p>		

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.	<p>This question focuses on <b>evaluation</b>; there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> <p><b>Typical characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of non-religious views of the consequences of war. KU referring to non-religious views of the consequences of war is relevant and accurate. Evaluative points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some evaluation of non-religious views of the consequences of war but has weaknesses in either the KU or the evaluation. KU referring to non-religious views of the consequences of war is mainly relevant and accurate. Evaluative points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates an opportunity to explain and evaluate a <i>non-religious</i> response to the issue of the consequences of war. This may focus on a viewpoint and/or a practical response. Candidates may choose to focus on one aspect of the consequences of war or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Relevant background information on the chosen moral response</li> <li>• Description of different consequences of war</li> <li>• Examples/case studies of responses to the consequences of war</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Supported agreement/disagreement with the chosen response</li> <li>• Comment on possible consequences and/or implications of the chosen response</li> <li>• Comment on perceived positive or negative aspects of the chosen response</li> <li>• Comment on the strengths and/or weaknesses of the reasons given to justify the chosen response</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>4-5</b> A borderline answer that includes some basic evaluation of non-religious views of the consequences of war. It has weaknesses in either the KU or evaluation. KU referring to non-religious views of the consequences of war is general in nature but mainly relevant and accurate. Evaluation is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and includes little or no reference to non-religious views of the consequences of war.</p>		



## Section 3 - RELIGIOUS AND PHILOSOPHICAL QUESTIONS

### Part A - Origins

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
23.	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions, Full marks may only be awarded if there is evidence of analysis and evaluation and conclusions drawn. A maximum of 10 marks are available for these skills, 10 marks are available for KU.</p> <p><b>Typical characteristics</b></p> <p><b>16-20</b> A sophisticated and full answer that focuses on an analysis of religious views on origins. KU referring religious views on origins is relevant and accurate. Analysis/evaluation points are well-considered and may be insightful.</p> <p><b>13-15</b> A good answer that includes some analysis of religious views on origins but has weaknesses in either the KU or the analysis. KU referring to religious views on origins is mainly relevant and accurate. Analysis/evaluation points are appropriate and supported.</p>	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate religious views on origins and show whether they are convincing or not.</p> <p>There is no requirement for balance in candidates' answers.</p> <p>Candidates may choose to focus on one aspect of the issue (if developed) or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanation of religious views on origins.</li> <li>• Arguments used to support religious views on origins.</li> <li>• Evidence used to support religious views on origins.</li> <li>• Alternative views on origins.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>10-12</b> A satisfactory response that makes some attempt to answer the question by referring to relevant KU of religious views on origins. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis/evaluation might be appropriate but not supported by relevant KU.</p> <p><b>6-9</b> A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe religious views on origins without discussion of them. Personal views may be expressed with little support.</p> <p><b>0-5</b> A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on religious views on origins.</p>		<p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Comparisons between religious views on origins</li> <li>• Different interpretations of religious views on origins</li> <li>• Possible implications of religious views on origins.</li> <li>• Alternative views on origins.</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Reasoned judgement on religious views on origins</li> <li>• Overall reasoned judgement on religious views on origins.</li> <li>• Alternative views on origins.</li> </ul>

Part B - The Existence of God

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
24.	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions, Full marks may only be awarded if there is evidence of analysis and evaluation and conclusions drawn. A maximum of 10 marks are available for these skills, 10 marks are available for KU.</p> <p><b>Typical characteristics</b></p> <p><b>16-20</b> A sophisticated and full answer that focuses on an analysis of religious views on the existence of God. KU referring religious views on the existence of God is relevant and accurate. Analysis/evaluation points are well-considered and may be insightful.</p> <p><b>13-15</b> A good answer that includes some analysis of religious views on the existence of God but has weaknesses in either the KU or the analysis. KU referring to religious views on the existence of God is mainly relevant and accurate. Analysis/evaluation points are appropriate and supported.</p>	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate religious views on the existence of God and show whether they are convincing or not.</p> <p>There is no requirement for balance in candidates' answers.</p> <p>Candidates may choose to focus on one aspect of the issue (if developed) or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanation of religious views on the existence of God.</li> <li>• Arguments used to support religious views on the existence of God.</li> <li>• Evidence used to support religious views on the existence of God.</li> <li>• Alternative views on the existence of God.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>10-12</b> A satisfactory response that makes some attempt to answer the question by referring to relevant KU of religious views on the existence of God. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis/evaluation might be appropriate but not supported by relevant KU.</p> <p><b>6-9</b> A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe religious views on the existence of God without discussion of them. Personal views may be expressed with little support.</p> <p><b>0-5</b> A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on religious views on the existence of God.</p>		<p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Comparisons between religious views on the existence of God</li> <li>• Different interpretations of religious views on the existence of God</li> <li>• Possible implications of religious views on the existence of God.</li> <li>• Alternative views on the existence of God.</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Reasoned judgement on religious views on the existence of God</li> <li>• Overall reasoned judgement on religious views on the existence of God.</li> <li>• Alternative views on the existence of God.</li> </ul>

Part C - The Problem of Evil and Suffering

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
25.	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions, Full marks may only be awarded if there is evidence of analysis and evaluation and conclusions drawn. A maximum of 10 marks are available for these skills, 10 marks are available for KU.</p> <p><b>Typical characteristics</b></p> <p><b>16-20</b> A sophisticated and full answer that focuses on an analysis of religious views on evil and suffering. KU referring religious views on evil and suffering is relevant and accurate. Analysis/evaluation points are well-considered and may be insightful.</p> <p><b>13-15</b> A good answer that includes some analysis of religious views on evil and suffering but has weaknesses in either the KU or the analysis. KU referring to religious views on evil and suffering is mainly relevant and accurate. Analysis/evaluation points are appropriate and supported.</p>	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate religious views on evil and suffering and show whether they are convincing or not.</p> <p>There is no requirement for balance in candidates' answers.</p> <p>Candidates may choose to focus on one aspect of the issue (if developed) or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanation of religious views on evil and suffering.</li> <li>• Arguments used to support religious views on evil and suffering.</li> <li>• Evidence used to support religious views on evil and suffering.</li> <li>• Alternative views on evil and suffering.</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Comparisons between religious views on evil and suffering</li> <li>• Different interpretations of religious views on evil and suffering</li> <li>• Possible implications of religious views on evil and suffering.</li> <li>• Alternative views on evil and suffering.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>10-12</b> A satisfactory response that makes some attempt to answer the question by referring to relevant KU of religious views on evil and suffering. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis/evaluation might be appropriate but not supported by relevant KU.</p> <p><b>6-9</b> A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe religious views on evil and suffering without discussion of them. Personal views may be expressed with little support.</p> <p><b>0-5</b> A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on religious views on evil and suffering.</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Reasoned judgement on religious views on evil and suffering</li> <li>• Overall reasoned judgement on religious views on evil and suffering.</li> <li>• Alternative views on evil and suffering.</li> </ul>

Part D - Miracles

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.	<p>In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions, Full marks may only be awarded if there is evidence of analysis and evaluation and conclusions drawn. A maximum of 10 marks are available for these skills, 10 marks are available for KU.</p> <p><b>Typical characteristics</b></p> <p><b>16-20</b> A sophisticated and full answer that focuses on an analysis of religious views on miracles. KU referring religious views on miracles is relevant and accurate. Analysis/evaluation points are well-considered and may be insightful.</p> <p><b>13-15</b> A good answer that includes some analysis of religious views on miracles but has weaknesses in either the KU or the analysis. KU referring to religious views on miracles is mainly relevant and accurate. Analysis/evaluation points are appropriate and supported.</p>	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate religious views on miracles and show whether they are convincing or not.</p> <p>There is no requirement for balance in candidates' answers.</p> <p>Candidates may choose to focus on one aspect of the issue (if developed) or on a range of aspects.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanation of religious views on miracles.</li> <li>• Arguments used to support religious views on miracles.</li> <li>• Evidence used to support religious views on miracles.</li> <li>• Alternative views on miracles.</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Comparisons between religious views on miracles</li> <li>• Different interpretations of religious views on miracles</li> <li>• Possible implications of religious views on miracles.</li> <li>• Alternative views on miracles.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p><b>10-12</b> A satisfactory response that makes some attempt to answer the question by referring to relevant KU of religious views on miracles. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis/evaluation might be appropriate but not supported by relevant KU.</p> <p><b>6-9</b> A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe religious views on miracles without discussion of them. Personal views may be expressed with little support.</p> <p><b>0-5</b> A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on religious views on miracles.</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Reasoned judgement on religious views on miracles</li> <li>• Overall reasoned judgement on religious views on miracles.</li> <li>• Alternative views on miracles.</li> </ul>

[END OF MARKING INSTRUCTIONS]