



National  
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2019

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## **Religious, Moral and Philosophical Studies**

### **World Religion, Morality and Belief**

#### **Higher**

#### **Finalised Marking Instructions**

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

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award marks where candidates give points of knowledge without specifying the context, unless it is clear that they do not refer to the context of the question. Award a maximum of **4 marks** where the candidate has not attempted the skill in a **10 mark** question. Award a maximum of **8 marks** where the candidate has not attempted the skill in a **20 mark** question.

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 and accurate content.

Award a knowledge and understanding mark where a candidate presents a relevant and accurate point which may include

- 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, for example identifying parts, the relationship between them, and their relationships with the whole; drawing out and relating implications.

Award an analysis mark where a candidate presents a relevant, accurate and developed 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.

**(iii) Evaluation**

Evaluation involves making a judgement or measurement based on an issue. Award an evaluation mark where a candidate presents a relevant, accurate and developed point which may include

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

**Use of sources**

Award marks where candidates use a relevant source in support of their knowledge and understanding, critical analysis, evaluation or a reasoned view. This must be attributed in one of the following ways

- acknowledgement that this is a religious or non-religious perspective (Some Christians would say, "...")
- reference to a text ('The Bible'), organisation (According to HFEA...) or person (Peter Singer would argue...)

**Overview of detailed marking instructions**

**Knowledge and analysis questions (10 marks)**

Award up to a maximum of **6 marks** for each developed point of knowledge used to support the analysis.

Award up to **4 marks** for analytical comments.

**Knowledge, analysis and evaluation questions (20 marks)**

Award up to a maximum of **10 marks** for each developed point of knowledge used to support the analysis and evaluation.

Award 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.		This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain the reasons why a Buddhist would follow the Five Precepts.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of what Buddhists believe about the Five Precepts and why they practice them</li> <li>• an explanation of some ways in which Buddhists practice the Five Precepts and the purpose behind these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to the Five Precepts.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of the Five Precepts</li> <li>• a description of the purposes of following the Five Precepts</li> <li>• a description of some of the beliefs/practices associated with the Five Precepts</li> <li>• sources related to these.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• the Five Precepts are a set of five rules that a Buddhist will try to follow in order to live a moral life</li> <li>• a Buddhist would refrain from false speech, such as deliberately telling lies</li> <li>• according to the Dhammapada, ‘If a person does not harm any living being... and does not kill or cause others to kill – that person is a true spiritual practitioner’.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of the Five Precepts</li> <li>• analysis of sources relating to the purpose of the Five Precepts</li> <li>• consequences/implications arising from the practice of the Five Precepts.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• this is because false speech is rooted in greed, hatred and delusion, all of which create negative Kamma and lead us away from Nibbana or enlightenment</li> <li>• a consequence of harming another living being is that it involves self-harm for the Buddhist, because they lose compassion for both themselves and others.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate whether beliefs about the Three Marks of Existence are the most significant of all beliefs in Buddhism.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of beliefs about the Three Marks of Existence in Buddhism, and a judgement on whether or not those are the most significant of all Buddhist beliefs</li> <li>• an explanation of beliefs about the Three Marks of Existence in Buddhism, and a judgement on why those are not the most significant of all Buddhist beliefs; and an explanation of alternative Buddhist beliefs, and a judgement about why these are the most significant.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>. <b>No marks</b> will be awarded for a list.</p> <p><b>Candidates can argue that the Three Marks of Existence are the most significant of all Buddhist beliefs, without referencing other Buddhist beliefs.</b></p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• identifying and defining each of the Three Marks of Existence</li> <li>• a description of Buddhist beliefs about the Three Marks of Existence</li> <li>• a description of Buddhist practices relating to beliefs about the Three Marks of Existence</li> <li>• a description of other beliefs which may be significant for Buddhists</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• the first mark of existence, Anicca, is the doctrine of impermanence</li> <li>• Anicca expresses the concept of constant change, that nothing stays the same.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• an analysis of the relationship between Buddhist beliefs about the Three Marks of Existence and beliefs/practices relating to these</li> <li>• possible consequences/implications/purposes of Buddhist beliefs about the Three Marks of Existence.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the significance of beliefs about the Three Marks of Existence</li> <li>• counter arguments about the significance of other Buddhist beliefs.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• beliefs about the Three Marks of Existence are significant because without these Buddhists would be ignorant about the world, and it is this ignorance which is the root cause of suffering</li> <li>• on the other hand, beliefs about Kamma are just as significant because by understanding how our actions, both in past lives and in the present, affect us, we can try to practice skilful actions in order to achieve enlightenment.</li> </ul>

Part B – Christianity

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain some of the reasons underlying the practice of Christian action.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of what Christians believe about Christian action and why they practice it</li> <li>• an explanation of some ways in which Christians practice Christian action and the purpose behind these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to Christian practice.</p> <p><b>Knowledge and understanding – 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of different examples of Christian action</li> <li>• a description of the purpose of practicing Christian action</li> <li>• a description of some of the beliefs/practices associated with Christian action</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• Jesus told a parable in which a Samaritan stopped to help a man who had been beaten by robbers and paid for him to be looked after in an Inn</li> <li>• one of the ways The Salvation Army helps those in need is by running drop-in centres to provide support for homeless people</li> <li>• in the Bible it tells how Jesus teaches his followers that they should be like the sheep in the parable and should feed the hungry and welcome strangers.</li> </ul>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of Christian action</li> <li>• analysis of sources relating to Christian action</li> <li>• consequences/implications arising from the practice of Christian action.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• an implication of this is that Christians should show love and compassion to all people, not just those of the same religion</li> <li>• a consequence of building a relationship with God is that good works will result from this relationship and God’s people will love others.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate whether beliefs about God are the most significant of all beliefs in Christianity.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of beliefs about God in Christianity, and a judgement on whether or not those are the most significant of all Christian beliefs</li> <li>• an explanation of beliefs about God in Christianity, and a judgement on why those are not the most significant of all Christian beliefs; and an explanation of alternative Christian beliefs, and a judgement about why these are the most significant.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Candidates can argue that beliefs about God are the most significant of all Christian beliefs, without referencing other Christian beliefs.</b></p> <p><b>Knowledge and understanding – 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• identifying and defining beliefs about God</li> <li>• a description of Christian beliefs about God</li> <li>• a description of Christian practices relating to their beliefs about God</li> <li>• a description of other beliefs which may be significant for Christians</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• christians believe that God is omnipotent which means he is all-powerful</li> <li>• original sin is the belief that all humans have inherited the sin of Adam and Eve from when they disobeyed God in the Garden of Eden.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• an analysis of the relationship between Christian beliefs about God and practices relating to those</li> <li>• possible consequences/implications/purposes of Christian beliefs about God</li> <li>• an analysis of why beliefs about God are so significant.</li> </ul> <p><b>Evaluation – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the significance of beliefs about God</li> <li>• counter arguments about the significance of other Christian beliefs.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• beliefs about God’s benevolence are significant as this encourages Christians to live good lives in which they demonstrate compassion towards other people</li> <li>• on the other hand, many would argue that beliefs about Jesus are more important because Jesus was human and we can learn about how Jesus lived his life on earth and follow in his example.</li> </ul>

Part C – Hinduism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain reasons why Hindus follow the Three Margas.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of what Hindus believe about the Three Margas and why they follow them</li> <li>• an explanation of some ways in which Hindus follow the Three Margas and the purpose behind these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to the Three Margas.</p> <p><b>Knowledge and understanding – 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of the Three Margas</li> <li>• a description of the purpose of following the Three Margas</li> <li>• a description of some of the beliefs/practices related to the Three Margas</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of developed knowledge points</b></p> <ul style="list-style-type: none"> <li>• the Three Margas are Karma, Bhakti and Jnana, and are believed by Hindus to be the paths of liberation or salvation</li> <li>• Bhakti Marga is the path of devotion to God, and involves practices such as meditating, chanting songs of praise and puja</li> <li>• according to the Bhagavad Gita, ‘One who performs his duty without attachment, surrendering the results unto the Supreme God, is not affected by sinful action.’</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of the Three Margas</li> <li>• analysis of sources relating to the purpose of the Three Margas</li> <li>• consequences/implications arising from following the Three Margas.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• a consequence of practising Bhakti Marga is that Hindus will become much more focused on God and less likely to be caught up in selfish concerns</li> <li>• one purpose of practicing Karma Marga is that it teaches Hindus to act selflessly, meaning they let go of their ego and think only about God.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate whether beliefs about God are the most significant of all beliefs in Hinduism.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of beliefs about God in Hinduism, and a judgement on whether or not those are the most significant of all Hindu beliefs</li> <li>• an explanation of beliefs about God in Hinduism, and a judgement on why those are not the most significant of all Hindu beliefs; and an explanation of alternative Hindu beliefs, and a judgement about why these are the most significant.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Candidates can argue that beliefs about God are the most significant of all Hindu beliefs, without referencing other Hindu beliefs.</b></p> <p><b>Knowledge and understanding – 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• identifying and defining beliefs about God</li> <li>• a description of Hindu beliefs about God</li> <li>• a description of Hindu practices relating to their beliefs about God</li> <li>• a description of other beliefs which may be significant for Hindus</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• Hindus believe that there is one true God called Brahman, which has many forms</li> <li>• Hindus believe that there are three forms of God, The Triumurti, who are responsible for the creation (Brahma), upkeep (Vishnu) and destruction (Shiva) of the world.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• an analysis of the relationship between Hindu beliefs about God and practices relating to those</li> <li>• possible consequences/implications of Hindu beliefs about God</li> <li>• an analysis of why beliefs about God are so significant.</li> </ul> <p><b>Evaluation – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the significance of beliefs about God</li> <li>• counter arguments about the significance of other Hindu beliefs.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• it could be argued that beliefs about God are the most significant for Hindus because God is the One True Reality, and is the only way we can come to understand the true nature of our existence</li> <li>• on the other hand, God is beyond human understanding, and therefore beliefs in atman and karma are far more significant as this will allow us to understand the nature of our reality and how we can affect our lives positively.</li> </ul>

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 knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.</p>	10	<p><b>Purpose</b> The purpose of the question is to allow candidates the opportunity to explain the reasons why Muslims practice submission.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of what Muslims believe about submission and why they practice it</li> <li>• an explanation of some ways in which Muslims practice submission and the purpose behind these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to practicing submission.</p> <p><b>Knowledge and understanding – 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of submission</li> <li>• a description of the purpose of practicing submission</li> <li>• a description of some of the beliefs/practices associated with submission</li> <li>• sources related to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• the purpose of submission is to ensure Muslims live in a way that honours Allah according to His Will</li> <li>• Zakat is the third pillar of Islam and is an annual tax of 2.5% of all annual earnings – after bills and cost of living have been met</li> <li>• the Qur’an says, ‘Anyone who accepts anything but Islam (submission) as his religion, will be with the losers in the hereafter.’</li> </ul>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of submission</li> <li>• analysis of sources relating to submission</li> <li>• analysis of consequences/implications arising from the practice of submission.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• a consequence of submission is that Muslims will care for the world around them as Allah cares for humanity</li> <li>• many Muslims see submission as worshipping Allah through every action in life, however others would say Taqwa (awareness) is more meaningful as otherwise action is meaningless.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate whether beliefs about God are the most significant of all beliefs in Islam.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of beliefs about God in Islam, and a judgement on whether or not those are the most significant of all Muslim beliefs</li> <li>• an explanation of beliefs about God in Islam, and a judgement on why those are not the most significant of all Muslim beliefs; and an explanation of alternative Muslim beliefs, and a judgement about why these are the most significant.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Candidates can argue that beliefs about God are the most significant of all Muslim beliefs, without referencing other Muslim beliefs.</b></p> <p><b>Knowledge and understanding – 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• identifying and defining beliefs about God</li> <li>• a description of Muslim beliefs about God</li> <li>• a description of Muslim practices relating to their beliefs about God</li> <li>• a description of other beliefs which may be significant for Muslims</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• Muslims believe that that there is only one Allah and they should worship no other</li> <li>• ‘Surely Allah alone is the creator of all things and he is the One, the Most Supreme’ Surah 13:17.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• an analysis of the relationship between Muslim beliefs about God and practices relating to those</li> <li>• possible consequences/implications of Muslim beliefs about God</li> <li>• an analysis of why beliefs about God are so significant.</li> </ul> <p><b>Evaluation – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the significance of beliefs about God</li> <li>• counter arguments about the significance of other Muslim beliefs.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• beliefs about God are the most important because without Allah all other beliefs and practices within Islam are meaningless</li> <li>• other beliefs are more important because believing in God doesn't make a difference unless this belief relates to action, for example zakat.</li> </ul>

Part E – Judaism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain reasons why Jews observe the practice of Rosh Hashanah.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of what Jews believe about Rosh Hashanah and why they observe this</li> <li>• an explanation of some ways in which Jews observe Rosh Hashanah and the purpose behind these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to observing Rosh Hashanah.</p> <p><b>Knowledge and understanding – 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of Rosh Hashanah</li> <li>• a description of the purpose of observing Rosh Hashanah</li> <li>• a description of some of the beliefs/practices associated with Rosh Hashanah</li> <li>• sources related to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• Rosh Hashanah is the Jewish New Year that last 2 days and takes place this year on September 9<sup>th</sup> and finishes September 11<sup>th</sup></li> <li>• no work is done on Rosh Hashanah and much of the time is spent at the Synagogue</li> <li>• the Torah says, ‘In the seventh month, on the first of the month, there shall be a Sabbath for you, a remembrance with Shofar blasts, a holy convocation.’</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of observing Rosh Hashanah</li> <li>• analysis of sources relating to observing Rosh Hashanah</li> <li>• analysis of consequences/implications arising from the practice of observing Rosh Hashanah.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• the purpose of Rosh Hashanah is to remember and celebrate the creation of the world by God as well as reflect on his nature of being all powerful and loving</li> <li>• also, it marks the period of judgement and atonement which gives Jews the opportunity to seek forgiveness for their wrongdoings from fellow man and God.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate whether beliefs about God are the most significant of all beliefs in Judaism.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of beliefs about God in Judaism, and a judgement on whether or not those are the most significant of all Jewish beliefs</li> <li>• an explanation of beliefs about God in Judaism, and a judgement on why those are not the most significant of all Jewish beliefs; and an explanation of alternative Jewish beliefs, and a judgement about why these are the most significant.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Candidates can argue that beliefs about God are the most significant of all Jewish beliefs, without referencing other Jewish beliefs.</b></p> <p><b>Knowledge and understanding – 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• identifying and defining beliefs about God</li> <li>• a description of Jewish beliefs about God</li> <li>• a description of Jewish practices relating to their beliefs about God</li> <li>• a description of other beliefs which may be significant for Jews</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• Jews believe God is omnipotent, meaning all-powerful, and omniscient, meaning all-knowing</li> <li>• God’s power is shown in the creation of the universe as demonstrated in Genesis (1-1), ‘God created the heaven and the earth.’</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• an analysis of the relationship between Jewish beliefs about God and practices relating to those</li> <li>• possible consequences/implications of Jewish beliefs about God</li> <li>• an analysis of why beliefs about God are so significant.</li> </ul> <p><b>Evaluation – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the significance of beliefs about God</li> <li>• counter arguments about the significance of other Jewish beliefs.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• beliefs about God’s omni-benevolence can be quite a challenge for some Jewish people to accept due to the horrors of the Holocaust and continued ill treatment of Jews as why would an all loving God allow such a tragedy to take place?</li> <li>• however, many Jews wouldn’t find belief in God’s omni-benevolence a challenge as they would say that he loved humans enough to give them the gift of free will and the price that we pay for having free will is suffering.</li> </ul>

Part F – Sikhism

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.		This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explain reasons why some Sikhs would join the Khalsa.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of what Sikhs believe about the Khalsa and the reasons why Sikhs may choose to join</li> <li>• an explanation of the practices related to joining the Khalsa, and the purpose behind them.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to the Khalsa.</p> <p><b>Knowledge and understanding – 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of the Khalsa</li> <li>• a description of the purpose of joining the Khalsa</li> <li>• a description of some of the beliefs/practices associated with the Khalsa</li> <li>• sources related to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• Sikhs who are baptised become members of the Khalsa</li> <li>• Khalsa Sikhs must follow a strict code of conduct, including observing five outward signs of their faith at all times</li> <li>• according to Guru Gobind Singh, ‘He who keeps alight the unquenchable torch of truth, and never swerves from the thought of One God... he is to be recognised as a pure member of the Khalsa.’</li> </ul>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of joining the Khalsa</li> <li>• analysis of sources relating to joining the Khalsa</li> <li>• consequences/implications arising from joining the Khalsa.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• the main purpose of joining the Khasla is to demonstrate total dedication to Sikhism and honour the Gurus through deeds and actions</li> <li>• this means that those who join the Khalsa are demonstrating their commitment to developing their own relationship with God and representing the Sikh faith to others.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate whether beliefs about God are the most significant of all beliefs in Sikhism.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of beliefs about God in Sikhism, and a judgement on whether or not those are the most significant of all Sikh beliefs</li> <li>• an explanation of beliefs about God in Sikhism, and a judgement on why those are not the most significant of all Sikh beliefs; and an explanation of alternative Sikh beliefs, and a judgement about why these are the most significant.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Candidates can argue that beliefs about God are the most significant of all Sikh beliefs, without referencing other Sikh beliefs.</b></p> <p><b>Knowledge and understanding – 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• identifying and defining Sikh beliefs about God</li> <li>• a description of Sikh beliefs about God</li> <li>• a description of Sikh practices relating to their beliefs about God</li> <li>• a description of other beliefs which may be significant for Sikhs</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• Sikhs believe that there is one true God, who is the creator and sustainer of the universe and everything in it</li> <li>• Sikhs believe that God is pure spirit and cannot be experienced through the five senses.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• an analysis of the relationship between Sikh beliefs about God and beliefs/practices relating to these</li> <li>• possible consequences/implications/purposes of Sikh beliefs about God.</li> </ul> <p><b>Evaluation – 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the significance of beliefs about God</li> <li>• counter arguments about the significance of other Sikh beliefs.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• Sikh beliefs about God are the most significant of all Sikh beliefs because God is the One True Reality, and without understanding God then we cannot understand the nature of human beings or our purpose in life</li> <li>• by understanding God, we can understand Hukam, God’s Divine Will, and choose to live in harmony with it, in order for our Atma to move closer to reunion with God.</li> </ul>

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.	This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to describe and explain religious responses to custodial sentences.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• describe what is meant by custodial sentences, describe religious responses to these and explain the reasons for these responses</li> <li>• an explanation of one or more religious issues arising from custodial sentences, and an analysis of these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of examples of custodial sentences</li> <li>• a description of religious responses to custodial sentences</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• one example of custodial sentencing is prison, which is when a person spends a certain amount of time locked away</li> <li>• Christians believe that a rehabilitation programme should be part of a prison sentence as offenders should be given a chance to change</li> <li>• according to the Church of Scotland, ‘Jesus taught forgiveness and was himself a prisoner.’</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of custodial sentences</li> <li>• explanation of the reasons for religious viewpoints on custodial sentencing</li> <li>• possible consequences/implications of the religious views arising from custodial sentences.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• this suggests that prison should be a place where offenders can spend their time and come out ready to start afresh in society and not commit further crimes</li> <li>• this means that Christians should be compassionate and try to understand the experience of being a prisoner.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the moral acceptability of retribution in comparison to other purposes of punishment.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of retribution as a purpose of punishment, and a judgement on whether or not this is as morally acceptable as the other purposes of punishment</li> <li>• a discussion of the moral acceptability of retribution as a purpose of punishment, and a discussion of other purposes of punishment which may be seen as more morally acceptable</li> <li>• a judgement on why retribution is not a morally acceptable purpose of punishment, and a discussion of other purposes of punishment which may be seen as more morally acceptable</li> <li>• a discussion of whether religious/non-religious views on retribution are justified.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of retribution as a purpose of punishment</li> <li>• a description of religious/non-religious beliefs/viewpoints about retribution as a purpose of punishment</li> <li>• a description of other purposes of punishment</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• retribution is when the purpose of punishment is to restore wrongs to right</li> <li>• some Christians are in favour of retribution because they believe that judgement is important to God as shown throughout the Old Testament</li> <li>• the Book of Exodus in the Bible states, ‘Eye for an Eye, Tooth for a Tooth ....’</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible moral issues arising from retribution and other purposes of punishment</li> <li>• possible implications/consequences of retribution and other purposes of punishment</li> <li>• an explanation of the relationship between religious/non-religious beliefs/viewpoints and their responses to retribution and other purposes of punishment</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on whether retribution is morally acceptable</li> <li>• judgement on whether retribution is as morally acceptable as other purposes of punishment, for example protection, deterrence or reformation</li> <li>• counter arguments about other purposes of punishment, for example protection, deterrence or reformation, being more morally acceptable</li> <li>• judgement on religious/non-religious beliefs/viewpoints about retribution as being as morally acceptable as other purposes of punishment, for example protection, deterrence or reformation.</li> </ul> <p><b>*Evaluation points about purposes of punishment other than retribution can only be awarded if responding to the question.</b></p> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• I would argue that retribution can be morally acceptable as I believe criminals need to face harsh consequences for the most serious of crimes to give justice to the victim and their family</li> <li>• a Liberal Christian would interpret an eye for an eye symbolically and I think this is a far more acceptable reading of the text because a punishment can fit the crime but not be identical.</li> </ul>

Part B – Morality and relationships

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.		This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify and explain religious responses to sexual relationships.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• describe what is meant by sexual relationships, describe religious responses to these and explain the reasons for these responses</li> <li>• an explanation of one or more religious issues arising from sexual relationships, and an analysis of these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of examples of sexual relationships</li> <li>• a description of religious responses to sexual relationships</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• one example of a sexual relationship is pre-marital sex which is where two people who are not married engage in sexual intercourse</li> <li>• many religious people would be concerned with pre-marital sex due to the belief that a sexual relationship should only take place within marriage</li> <li>• according to the Bible, a man will leave his father and his mother and be united to his wife becoming one flesh.</li> </ul>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of sexual relationships</li> <li>• explanation of the reasons for religious viewpoints on sexual relationships</li> <li>• possible consequences/implications of the religious views arising from sexual relationships.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• an implication of this religious view is that God wants people to be faithful to their partners and abstain from sex before marriage</li> <li>• this means that marriage is a sacred union, and the physical union of sex should only take place within marriage.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the moral acceptability of arranged marriage in comparison to other types of marriage.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of arranged marriage as a type of marriage, and a judgement on whether or not this is as morally acceptable as the other types of marriage</li> <li>• a discussion of the moral acceptability of arranged marriage as a type of marriage, and a discussion of other types of marriage which may be seen as more morally acceptable</li> <li>• a judgement on why arranged marriage is not a morally acceptable type of marriage, and a discussion of other types of marriage which may be seen as more morally acceptable</li> <li>• a discussion of whether religious/non-religious views on arranged marriage are justified.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of arranged marriage as a type of marriage</li> <li>• a description of religious/non-religious beliefs/viewpoints about arranged marriage as a type of marriage</li> <li>• a description of other types of marriage</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• arranged marriage is a type of marital union where the bride and groom are selected by family members, such as the parents</li> <li>• forced marriage is a marriage in which one or more of the parties is married without his or her consent or against his or her will</li> <li>• in 2004 the UK Government’s definition of domestic abuse was extended to include acts such as forced marriage.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible moral issues arising from arranged marriage and other types of marriage</li> <li>• possible implications/consequences of arranged marriage and other types of marriage</li> <li>• an explanation of the relationship between religious/non-religious beliefs/viewpoints and their responses to arranged marriage and other types of marriage</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on whether arranged marriage is morally acceptable</li> <li>• judgement on whether arranged marriage is as morally acceptable as other types of marriage, for example same-sex marriage or forced marriage</li> <li>• counter arguments about other types of marriage, for example same-sex marriage or forced marriage, being more morally acceptable</li> <li>• judgement on religious/non-religious beliefs/viewpoints about arranged marriage as being as morally acceptable as other types of marriage, for example same-sex marriage or forced marriage.</li> </ul> <p><b>*Evaluation points about types of marriage other than arranged marriage can only be awarded if responding to the question.</b></p> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• I disagree with arranged marriage because I think that people getting married should be able to be with the person that they love and choose to be with, not someone chosen for them</li> <li>• on the other hand I can see the benefits of arranged marriage as statistics show that divorce rates for arranged marriages are significantly lower than that of a marriage based on love and choice.</li> </ul>

Part C – Morality, environment and global issues

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.		This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify and explain religious responses to poverty.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• describe what is meant by poverty, describe religious responses to these and explain the reasons for these responses</li> <li>• an explanation of one or more religious issues arising from poverty, and an analysis of these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of examples of poverty</li> <li>• a description of religious responses to poverty</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• relative poverty is when a person is excluded from the opportunities that most people have</li> <li>• some Christians believe that it is their moral duty to help those living in poverty, regardless of the cause of this</li> <li>• according to Sikhs, ‘blessed is the godly person and the riches they possess because they can be used for charitable purposes.’</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of poverty</li> <li>• explanation of the reasons for religious viewpoints on poverty</li> <li>• possible consequences/implications of the religious views arising from poverty.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• this links to the Buddhist idea of Kamma where they would wish to show compassion towards others less fortunate</li> <li>• a consequence of this is that many Sikhs will donate to, and serve food in, The Langar, a free community kitchen found in all gurdwaras.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the moral concerns surrounding depletion of resources in comparison to other environmental issues.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of depletion of resources as an environmental issue, and a judgement on whether or not this is as morally concerning as other environmental issues</li> <li>• a discussion of the moral concerns surrounding depletion of resources as an environmental issue, and a discussion of other environmental issues which may be seen as more morally concerning</li> <li>• a judgement on why depletion of resources is not a morally concerning environmental issue, and a discussion of other environmental issues which may be seen as more morally acceptable</li> <li>• a discussion of whether religious/non-religious views on depletion of resources are justified.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of depletion of resources as an environmental issue</li> <li>• a description of religious/non-religious beliefs/viewpoints depletion of resources as an environmental issue</li> <li>• a description of other environmental issues</li> <li>• sources relating to these.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• depletion of resources is the consumption of resources, such as fossil fuels, faster than it can be replenished</li> <li>• many Hindus believe we should use the world in an unselfish way to maintain the natural balance and respect God</li> <li>• another environmental issue is climate change which is significant long term change in weather patterns on a regional or global scale.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible moral issues arising from depletion of resources and other environmental issues</li> <li>• possible implications/consequences of depletion of resources and other environmental issues</li> <li>• an explanation of the relationship between religious/non-religious beliefs/viewpoints and their responses to depletion of resources and other environmental issues</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on whether depletion of resources is morally concerning</li> <li>• judgement on whether depletion of resources is as morally acceptable as other environmental issues, for example climate change or biodiversity</li> <li>• counter arguments about other environmental issues, for example climate change or biodiversity, being more morally acceptable</li> <li>• judgement on religious/non-religious beliefs/viewpoints about depletion of resources as being as morally acceptable as other environmental issues, for example climate change or biodiversity.</li> </ul> <p><b>*Evaluation points about environmental issues other than depletion of resources can only be awarded if responding to the question.</b></p> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• I agree that depletion of resources is the most morally concerning environmental crisis because if resources run out the human race will not survive because we will be unable to produce enough food for everyone</li> <li>• one criticism I have of the Hindu view is that if your country is rich with natural resources you should be able to use them for your own financial benefit.</li> </ul>

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
19.		This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify and explain religious responses to the issue of consent in organ donation.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• describe what is meant by consent in organ donation, describe religious responses to this and explain the reasons for these responses</li> <li>• an explanation of one or more religious issues arising from consent in organ donation, and an analysis of these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of examples of consent in organ donation</li> <li>• a description of religious responses to consent in organ donation</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of developed knowledge points</b></p> <ul style="list-style-type: none"> <li>• presumed consent for organ donation means that there would be a presumption in favour of consent unless the patient had registered an objection</li> <li>• a Muslim response might be that the human body, whether living or dead, is sacred and should not be disrespected by removing organs</li> <li>• according to the NHS, over 80% of adults say they would consider donating their organs, but only 37% of the UK population are registered donors.</li> </ul>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of consent in organ donation</li> <li>• explanation of the reasons for religious viewpoints on consent in organ donation</li> <li>• possible consequences/implications of the religious views arising from consent in organ donation.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• this means that Muslims would not be in favour of presumed consent as by donating organs they would be going against their belief of a physical resurrection</li> <li>• a possible consequence of this statistic is that religious people would favour a system of presumed consent as it will ensure that more people donate their organs.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the moral concerns surrounding reproductive uses in comparison to other uses of embryos.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of reproduction, and a judgement on whether or not this is as morally concerning as other uses of embryos</li> <li>• a discussion of the moral concerns surrounding reproduction, and a discussion of other uses of embryos which may be seen as more morally concerning</li> <li>• a judgement on why reproduction is not a morally concerning use of embryos, and a discussion of other uses of embryos which may be seen as more morally concerning</li> <li>• a discussion of whether religious/non-religious views on reproductive uses of embryos are justified.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of examples of reproductive uses of embryos</li> <li>• a description of religious/non-religious beliefs/viewpoints on reproductive uses of embryos</li> <li>• a description of other uses of embryos</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• embryos can be used to create a baby through IVF, where a couple are unable to conceive naturally</li> <li>• another use of embryos is research using embryonic stem cells</li> <li>• according to the Torah, reproduction is God’s will because people should ‘be fruitful and multiply.’</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible moral issues arising from reproductive and other uses of embryos</li> <li>• possible implications/consequences of reproductive and other uses of embryos</li> <li>• an explanation of the relationship between religious/non-religious beliefs/viewpoints and their responses to reproductive and other uses of embryos</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on whether reproductive uses of embryos are morally concerning</li> <li>• judgement on whether reproductive uses are as morally concerning as other uses of embryos, for example therapeutic or research</li> <li>• counter arguments about other uses of embryos, for example therapeutic or research, being more morally concerning</li> <li>• judgement on religious/non-religious beliefs/viewpoints about reproductive uses being as morally concerning as other uses of embryos, for example therapeutic or research.</li> </ul> <p><b>*Evaluation points about uses of embryos other than reproductive can only be awarded if responding to the question.</b></p> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• I disagree with IVF as I believe that life begins at conception and therefore the use of IVF means that left over embryos are destroyed ending human life</li> <li>• in my opinion, one strength of the Jewish viewpoint is that it allows couples who couldn't have a child to fulfil God's plan for the chosen people to have many descendants.</li> </ul>

Part E – Morality and conflict

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.	This question focuses on knowledge and analysis. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to identify and explain religious responses to environmental consequences of war.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• describe what is meant by environmental consequences of war, describe religious responses to these and explain the reasons for these responses</li> <li>• an explanation of one or more religious issues arising from environmental consequences of war, and an analysis of these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of <b>4 marks</b> will be awarded where candidates fail to attempt analysis. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of examples of environmental consequences of war</li> <li>• a description of religious responses to environmental consequences of war</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of developed knowledge points</b></p> <ul style="list-style-type: none"> <li>• explosives used in war not only kill people and destroy buildings, but they also cause huge pollution through fire, fuel spillages and poisonous gases in the atmosphere</li> <li>• Jews believe that people are commanded by God and should be good stewards of the environment and not destroy it by war</li> <li>• the Qur’an teaches that Muslims must look after the earth because it is Allah’s creation and this is part of their duty to God.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of environmental consequences of war</li> <li>• explanation of the reasons for religious viewpoints on environmental consequences of war</li> <li>• possible consequences/implications of the religious views arising from environmental consequences of war.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• Jews believe in stewardship because the Genesis creation story says that God made the world and said it was good and people should care for it</li> <li>• other people would disagree as they would say that people can treat the world as they see fit as they have been given control by God.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate the moral concerns surrounding smart weapons in comparison to other modern armaments.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of smart weapons, and a judgement on whether or not these are as morally concerning as other modern armaments</li> <li>• a discussion of the moral concerns surrounding smart weapons, and a discussion of other modern armaments which may be seen as more morally concerning</li> <li>• a judgement on why smart weapons is not morally concerning, and a discussion of other modern armaments which may be seen as more morally concerning</li> <li>• a discussion of whether religious/non-religious views on smart weapons are justified.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of examples of smart weapons</li> <li>• a description of religious/non-religious beliefs/viewpoints on smart weapons</li> <li>• a description of other modern armaments</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• a smart weapon is a guided weapon designed to precisely hit a specific target and reduce the risk of collateral damage</li> <li>• a utilitarian viewpoint on smart weapons is that if the weapons were used to avert a greater conflict then it would be in the best interests of the majority and bring greater good</li> <li>• the first precept of Buddhism teaches that no living thing should be harmed.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• possible moral issues arising from smart weapons and other modern armaments</li> <li>• possible implications/consequences of use of smart weapons and other modern armaments</li> <li>• an explanation of the relationship between religious/non-religious beliefs/viewpoints and their responses to use of smart weapons and other modern armaments</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on whether smart weapons are morally concerning</li> <li>• judgement on whether smart weapons are as morally concerning as other modern armaments, for example weapons of mass destruction or conventional weapons</li> <li>• counter arguments about other modern armaments, for example weapons of mass destruction or conventional weapons, being more morally concerning</li> <li>• judgement on religious/non-religious beliefs/viewpoints about smart weapons being as morally concerning as other modern armaments, for example weapons of mass destruction or conventional weapons.</li> </ul> <p><b>*Evaluation points about uses of modern armaments other than smart weapons can only be awarded if responding to the question.</b></p> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• a weakness of the utilitarian viewpoint is that the majority are not always right and smart weapons can be misused by corrupt leaders which would maximise pain in the long term</li> <li>• I think that weapons of mass destruction are less morally concerning than smart weapons, as there has been no major war since World War 2 because countries are too afraid to use them.</li> </ul>

[END OF MARKING INSTRUCTIONS]



National  
Qualifications  
2019

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## **2019 Religious, Moral and Philosophical Studies**

### **Religious and Philosophical Questions**

#### **Higher**

#### **Finalised Marking Instructions**

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

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award marks where candidates give points of knowledge without specifying the context, unless it is clear that they do not refer to the context of the question. Award a maximum of **8 marks** where the candidate has not attempted the skill in a **20 mark** question.

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 and accurate content. Award a knowledge and understanding mark where a candidate presents a relevant and accurate point which may include

- 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, for example identifying parts, the relationship between them, and their relationships with the whole; drawing out and relating implications.

Award an analysis mark where a candidate presents a relevant, accurate and developed 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.

**(iii) Evaluation**

Evaluation involves making a judgement or measurement based on an issue. Award an evaluation mark where a candidate presents a relevant, accurate and developed point which may include

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

Note: statement of arguments of different sides of an issue is not evaluation.

**Use of sources**

Award marks where candidates use a relevant source in support of their knowledge and understanding, critical analysis, evaluation or a reasoned view.

**Overview of detailed marking instructions**

**Knowledge, analysis and evaluation questions (20 marks)**

Award up to a maximum of **10 marks** for each developed point of knowledge used to support the analysis and evaluation.

Award up to **5 marks** for analytical comments and up to **5 marks** for reasoned evaluative comments.

## Marking instructions for each question

### Part A – Origins

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to present knowledge of religious and scientific views on the origins of life, analyse these and present a reasoned conclusion on whether life was created.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of religious views on the origins of life; an explanation of scientific views on the origins of life; a discussion of strengths/weaknesses of these views</li> <li>• analysis and evaluation of the strengths and weaknesses of the religious views on the origins of life; analysis and evaluation of the strengths and weaknesses of the scientific views on the origins of life; a reasoned conclusion on whether life was created.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>. No marks will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of religious views on the origins of life</li> <li>• a description of scientific views on the origins of life</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• many Christians would look to Genesis 2 for an account of how God created man from dust and breathed life-giving breath into him</li> <li>• the scientific view on the origins of life is that all life evolved, over millions of years, from a common ancestor, also known as the Theory of Evolution.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of religious and scientific views on the origins of life</li> <li>• analysis of the evidence used to support religious and scientific views on the origins of life</li> <li>• analysis of relevant sources.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• for Christians this means that God is the giver of life and as a result, God is ultimately responsible for the origins of life</li> <li>• an implication of this viewpoint is that as life evolved as a result of blind chance, there is no meaning or purpose to it.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the strengths/weaknesses of the religious views on the origins of life</li> <li>• judgement on the strengths/weaknesses of the scientific views on the origins of life</li> <li>• overall judgement on the question.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• I think the Christian views on origins of life are weak because they rely solely on faith and evidence from a book that was written thousands of years ago with no scientific support</li> <li>• the scientific explanations are valid in my opinion due to the existence of empirical evidence such as fossil records which provide concrete proof that species have evolved over time.</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
2.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to present knowledge of religious and non-religious arguments/theories about the existence of God, analyse these and present reasoned judgements on whether God exists.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of religious arguments/theories on the existence of God; an explanation of non-religious arguments/theories on the existence of God; a discussion of strengths/weaknesses of these arguments/theories</li> <li>• analysis and evaluation of the strengths and weaknesses of the religious arguments/theories on the existence of God; analysis and evaluation of the strengths and weaknesses of the non-religious arguments/theories on the existence of God; a reasoned conclusion on whether God exists.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>. No marks will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a description of religious arguments/theories about the existence of God</li> <li>• a description of non-religious arguments/theories about the existence of God</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• in trying to prove that God exists, Aquinas argued that everything that exists has a cause and that chain of causes can't go back forever</li> <li>• Hume challenged the existence of God by saying that just because we can point to a first cause doesn't mean that this first cause is God.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of the arguments/theories/evidence used to support religious ideas about the existence of God</li> <li>• analysis of the arguments/theories/evidence used to support non-religious ideas about the existence of God</li> <li>• analysis of relevant sources.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• one implication of Aquinas’s infinite regress argument is that there has to be a starting point for the beginning of the universe and he argues that the only logical explanation is God</li> <li>• Hume is clearly suggesting that as humans we cannot simply assume that the starting point is God as humans were not around at the time of creation and have no evidence to support this assumption.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgements on the strengths/weaknesses of the religious arguments/theories/evidence about the existence of God</li> <li>• judgements on the strengths/weaknesses of the non-religious arguments/theories/evidence about the existence of God</li> <li>• overall judgement on the question.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• I agree with Aquinas’s argument that there has to be a starting point as we see from evidence in nature that nothing comes into existence without an initial cause</li> <li>• some scientists disagree as they would argue that sub-atomic particles do appear with no cause, and as everything is made up of atoms, this could remove the need for a cause.</li> </ul>

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
3.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to present detailed knowledge and understanding about responsibility for suffering and evil, analyse this and present a reasoned conclusion on whether responsibility lies with God.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of views that claim God is responsible for suffering and evil; an explanation of views that claim humans are responsible for suffering and evil; a reasoned conclusion to the question</li> <li>• analysis and evaluation of the strengths and weaknesses of the views that claim God is responsible for suffering and evil; analysis and evaluation of the strengths and weaknesses of the scientific views that claim humans are responsible for suffering and evil; a reasoned conclusion to the question.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a detailed description of arguments that claim God is responsible for suffering and evil</li> <li>• a detailed description of arguments that claim humans are responsible for suffering and evil</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• some Christians say that God is all loving, all powerful and all-knowing and that God cannot be held responsible for acts of evil</li> <li>• Augustine’s theodicy states that God created the perfect world but because God gave humans free will and when they choose to disobey God, they create an absence of good within themselves.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of the views that claim God is/is not responsible for suffering and evil</li> <li>• analysis of the evidence used to support views that claim God is/is not responsible for suffering and evil</li> <li>• analysis of relevant sources.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• a consequence of the Christian belief on the nature of God is that his nature becomes inconsistent with the presence of suffering and evil in the world, an all loving God would not stand back and watch people suffer</li> <li>• Augustine’s theodicy implies that God cannot be blamed for the presence of suffering and evil as he makes it clear that God created a perfect world and humans are solely at fault for misusing their free will.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the strengths/weaknesses of the views that claim God is responsible for suffering and evil</li> <li>• judgement on the strengths/weaknesses of the views that claim God is not responsible for suffering and evil</li> <li>• overall judgement on the question.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• I agree with the idea of the inconsistency of the nature of God in a world with suffering and evil because if someone had the power and ability to help those in pain then surely they would?</li> <li>• it is hard to believe that an all loving and powerful God would stand back and watch innocent people suffer when he could do something about it.</li> </ul>



Part D – Miracles

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to present detailed knowledge and understanding of miracles whilst analysing and evaluating the claim that they are real.</p> <p><b>Possible approaches</b> candidates may take the following approach to the question</p> <ul style="list-style-type: none"> <li>• an explanation of religious views on miracles; an explanation of non-religious views on miracles; a discussion of strengths/weaknesses of these views</li> <li>• analysis and evaluation of the strengths and weaknesses of the religious views on miracles; analysis and evaluation of the strengths and weaknesses of the non-religious views on miracles; a reasoned conclusion on whether miracles are real.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>. No marks will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• a detailed description of a definition of a miracle</li> <li>• a detailed description of an example of a miracle</li> <li>• sources relating to these.</li> </ul> <p><b>Examples of knowledge points</b></p> <ul style="list-style-type: none"> <li>• miracles can be described as doing something that is ‘impossible’; something which is claimed to break the laws of nature</li> <li>• an example of a miracle from the Bible was God keeping the sun in the sky for about a full day over Gibeon so that Joshua could conquer the city.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• analysis of views that claim miracles are/are not real</li> <li>• analysis of the evidence used to support views that claim miracles are real/not real</li> <li>• analysis of the evidence used to support views that claim miracles are not real</li> <li>• analysis of relevant sources.</li> </ul> <p><b>Examples of analysis points</b></p> <ul style="list-style-type: none"> <li>• a consequence of belief in miracles is that many would argue that miracles generally do not happen to those who are sane and also happen in front of credible witnesses</li> <li>• the implication of this miracle shows if we accept the possibility that a miracle happened then we have to accept the possibility that God exists.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for</b></p> <ul style="list-style-type: none"> <li>• judgement on the strengths/weaknesses of the views that claim miracles are real</li> <li>• judgement on the strengths/weaknesses of the views that claims miracles are not real</li> <li>• overall judgement on the question.</li> </ul> <p><b>Examples of evaluation points</b></p> <ul style="list-style-type: none"> <li>• it is hard to believe in miracles when evil is so prominent, why would an all-loving and all-powerful God allow such awful things to happen if he can act in the world?</li> <li>• I disagree that believing in miracles means you have to believe in a God because not all miracles need to be categorised by God, there are many scientific miracles that happen that can be proved without the need for a God.</li> </ul>

[END OF MARKING INSTRUCTIONS]