



National  
Qualifications  
SPECIMEN ONLY

**S864/76/12**

**Religious, Moral and  
Philosophical Studies  
Religious and Philosophical Questions**

Date — Not applicable

Duration — 45 minutes

**Total marks — 20**

**RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 20 marks**

Attempt ONE part.

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

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

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



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## RELIGIOUS AND PHILOSOPHICAL QUESTIONS

### Attempt ONE Part

#### PARTS

- A. Origins *page 03*
- B. The existence of God *page 04*
- C. The problem of suffering and evil *page 05*
- D. Miracles *page 06*

RELIGIOUS AND PHILOSOPHICAL QUESTIONS — 20 marks  
Attempt ONE Part

Part A — Origins

Attempt this question if you have studied **Origins**.

1. To what extent do you agree that religious and scientific views on the origins of life are compatible?

20

**Part B — The existence of God**

Attempt this question if you have studied **The existence of God**.

2. To what extent do you agree that neither religious nor non-religious arguments provide conclusive proof about the existence of God?

**20**

**Part C — The problem of suffering and evil**

Attempt this question if you have studied **The problem of suffering and evil**.

3. To what extent do you agree that responsibility for suffering and evil lies with both God and humans?

**20**

**Part D — Miracles**

Attempt this question if you have studied **Miracles**.

4. To what extent do you agree that religious and scientific views on miracles are compatible?

**20**

[END OF SPECIMEN QUESTION PAPER]



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**Marking Instructions**

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

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## General marking principles for 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.

**Use of sources**

Award marks where candidates use a referenced and 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>The purpose of the question is to allow candidates to present knowledge of religious and scientific views on the origins of life, analyse these and present a reasoned conclusion on whether these views are compatible.</p> <p><b>Possible approaches:</b></p> <ul style="list-style-type: none"> <li>• explain religious views on the origins of life; explain scientific views on the origins of life; discuss challenges/compatibility</li> <li>• explain scientific views on the origins of life; explain religious views on the origins of life; discuss challenges/compatibility</li> <li>• analyse and evaluate the strengths and weakness of the religious views on the origins of life; analyse and evaluate the strengths and weakness of the scientific views on the origins of life; give a reasoned conclusion on compatibility.</li> </ul> <p>Award a maximum of <b>8 marks</b> where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that religious and scientific views on the origins of life <b>are compatible</b>; religious and scientific views on the origins of life <b>are not compatible</b>; religious and scientific views on the origins of life <b>are in some ways compatible</b>.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Knowledge and understanding – award up to 10 marks for:</b></p> <ul style="list-style-type: none"> <li>• describing religious views on the origins of life, for example: ‘Many Christians would look to Genesis 2 for an account of how God created man from dust and breathed life-giving breath into him, and created woman from man’s rib’</li> <li>• describing scientific views on the origins of life, for example: ‘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> <li>• sources relating to these.</li> </ul> <p><b>Analysis – award up to 5 marks for:</b></p> <ul style="list-style-type: none"> <li>• analysing the evidence used to support religious views on the origins of life</li> <li>• analysing the evidence used to support scientific views on the origins of life</li> <li>• analysing relevant sources.</li> </ul> <p><b>Evaluation – award up to 5 marks for:</b></p> <ul style="list-style-type: none"> <li>• giving a judgement on the strengths/weaknesses of the religious views on the origins of life</li> <li>• giving a judgement on the strengths/weaknesses of the scientific views on the origins of life</li> <li>• giving a judgement on the argument that views are compatible.</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.	<p>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.</p>	20	<p>The purpose of the question is to allow candidates to present knowledge of religious and non-religious ideas about the existence of God, analyse these and present a reasoned conclusion on whether either provide conclusive proof about the existence of God.</p> <p><b>Possible approaches:</b></p> <ul style="list-style-type: none"> <li>• explain religious ideas about the existence of God; explain non-religious ideas about the existence of God; discuss strengths/weaknesses of both ideas</li> <li>• explain non-religious ideas about the existence of God; explain religious ideas about the existence of God; discuss strengths/weaknesses of both ideas</li> <li>• analyse and evaluate the strengths and weaknesses of the religious ideas about the existence of God; analyse and evaluate the strengths and weaknesses of non-religious ideas about the existence of God; give a reasoned conclusion.</li> </ul> <p>Award a maximum of <b>8 marks</b> where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that <b>religious</b> ideas provide conclusive proof about the existence of God; <b>non-religious</b> ideas provide conclusive proof about the existence of God; <b>neither religious nor non-religious</b> ideas provide conclusive proof about the existence of God.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Knowledge and understanding – award up to 10 marks for:</b></p> <ul style="list-style-type: none"> <li>• describing religious ideas about the existence of God, for example: ‘Many Christians would argue that the existence of God can be proven through evidence of order and design in nature, otherwise known as the Teleological Argument’</li> <li>• describing non-religious ideas about the existence of God, for example: ‘Atheists would challenge the existence of God by saying that evidence of order and design and nature does not point to a creator God as there is plenty of evidence of disorder and chaos in nature’</li> <li>• sources relating to these.</li> </ul> <p><b>Analysis – award up to 5 marks for:</b></p> <ul style="list-style-type: none"> <li>• analysing the evidence used to support religious ideas about the existence of God</li> <li>• analysing the evidence used to support non-religious ideas about the existence of God</li> <li>• analysing relevant sources.</li> </ul> <p><b>Evaluation – award up to 5 marks for:</b></p> <ul style="list-style-type: none"> <li>• giving a judgement on the strengths/weaknesses of the religious ideas about the existence of God</li> <li>• giving a judgement on the strengths/weaknesses of the non-religious ideas about the existence of God</li> <li>• giving a judgement on the argument that both/neither offer conclusive proof about the existence of God.</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.	<p>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.</p>	20	<p>The purpose of the question is to allow candidates to present knowledge about responsibility for suffering and evil, analyse this and present a reasoned conclusion on whether responsibility lies with both God and humans.</p> <p><b>Possible approaches:</b></p> <ul style="list-style-type: none"> <li>• explain views that claim God is responsible for suffering and evil; explain views that claim humans are responsible for suffering and evil; give a reasoned conclusion</li> <li>• explain views that claim humans are responsible for suffering and evil; explain views that claim God is responsible for suffering and evil; give a reasoned conclusion</li> <li>• analyse and evaluate the strengths and weaknesses of the views that claim God is responsible for suffering and evil; analyse and evaluate the strengths and weaknesses of the scientific views that claim humans are responsible for suffering and evil; give a reasoned conclusion.</li> </ul> <p>Award a maximum of <b>8 marks</b> where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that <b>God</b> is responsible for suffering and evil; <b>humans</b> are responsible for suffering and evil; or <b>both</b> God and humans are responsible for suffering and evil.</p> <p><b>Knowledge and understanding – award up to 10 marks for:</b></p> <ul style="list-style-type: none"> <li>• describing views that claim God is responsible for suffering and evil, for example: ‘Some people would argue that God is responsible for suffering and evil because he gave humans free will, and if God is all-knowing he would have known that humans would misuse this’</li> <li>• describing views that claim humans are responsible for suffering and evil, for example: ‘Many Christians would say that humans are responsible for suffering and evil because they take their free will for granted and misuse this to do evil acts’</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>Analysis – award up to 5 marks for:</b></p> <ul style="list-style-type: none"> <li>• analysing the evidence used to support views that claim God is responsible for suffering and evil</li> <li>• analysing the evidence used to support views that claim humans are responsible for suffering and evil</li> <li>• analysing relevant sources.</li> </ul> <p><b>Evaluation – award up to 5 marks for:</b></p> <ul style="list-style-type: none"> <li>• giving a judgement on the strengths/weaknesses of the views that claim humans are responsible for suffering and evil</li> <li>• giving a judgement on the strengths/weaknesses of the views that claim humans are responsible for suffering and evil</li> <li>• giving a judgement on the argument that both are responsible.</li> </ul>

Part D – Miracles

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p>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.</p>	20	<p>The purpose of the question is to allow candidates to present knowledge of religious and scientific views on miracles, analyse the religious and scientific views on miracles and present a reasoned conclusion on whether these views are compatible.</p> <p><b>Possible approaches:</b></p> <ul style="list-style-type: none"> <li>• explain religious views on miracles; explain scientific views on miracles; discuss challenges/compatibility</li> <li>• analyse and evaluate the strengths and weakness of religious views on miracles; analyse and evaluate the strengths and weakness of scientific views on miracles; give a reasoned conclusion on compatibility.</li> </ul> <p>Award a maximum of <b>8 marks</b> where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that religious and scientific views on miracles <b>are</b> compatible; religious and scientific views on miracles <b>are not</b> compatible; religious and scientific views on miracles <b>are in some ways</b> compatible.</p> <p><b>Knowledge and understanding – award up to 10 marks for:</b></p> <ul style="list-style-type: none"> <li>• describing religious views on miracles, for example: ‘Religious people would say that miracles are examples of God revealing himself to humanity, for example through the burning bush in the Bible’</li> <li>• describing scientific views on miracles, for example: ‘Science would say that miracles are impossible because nature follows universal laws which apply in all places, at all times, throughout the universe’</li> <li>• sources relating to these.</li> </ul> <p><b>Analysis – award 5 marks for:</b></p> <ul style="list-style-type: none"> <li>• analysing the evidence used to support religious views on miracles</li> <li>• analysing the evidence used to support scientific views on miracles</li> <li>• analysing relevant sources.</li> </ul>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Evaluation – award 5 marks for:</b></p> <ul style="list-style-type: none"> <li>• giving a judgement on the strengths/weaknesses of religious views on miracles</li> <li>• giving a judgement on the strengths/weaknesses of scientific views on miracles</li> <li>• giving a judgement on the argument that these views can be compatible.</li> </ul>

[END OF SPECIMEN MARKING INSTRUCTIONS]

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**Change since last published:**

amendments to general marking principles in the marking instructions