



National  
Qualifications  
SPECIMEN ONLY

**SQ40/H/01**

**Religious, Moral and  
Philosophical Studies**

Date — Not applicable

Duration — 2 hours 15 minutes

---

**Total marks — 60**

**SECTION 1 — WORLD RELIGION — 20 marks**

Attempt ONE Part

**SECTION 2 — MORALITY AND BELIEF — 20 marks**

Attempt ONE Part

**SECTION 3 — RELIGIOUS AND PHILOSOPHICAL QUESTIONS— 20 marks**

Attempt ONE question from the Part you have chosen.

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

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

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



## **SECTION 1 – WORLD RELIGION**

### **Attempt ONE Part**

#### **PARTS**

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

## **SECTION 2 – MORALITY AND BELIEF**

### **Attempt ONE Part**

#### **PARTS**

- A. Religion and Justice Page 9
- B. Religion and Relationships Page 10
- C. Religion, Environment and Global Issues Page 11
- D. Religion, Medicine and the Human Body Page 12
- E. Religion and Conflict Page 13

## **SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS**

### **Attempt ONE Part**

#### **PARTS**

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

**SECTION 1 – WORLD RELIGION – 20 marks**

**Part A – Buddhism**

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

1. *Of all the beliefs Buddhists have, kamma is the one which has the greatest impact on their daily lives.*  
How valid is this view? 10
  
2. Analyse the significance of the ten precepts for followers of Buddhism. 10

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

## SECTION 1 – WORLD RELIGION – 20 marks

## Part B – Christianity

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

1. *Of all the beliefs Christians have, Jesus' resurrection is the one which has the greatest impact on their daily lives.*  
How valid is this view? 10
  
2. Analyse the significance of the gospels for followers of Christianity. 10

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

## SECTION 1 – WORLD RELIGION – 20 marks

## Part C – Hinduism

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

1. *Of all the beliefs Hindus have, karma is the one which has the greatest impact on their daily lives.*  
How valid is this view? 10
  
2. Analyse the significance of the three margas for followers of Hinduism. 10

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

## SECTION 1 – WORLD RELIGION – 20 marks

## Part D – Islam

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

1. *Of all the beliefs Muslims have, their role as khaliphas is the one which has the greatest impact on their daily lives.*  
How valid is this view? 10
  
2. Analyse the significance of the five pillars for followers of Islam. 10

[Now go to Section 2 starting on Page nine]

## SECTION 1 – WORLD RELIGION – 20 marks

## Part E – Judaism

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

1. *Of all the beliefs Jews have, being a chosen people is the one which has the greatest impact on their daily lives.*  
How valid is this view? 10
  
2. Analyse the significance of Yom Kippur for followers of Judaism. 10

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

**SECTION 1 – WORLD RELIGION – 20 marks**

**Part F – Sikhism**

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

1. *Of all the beliefs Sikhs have, haumai is the one which has the greatest impact on their daily lives.*  
How valid is this view? 10
  
2. Analyse the significance of sewa for followers of Sikhism. 10

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



## SECTION 2 – MORALITY AND BELIEF – 20 marks

## Part A – Religion and Justice

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

1. *Capital punishment raises important moral issues.*  
In what ways does moral relativism offer guidance on capital punishment? **10**
  
2. Evaluate a religious view on sentencing in the UK. **10**

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



**SECTION 2 – MORALITY AND BELIEF – 20 marks****Part C – Religion, Environment and Global Issues**

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

1. *Poverty raises important moral issues.*  
In what ways does moral relativism offer guidance on poverty? **10**
  
2. Evaluate a religious view on fair trade. **10**

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

## SECTION 2 – MORALITY AND BELIEF – 20 marks

## Part D – Religion, Medicine and the Human Body

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

1. *The treatment of embryos raises important moral issues.*  
In what ways does moral relativism offer guidance on the treatment of embryos? **10**
2. Evaluate a religious view on the sanctity of life. **10**

[Now go to Section 3 starting on Page fourteen]

## SECTION 2 – MORALITY AND BELIEF – 20 marks

## Part E – Religion and Conflict

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

1. *Strategies of modern warfare raise important moral issues.*      10  
In what ways does moral relativism offer guidance on strategies of modern warfare?
  
2. Evaluate a religious view on justifications for war.      10

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

## SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS – 20 marks

## Part A – The Origins of Life

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

1. *Belief that a divine creator is responsible for the origins of life relies not only on faith, but also on reason.*

Discuss.

In your answer you should present a reasoned and well-structured view.

20

## SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS – 20 marks

## Part B – The Existence of God

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

1. *Belief that the cosmological argument proves the existence of God relies not only on faith, but also on reason.*  
Discuss.  
In your answer you should present a reasoned and well-structured view. **20**

## SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS – 20 marks

## Part C – The Problem of Evil and Suffering

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

1. *Belief that free will is given by a God or Gods relies not only on faith, but also on reason.*  
Discuss.  
In your answer you should present a reasoned and well-structured view. **20**



**SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS – 20 marks****Part D – Miracles**

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

1. *Belief that miracles literally happen relies not only on faith, but also on reason.*  
Discuss this view **20**  
In your answer you should present a reasoned and well-structured view.

**[END OF SPECIMEN QUESTION PAPER]**



National  
Qualifications  
SPECIMEN ONLY

**SQ40/H/01**

**Religious, Moral and  
Philosophical Studies**

## Marking Instructions

---

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

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

## General Marking Principles for Higher Religious, Moral and Philosophical Studies

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

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

In this specimen paper the following skills are assessed:

- i. Critical analysis
- ii. Evaluation
- iii. Presenting reasoned and well-structured views
- i. **Critical analysis questions can be asked using the following question stems:**

*In what ways? / Analyse / Compare*

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

An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:

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

Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

**Some examples of analytical comments:**

*One cause of poverty is trading agreements between rich countries and developing countries. These are traditionally set up in such a way that the rich countries benefit more from these arrangements than the poor countries. (1 mark for showing a link between poverty and trading arrangements)*

*The teachings of Jesus include loving your enemies, loving God and loving your neighbour as yourself which have important implications for Christians, ie they should do the same. (1 mark for showing a possible consequence/implication)*

ii. **Evaluation**

**Evaluation questions can be asked using the following question stems:**

*How valid? / Evaluate*

Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:

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

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

Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

**Some examples of evaluative comments:**

*A strength of this view is that it does not prevent you making a profit out of people; it just asks you to make sure that you do not exploit them when you are making a profit. (1 mark for identifying a strength)*

*As the source suggests, haunai affects everyone, like a spiritual disease, and leads to the endless cycle of birth, death and rebirth. Therefore it is central to everyday life. (1 mark for identifying the relevance of a source)*

iii. **Presenting reasoned and well-structured views**

**Questions that require candidates to present reasoned and well-structured views can be asked using the following question stems:**

*Discuss/To what extent?*

These types of questions require candidates to connect points of analysis and evaluation to construct an argument(s) leading to a clear overall judgement on the question.

**1 mark** will be awarded where the candidate makes a clear overall judgement on the question, supported by at least one valid and relevant reason.

**A further 1 mark** will be awarded where the candidate also organises their overall response into a coherent line of argument in response to the question.

#### **An example of an overall judgement**

*The Judeo-Christian concept of God creates problems for free will because if God is omniscient and knows everything that there is to know, including the future, then it is difficult to see how either reason or faith could be used to prove that there is such a thing as free will because it goes against all concepts of God. (1 mark for a clear overall judgement on the question, supported by at least one valid and relevant reason)*

#### **Use of sources**

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

## Overview of Detailed Marking Instructions

### Critical analysis questions (10 marks):

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

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

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

Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

### Evaluation questions (10 marks):

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

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

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

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

Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

### Presenting reasoned and well-structured views questions (20 marks)

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

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

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

Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

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

Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.

Candidates will be awarded **1 mark** where there is a clear overall judgement on the question, supported by at least one valid and relevant reason. A further **1 mark** will be awarded where the candidate also organises their overall response into a coherent line of argument in response to the question.

Detailed Marking Instructions for each question

SECTION 1 – WORLD RELIGION

Part A – Buddhism

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding.</p> <p>For a knowledge mark to be awarded, points must be:</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• The realm you are reborn into is a result of the kamma from your previous life and the future existence you have will depend on the kamma you generate in this current life.</li> <li>• The Law of Kamma is the moral law of cause and effect related to intentional actions. Buddhists believe this relates to the body, the mind and speech.</li> <li>• Buddhists wish to be free from suffering, cravings and constant rebirths. By achieving enlightenment they can escape these afflictions.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• The statement is right because the cumulative effect of kamma means the actions of each and every day must be thought through very carefully.</li> <li>• Buddhists would be likely to agree because building up skilful actions everyday would lead to escaping Samsara altogether or at least ensuring a better rebirth in the next life.</li> <li>• Other beliefs have a greater impact on their daily lives. For example, people are motivated by goals. Thus, Buddhists could argue that Nibbana is the belief which has the greatest impact.</li> </ul>



Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		
2	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of 4 marks, 1 mark should be</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• The precepts are a straightforward, practical guide to what you should avoid doing. They are helpful tools which lead to happier and more fulfilled lives.</li> <li>• The precepts promote positive qualities such as compassion, generosity and self-restraint, eg, by cultivating kind speech.</li> <li>• The precepts are a foundation for personal growth and development and they encourage a Buddhist to lead a moral life.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• Monastic Buddhists follow all ten precepts and this will help them become free from all sensual and material cravings, which in turn should help them become enlightened.</li> <li>• The ten precepts establish that Buddhists should avoid conflict and aggression and instead act in a co-operative and peaceful way. When individuals follow the ten precepts they set an example to wider society. The consequences would be a safer and happier society for everyone.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		

Part B – Christianity

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding.</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• The resurrection is the belief that after Jesus died on the cross and was buried, he rose again three days later and appeared to his disciples.</li> <li>• What Christians do on a daily basis is influenced by belief in the resurrection, for example, taking bread and wine at communion.</li> <li>• Christians believe that if they follow Jesus’ teachings and accept Jesus as their saviour then a new life awaits them.</li> </ul> <p><i>Example evaluative points:</i></p> <ul style="list-style-type: none"> <li>• It is only because of the resurrection that Christians can have confidence that, when they pray and ask for guidance, Jesus will really listen to them because he is alive.</li> <li>• The resurrection is the most important belief because the Apostle Paul makes it very clear in 1 Corinthians 15:14 that if Jesus didn’t rise from the dead, then Christian faith is pointless.</li> <li>• In the New Testament, it says to ‘love your neighbour’. This may be seen to be as important because it involves acting with the same degree of love to strangers as it does to yourself, which could have a massive impact on a Christian’s daily life.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		
2	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• The gospels give a vivid picture of the suffering and death of Jesus. God loves them so much that he sacrificed his son.</li> <li>• Christianity is a faith rooted in historical revelation and the gospels reveal what God has done through Jesus.</li> <li>• The sacrament of Holy Communion remembers the events of the Last Supper and the death of Jesus which are recorded in each of the gospels.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• The teachings of Jesus include loving your enemies, loving God and loving your neighbour as yourself which have important implications for Christians, ie they should do the same.</li> <li>• The gospels are probably the most important books that the church possesses and the church teaches that the gospels are an accurate and authoritative source of the life of Jesus. Consequently they are read during almost all church services and the minister or priest's sermons are based on them.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		

Part C – Hinduism

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding.</p> <p>For a knowledge mark to be awarded, points must be:</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Karma is the law of cause and effect, and is the belief that all actions have consequences.</li> <li>• In order to generate good karma and have a better rebirth, Hindus must only carry out moral actions, thoughts and intentions.</li> <li>• Hindus recognise that there is a divine spark in all humans which impacts on how they treat themselves and others. This is called the atman.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• I think that karma does have the greatest impact because in Brihadaranyaka Upanishad IV it says that not only does karma affect actions, but also thoughts and intentions.</li> <li>• Recognising that all humans have a divine spark should lead to carrying out moral actions which in turn will generate good karma. This makes karma the most important belief because it means Hindus can take responsibility for their future destiny.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		
2	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Karma marga involves selfless actions; through bhakti marga Hindus try to live a moral life; and jnana marga involves the study of sacred texts.</li> <li>• There is a fourth marga, which is about developing different states of consciousness, and which some describe as the culmination of the other three.</li> <li>• The three margas are found in the Bhagavad Gita and are regarded as suited to various types of people.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• The margas are significant because following one or all of the paths can deliver a person from Samsara. Individual Hindus decide on the best path for them but they cannot be exempt from the other paths, eg showing devotion through singing does not exempt a person from doing service to others.</li> <li>• Most Hindus believe that all the paths can lead to the re-unification of the soul with Brahman, although some scholars say that karma marga only offers rebirth. This shows the purpose of the margas can be</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		<p>interpreted differently by different people.</p>



Part D – Islam

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding.</p> <p>For a knowledge mark to be awarded, points must be:</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Muslims believe that all humans have a duty as Allah’s khaliphas or vice-regents. This role makes humans unique in all of Allah’s creation.</li> <li>• Human beings are the highest physical creation of God and have freedom of will and action.</li> <li>• Muslims must listen to their Fitrah which is like an inner moral compass, indicating if they are acting in a responsible manner or are committing wrongdoing.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• The view is valid. In responding to their Fitrah, by repeating actions that make them feel good, and avoiding those which make them feel guilty, Muslims should be acting as good, morally responsible vice-regents.</li> <li>• Other beliefs are more important, eg repentance. Having free will means humans have a flawed nature and Muslims have a duty to repent when they commit acts of wrongdoing, otherwise they won’t attain paradise.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		
2	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• The five pillars are five primary obligations that each Muslim must fulfil in his or her lifetime. They are sometimes called religious duties.</li> <li>• The pillars keep God at the forefront of Muslim minds and underpin attitudes towards others.</li> <li>• The pillars are found in the Qur'an and the Hadith. These are the primary textual sources of knowledge in Islam.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• When performed with others, salah becomes hugely significant for reinforcing the message of equality as all Muslims must show the same obedience and perform the prayers five times a day.</li> <li>• Muslims are unified by all having to perform the wudu washing ritual, all facing the Ka'aba in Mecca and all learning and performing the same rakahs. This brings a sense of identity and brotherhood which is important for the community.</li> <li>• Zakah benefits the self and others: the money can be used to help get people out of poverty and in giving away 2.5% of their wealth and asking nothing in return, it teaches a Muslim not to be self-centred and greedy.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		

Part E – Judaism

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding.</p> <p>For a knowledge mark to be awarded, points must be:</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Jewish people believe that they have been chosen to enter into a covenant with God. God bought the Jews out of slavery in Egypt because they were the chosen people.</li> <li>• The covenant between God and the Jews is the basis of the idea of the Jews as a chosen people. Male Jews are circumcised as a symbol of the covenant.</li> <li>• The Jewish people are to remain loyal and only worship God. God, in return, will bless Abraham and his descendants.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• Belief that they are a chosen people does have the greatest impact on Jewish daily lives and is shown through the ceremony of circumcision (brit milah). This is still performed today and is evidence that keeping the covenant to remain God’s chosen people is still relevant.</li> <li>• Belief that the Jews are a chosen people is hugely important because it has led to suffering and persecution. Jews have suffered pogroms in Russia and the Holocaust at the hands of the Nazis. So, whether for positive or negative reasons, I agree that the “chosen people” belief has a major impact on the daily lives of Jews.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		
2	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views interpretations</li> <li>• possible consequences/implications</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Yom Kippur means the ‘Day of Atonement’ and it is the holiest day of the Jewish year commanded in Leviticus chapter 23.</li> <li>• Jews believe that their fate for the coming year is inscribed in the book of life on Rosh Hashanah and sealed on Yom Kippur.</li> <li>• Yom Kippur is unique for the confessional, or vidui, that is part of the prayers. The Kol Nidre forgives Jews for vows that they could not keep.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• For the individual, Yom Kippur is the day a person can say sorry for sins committed against God. Atonement means ‘at-one-ment’ – in other words, Jews can become ‘at one’ with God again and start the new year afresh.</li> <li>• The prayers of confession remind Jews that they share in the consequences of other people’s sins, so by repenting the community can also make a fresh start.</li> <li>• Yom Kippur emphasises the sovereignty of God by doing two things: reminding Jews that God has control over an individual’s fate and secondly that humans are accountable to God for their conduct.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited with knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		

Part F – Sikhism

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding.</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Haumai means ‘egoism’. It refers to the self-centred way that we often live our lives.</li> <li>• It derives from maya, the illusion that the material world can bring us lasting happiness.</li> <li>• Maya and haumai are part of the human condition, and were created by God.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• The source “In haumai he comes and in haumai he goes; in haumai he is born and in haumai he dies” (GGS 466) proves that haumai is central to everyday life because haumai affects everyone, like a spiritual disease, and leads to the endless cycle of birth, death and rebirth.</li> <li>• Despite being part of the human condition, maya and haumai can be overcome through positive use of free will, therefore free will has a greater impact.</li> <li>• Free will has more impact because it is only by using free will to try to develop virtues such as compassion and selflessness that Sikhs can benefit from God’s grace and so transcend haumai and maya.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		
2	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Sewa – selfless service to others, with no thought of personal reward.</li> <li>• Sewa can be done through the body and through sharing wealth. For example, Sikhs can donate, prepare and serve food in the langar to exemplify their belief that all people are equal.</li> <li>• Sewa can be done by thinking about how to alleviate the suffering of others. Sikhs can give of their time, money and expertise in their day-to-day lives.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• The barriers to reunion, maya and haumai, can only be overcome by becoming completely God-focused. Consequently, by carrying out acts of sewa, Sikhs can move closer to reunion with God by acting with God in mind at all times.</li> <li>• Sikhs must be cautious when performing acts of sewa because there is a danger that people will subconsciously begin to think about the rewards that might come from performing acts of sewa, such as generating</li> </ul>



Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		positive karma.

## SECTION 2 – MORALITY AND BELIEF

### Part A – Religion and Justice

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Governments around the world do not agree on whether capital punishment is an acceptable practice or not. Its ethical status is relative to the country a criminal is in.</li> <li>• Moral relativism is the view that moral truths are relative to time, culture and situation.</li> <li>• Capital punishment is the use of the death penalty by the state. It is usually reserved for the most serious offences.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• A cruel society could impose brutal forms of the death penalty on individuals through highly suspect justice systems. A moral relativist would have to accept the actions of a cruel society because ultimately nobody has got a claim to absolute moral truth.</li> <li>• In some countries with the death penalty, jurors must be willing to convict knowing that the death penalty is the possible sentence given by the judge. This makes it likely that the jurors are biased in favour of the death penalty because they wouldn't otherwise be accepted as a juror.</li> <li>• A moral relativist might respond that relativism can give moral guidance that applies more widely than just a particular country or particular time. They could claim that because there is a growing international consensus against the death penalty, individual countries might have less right to use it, even if it is not universally wrong.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		
2	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• The Bible encourages Christians to be forgiving, eg in Matthew 6:14 it says that if you forgive others then God will forgive you.</li> <li>• The law is there to protect society and sentencing is a part of the process for how society deals with crime.</li> <li>• Restorative justice seeks the rehabilitation of the offender and the repair of the victim's injury.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• A restorative justice approach could help them reform their ways. This doesn't mean that criminals aren't forgiven – rather it shows that it is</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		<p>right to forgive but at the same time it is right to punish.</p> <ul style="list-style-type: none"> <li>• Some Christian views are not simply about punishing the criminal; they want to see the criminal reformed. What is good about this view is that it recognises that punishment alone is not enough – something has to be done to try to make the offender avoid offending in future.</li> <li>• Jail is a strength of sentencing law because it benefits both the offender and society; the criminal cannot commit crimes again and society will not have to suffer from them again.</li> </ul>

Part B – Religion and Relationships

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Moral relativism is an approach to making moral decisions that begins with the idea that there is no fixed set of moral rules.</li> <li>• What is right and wrong changes from time to time, place to place, and even from person to person.</li> <li>• Moral relativism has contributed to a redefining of marriage which has broadened the definition from a union between a man and a woman to a union between any two people of legal age.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• In many cultures marriage is monogamous and moral relativists would have no problem with this, because of the principle that what is right is dependent on the social and cultural context. If a monogamous marriage system works and is valued by society, then it is right.</li> <li>• There is growing support in Europe for legalising same sex marriages. Moral relativism would see this change as an example of the principle that moral truths change over time, and that therefore there could be no moral objection to the definition of marriage changing.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		
2	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• A key Buddhist teaching is anatta or ‘no soul’ which links to the belief in anicca or impermanence.</li> <li>• Buddhists believe there is no self – the image we have of ourselves is a delusion.</li> <li>• In the Theravada tradition it is only monks who can reach Enlightenment, women can’t.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• I think there is gender inequality within Buddhism in both religious and social ways. For example, a female nun is considered lower in rank to a</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		<p>male monk, even if the male has only been a monk for a day.</p> <ul style="list-style-type: none"> <li>• The Mahayana view offers most equality for men and women because everyone is capable of attaining the ultimate goal of Buddhism – Nibbana – whether they are male or female. I agree with this because if gender is impermanent then it shouldn't matter if you are a man or a woman.</li> </ul>

Part C – Religion, Environment and Global Issues

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Moral relativism is the view that morals change depending on the time, place, situation and culture.</li> <li>• Moral relativism doesn't recognise an independent standard of moral goodness and moral views can change in light of reform.</li> <li>• Poverty means that you live with little or no money; or means of providing material needs. It may also mean a lack of opportunities, such as not having an education.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• One cause of poverty is trading agreements between rich countries and developing countries. These are often set up in such a way that the rich countries benefit more from these arrangements than the poor countries.</li> <li>• If your business ethics says that you can exploit those less fortunate than yourself in order to make a profit, then the workers will remain poor and be unable to lift themselves out of poverty.</li> <li>• If you live in poverty you are more likely to suffer ill-health, homelessness, unemployment. This then repeats and the next generation suffers poverty too because they are not given the opportunities of a good education, or money with which to start businesses or invest.</li> </ul>



Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited with knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		
2	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Fair trade is the idea that trading arrangements should be set up in such a way that nobody is exploited and that everyone gets a fair reward for the labour they put into the services or products they provide.</li> <li>• A key tenet of Judaism is to pursue justice and that can happen by making consumer choices that promote economic fairness.</li> <li>• Jewish teachings caution against exploiting others and the Golden Rule says we should act in a way towards others that we would want them to act towards us.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• Rabbi Moses ben Maimonides said ‘it is forbidden to cheat people in</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		<p>buying and selling, or to deceive them’. This makes it very clear that Jewish people are obliged to be responsible in trade and business.</p> <ul style="list-style-type: none"> <li>• A strength of this view is that it does not prevent you making a profit out of people; it just asks you to make sure that you do not exploit them when you are making a profit.</li> <li>• A weakness of this view is that it is impractical. In the real world there will always be strong trading partners and weak trading partners and human nature is such that if you have a weak trading partner then you are going to exploit their weaknesses in one way or another.</li> </ul>

Part D – Religion, Medicine and the Human Body

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Moral relativism is the view that there are no moral absolutes but rather morality is relative to societal understandings varying between time and place.</li> <li>• The UK Human Fertilisation and Embryology Act allows licensed embryo research to be carried out on embryos up to 14 days.</li> <li>• Embryological studies show that the process of fertilisation is a process, not a moment – the cells within an embryo continually divide for the first 14 days and retain the possibility of splitting into separate beings.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• Moral relativism would not say that the treatment of embryos was not subject to any universal moral rules. Laws in the UK surrounding the treatment of embryos have not been consistent and this shift in law shows that the treatment of embryos has already been affected by moral relativism.</li> <li>• An absolutist Christian could argue that life at this stage is a product of God’s creation and should always be protected, regardless of time or place. Moral relativism may have no response to this, because it cannot provide a secure basis for any moral judgement on the issue.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		
2	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Muslims believe that life is sacred because Allah is the creator and the owner of all life. In Surah 42:50 it says that Allah gives life to whom he pleases.</li> <li>• The Hadith is important source material about religious practice and law. It says, ‘Anyone who throws themselves down from a rock and commits suicide will be throwing themselves into Hell’.</li> <li>• Muslims believe that those who are condemned to hell suffer physical and spiritual torment for eternity. This is to be avoided by obeying God.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Up to a maximum of 4 marks, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point up to a maximum of 6 marks for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		<p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• It is difficult to be absolutely clear on Muslim views about the sanctity of life because there is some support in the Hadith to say that a foetus gains its ruh at 120 days, but other Muslims insist that life begins at conception and is sacred from that point.</li> <li>• Although destroying life at any point is wrong, such as through abortion, it could be seen as less wrong than endangering a mother’s life. There is a general principle in Sharia of choosing the lesser of two evils – it says in the Qu’ran ‘To fear Allah as much as you can’. (Surah 64:16)</li> </ul>

Part E – Religion and Conflict

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Moral relativism means that moral norms which are permitted or prohibited are relative to time and place; it is not a blanket approval system for ‘anything goes’.</li> <li>• One strategy of modern warfare is the use of remotely piloted drones which target and deploy weapons from the air. These are used to interfere with or destroy enemy targets.</li> <li>• This kind of technology has been developing since the First World War when the Hewitt-Sperry automatic airplane project began.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• Through protocol 1 of the Geneva Convention, many countries have agreed that there is a legal requirement to accept the surrender of an individual who wants to surrender, making it a permitted moral norm.</li> <li>• Because individuals can’t surrender or identify themselves as non-combatants to a remotely piloted drone, a moral relativist approach identifies that the use of unmanned drones is inconsistent with protocol 1; but it doesn’t provide an unequivocal answer or guidance on whether use of unmanned drones is right or wrong.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point <b>up to a maximum of 6 marks</b> for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse)</li> </ul>		
2	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul>	10	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Hinduism has rules that encompass the rights and duties of different castes, for example, kshatriyas.</li> <li>• Hindu scriptures like the Rig Veda, the Bhagavad Gita and the Ramayana epic all exhibit the belief that it is right to use force in self-defence.</li> <li>• Ahimsa expresses belief in the sacredness of all living creatures and urges the avoidance of harm and violence.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• It is clear that the doctrine of ahimsa has some weaknesses because it opposes – but does not necessarily prohibit – violence. In some instances, like self-defence, ahimsa has to co-exist with the use of force.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Up to a maximum of 4 marks, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Candidates will be awarded 1 mark for each valid point up to a maximum of 6 marks for relevant knowledge and understanding. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie evaluate)</li> </ul> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		<ul style="list-style-type: none"> <li>• Some teachings in the Bhagavad Gita are no longer relevant. For example, in the Bhagavad Gita, war is portrayed as a moral duty for the kshatriyas but this makes no sense in a modern age where castes have mixed and people no longer follow the professions of their ancestors.</li> <li>• A justification of self-defence is, in my view, inapplicable as the atomic age threatens all humanity with annihilation so it seems ironic to argue for the preservation of any one nation.</li> </ul>



## SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS

### Part A – The Origins of Life

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>This question is worth 20 marks. Marks will be available for:</p> <ul style="list-style-type: none"> <li>• relevant knowledge/ understanding</li> <li>• analysis</li> <li>• evaluation</li> <li>• expressing a reasoned and well-structured view</li> </ul> <p><i>Knowledge and understanding</i> Up to a maximum of <b>10 marks</b>, 1 mark should be awarded for each relevant developed point of knowledge used to respond to the question.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse/evaluate)</li> </ul> <p><i>Analysis</i> Analysis involves identifying parts, the relationship between them, and their</p>	20	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Reason is about making sense of things using the senses, empiricism and different types of deduction.</li> <li>• Literalists believe that their religious creation accounts are historically true and that their account is infallible.</li> <li>• The origins of life have a natural explanation: simple organic molecules developed the ability to replicate, became more complex and began to undergo natural selection.</li> <li>• Scientists use lines of evidence to support their views, eg radiometric dating and ancient fossils.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• There are different approaches to creation accounts and not everyone interprets these in a literal manner. Some religious people say that God literally created the universe, but the account of how it was created (eg in six days) should be understood metaphorically.</li> <li>• Most Hindus today see creation accounts as allegories or metaphors rather than literal truth. Consequently, they accept alternative explanations that science and philosophy can offer.</li> <li>• Some religious people believe that faith alone is enough to prove that there is a divine creator responsible for the origins of life, whilst some non-religious people might say evidence or logic is needed in order to demonstrate that a claim is true.</li> </ul> <p><i>Example evaluation points:</i></p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and</p>		<ul style="list-style-type: none"> <li>• The view is not valid. The belief that there is a divine being with the power and knowledge to create life can only be accepted with faith. There is no empirical evidence that proves such a being exists, so reason doesn't come into it.</li> <li>• The view is valid because some scientific explanations have unexplained gaps. For some religious liberalists, God, the divine creator, fills these gaps.</li> </ul> <p><i>Example overall judgement:</i></p> <ul style="list-style-type: none"> <li>• The claim is not valid. The process of natural selection continues today, with different species adapting to their environments or becoming extinct. This view of the origins of life is based on empiricism and deduction, and although not everything is known about life's origins, this view is supported with evidence. Therefore explanations that use God are not based on reason.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>understanding marks provided they meet the criteria for this.</p> <p><i>Evaluation</i> Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p>		

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p><i>Reasoned view</i> Marks for a reasoned view will be awarded where a candidate answers the question in a way that builds on the knowledge and understanding, analytical and evaluative points they have made in their answer.</p> <p><b>1 mark</b> will be awarded where the candidate makes a clear overall judgement on the question, supported by at least one valid and relevant reason.</p> <p>A further <b>1 mark</b> will be awarded where the candidate also organises their overall response into a coherent line of argument in response to the question.</p>		

## Part B – The Existence of God

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>This question is worth 20 marks. Marks will be available for:</p> <ul style="list-style-type: none"> <li>• relevant knowledge/ understanding</li> <li>• analysis</li> <li>• evaluation</li> <li>• expressing a reasoned and well-structured view</li> </ul> <p><i>Knowledge and understanding</i> Up to a maximum of <b>10 marks</b>, 1 mark should be awarded for each relevant developed point of knowledge used to respond to the question.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse/evaluate)</li> </ul> <p><i>Analysis</i> Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating</p>	20	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• The relationship between faith and reason can be understood in three ways: in conflict; incompatible; compatible.</li> <li>• Aquinas’ five proofs for the existence of God are known as the ‘Five Ways’ and one of these is known as the ‘argument of the unmoved mover’.</li> <li>• Faith is a firm belief in something, even if there is no tangible proof. It is the opposite of doubt.</li> <li>• The cosmological argument exists in several forms. One of these is the Kalam cosmological argument.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• Animals and humans are moved by parts of themselves, eg legs. The legs depend on bones, muscles, and nerve signals to the brain for them to move. So the act of walking is the result of a number of other things having to move.</li> <li>• If humans and other life move themselves then they are self-movers and are not moved by something else. This would contradict Aquinas’ view that everything moves because of a first mover.</li> <li>• Aquinas famously said, ‘we must love them both (faith and reason)... for both have laboured in the search for truth and both have helped us in finding it’. This clearly implies that faith and reason are equally important in determining God’s existence.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• Aquinas’ argument is weak because it is possible to say, as Isaac Newton did, that things can continue in motion indefinitely until stopped by another force, so it is quite possible for something to have always been in</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>implications. An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>motion without ever having been moved in the first place.</p> <ul style="list-style-type: none"> <li>• Aquinas' argument is weak because, although he adequately establishes that things move and that they depend on something else for movement, he only proves the possibility of a first mover; but does not prove that the first mover is God.</li> </ul> <p><i>Example overall judgement:</i></p> <ul style="list-style-type: none"> <li>• The claim is true where Aquinas' argument is used. He said 'we have a more perfect knowledge of God by grace than by natural reason' which means that knowledge is dependent on both the senses and divine revelation. This affirms the view that both faith and reason are needed to believe that this version of the cosmological argument proves God's existence.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p><i>Evaluation</i> Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p> <p><i>Reasoned view</i> Marks for a reasoned view will be awarded where a candidate answers the question in a way that builds on the knowledge and</p>		

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>understanding, analytical and evaluative points they have made in their answer.</p> <p><b>1 mark</b> will be awarded where the candidate makes a clear overall judgement on the question, supported by at least one valid and relevant reason.</p> <p>A further <b>1 mark</b> will be awarded where the candidate also organises their overall response into a coherent line of argument in response to the question.</p>		



Part C – The Problem of Evil and Suffering

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>This question is worth 20 marks. Marks will be available for:</p> <ul style="list-style-type: none"> <li>• relevant knowledge/understanding</li> <li>• analysis</li> <li>• evaluation</li> <li>• expressing a reasoned and well-structured view</li> </ul> <p><i>Knowledge and understanding</i> Up to a maximum of <b>10 marks</b>, 1 mark should be awarded for each relevant developed point of knowledge used to respond to the question.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse/evaluate)</li> </ul> <p><i>Analysis</i> Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p>	20	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Free will is the belief that we are free to choose how we act. The opposite of free will is determinism.</li> <li>• The Judaeo-Christian concept of God is that he is all-knowing and all-powerful which gives him control over our actions.</li> <li>• The Bible says that God has a role in directing the history of humanity and that humanity has the ability to choose between right and wrong.</li> <li>• Faith is belief that is not based on proof. Evidence is not necessary.</li> </ul> <p><i>Example analysis points:</i></p> <ul style="list-style-type: none"> <li>• Augustine believed in both free will and in pre-destination, but this is not logical because you can have one or the other but not both. If we are free then our lives cannot be pre-determined, but if they are pre-determined then we cannot be free.</li> <li>• If it is God that is behind the evil things that we do then human beings cannot be held responsible for doing these evil things. So, this leaves us in the position of having to try to work out whether or not we have free will.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• I think the view is not valid because some scientists say that psychologically we are predisposed towards certain types of behaviour and decisions and these are influenced by our background and our education, not by a divine being.</li> <li>• I don't think it's possible to know because even Maimonides ducked the issue by saying that God has fore-knowledge and man has free will and this contradiction cannot be understood by our limited finite means.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p><i>Evaluation</i> Evaluation involves making a judgement</p>		<p><i>Example overall judgement:</i></p> <ul style="list-style-type: none"> <li>• The Judeo-Christian concept of God creates problems for free will because if God is omniscient and knows everything that there is to know, including the future, then it is difficult to see how either reason or faith could be used to prove that there is such a thing as free will because it goes against all concepts of God.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</b></p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this.</p> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p> <p><i>Reasoned view</i> Marks for a reasoned view will be awarded where a candidate answers the question in a way that builds on the</p>		

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>knowledge and understanding, analytical and evaluative points they have made in their answer.</p> <p><b>1 mark</b> will be awarded where the candidate makes a clear overall judgement on the question, supported by at least one valid and relevant reason. A further <b>1 mark</b> will be awarded where the candidate also organises their overall response into a coherent line of argument in response to the question.</p>		

Part D – Miracles

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>This question is worth 20 marks. Marks will be available for:</p> <ul style="list-style-type: none"> <li>• relevant knowledge/understanding</li> <li>• analysis</li> <li>• evaluation</li> <li>• expressing a reasoned and well-structured view</li> </ul> <p><i>Knowledge and understanding</i> Up to a maximum of <b>10 marks</b>, 1 mark should be awarded for each relevant developed point of knowledge used to respond to the question.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (ie analyse/evaluate)</li> </ul> <p><i>Analysis</i> Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p>	20	<p><i>Example knowledge points:</i></p> <ul style="list-style-type: none"> <li>• Miracles are defined as extraordinary events, perceived to be the result of the direct, purposeful action of God(s).</li> <li>• There are many accounts of miracles in the Christian gospels. Jesus is reported to have performed 37.</li> <li>• Faith alone means that belief is held even if evidence is lacking, or even against compelling evidence.</li> <li>• Reason is the capacity for logical and rational thought. From this, we can infer that something is the case.</li> </ul> <p><i>Example analytical points:</i></p> <ul style="list-style-type: none"> <li>• If it is true that ‘supernatural and miraculous stories chiefly are initiated by ignorant and uncivilised people’ (Hume), then modern reports of miracles should not be happening because most people are educated.</li> <li>• For those reliant on faith, miracle accounts are evidence enough because they can be taken as historically and literally true. But in contrast to this, Hume wrote ‘that no testimony is sufficient to establish a miracle’.</li> </ul> <p><i>Example evaluation points:</i></p> <ul style="list-style-type: none"> <li>• Hume’s claim that miracle reports of different religions cancel each other out, making none of them effective proof of God’s or divine action in the world, is weak. This claim criticises religion but does little to attack belief in the existence of miracles itself.</li> <li>• I agree with Hume because he said belief should always be proportioned to evidence and never reliant on faith. This makes sense because miracles are exceedingly improbable events and the only support for them is from people reporting that they happen.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure</li> </ul> <p>Up to a maximum of <b>4 marks</b>, 1 mark should be awarded for each relevant analytical point used to respond to the question. Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited with knowledge and understanding marks provided they meet the criteria for this.</p>		<p><i>Example overall judgement:</i></p> <ul style="list-style-type: none"> <li>• Reason gives more support than faith for the view that miracles do happen. Literalists could point out that the gospels are written by different people and even Josephus, a Jewish historian with no Christian agenda, wrote of Jesus' 'mighty deeds'. If Hume's argument were taken to be true then it would mean that all these writers were independently lying, which is relatively unlikely.</li> </ul>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p><i>Evaluation</i> Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, eg of a viewpoint or source</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment</li> </ul> <p><b>Up to a maximum of 4 marks</b>, 1 mark will be awarded for each reasoned evaluative comment used to respond to the judgement.</p> <p>Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited as knowledge and understanding marks provided they meet the criteria for this</p> <p>Where appropriate, the candidate may fully agree, fully disagree or make points on both sides – all are acceptable as a route to full marks.</p> <p><i>Reasoned view</i> Marks for a reasoned view will be awarded where a candidate answers the question in a way that builds on the</p>		

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>knowledge and understanding, analytical and evaluative points they have made in their answer.</p> <p><b>1 mark</b> will be awarded where the candidate makes a clear overall judgement on the question, supported by at least one valid and relevant reason.</p> <p>A further <b>1 mark</b> will be awarded where the candidate also organises their overall response into a coherent line of argument in response to the question.</p>		

[END OF SPECIMEN MARKING INSTRUCTIONS]