



2013 Religious, Moral and Philosophical Studies

Higher Paper 1

Finalised Marking Instructions

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2013 Religious, Moral and Philosophical Studies
Higher Paper 1

Section 1 – Morality in the Modern World

Topic 1 – Crime and Punishment

Specific Marking Information

***Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark***

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none">• Accurate, relevant and detailed knowledge of content is demonstrated.• The information is presented in a coherent manner.• Information is communicated effectively using accurate terminology.
Analysis and evaluation	<ul style="list-style-type: none">• Analysis of issues and viewpoints is shown.• Evaluation is balanced and informed.

Question No.		Question: 1	Approx Marks weightings: 50% KU– 50%AE	
1.(a)	Q MI	<p>What is meant by “respect of persons” in Kantian Ethics?</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The second formulation of the Categorical Imperative • A moral act will not use people as means to an end • Treat people with dignity • Don't exploit people. 	3	
1.(b)	Q MI	<p>Describe Utilitarian ethics.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Based on the consequences of an action • Based on the principles of pleasure and pain • A moral act must aim to create the greatest happiness for the greatest number • Act Utilitarianism considers the consequences of individual actions • Rule Utilitarianism formulates general rules based on experience • Historical development. • Examples can be given to highlight a point 	4	
1.(c)	Q MI	<p>What is meant by reformation?</p> <p><i>Marking Instructions: Candidate may illustrate their description by using examples and should be given credit for this.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Criminal changes for the better • Understands why crime was wrong • Understands need to change • Usually involves remorse/repentance • Forms of reformation. 	3	

Question No.		Question: 1	Approx Marks weightings: 50% KU– 50%AE	
1.(d)	Q MI	<p>Explain Utilitarian views on the purposes of punishment.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point, a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Deterrence can increase happiness if fewer crimes are committed • The good achieved should be greater than evil done • Reformation benefits all society if crime is not repeated • Retribution acceptable if majority benefit • Application act utilitarian principles • Application of rule utilitarian principles. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q MI	<p>What is meant by economic causes of crime?</p> <ul style="list-style-type: none"> • Crime is caused by poverty • Crime is caused by social deprivation • Crime is caused by poor housing • Crime caused by economic pressures • Individuals commit crimes out of need rather than greed or desire • White collar crime can have an economic basis. 	4	
2.(b)	Q MI	<p>“Economic factors are no excuse for committing crimes.” Explain how this view can be justified.</p> <p><i>Marking Instructions: Candidates are not expected to write six different points although they should not be penalised if they do. There is no maximum or minimum number of marks for each point made.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • People know the difference between right and wrong • Criminal behaviour is a choice • Other people are poor and do not commit crime • Support for the poor is available • People try to live beyond their means • Poverty is not the cause – it is greed. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	Q MI	<p>Describe two religious responses to the issue of abolishing the death penalty.</p> <p><i>Marking Instructions: Responses need not be opposing responses nor do they need to be from different religions. Candidates must specify that the responses are religious and not simply opt for general moral responses to the issue. It is acceptable for candidates to use responses that might also be secular but an effort must be made to identify them as a religious point of view. A maximum of two marks for each response.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably cover issues from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 	6	
3.(b)	Q MI	<p>To what extent do you agree with these religious responses?</p> <p><i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responsibilities that can be covered so detailing all possibilities would be impossible. Answers will probably relate to the agreement or disagreement on issues arising from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practices. 		10
Total			20KU	20AE

Topic 2 – Gender

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none">• Accurate, relevant and detailed knowledge of content is demonstrated.• The information is presented in a coherent manner.• Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none">• Analysis of concepts, processes, evidence, etc is shown.• Evaluation is balanced and informed.

Question No.		Question: 1	Approx Marks weightings: 50% KU– 50%AE	
1.(a)	Q MI	<p>What is meant by “respect of persons” in Kantian Ethics?</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The second formulation of the Categorical Imperative • A moral act will not use people as means to an end • Treat people with dignity • Don't exploit people. 	3	
1.(b)	Q MI	<p>Describe Utilitarian ethics.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Based on the consequences of an action • Based on the principles of pleasure and pain • A moral act must aim to create the greatest happiness for the greatest number • Act Utilitarianism considers the consequences of individual actions • Rule Utilitarianism formulates general rules based on experience • Historical development. 	4	
1.(c)	Q MI	<p>What is the role of the Equality and Human Rights Commission (EHRC) in relation to gender issues?</p> <ul style="list-style-type: none"> • Monitor equality • Protect, enforce and promote equality across a wide range of areas • Provide support with issues arising from pregnancy and maternity • Raise awareness of equality and human rights issues. 	3	

Question No.		Question: 1	Approx Marks weightings: 50% KU– 50%AE	
1 (d)	Q MI	<p>Explain Utilitarian views on gender issues in the UK.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point, a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Half the population are female so their happiness must be considered • Abuse, discrimination produce more pain than pleasure • Stereotyping (eg sexual) gives pleasure to many males – might outweigh the unhappiness of females • Rule Utilitarians might develop general rules based on equality and fairness • Application act utilitarian principles • Application of rule utilitarian principles. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	Q MI	<p>What is meant by the empowerment of women?</p> <p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Giving women the skills and opportunities to make their own decisions • Access to education • Health rights • Voting rights • Financial independence • Freedom from oppression, exploitation and abuse. 	4	
2.(b)	Q MI	<p>“In the UK the empowerment of men is just as important as the empowerment of women.” Explain how this view can be justified.</p> <p><i>Marking Instructions: Candidates are not expected to write six different points although they should not be penalised if they do. There is no maximum or minimum number of marks for each point made.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Negative impact on men of unemployment • Emphasis on empowering women has had negative impact on men • Stereotyping of male roles puts unfair pressure on men • Negative impact on men of increased financial independence of women • Impact of feminist ideas • Diminished role of men in family and workplace. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	Q MI	<p>Describe two religious responses to the issue of violence against women in the developing world.</p> <p><i>Marking Instructions: Responses need not be opposing responses nor do they need to be from different religions. Candidates must specify that the responses are religious and not simply opt for general moral responses to the issue. It is acceptable for candidates to use responses that might also be secular but an effort must be made to identify them as a religious point of view. A maximum of two marks for each response.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably cover issues from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 	6	
3.(b)	Q MI	<p>To what extent do you agree with these religious responses?</p> <p><i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably relate to the agreement or disagreement on issues arising from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 		10
Total			20 KU	20 AE

Topic 3 – Global Issues

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential. No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark. The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates. Where candidates introduce new KU into an AE answer to make or support a point, credit should be given. Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none">• Accurate, relevant and detailed knowledge of content is demonstrated.• The information is presented in a coherent manner.• Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none">• Analysis of concepts, processes, evidence, etc is shown.• Evaluation is balanced and informed.

Question No.		Question: 1	Approx Marks weightings: 50% KU– 50% AE	
1.(a)	Q MI	<p>What is meant by “respect of persons” in Kantian Ethics?</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The second formulation of the Categorical Imperative • A moral act will not use people as means to an end • Treat people with dignity • Don't exploit people. 	3	
1.(b)	Q MI	<p>Describe Utilitarian ethics.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Based on the consequences of an actions • Based on the principles of pleasure and pain • A moral act must aim to create the greatest happiness for the greatest number • Act Utilitarianism considers the consequences of individual actions • Rule Utilitarianism formulates general rules based on experience. 	4	
1.(c)	Q MI	<p>What are the causes of poverty?</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Natural disasters • Trading inequalities • War • Politics. 	3	

Question No.		Question: 1	Approx Marks weightings: 50% KU– 50% AE	
1.(d)	Q	Explain Utilitarian views on the global distribution of wealth and resources.		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point, a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Increasing wealth does not provide commensurate increase in pleasure • Act in a way that will benefit many means that equal distribution could be an obligation • Minority benefits from unequal distribution so it is ethically wrong • Basic moral principle of equality bringing happiness to the greater number therefore we should act in a way that achieves this • Application act utilitarian principles • Application of rule utilitarian principles • Historical development. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q MI	<p>What is meant by “aid”?</p> <p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Emergency aid • Appropriate Aid • Tied Aid • Food Aid • Technical Assistance • Financial Aid. 	4	
2.(b)	Q MI	<p>“Conditions should be attached to all aid given to poor countries.” Explain how this view can be justified.</p> <p><i>Marking Instructions: Candidates are not expected to write six different points although they should not be penalised if they do. There is no maximum or minimum number of marks for each point made.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Can help ensure that aid is used effectively • Can help control corruption • Can help restore or develop democracy • Can remove a culture of dependency • Can give access to valuable resources • Can give strategic advantage to donor • Can provide protection for population • Can provide structure for chaotic states. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	Q MI	<p>Describe two religious responses to the issue of stewardship of the environment.</p> <p><i>Marking Instructions: Responses need to be opposing responses nor do they need to be from different religions. Candidates must specify that the responses are religious and not simply opt for general moral responses to the issue. It is acceptable for candidates to use responses that might also be secular but an effort must be made to identify them as a religious point of view. A maximum of two marks for each response.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably cover issues from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 	6	
3.(b)	Q MI	<p>To what extent do you agree with these religious responses?</p> <p><i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably relate to the agreement or disagreement on issues arising from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 		10
		Total	20 KU	20 AE

Topic 4 – Medical Ethics

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none">• Accurate, relevant and detailed knowledge of content is demonstrated.• The information is presented in a coherent manner.• Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none">• Analysis of concepts, processes, evidence, etc is shown.• Evaluation is balanced and informed.

Question No.		Question: 1	Approx Marks weightings: 50% KU – 50% AE	
1.(a)	Q MI	<p>What is meant by “respect of persons” in Kantian Ethics?</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The second formulation of the Categorical Imperative • A moral act will not use people as means to an end • Treat people with dignity • Don't exploit people. 	3	
1.(b)	Q MI	<p>Describe Utilitarian ethics.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Based on the consequences of an action • Based on the principles of pleasure and pain • A moral act must aim to create the greatest happiness for the greatest number • Act Utilitarianism considers the consequences of individual actions • Rule Utilitarianism formulates general rules based on experience. 	4	
1.(c)	Q MI	<p>In what situations has voluntary euthanasia been used?</p> <ul style="list-style-type: none"> • Patients with a terminal illness • No chance of recovery • Where there is unbearable and hopeless suffering • Extremely poor quality of life • Where all possible alternatives have been tried • Where a living will has been made • Specific case studies • Forms of assisted suicide. 	3	

Question No.		Question: 1	Approx Marks weightings: 50% KU – 50% AE	
1.(d)	Q MI	<p>Explain Utilitarian views on euthanasia.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Application of The Greatest Happiness Principle • Where no pleasure is produced, minimising pain is the focus • Can reduce suffering for those involved • Upholds the liberty of the patient's right to make choices • Concern over non voluntary • More pleasure created than pain? • Application act utilitarian principles • Application of rule utilitarian principles • Historical development. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q MI	<p>What is involved in embryonic stem cell research?</p> <p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers</i></p> <ul style="list-style-type: none"> • Research into genetic diseases • Research into causes of infertility, miscarriage • Find cures/treatments/better drugs • Better forms of contraception • Process of creating stem cells • Process of IVF. 	4	
2.(b)	Q MI	<p>“Embryonic stem cell research is a necessary evil.” Explain how this view can be justified.</p> <p><i>Marking Instructions: Candidates are not expected to write six different points although they should not be penalised if they do. There is no maximum or minimum number of marks for each point made.</i></p> <ul style="list-style-type: none"> • Question of personhood – embryos not sentient beings • Only up to 14 days • Can lead to cures to diseases • Can lead to a reduction of generic disorders • Can lead to improved drugs/treatments • Offers hope for infertile couples • Offers hope of a healthy child to couples who are genetically at risk • Offers an opportunity to select desirable traits • Can't undo scientific progress – duty to use this to improve human race • Suffering of potential human beings is far outweighed by benefits to actual human beings. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	Q MI	<p>Describe two religious responses to the issue of non-voluntary euthanasia.</p> <p><i>Marking Instructions: Responses need not be opposing responses nor do they need to be from different religions. Candidates must specify that the responses are religious and not simply opt for general moral responses to the issue. It is acceptable for candidates to use responses that might also be secular but an effort must be made to identify them as a religious point of view. A maximum of two marks for each response.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably cover issues from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 	6	
3.(b)	Q MI	<p>To what extent do you agree with these religious responses?</p> <p><i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably relate to the agreement or disagreement on issues arising from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 		10
Total			20 KU	20 AE

Topic 5 – War and Peace

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

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The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

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Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none">• Accurate, relevant and detailed knowledge of content is demonstrated.• The information is presented in a coherent manner.• Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none">• Analysis of concepts, processes, evidence, etc is shown, and/or• Evaluation is balanced and informed.

Question No.		Question: 1	Approx Marks weightings: 50% KU – 50% AE	
1.(a)	Q MI	<p>What is meant by “respect of persons” In Kantian Ethics?</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The second formulation of the Categorical Imperative • A moral act will not use people as means to an end • Treat people with dignity • Don't exploit people. 	3	
1.(b)	Q MI	<p>Describe Utilitarian ethics.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Based on the consequences of an action • Based on the principles of pleasure and pain • A moral act must aim to create the greatest happiness for the greatest number • Act Utilitarianism considers the consequences of individual actions • Rule Utilitarianism formulates general rules based on experience • Historical development. 	4	
1.(c)	Q MI	<p>In what ways do countries respond to aggression?</p> <ul style="list-style-type: none"> • Negotiate • Attack • Strengthen borders • Capitulate • Turn to allies for support • Impose sanctions • Martial law. 	3	

Question No.		Question: 1	Approx Marks weightings: 50% KU – 50% AE	
1.(d)	Q MI	<p>Explain Utilitarian responses to war.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point, a mark should be awarded</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Benefits gained would have to outweigh the pain caused by those who would be killed, injured or bereaved in a conflict • Negotiation would be seen as ideal because both sides would be happier if there is no bloodshed • Strengthening your defences could act as a deterrent for aggressive nations, thus preventing the loss of lives and making a happier society • Capitulating would be acceptable if it produces more happiness overall, you could put an end to the pain of your civilians and try and negotiate better conditions for them tied to your surrender • Application act utilitarian principles • Application of rule utilitarian principles. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q MI	<p>What is meant by chemical weapons?</p> <p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Weapons that use a poisonous chemical to injure or kill • Explain examples like Agent Orange, Sarin, Mustard Gas • They are more powerful than conventional weapons • May give examples of conflicts where they have been used. 	4	
2.(b)	Q MI	<p>“Chemical weapons should have a place in modern warfare.” Explain how this view can be justified.</p> <p><i>Marking Instructions: Candidates are not expected to write six different points although they should not be penalised if they do. There is no maximum or minimum number of marks for each point made.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Possessed by others • Like for like strikes • Deterrent purposes • Can create panic • Can be indiscriminate thereby causing panic • Does not harm the infrastructure • Possession acts as a deterrent • They have been used successfully before. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	<p>Q</p> <p>MI</p>	<p>Describe two religious responses to the issue of using conventional weapons.</p> <p><i>Marking Instructions: Responses need not be opposing responses nor do they need to be from different religions. Candidates must specify that the responses are religious and not simply opt for general moral responses to the issue. It is acceptable for candidates to use responses that might also be secular but an effort must be made to identify them as a religious point of view. A maximum of two marks for each response.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably cover issues from the general areas noted below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 	6	
3.(b)	<p>Q</p> <p>MI</p>	<p>To what extent do you agree with these religious responses?</p> <p><i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. Credit should be given where candidates have expanded upon the points they have made.</i></p> <p><i>Suggested areas covered in answers: There is a significant range of responses that can be covered so detailing all possibilities would be impossible. Answers will probably relate to the agreement or disagreement on issues arising from the general areas note below:</i></p> <ul style="list-style-type: none"> • Interpretations of sacred writings • View of religious leaders • Practical action motivated by religion • Traditional teaching and practice. 		10
Total			20 KU	20 AE

SECTION 2 – Christianity: Belief and Science

Specific Marking Information

***Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark***

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none">• Accurate, relevant and detailed knowledge of content is demonstrated.• The information is presented in a coherent manner.• Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none">• Analysis of concepts, processes, evidence, etc is shown, and/or• Evaluation is balanced and informed.

Question No.		Question: 1	Approx Marks weightings: 50% KU – 50% AE	
1.(a)	Q MI	<p>What methods do scientists use to make sense of reality?</p> <p><i>Marking Instructions: No marks for simply listing.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Observation, Hypothesis, Experiment, Verification • Induction • Deduction • Falsification • Models. 	4	
1.(b)	Q MI	<p>Explain two limitations of these methods.</p> <p><i>Marking Instructions: Maximum of two marks per limitation</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Cannot give us final/absolute truths or answer questions of meaning and purpose • Not all aspects of life can be known and understood by the processes of reason and the application of a systematic method • Because it is always changing, people may feel that it does not give us certainty in knowledge • Operates under certain assumptions which have to be taken as given – that the world is orderly, rational, and intelligible – cannot prove/show this to be the case. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q MI	<p>Describe how science explains the origin of the universe.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Explosion • Matter and anti-matter • Inflation • Formation of stars and galaxies, solar systems • Spontaneous natural event. 	4	
2.(b)	Q MI	<p>Give two reasons why some Christians accept the scientific view of the origin of the universe.</p> <p><i>Marking Instructions: Maximum of two marks for each reason.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • God could have caused the Big Bang • Both give a complete picture of the Universe – complimentary view not contradictory • Big Bang suggests a beginning just as Genesis does • Genesis does not attempt to be scientific • Accept scientific evidence. 	4	
2.(c)	Q MI	<p>Explain why some Christians might challenge these two reasons.</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The Biblical account has to be accepted as accurate • Science is provisional in its theories about origins • The scientific timescale does not match the evidence • Belief in what the Bible says is more important than scientific discoveries/evidence • Non-Overlapping Magesterium • Evidence used by science is a test of faith. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	Q MI	<p>What evidence do literalist Christians use to support belief that God created humans?</p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Genesis 1 • Genesis 2 • Complexity of Human Body • Meaning and purpose in life • Bible is infallible word of God. 	4	
3.(b)	Q MI	<p>What evidence do scientists use to support evolutionary theory?</p> <p><i>Marking Instructions: Candidates must refer to evidence/ examples of evolution and not general principles to gain marks.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Natural selection observed • Random mutation has been observed • Adaptation has been observed • Fossil record • DNA evidence • Missing link. 	4	

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(c)	Q	<p>“Evolution alone is not enough to explain the origin of human life.”</p> <p>How far do you agree?</p>		
	MI	<p><i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in questions 3(a) and 3(b). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Creative process with God behind it • Shows power of God and enhances belief • Anthropic principle supports existence of an intelligent designer • Acceptance by Christians that the universe is governed by a combination of law and chance • Evolution may not be chance. <p>Disagree</p> <ul style="list-style-type: none"> • Common origin of life • Natural selection/survival of the fittest • It is a natural process which originated and developed in conjunction with the conditions on earth • Human beings are not specially created but simply developed by a combination of chance and natural laws • Human beings are not seen as unique but only the most advanced form of life on earth. 		10
		Total	20 KU	20 AE

[END OF MARKING INSTRUCTIONS]