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Qualifications
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2018 Religious, Moral and Philosophical Studies

Higher

Finalised Marking Instructions

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General marking principles for Higher Religious, Moral and Philosophical Studies

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

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

In this question paper the following skills are assessed:

- i. knowledge and understanding
- ii. analysis
- iii. evaluation.

i. Knowledge and understanding

Knowledge and understanding involves presenting relevant, accurate and detailed facts:

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

ii. Analysis

Analysis involves doing something with factual information, eg identifying parts, the relationship between them, and their relationships with the whole, drawing out and relating implications. An analysis mark should be awarded where a candidate presents a relevant, accurate and detailed point which may include:

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

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

iii. Evaluation

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

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

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

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

Use of sources

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

Overview of detailed marking instructions

Analysis questions (10 marks):

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

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

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

Evaluation questions (10 marks):

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

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

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

Analysis and evaluation questions (20 marks):

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

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

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

Marking instructions for each question

SECTION 1 – WORLD RELIGION

Part A – Buddhism

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.		This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding about living according to the Noble Eightfold Path, and analyse the purpose of this to Buddhists.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • describe different steps of the Path and explain their purpose • explain the purpose of the various steps of the Path by referring to it in terms of the Triple Way • explain the main purpose of living according to the Path as a whole • explain the possible benefits of living according to the Eightfold Path. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of the Eightfold Path • description of the Triple Way • examples which support the description • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of the purpose of each separate step for Buddhists • explanation of how living according to the Path brings benefits for Buddhists.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.		This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of Buddhist beliefs about Samsara, and the impact on Buddhists as a result of these beliefs. Candidates should make a clear judgement on whether this impact is negative or positive.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • full agreement: Describe different beliefs about Samsara and explain how these challenge Buddhists • partial agreement: Describe different beliefs about Samsara and explain how these impact both positively and negatively on Buddhists • disagreement: Describe different beliefs about Samsara and explain how these benefit Buddhists. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • descriptions of different aspects of Samsara • descriptions of the Wheel of Life • description of beliefs associated with the aspects of Samsara. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • explanation of the drawbacks and potential challenges beliefs about Samsara can have • explanation of the positive impact beliefs about Samsara can have.

Part B – Christianity

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the gospels, and analyse the purpose of this to Christians.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • describe the ways in which Christians live according to the gospels and explain why it is important for them to do this • explain the effects of living according to the gospels on Christians’ daily lives and the lives of others • explain the purpose of living according to the gospels in terms of Christians’ relationship to God • explain the possible benefits of living according to the gospels. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of teachings and example of Jesus • description of related beliefs • description of related practices • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of the purpose of living according to the gospels • explanation of how living according to the gospels benefits Christians.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of Christian beliefs about judgement, and the impact on Christians as a result of these beliefs. Candidates should make a clear judgement on whether this impact is negative or positive.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • full agreement: Describe different beliefs about judgement and explain how these challenge Christians • partial agreement: Describe different beliefs about judgement and explain how these impact both positively and negatively on the lives of Christians • disagreement: candidates may focus on potential benefits of beliefs about judgement. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of what is meant by judgement, reference to heaven/hell • description of other Christian beliefs that relate to judgement • description of Christian practice that relates to judgement • relevant sources. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • an explanation of potential challenges/drawbacks of judgement beliefs • an explanation of positive impact of judgement beliefs on present and/or future life.

Part C – Hinduism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Dharma, and analyse the purpose of this to Hindus.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • describe dharma and explain the importance of upholding dharma for Hindus • explain key practices in the Hindu faith, and relate these to beliefs about dharma • explain key principles of dharma, and relate these to key practices in the Hindu faith. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of beliefs about dharma • description of key principles of dharma • description of related practices • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of the purpose of living according to the dharma • explanation of how living according to dharma benefits Hindus.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.		This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of Hindu beliefs about Samsara, and the impact on Hindus as a result of these beliefs. Candidates should make a clear judgement on whether this impact is negative or positive.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • full agreement: Describe different beliefs about Samsara and explain how these challenge Hindus • partial agreement: Describe different beliefs about Samsara and explain how these impact both positively and negatively on Hindus • disagreement: Describe different beliefs about Samsara and explain how these benefit Hindus. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • descriptions of different aspects of Samsara • description of beliefs associated with the aspects of Samsara. • relevant sources. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • explanation of the drawbacks and potential challenges beliefs about Samsara can have • explanation of the positive impact beliefs about Samsara can have.

Part D – Islam

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.		This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Five Pillars, and analyse the purpose of this to Muslims.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • describe some or all of the Five Pillars and then explain collectively their purpose • describe some or all of the Five Pillars and then explain their purpose in turn • explain the possible benefits of living according to the Five Pillars. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of the Five Pillars • description of practices of the Five Pillars • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of the purpose of living according to the Five Pillars individually or collectively • explanation of how living according to the five pillars benefits Muslims.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.		This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of Muslim beliefs about judgement, and the impact on Muslims as a result of these beliefs. Candidates should make a clear judgement on whether this impact is negative or positive.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • full agreement: Describe different beliefs about judgement and explain how these challenge Muslims • partial agreement: Describe different beliefs about judgement and explain how these impact both positively and negatively on Muslims • disagreement: Describe different beliefs about judgement and explain how these benefit Muslims. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of beliefs about judgement • description of beliefs associated with judgement. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • explanation of the drawbacks and potential challenges beliefs about judgement can have • explanation of the positive impact beliefs about judgement can have.

Part E – Judaism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Torah, and analyse the purpose of this to Jews.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • describe some of the ways Jews put the teachings of the Torah into practice and explain why it is important for them to do this • explain the effects of living according to the Torah on Jews’ daily lives and the lives of others • explain the purpose of living according to the Torah in terms of Jews’ relationship to God • explain the possible benefits of living according to the Torah. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • examples of teachings from the Torah • description of related beliefs • description of related practices • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of the purpose of living according to the Torah • explanation of how living according to the Torah benefits Jews.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.		This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of Jewish beliefs about judgement, and the impact on Jewish as a result of these beliefs. Candidates should make a clear judgement on whether this impact is negative or positive.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • full agreement: Describe different beliefs about judgement and explain how these impact positively on the lives of Jews • partial agreement: Describe different beliefs about judgement and explain how these impact both positively and negatively on the lives of Jews • disagreement: candidates may take the line that beliefs about judgement are not a key aspect of Jewish belief and as a result do not have a significant impact. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of what is meant by judgement, reference to ideas about reward/punishment • description of other Jewish beliefs that relate to judgement • description of Jewish practice that relates to judgement. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • an explanation of positive impact of judgement beliefs on present and/or future life • an explanation of potential challenges/drawbacks of judgement beliefs.

Part F – Sikhism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Guru Granth Sahib, and analyse the purpose of this is to Sikhs.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • describe what the Guru Granth Sahib is and the importance of the Guru Granth Sahib • explain key practices in the Sikh faith, and relate these to the teachings of the Guru Granth Sahib • explain teachings of the Guru Granth Sahib, and relate these to key practices in the Sikh faith • explain the possible benefits of living according to the Guru Granth Sahib. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of beliefs about the Guru Granth Sahib • description of key teachings within the Guru Granth Sahib • description of related practices • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of the purpose of living according to the Guru Granth Sahib • explanation of how living according to the Guru Granth Sahib benefits Sikhs.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.		This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of Sikh beliefs about Gurmukh, and the impact on Sikhs as a result of these beliefs. Candidates should make a clear judgement on whether this impact is negative or positive.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • full agreement: Describe different beliefs about Gurmukh and explain how these challenge Sikhs • partial agreement: Describe different beliefs about Gurmukh and explain how these impact both positively and negatively on Sikhs • disagreement: Describe different beliefs about Gurmukh and explain how these benefit Sikhs. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of Sikh beliefs about Gurmukh • description of beliefs associated with Gurmukh. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • explanation of the drawbacks and potential challenges beliefs about Gurmukh can have • explanation of the positive impact beliefs about Gurmukh can have.

SECTION 2 – MORALITY AND BELIEF

Part A – Morality and Justice

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate their knowledge and understanding of the moral issues arising from UK responses to crime. These can be from a religious or non-religious perspective.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of the moral issues arising from UK responses to crime • an explanation of the moral issues leading to the debate about UK responses to crime • an explanation of the debates between and within religious and non-religious viewpoints. <p>Possible issues:</p> <ul style="list-style-type: none"> • prison - suicide rates, conditions • leniency of sentencing • reoffending • victims' rights. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description/examples of UK responses to crime • sources relating to UK responses to crime • description of different viewpoints on UK responses to crime. <p>Analysis marks:</p> <ul style="list-style-type: none"> • explanation of the moral issues arising from the UK responses to crime.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.	This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of capital punishment. Candidates should describe whether religious people would disagree with capital punishment or not, and make a clear judgement on whether they agree or disagree with the religious responses.</p> <p>Candidates may not always specify a religion. Markers should exercise professional judgement when marking such scripts, in order to determine which religion is being used. Candidates may refer to ‘God’, ‘the Bible’ or ‘Jesus’ - candidates should be credited for evaluating a Christian response to the statement.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • description of capital punishment; reasons why religious people might agree or disagree with this; evaluation of religious responses • description of moral issues arising from capital punishment; religious responses to these; evaluation of religious responses • describe religious responses to capital punishment; evaluation of religious responses. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of the religious responses • description of capital punishment • sources relating to the responses/capital punishment. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • a reasoned judgement on the religious responses to capital punishment. This may include agreement/disagreement/strengths/weaknesses/validity/invalidity.

Part B – Morality and Relationships

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate their knowledge and understanding of the moral issues arising from gender roles. These can be from a religious or non-religious perspective.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of the moral issues arising from gender roles • an explanation of the moral issues leading to the debate about gender roles • an explanation of the debates between and within religious and non-religious viewpoints. <p>Possible issues:</p> <ul style="list-style-type: none"> • changing nature of gender roles • influences on gender roles • gender roles in the home • gender roles at work • discrimination. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description/examples of types of gender roles • sources relating to gender roles • description of different viewpoints on gender roles. <p>Analysis marks:</p> <ul style="list-style-type: none"> • explanation of the moral issues arising from gender roles.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.		This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of marriage and its place in today's society. Candidates should describe whether a religious person would agree with the necessity of marriage or not, and make a clear judgement on whether they agree or disagree with the religious responses.</p> <p>Candidates may not always specify a religion. Markers should exercise professional judgement when marking such scripts, in order to determine which religion is being used. Candidates may refer to 'God', 'the Bible' or 'Jesus' - candidates should be credited for evaluating a Christian response to the statement.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • types of marriage; reasons why religious people might agree or disagree with the necessity of marriage; evaluation of religious responses • description of purposes of marriage; religious responses to these; evaluation of religious responses • describe religious responses to marriage; evaluation of religious responses. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of the religious responses • description of marriage (types/purposes) • sources relating to the responses/marriage. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • a reasoned judgement on the religious responses to the necessity of marriage. This may include agreement/disagreement/strengths/weaknesses/validity/invalidity.

Part C – Morality, Environment and Global Issues

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate their knowledge and understanding of the moral issues arising from trade and aid. These can be from a religious or non-religious perspective.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • why does trade and aid raise issues? • what are the moral issues arising from trade and aid? • an explanation of the debate between religious and non-religious viewpoints. <p>Possible issues:</p> <ul style="list-style-type: none"> • trading inequalities • global trading agreements • different types of aid • issues arising from charity. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description/examples of trade and aid • sources relating to trade and aid • description of different viewpoints on trade and aid. <p>Analysis marks:</p> <ul style="list-style-type: none"> • explanation of the moral issues arising from trade and aid.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.		This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of stewardship and its place in today's society. Candidates should describe whether a religious person would agree with the necessity of stewardship and make a clear judgement about whether they agree or disagree with the response.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • description of differing types of stewardship; reasons why religious people might agree or disagree with the necessity of stewardship; evaluation of religious responses • description of religious responses to stewardship; evaluation of religious responses. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of the religious viewpoint (eg Christian) • description of the differing types of stewardship • sources relating to the viewpoint/stewardship. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • agree/disagree/strengths/weaknesses/validity/invalidity of religious viewpoint on the necessity of stewardship in today's society.

Part D – Morality, Medicine and the Human Body

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
19.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate their knowledge and understanding of the moral issues arising from euthanasia. These can be from a religious or non-religious perspective.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of the moral issues arising from euthanasia • an explanation of the moral issues leading to the debate about euthanasia • an explanation of the debates between and within religious and non-religious viewpoints • candidates may consider the moral issues that could arise from legislation. <p>Possible issues:</p> <ul style="list-style-type: none"> • the right to die • ending life prematurely • the Doctrine of Double Effect • exploitation/pressure to die/slippery slope • sanctity of life • palliative care. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description/examples of types of euthanasia • sources relating to euthanasia • description of different viewpoints on euthanasia. <p>Analysis marks:</p> <ul style="list-style-type: none"> • explanation of the moral issues arising from euthanasia.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20.	This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of the use of human embryos. Candidates should describe whether a religious person would agree with the statement or not, and make a clear judgement on whether they agree or disagree with the religious responses.</p> <p>Candidates may not always specify a religion. Markers should exercise professional judgement when marking such scripts, in order to determine which religion is being used. Candidates may refer to ‘God’, ‘the Bible’ or ‘Jesus’ - candidates should be credited for evaluating a Christian response to the statement.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • description of uses of human embryos; reasons why religious people might agree or disagree with the statement; evaluation of religious responses • description of moral issues arising from the use of human embryos; religious responses to these; evaluation of religious responses • describe religious responses to the use of human embryos; evaluation of religious responses. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of uses of human embryos • description of the religious responses • sources relating to religious responses/use of human embryos. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • a reasoned judgement on the religious responses to use of human embryos. This may include agreement/disagreement/strengths/weaknesses/validity/invalidity.

Part E – Morality and Conflict

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.	This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate their knowledge and understanding of the moral issues arising from modern armaments. These can be from a religious or non-religious perspective.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of the moral issues arising from modern armaments • an explanation of the moral issues leading to the debate about modern armaments • an explanation of the debates between and within religious and non-religious viewpoints. <p>Possible issues:</p> <ul style="list-style-type: none"> • loss of civilian life • national protection • impact and effects • relevant just war conditions, ie proportionality/discrimination • contradictions within religious teachings. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description/examples/effects of modern armaments • sources relating to modern armaments • description of different viewpoints on modern armaments. <p>Analysis marks:</p> <ul style="list-style-type: none"> • explanation of moral issues arising from modern armaments.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.	This question focuses on evaluation, there are 4 marks available for evaluation. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.	10	<p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of the justification of war. Candidates should describe whether a religious person would agree with the justification for war or not, and make a clear judgement on whether they agree or disagree with the religious responses.</p> <p>Candidates may not always specify a religion. Markers should exercise professional judgement when marking such scripts, in order to determine which religion is being used. Candidates may refer to ‘God’, ‘the Bible’ or ‘Jesus’ - candidates should be credited for evaluating a Christian response to the statement.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • description of war/justifications for war; reasons why religious people might agree or disagree with war/justifications for war; evaluation of religious responses • description of moral issues arising from war/justifications for war; religious responses to these; evaluation of religious responses • describe religious responses to war/justifications for war; evaluation of religious responses. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • description of the religious responses • description of war/justifications for war • sources relating to religious responses/war and/or justifications for war. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • a reasoned judgement on the religious responses to war/justifications for war. This may include agreement/disagreement/strengths/weaknesses/validity/invalidity.

SECTION 3 – RELIGIOUS AND PHILOSOPHICAL QUESTIONS

Part A – Origins

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
23.	In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions, Full marks may only be awarded if there is evidence of analysis and evaluation and conclusions drawn. A maximum of 10 marks are available for these skills, 10 marks are available for KU.	20	<p>*Candidates should be credited for a discussion on the origins of the universe and should not be credited for a discussion on the origins of life as the question does <i>not specify both</i>. In some cases, candidates may include other areas of content, this is acceptable provided it is relevant to the question.</p> <p>The candidate may argue that they agree that the universe required a creator and/or disagree that the universe required a creator.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of the role of a creator in the origin of the universe, followed by analysis and evaluation • an explanation of religious views on the origin of the universe, followed by analysis and evaluation • an explanation of scientific views on the origin of the universe, followed by analysis and evaluation. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • a description of the role of a creator in the origin of the universe • a description of religious views on the origin of the universe • a description of scientific views on the origin of the universe • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of the evidence supporting religious viewpoints • an explanation of the evidence supporting scientific viewpoints • an explanation of the evidence supporting compatibility between viewpoints.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Evaluation marks:</p> <ul style="list-style-type: none"> • relevance, importance and usefulness of the points of knowledge and analysis used to answer the question • reasoned judgements on the extent to which the universe required a creator, including challenges and counter-arguments.

Part B – The Existence of God

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
24.	In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions, Full marks may only be awarded if there is evidence of analysis and evaluation and conclusions drawn. A maximum of 10 marks are available for these skills, 10 marks are available for KU.	20	<p>*Candidates should be credited for a discussion on the teleological argument and should not be credited for a discussion on the cosmological argument. In some cases, candidates may include other areas of content, this is acceptable provided it is relevant to the question.</p> <p>The candidate may argue that they agree and/or disagree that the teleological argument proves the existence of God.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of different types of evidence and argumentation, followed by analysis and evaluation • an explanation of teleological arguments from design, followed by analysis and evaluation • an explanation of views from Intelligent Design, followed by analysis and evaluation • an explanation of philosophical arguments and scientific evidence as criticisms of the teleological argument, followed by analysis and evaluation. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • a description of the teleological argument • a description of classical design arguments • a description of views from Intelligent Design • relevant sources.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of Aquinas' and/or Paley's argument from design • an explanation of views from intelligent design • an explanation of Hume's criticisms and other philosophical arguments as criticisms of the teleological argument • an explanation of evolution and other relevant scientific evidence as criticisms of the teleological argument. <p>Evaluation marks:</p> <ul style="list-style-type: none"> • relevance, importance and usefulness of the points of knowledge and analysis used to answer the question • reasoned judgements on the extent to which the teleological argument proves the existence of God, including challenges, counter-arguments.

Part C – The Problem of Evil and Suffering

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
25.	In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions, Full marks may only be awarded if there is evidence of analysis and evaluation and conclusions drawn. A maximum of 10 marks are available for these skills, 10 marks are available for KU.	20	<p>*Candidates should be credited for a discussion on human responsibility and evil and suffering. In some cases, candidates may include other areas of content, this is acceptable provided it is relevant to the question.</p> <p>The candidate may argue that they agree and/or disagree that humans are responsible for evil and suffering.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of different types of evil and suffering, followed by analysis and evaluation • an explanation of non-religious/religious views on responsibility for evil and suffering, followed by analysis and evaluation. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • a description of religious accounts of human responsibility • examples of why humans are responsible • examples of different types of evil and suffering • descriptions of supernatural explanations of suffering • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of religious viewpoints about human responsibility for evil and suffering • an explanation of non-religious viewpoints about human responsibility for evil and suffering.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Evaluation marks:</p> <ul style="list-style-type: none"> • relevance, importance and usefulness of the points of knowledge and analysis used to answer the question • reasoned judgements on the extent to which humans are responsible for evil and suffering, including challenges, counter-arguments.

Part D – Miracles

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.	In this question, candidates are required to give evidence of analysis, evaluation and reasoned conclusions, Full marks may only be awarded if there is evidence of analysis and evaluation and conclusions drawn. A maximum of 10 marks are available for these skills, 10 marks are available for KU.	20	<p>*Candidates should be credited for a discussion on non-scriptural miracles and whether they are convincing. In some cases, candidates may include other areas of content, this is acceptable provided it is relevant to the question.</p> <p>The candidate may argue that they agree and/or disagree that non-scriptural miracles are convincing.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of non-scriptural miracles, followed by analysis and evaluation • a debate on whether or not non-scriptural miracles are more convincing than scriptural miracles, followed by analysis and evaluation • candidates may choose a few examples of non-scriptural miracles and argue whether or not they are convincing. <p>Knowledge marks:</p> <ul style="list-style-type: none"> • a description of non-scriptural miracles • a description of scriptural miracles • examples of non-scriptural miracles/scriptural miracles • religious and non-religious viewpoints on both • relevant sources. <p>Analysis marks:</p> <ul style="list-style-type: none"> • an explanation of non-scriptural miracles • an explanation of evidence supporting non-scriptural miracles.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Evaluation marks: <ul style="list-style-type: none"> • relevance, importance and usefulness of the points of knowledge and analysis used to answer the question • reasoned judgements on the extent to which non-scriptural miracles are convincing, including challenges, counter-arguments.

[END OF MARKING INSTRUCTIONS]