



National
Qualifications
2019

2019 Religious, Moral and Philosophical Studies
Religious and Philosophical Questions
Higher
Finalised Marking Instructions

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General marking principles for Higher Religious, Moral and Philosophical Studies

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

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Award marks where candidates give points of knowledge without specifying the context, unless it is clear that they do not refer to the context of the question. Award a maximum of **8 marks** where the candidate has not attempted the skill in a **20 mark** question.

In this question paper the following skills are assessed

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

(i) Knowledge and understanding

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

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

(ii) Analysis

Analysis involves doing something with factual information, for example identifying parts, the relationship between them, and their relationships with the whole; drawing out and relating implications.

Award an analysis mark where a candidate presents a relevant, accurate and developed point which may include

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

(iii) Evaluation

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

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

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

Use of sources

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

Overview of detailed marking instructions

Knowledge, analysis and evaluation questions (20 marks)

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

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

Marking instructions for each question

Part A – Origins

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • analysis of religious and scientific views on the origins of life • analysis of the evidence used to support religious and scientific views on the origins of life • analysis of relevant sources. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • for Christians this means that God is the giver of life and as a result, God is ultimately responsible for the origins of life • an implication of this viewpoint is that as life evolved as a result of blind chance, there is no meaning or purpose to it. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on the strengths/weaknesses of the religious views on the origins of life • judgement on the strengths/weaknesses of the scientific views on the origins of life • overall judgement on the question. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • I think the Christian views on origins of life are weak because they rely solely on faith and evidence from a book that was written thousands of years ago with no scientific support • the scientific explanations are valid in my opinion due to the existence of empirical evidence such as fossil records which provide concrete proof that species have evolved over time.

Part B – The existence of God

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>Purpose The purpose of the question is to give candidates the opportunity to present knowledge of religious and non-religious arguments/theories about the existence of God, analyse these and present reasoned judgements on whether God exists.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • an explanation of religious arguments/theories on the existence of God; an explanation of non-religious arguments/theories on the existence of God; a discussion of strengths/weaknesses of these arguments/theories • analysis and evaluation of the strengths and weaknesses of the religious arguments/theories on the existence of God; analysis and evaluation of the strengths and weaknesses of the non-religious arguments/theories on the existence of God; a reasoned conclusion on whether God exists. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of religious arguments/theories about the existence of God • a description of non-religious arguments/theories about the existence of God • sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • in trying to prove that God exists, Aquinas argued that everything that exists has a cause and that chain of causes can't go back forever • Hume challenged the existence of God by saying that just because we can point to a first cause doesn't mean that this first cause is God.

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

Part C – The problem of suffering and evil

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

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

Part D – Miracles

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

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

[END OF MARKING INSTRUCTIONS]