



National  
Qualifications  
2015

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## 2015 Religious, Moral and Philosophical Studies

### New 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.

In this question paper the following skills are assessed:

- i. Critical analysis
- ii. Evaluation
- iii. Presenting reasoned and well-structured views

### **i. Critical analysis**

Analysis involves doing something with factual information e.g. 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.

### **ii. Evaluation**

Evaluation involves making a judgement or measurement based of 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

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**

#### **Critical 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.

#### **Critical 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.

Detailed 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.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the significance of the life of the Buddha today. KU referring to the life and teaching of the Buddha and contemporary Buddhist belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of the life of the Buddha to Buddhists today</p> <p><b>6-7</b> A good answer that includes some evaluation of the significance of the life of the Buddha today. KU referring to the life of the Buddha and contemporary Buddhist belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of the life of the</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate how significant the life of the Buddha is for Buddhists today.</p> <p><b>Specific instructions</b></p> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the main events, eg Asita’s prophecy, the Four Signs, his enlightenment</li> <li>• Relevance of the Buddha’s teachings, eg Four Noble Truths, The Middle Way</li> <li>• Impact of belief and practices related to the Buddha’s life, eg meditation, affects rebirth, achieving nibbana</li> <li>• Relative importance of other significant beliefs and practices today, eg Dhamma, Sangha, Eightfold Path</li> </ul> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Main events in the Buddha’s life</li> <li>• Examples of the Buddha’s teachings</li> <li>• Buddhist beliefs related to the Buddha’s life</li> <li>• Buddhists practices related to the Buddha’s life</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p data-bbox="445 165 882 197">Buddha to Buddhists today</p> <p data-bbox="349 197 882 571"><b>4-5</b> A borderline answer that includes some basic evaluation of the significance of the life of the Buddha today. KU referring to the life of the Buddha and contemporary Buddhist belief and practice is mainly relevant and accurate. Evaluation points on the significance of the life of the Buddha to Buddhists today are not clearly reasoned</p> <p data-bbox="349 571 882 849"><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of the life of the Buddha to Buddhists today</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the purpose of meditation/worship in Buddhism. KU referring to the different aspects of meditation/worship and an understanding of the purpose of it is relevant and accurate. Analytical points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the purpose of meditation/worship in Buddhism but has weaknesses in either the KU or the analysis. KU referring to the different aspects of meditation/worship and an understanding of the purpose of it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse the purpose of meditation for Buddhists</p> <p><b>Specific instructions</b></p> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Aims of meditation, eg train the mind to be in control of thoughts and ideas that fill it, help gain enlightenment</li> <li>• Benefits of meditation, eg Samatha develops calmness, Vipassana develops insight, gain good kamma</li> <li>• Explaining connections between other beliefs and practices, eg other parts of the Eightfold Path, Three Poisons, Nibbana</li> <li>• Views and interpretations on meditation, eg mystical power associated with chanting mantras</li> </ul> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Explanation of different types of meditation</li> <li>• Explanation of what meditation involves</li> <li>• Examples of other beliefs and practices related to meditation</li> <li>• Examples of teachings related to meditation</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the purpose of meditation/worship in Buddhism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of meditation/worship and an understanding of the purpose of it is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the purpose of meditation/worship in Buddhism</p>		

Part B - Christianity

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the significance of Jesus' life today. KU referring to the life and teaching of Jesus and contemporary Christian belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of Jesus' life to Christians today.</p> <p><b>6-7</b> A good answer that includes some evaluation of the significance of Jesus' life today. KU referring to the life and teaching of Jesus and contemporary Christian belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of Jesus' life to Christians today.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate how important the life of Jesus is for Christians today.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Main events in Jesus' life</li> <li>• Examples of Jesus' teachings</li> <li>• Christian practices related to Jesus' life</li> <li>• Christian beliefs related to Jesus' life</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the main events, eg birth story, resurrection</li> <li>• Relevance of Jesus' teachings, eg love your enemies, Kingdom of God</li> <li>• Impact of beliefs and practices, eg Christian mission, following the example of Jesus</li> <li>• Relative importance of other significant aspects of belief and practice today, eg God, traditions of the Church</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the significance of Jesus' life today. KU referring to the life and teaching of Jesus and contemporary Christian belief and practice is mainly relevant and accurate. Evaluation points on the significance of Jesus' life to Christians today are not clearly reasoned.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of Jesus' life to Christians today.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the purposes of religious worship. KU referring to forms of worship and the teachings and practices that support them is relevant and accurate. Analysis points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the purposes of religious worship but has weaknesses in either the KU or the analysis. KU referring to forms of worship and the teachings and practices that support them is mainly relevant and accurate. Analysis points are appropriate but may be incomplete at times.</p> <p><b>4-5</b> A borderline answer that includes some basic analysis of the purposes of religious worship. It has weaknesses in either the KU or analysis. KU referring to forms of worship</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the purpose of worship in Christianity.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of practices of public worship within Christianity</li> <li>• Examples of practices of private worship within Christianity</li> <li>• Examples of beliefs related to worship within Christianity</li> <li>• Examples of teachings related to worship within Christianity</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The purpose of public worship in Christianity, eg communal gathering, public proclamation of faith</li> <li>• The purpose of private worship in Christianity, eg closeness to God, personal spiritual development</li> <li>• The relationship of worship to other Christian beliefs and practices, eg Bible study, prayer</li> <li>• Views and interpretations of worship , eg focus on teaching and explanation of scripture, focus on liturgy</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>and/or the teachings and practices that support them is mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the purposes of religious worship.</p>		

Part C - Hinduism

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
5.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the significance of Brahman today. KU referring to Brahman in contemporary Hindu belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of Brahman to Hindus today.</p> <p><b>6-7</b> A good answer that includes some evaluation of the significance of Brahman today. KU referring to the Brahman and contemporary Hindu belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of Brahman to Hindus today.</p> <p><b>4-5</b> A borderline answer that includes some basic evaluation of the significance of Brahman today. KU referring to Brahman and contemporary Hindu belief and practice is mainly relevant and accurate. Evaluation points on the</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate how significant beliefs about Brahman is for Hindus today.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Main understandings of Brahman</li> <li>• Examples of teaching on Brahman</li> <li>• Hindu practices related to Brahman: saguna and nirguna</li> <li>• Hindu beliefs related to Brahman: saguna and nirguna</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of main understandings of Brahman, eg saguna for bhakti, nirguna for non dualism</li> <li>• Relevance of Brahman, eg flexible beliefs, suited to temperament and culture</li> <li>• Impact of beliefs and practices, eg bhakti, nature of the atman</li> <li>• Relative importance of other significant aspects of belief and practice today, eg understandings of the Vedic writings, puja</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>significance of Brahman to Hindus today are not clearly reasoned.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of Brahman to Hindus today.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
6.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the purposes of religious worship. KU referring to forms of worship and the teachings and practices that support them is relevant and accurate. Analysis points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the purposes of religious worship but has weaknesses in either the KU or the analysis. KU referring to forms of worship and the teachings and practices that support them is mainly relevant and accurate. Analysis points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the purpose of worship in Hinduism.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of practices of public worship within Hinduism</li> <li>• Examples of practices of private worship within Hinduism</li> <li>• Examples of beliefs related to worship within Hinduism</li> <li>• Examples of teachings related to worship within Hinduism</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The purpose of public worship in Hinduism, eg communal gathering, public proclamation of faith</li> <li>• The purpose of private worship in Hinduism, eg closeness to God, personal spiritual development</li> <li>• The relationship of worship to other Hindu beliefs and practices, eg Meditation, bhakti</li> <li>• Views and interpretations of worship , eg various forms of Brahman to be worshipped, importance of worship in jnana and karma marga</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the purposes of religious worship. It has weaknesses in either the KU or analysis. KU referring to forms of worship and/or the teachings and practices that support them is mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the purposes of religious worship.</p>		

Part D - Islam

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
7.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the significance of the life of Muhammad today. KU referring to the life and teaching of Muhammad and contemporary Muslim belief and practice is relevant and accurate. Evaluative points are well reasoned on the significance of the life of Muhammad to Muslims today.</p> <p><b>6-7</b> A good answer that includes some evaluation of the significance of the life of Muhammad today. KU referring to the life of Muhammad and contemporary Muslim belief and practice is mainly relevant and accurate. Evaluative points include reasoning on the significance of the life of Muhammad to Muslims today.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate how important the life of Muhammad is for Muslims today.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Main events in Muhammad’s life</li> <li>• Examples of Muhammad’s teachings</li> <li>• Muslim beliefs related to the life of Muhammad</li> <li>• Muslim practices related to the life of Muhammad</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the main events, eg the Night of Power, the Night Journey, the Hijrah, victory in Mecca and the smashing of the idols in the Kaa’ba</li> <li>• Relevance of Muhammad’s teachings, eg Sunnah, Hadith, example of how to live according to the Qur’an</li> <li>• Impact of belief and practices related to the life of Muhammad, eg 5 Pillars, Shari’ah</li> <li>• Relative importance of other significant beliefs and practices today, eg Khalifah, Judgement, Akhirah, submission.</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the significance of the life of Muhammad today. KU referring to the life of Muhammad and contemporary Muslim belief and practice is mainly relevant and accurate. Evaluative points on the significance of the life of Muhammad to Muslims today are not clearly reasoned.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of the life of Muhammad to Muslims today.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
8.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the purpose of worship in Islam. KU referring to the different aspects of worship and an understanding of the purpose of it is relevant and accurate. Analytical points are well-considered and may be insightful</p> <p><b>6-7</b> A good answer that includes some analysis of the purpose of worship in Islam but has weaknesses in either the KU or the analysis. KU referring to the different aspects of worship and an understanding of the purpose of it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse the purpose of worship for Muslims</p> <p><b>Specific Instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Explanation of individual and collective worship</li> <li>• Explanation of practices involved in individual and collective worship</li> <li>• Examples of other beliefs and practices related to worship</li> <li>• Examples of teachings related to worship</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Aims of worship, eg keeping Allah at the forefront of your mind, living your life as an act of submission through the day every day</li> <li>• Benefits of worship, eg teaches self-discipline, punctuality, cleanliness, obedience</li> <li>• Explaining connections between other beliefs and practices, eg practiced in conjunction with the four other pillars, Book of Life, Day of Judgement</li> <li>• Views and interpretations on worship, eg Salat more important than Du'a as it asks for nothing, Zakat and Sawm can be seen as practical worship</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>4-5 A borderline answer that includes some basic analysis of the purpose of worship in Islam. It has weaknesses in either the KU or analysis. KU referring to the different aspects of worship and an understanding of the purpose of it is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p>0-3 A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and includes little or no reference to the purpose of worship in Islam</p>		

Part E - Judaism

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
9.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the significance of the Messiah today. KU referring to the Messiah and contemporary Jewish belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of the Messiah to Jews today.</p> <p><b>6-7</b> A good answer that includes some evaluation of the significance of the Messiah today. KU referring to the Messiah and contemporary Jewish belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of the Messiah to Jews today.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate how significant beliefs about the Messiah is for Jews today.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Main ways in which the concept of Messiah is understood</li> <li>• Expectations of the Messiah</li> <li>• Jewish practices related to the Messiah</li> <li>• Jewish beliefs related to the Messiah</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Comparing/contrasting historical and contemporary significance, eg Messiah was expected at any time during the Roman occupation of Israel/Palestine, seen by many Jews today as an outdated concept.</li> <li>• Relevance of the concept of the Messiah, eg Messiah as an individual relevant in Orthodox traditions, Messianic Age seen as more relevant as this is something that Jews can work towards actively by putting their beliefs into practice.</li> <li>• Impact of beliefs and practices, eg contrast between different Jewish interpretations of the concept of Messiah, Pesach traditions that show readiness for the arrival of the Messiah.</li> <li>• Relative importance of other significant aspects of belief and practice today, eg obeying the mitzvot of the Torah more important to being a Chosen People, development of individual spirituality through prayer and study to maintain closeness to God.</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of the significance of the Messiah today. KU referring to the Messiah and contemporary Jewish belief and practice is mainly relevant and accurate. Evaluation points on the significance of the Messiah to Jews today are not clearly reasoned.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of the Messiah to Jews today.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
10.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the purposes of religious worship. KU referring to forms of worship and the teachings and practices that support them is relevant and accurate. Analysis points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the purposes of religious worship but has weaknesses in either the KU or the analysis. KU referring to forms of worship and the teachings and practices that support them is mainly relevant and accurate. Analysis points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the purposes of various forms of worship in Judaism.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of practices of public worship within Judaism</li> <li>• Examples of practices of private worship within Judaism</li> <li>• Examples of beliefs related to worship within Judaism</li> <li>• Examples of teachings related to worship within Judaism</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The purpose of public worship in Judaism, eg communal gathering, public proclamation of faith and identity</li> <li>• The purpose of private worship in Judaism, eg closeness to God, personal spiritual development</li> <li>• The relationship of worship to other Judaism beliefs and practices, eg Torah study, nature of God</li> <li>• Views and interpretations of worship, eg focus on teaching and explanation of scripture, focus on community</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the purposes of religious worship. It has weaknesses in either the KU or analysis. KU referring to forms of worship and/or the teachings and practices that support them is mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the purposes of religious worship.</p>		

Part F - Sikhism

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
11.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the significance of the teachings of the Gurus today. KU referring to the life and teaching of the Gurus and contemporary Sikh belief and practice is relevant and accurate. Evaluation points are well reasoned on the significance of the teachings of the Gurus to Sikhs today.</p> <p><b>6-7</b> A good answer that includes some evaluation of the significance of the teachings of the Gurus to Sikhs today. KU referring to the life and teaching of the Gurus and contemporary Sikh belief and practice is mainly relevant and accurate. Evaluation points include reasoning on the significance of the teachings of the Gurus to</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate how important the teachings of the Gurus are for Sikhs today.</p> <p><b>Specific Instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Main events in the Gurus' lives</li> <li>• Examples of Gurus' teachings</li> <li>• Sikh beliefs related to the Gurus' teachings</li> <li>• Sikh practices related to the Gurus' teachings</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the main events, eg God's revelation to Nanak, Gobind Singh's creation of the Khalsa</li> <li>• Relevance of the Gurus' teachings, eg religious equality, faith without action is meaningless</li> <li>• Impact of beliefs and practices, eg langar, sewa and simran</li> <li>• Relative importance of other significant aspects of belief and practice today, eg the Guru Granth Sahib, sangat</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>Sikhs today. 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.</p> <p><b>4-5</b> A borderline answer that includes some basic evaluation of the significance of the teachings of the Gurus to Sikhs today. KU referring to the life and teaching of the Gurus and contemporary Sikh belief and practice is mainly relevant and accurate. Evaluation points on the significance of the teachings of the Gurus to Sikhs today are not clearly reasoned.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its references to the significance of the teachings of the Gurus to Sikhs today</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
12.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the purpose of worship in Sikhism. KU referring to different aspects of worship and an understanding of the purpose of worship is relevant and accurate. Analysis points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the purpose of worship in Sikhism, but has weaknesses in either the KU or the analysis. KU referring to the different aspects of worship and an understanding of the purpose of worship is mainly relevant and accurate. Analysis points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse the purpose of worship in Sikhism.</p> <p><b>Specific Instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• A description of how Sikhs worship</li> <li>• An understanding of the importance of worship through action</li> <li>• An explanation of the three golden rules - pray, work, give</li> <li>• An understanding of the importance of private and community worship</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the Guru Granth Sahib in worship, eg morning and evening prayers, ceremonial readings</li> <li>• Importance of worship in deepening spiritual understanding, eg Hukam, One True Reality</li> <li>• Links between worship and other key beliefs and practices, eg importance of meditation in order to achieve Gurmukh, importance of worship in overcoming maya, haumai and the Five Evils</li> <li>• Links between worshipping God and serving creation, eg sewa and simran, vand chhakana</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the purpose of worship in Sikhism. It has weaknesses in either the KU or analysis. KU referring to the different aspects of worship and an understanding of the purpose of worship is mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the purpose of worship in Sikhism.</p>		

Section 2 - MORALITY AND BELIEF

Part A - Religion and Justice

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
13.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the debate surrounding the purposes/perspectives of punishment. KU referring to moral issues in the debate about the purposes of punishment and responses to them is relevant and accurate. Analytical points are well-considered and may be insightful</p> <p><b>6-7</b> A good answer that includes some analysis of the debate surrounding the purposes/persepctives of punishment. KU referring to moral issues in the debate about the purposes of punishment and responses to it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the moral debate surrounding the purposes of punishment and a range of moral responses to them.</p> <p><b>Specific Instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Causes of the debate surrounding the purposes of punishment</li> <li>• Moral issues arising from the purposes of punishment</li> <li>• Development of the moral debate surrounding the purposes of punishment</li> <li>• Examples of responses to the moral debate surrounding the purposes of punishment</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Reasons for religious responses to the moral debate surrounding the purposes of punishment, eg teachings on forgiveness, revenge</li> <li>• Reasons for non-religious responses to the moral debate surrounding the purposes of punishment, eg impact for the majority, protection, deterrence</li> <li>• Consequences and implications of religious and non-religious responses to the moral debate surrounding the purposes of punishment, eg cycle of revenge, financial costs, public confidence in sentencing</li> <li>• Consistency and inconsistency of viewpoints in the moral debate surrounding the purposes or perspectives of punishment, eg opportunity for reform, merit of restorative practices, concern with establishing justice</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the debate surrounding the purposes/perspectives of punishment and/or its responses. It has weaknesses in either the KU or analysis. KU referring to the debate and its responses are general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the issues arising from the moral debate on the purposes/perspectives of punishment</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
14.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of UK sentencing and the death penalty. KU referring to UK sentencing and the death penalty is relevant and accurate. Evaluative points are well reasoned</p> <p><b>6-7</b> A good answer that includes some evaluation of UK sentencing and the death penalty. KU referring to UK sentencing and the death penalty is mainly relevant and accurate. Evaluative points are supported</p> <p><b>4-5</b> A borderline answer that includes some basic evaluation of UK sentencing and the death penalty. KU referring to UK sentencing and the death penalty is general in nature but relevant and accurate. Evaluation is under-developed and not focused clearly on statement but usually appropriate</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate whether current UK sentencing or the death penalty is more effective</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of and reasons for UK sentencing</li> <li>• Examples of and reasons for the death penalty</li> <li>• Religious and non-religious justifications for UK sentencing and the death penalty</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Positive and negative aspects of UK sentencing eg community sentencing more effective than short term prison sentences, public perceive it as a soft option</li> <li>• Positive and negative aspects of the death penalty eg no chance of re-offending, miscarriages of justice</li> <li>• Consequences and implications of each approach eg offenders have to work longer hours in community service than they do in jail, death penalty offers the ultimate protection for society</li> <li>• Evaluation of effectiveness of each approach eg approx 40% of community orders are breached, death penalty proven not to be a deterrent</li> <li>• Relative importance of religious and non-religious views on each approach eg morality of the actions as important as consequences, sanctity of life of utmost importance</li> </ul> <p>Overall evaluative comment eg prison is working as there has been an overall decline in reconviction rates within a year of prisoners being released, criminals need to pay the ultimate price for ultimate crimes: life for a life</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of UK sentencing and the death penalty will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its reasoning</p>		

Part B - Religion and Relationships

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
15.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the moral debate on sexual relationships. KU referring to moral issues in the debate on sexual relationships and responses to them is relevant and accurate. Analysis points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the moral debate on sexual relationships but has weaknesses in either the KU or the analysis. KU referring to moral issues in the debate on sexual relationships and responses to them is mainly relevant and accurate. Analysis points are appropriate but may be incomplete at times.</p> <p><b>4-5</b> A borderline answer that includes some basic analysis of the moral debate on sexual relationships. It has weaknesses</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the moral debate surrounding sexual relationships, which could include the background and a range of moral responses to it.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Causes of the debate surrounding sexual relationships</li> <li>• Moral issues arising from the debate surrounding sexual relationships</li> <li>• Development of the moral debate surrounding sexual relationships</li> <li>• Examples of responses to the moral debate surrounding sexual relationships</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Reasons for religious responses to issues arising from the moral debate surrounding sexual relationships, eg views on the purpose of sex which relate to contraception, views on the acceptability or otherwise of homosexual relationships.</li> <li>• Reasons for non-religious responses to issues arising from the moral debate surrounding sexual relationships, eg views on contraception which focus on the prevention of disease and unwanted pregnancy, views on homosexuality which focus on equality and human rights.</li> <li>• Consequences and implications of religious and non-religious responses, eg possible benefits arising from traditional views on marriage and family, possible benefits arising from wider availability and acceptance of contraception in the developing world.</li> <li>• Consistency and inconsistency of viewpoints on the moral debate surrounding sexual relationships, eg nature v. nurture debate in terms of sexual orientation</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>in either the KU or analysis. KU referring to moral issues in the debate on sexual relationships and/or responses to them is mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to issues arising from the moral debate on sexual relationships.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
16.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on discussion of the statement. KU referring to the nature of marriage and divorce in the modern world is relevant and accurate. Evaluation points are well reasoned and will take into account both parts of the statement.</p> <p><b>6-7</b> A good answer that includes some reference to discussion of the statement. KU referring to the nature of marriage and divorce in the modern world is mainly relevant and accurate. Evaluation points are supported and may make reference to both parts of the statement.</p> <p><b>4-5</b> A borderline answer that includes some basic discussion of the statement. It has weaknesses in either KU or evaluation. KU referring to the nature of marriage and divorce in the modern world is general</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate a viewpoint on the extent to which marriage is valued today.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Legal aspects of marriage and divorce</li> <li>• Religious and moral aspects of marriage and divorce</li> <li>• Historical and cultural aspects of marriage and divorce</li> <li>• Examples of religious and non-religious approaches to marriage and divorce</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Consequences and implications of marriage and divorce, eg perceived benefits to society and the family of traditional approaches to marriage and divorce, perceived benefits of more liberal approaches in terms of human rights and gender equality.</li> <li>• Positive and negative aspects of marriage and divorce, eg viewpoints supporting same-sex marriage, reference to relevant statistics on divorce.</li> <li>• Evaluation of the arguments presented on marriage and divorce, eg consideration of whether marriage is still relevant in the modern world, consideration of the ease or difficulty of the process of divorce.</li> <li>• Relative importance of other significant aspects affecting the perceived value of marriage, eg couples who have lived together often decide to get married before they have children, people who have been divorced often seek to get remarried.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>in nature but mainly relevant and accurate. Evaluation is under-developed and not focused clearly on the statement but usually appropriate.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of marriage and divorce and will include little or no evaluation. The focus of the answer is not consistently on the statement and is vague in its reasoning.</p>		

Part C - Religion, Environment and Global Issues

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
17.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the debate surrounding the environmental crises. KU referring to moral issues in the debate about the environmental crises and responses to them is relevant and accurate. Analysis points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the debate surrounding the environmental crises. KU referring to moral issues in the debate about the environmental crises and responses to it is mainly relevant and accurate. Analysis points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the moral debate surrounding the environmental crises, which could include their background and a range of moral responses to them.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Causes of the debate surrounding the environmental crises</li> <li>• Moral issues arising from the environmental crises</li> <li>• Development of the moral debate surrounding the environmental crises</li> <li>• Examples of responses to the moral debate surrounding the environmental crises</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Reasons for religious responses to the moral debate surrounding the environmental crises</li> <li>• Reasons for non-religious responses to the moral debate surrounding the environmental crises</li> <li>• Consequences and implications of religious and non-religious responses to the moral debate surrounding the environmental crises</li> <li>• Consistency and inconsistency of viewpoints in the moral debate surrounding the environmental crises</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the debate surrounding the environmental crises and/or its responses. It has weaknesses in either the KU or analysis. KU referring to the debate and its responses are general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the issues arising from the moral debate on the environmental crises.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
18.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the debate surrounding the environmental crises. KU referring to moral issues in the debate about the environmental crises and responses to them is relevant and accurate. Analysis points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the debate surrounding the environmental crises. KU referring to moral issues in the debate about the environmental crises and responses to it is mainly relevant and accurate. Analysis points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the nature of support that should be given to developing countries</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Types of aid</li> <li>• Types of charity</li> <li>• Effect of aid</li> <li>• Effect of charity</li> </ul> <p><b>Evaluative information may include:</b></p> <ul style="list-style-type: none"> <li>• The extent to which aid should be an obligation</li> <li>• The morality of different types of aid</li> <li>• The morality of different types of charity</li> <li>• The morality of aid during fiscal stringency at home</li> <li>• The morality of charity during fiscal stringency at home</li> <li>• Conflict of moral obligations at home and abroad</li> <li>• The effectiveness of aid and charity</li> <li>• Principles of global social justice v. social justice at home</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the debate surrounding the environmental crises and/or its responses. It has weaknesses in either the KU or analysis. KU referring to the debate and its responses are general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the issues arising from the moral debate on the environmental crises.</p>		

Part D - Religion, Medicine and the Human Body

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
19.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the debate surrounding the status of embryos as persons. KU referring to moral issues in the debate about the status of embryos as persons and responses to them is relevant and accurate. Analysis points are well-considered and may be insightful.</p> <p><b>6-7</b> A good answer that includes some analysis of the debate surrounding the status of embryos as persons. KU referring to moral issues in the debate about the status of embryos as persons and responses to it is mainly relevant and accurate. Analysis points are appropriate but may be incomplete at times.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the moral debate surrounding the status of embryos, which could include their background and a range of moral responses to them.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Causes of the debate surrounding the status of embryos</li> <li>• Moral issues arising from the status of embryos</li> <li>• Development of the moral debate surrounding the status of embryos</li> <li>• Examples of responses to the moral debate surrounding the status of embryos</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Reasons for religious responses to the moral debate surrounding the status of embryos</li> <li>• Reasons for non-religious responses to the moral debate surrounding the status of embryos</li> <li>• Consequences and implications of religious and non-religious responses to the moral debate surrounding the status of embryos</li> <li>• Consistency and inconsistency of viewpoints in the moral debate surrounding the status of embryos</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the debate surrounding the status of embryos as persons and/or its responses. It has weaknesses in either the KU or analysis. KU referring to the debate and its responses are general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the issues arising from the moral debate on the status of embryos as persons</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
20.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on evaluation of moral responses to assisted suicide and voluntary euthanasia. KU referring assisted suicide and voluntary euthanasia and the moral responses to them is relevant and accurate. Evaluative points are well reasoned.</p> <p><b>6-7</b> A good answer that includes some evaluation of moral responses to assisted suicide and voluntary euthanasia. KU referring to assisted suicide and voluntary euthanasia and the moral responses to them is mainly relevant and accurate. Evaluative points are supported.</p>	10	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to explore the moral debate surrounding assisted suicide and voluntary euthanasia.</p> <p><b>Specific Instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Causes of the debate surrounding assisted suicide and voluntary euthanasia</li> <li>• Moral issues arising from assisted suicide and voluntary euthanasia</li> <li>• Religious and moral responses to assisted suicide and voluntary euthanasia</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Consequences and implications of moral responses to assisted suicide and voluntary euthanasia</li> <li>• Positive and negative features of moral responses to assisted suicide and voluntary euthanasia</li> <li>• Evaluation of the arguments surrounding the moral responses to assisted suicide and voluntary euthanasia</li> <li>• Relative importance of moral responses to assisted suicide and voluntary euthanasia</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic evaluation of moral responses to assisted suicide and voluntary euthanasia. KU referring to assisted suicide and voluntary euthanasia and the moral responses to them is general in nature but relevant and accurate. Evaluation is under-developed and not focussed clearly on statement but usually appropriate.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of moral responses to assisted suicide and voluntary euthanasia and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its reasoning.</p>		

Part E - Religion and Conflict

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
21.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an analysis of the debate surrounding the causes of war. KU referring to moral issues in the debate about the causes of war and responses to them is relevant and accurate. Analytical points are well-considered and may be insightful</p> <p><b>6-7</b> A good answer that includes some analysis of the debate surrounding the causes of war. KU referring to moral issues in the debate about the causes of war and responses to it is mainly relevant and accurate. Analytical points are appropriate but may be incomplete at times</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore the moral debate surrounding causes of war and a range of moral responses to them.</p> <p><b>Specific Instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Moral issues arising from the causes of war</li> <li>• Development of the moral debate surrounding the causes of war</li> <li>• Examples of responses to the moral debate surrounding the causes of war</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Reasons for religious responses to the moral debate surrounding the causes of war, eg teachings on greed, justice, holy war</li> <li>• Reasons for non-religious responses to the moral debate surrounding the causes of war, eg justifications about freedom, resources, protection of the innocent</li> <li>• Consequences and implications of religious and non-religious responses to the moral debate surrounding the causes of war, eg not all wars are justifiable, some lives are seen as worth sacrificing, acts of revenge</li> <li>• Consistency and inconsistency of viewpoints in the moral debate surrounding the causes of war, eg relative importance of human life, duty of protection, defending principles</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>4-5</b> A borderline answer that includes some basic analysis of the debate surrounding the causes of war and/or its responses. It has weaknesses in either the KU or analysis. KU referring to the debate and its responses is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive and will include little or no analysis. The focus of the answer is not consistently on the question and is vague in its references to the issues arising from the moral debate on the causes of war</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
22.	<p>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.</p> <p><b>Typical Characteristics</b></p> <p><b>8-10</b> A sophisticated and full answer that focuses on an evaluation of the effectiveness of pacifism and war. KU referring to the effectiveness of pacifism and war is relevant and accurate. Evaluative points are well reasoned</p> <p><b>6-7</b> A good answer that includes some evaluation of the effectiveness of pacifism and war. KU referring to the effectiveness of pacifism and war is mainly relevant and accurate. Evaluative points are supported</p> <p><b>4-5</b> A borderline answer that includes some basic evaluation of the effectiveness of pacifism and war. KU referring to the effectiveness of pacifism and war is general in nature but relevant and accurate. Evaluation is under-developed and not focused clearly on statement but usually appropriate</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate whether pacifism or armed conflict is more effective when faced with aggression</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of and reasons for pacifism</li> <li>• Examples of and reasons for war</li> <li>• Religious and non-religious justifications for pacifism and war</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Positive and negative aspects of pacifism, eg violence leads to more violence, signals weakness to aggressors</li> <li>• Positive and negative aspects of armed conflict, eg defeat your aggressors, endure heavy losses</li> <li>• Consequences and implications of each approach, eg success without bloodshed, deters further potential aggressors</li> <li>• Evaluation of effectiveness of each approach, eg compromises lead to greater trust and longer lasting peace, human cost as well as financial cost</li> <li>• Relative importance of religious and non-religious views on each approach, eg morality of the actions as important as consequences, sanctity of life of utmost importance</li> <li>• Overall evaluative comment, eg pacifism is the ideal but once all methods are exhausted war may be necessary as a last option, war acceptable if it complies with Just War Theories</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of the effectiveness of pacifism and war and will include little or no evaluation. The focus of the answer is not consistently on the question and is vague in its reasoning</p>		

## Section 3 - RELIGIOUS AND PHILOSOPHICAL QUESTIONS

### Part A - The Origins of Life

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
23.	<p>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</p> <p>.</p> <p><b>Typical characteristics</b>  <b>16-20</b> A sophisticated and full answer that clearly addresses and answers the question by referring to KU on faith-based and reason-based responses to the issue. Answers may show an awareness that faith and reason do not equate simply to religion and science. KU is relevant, accurate and detailed and analysis points are well considered and well supported and may be insightful. Evaluation points are well reasoned and take into account both aspects of the statement. A clear personal judgement on the issue is included.</p>	20	<p><b>Purpose</b>            The purpose of the question is to give candidates the opportunity to analyse and evaluate the extent to which the origins of the universe can be adequately explained through the use of faith, reason or both.</p> <p><b>Specific Instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of faith as a basis for understanding reality</li> <li>• Explanations of reason as a basis for understanding reality</li> <li>• Examples of use of faith in the context of explanations of the origins of life</li> <li>• Examples of use of reason in the context of explanations of the origins of life</li> <li>• Religious and non-religious perspectives on the origins of life</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Links between faith-based explanations and reason-based explanations, eg scientific explanations of the origins of life have to make educated guesses when faced with gaps in the evidence; religious responses can be based on a reasoned approach to the possibility of life coming about through supernatural means.</li> <li>• Different views and interpretations of the origins of life, eg literal and metaphorical interpretations of scripture; various scientific approaches to evolution.</li> <li>• Possible implications of faith and reason, eg some see scientific progress as part of God’s general revelation; we may never be able to prove definitively how life came about so faith and reason will both be relevant.</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>13-15</b> A good answer that addresses and answers the question by referring to KU on faith-based and reason-based responses to the issue. KU is generally relevant, accurate and detailed and analysis points are appropriate and well supported. Evaluation points are supported and take into account both aspects of the statement. A personal judgement on the issue is included.</p> <p><b>10-12</b> A satisfactory response that makes some attempt to answer the question by referring to relevant KU on faith-based and reason-based responses to the issue. Answers may refer simply to the debate between religion and science. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p><b>6-9</b> A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features religious and scientific responses without addressing the issue of</p>		<p>Consistency and inconsistency relating to faith and reason, eg some religious people believe that faith alone is enough to prove that there is a divine creator responsible for the origins of life, whilst others say evidence or logic is needed in order to demonstrate that a claim is true; ‘God of the gaps’ approach which involving arbitrary use of faith to explain lack of evidence.</p> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Strengths and weaknesses of faith and/or reason as basis for explaining the origins of life, eg reason involves empiricism and deduction, and although not everything is known about life’s origins, this view is supported with evidence; challenges to faith from paradoxes associated with aspects of God’s nature.</li> <li>• Positive and negative aspects of the compatibility between God and evil, eg strengths of revelation as a source of understanding; limitations of scientific method.</li> <li>• Overall evaluative comment, ie. disagree with the view - scientific reason is enough and faith is not required; science can explain how life came about and religion can explain why - only when both explanations are combined can a full picture of reality emerge.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>compatibility between them. Personal views may be expressed with little support. <b>0-5</b> A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on extent to which different responses adequately explain the origins of life.</p>		

Part B - The Existence of God

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
24	<p>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</p> <p><b>Typical Characteristics</b>  <b>16-20</b> A sophisticated and full answer that focuses on an analysis of belief in the existence of God. KU referring to the issue in the question and/or religious responses to the issue is relevant and accurate. Analysis points are well-considered and may be insightful.  <b>13-15</b> A good answer that includes some analysis of belief in the existence of God but has weaknesses in either the KU or the analysis. KU referring to belief in the existence of God and/or religious responses to the issue is mainly relevant and accurate. Analysis points are appropriate but may be simplistic.</p>	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to analyse and evaluate the extent to which belief in God is reasonable.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanation of the nature of God</li> <li>• Explanation of the role of reason in belief in God</li> <li>• Explanation of the role of faith in belief in God</li> <li>• Non religious perspectives on the existence of God</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Links between different theological arguments for the existence of God, eg the cosmological argument, the teleological argument</li> <li>• Different views and interpretations of theological arguments for God, eg non religious responses to the cosmological and teleological arguments, non religious responses to religious experience</li> <li>• Consistency and inconsistency within religious and non religious responses, eg need for a first cause, apparent evidence of design</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Strengths and weaknesses of theological arguments in proving the existence of God, eg contradictory nature of the cosmological argument, apparent evidence of bad design Positive and negative aspects of the compatibility between faith and reason, eg religious people rely on faith to explain the existence of God, but that this belief is supported by reason, through the evidence presented by the cosmological and teleological arguments</li> <li>• Overall evaluative comment, eg there is enough evidence in nature to support the existence of God, belief in God relies solely on faith, not reason</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>10-12</b> A satisfactory response that makes some attempt to answer the question by referring to relevant KU on belief in the existence of God and/or religious responses to the issue. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p><b>6-9</b> A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe arguments for belief in the existence of God without discussion of the challenges presented to these. Personal views may be expressed with little support.</p> <p><b>0-5</b> A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on belief in the existence of God and the challenges posed to this belief.</p>		

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.	<p>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</p> <p><b>Typical Characteristics</b>  <b>16-20</b> A sophisticated and full answer that focuses on an analysis of religious responses to the issues in the question. KU referring to the issue in the question and/or religious responses to the issue is relevant and accurate. Analysis points are well-considered and may be insightful.  <b>13-15</b> A good answer that includes some analysis of religious responses to the issues surrounding the problem of suffering and evil but has weaknesses in either the KU or the analysis. KU referring to the existence of God and the problem of suffering and evil and/or religious responses to the issue is mainly relevant and accurate. Analysis points are</p>	20	<p><b>Purpose</b>  The purpose of the question is to give candidates the opportunity to analyse and evaluate the extent to which God would permit suffering and evil and challenge beliefs in God.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Explanation of the nature of God</li> <li>• Examples of suffering and evil</li> <li>• Understanding of the challenges presented to the existence of God by the existence of suffering and evil</li> <li>• Non religious perspectives on the existence of God in relation to the existence of suffering and evil</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Links between the nature of God and the problem of suffering and evil, eg God’s benevolence and omnipotence vs the existence of evil, origins of evil</li> <li>• Different views and interpretations of God and the problem of suffering evil, eg Augustinian theodicy, the law of Karma</li> <li>• Possible implications of the existence of God, eg the goodness of God, the mystery of God</li> <li>• Consistency and inconsistency within religious and non religious responses, eg the gift of freewill, the necessary nature of suffering evil</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>appropriate but may be simplistic.</p> <p><b>10-12</b> A satisfactory response that makes some attempt to answer the question by referring to relevant KU on the existence of God and the problem of suffering and evil and/or religious responses to the issue. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis might be appropriate but not supported by relevant KU.</p> <p><b>6-9</b> A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features of the problem of suffering and evil and characteristics of God without discussion of the challenges posed by suffering and evil to belief in God. Personal views may be expressed with little support.</p> <p><b>0-5</b> A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on the problem of</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Strengths and weaknesses of theodicies and non-religious perspectives, eg random nature of suffering and evil, paradoxes associated with aspects of God’s nature</li> <li>• Positive and negative aspects of the compatibility between God and suffering and evil, eg without evil there is no understanding of good, necessity of balance</li> <li>• Overall evaluative comment, eg suffering and evil are part of God’s plan, a plan which is beyond human understanding; there is no morally sufficient reason to explain why a benevolent and omnipotent God has not eliminated suffering and evil</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			suffering and evil and the challenges it poses for belief in God.		

Part D - Miracles

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
26.	<p>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</p> <p><b>Typical Characteristics</b>  <b>16-20</b> A sophisticated and full answer that focuses on an analysis of religious and non- religious responses to the issues surrounding the question. KU referring to the issue in the question and/or religious responses to the issue is relevant and accurate. Analysis/evaluation points are well-considered and may be insightful.  <b>13-15</b> A good answer that includes some analysis of religious and non-religious responses to the issues surrounding the question but has weaknesses in either the KU or the analysis. KU referring to the issue in the question and/or religious responses to the issue is mainly relevant and accurate.</p>	20	<p><b>Purpose</b>  The purpose of the question is to give candidates the opportunity to analyse and evaluate the extent to which it is reasonable to believe that miracles happen.</p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Definitions of miracles</li> <li>• Explanations of miracles</li> <li>• Types of arguments for miracles</li> <li>• Types of arguments against miracles</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Links between faith and the existence of miracles eg proof of miracles depends on the extent the believer will go to defend their existence, miracles occur outside religion too</li> <li>• Different views and interpretations of miracles, eg miracles and probability, laws cannot be laws at the same time as being violable when miracles occur</li> <li>• Possible implications of miracles being reasonable belief eg God exists and intervenes in history, God violates the laws of nature</li> <li>• Consistency and inconsistency within religious and non religious responses, eg explanations of miracles, forms of arguments for and against miracles</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>Analysis/evaluation points are appropriate and supported.</p> <p><b>10-12</b> A satisfactory response that makes some attempt to answer the question by referring to relevant KU on miracles and/or religious responses to the issue. KU may be relevant and detailed but with incomplete analysis/evaluation. Analysis/evaluation might be appropriate but not supported by relevant KU.</p> <p><b>6-9</b> A weak answer that may contain some relevant KU and/or some appropriate, but limited, analysis/evaluation. The answer may have a lot of description, some of it irrelevant. It may simply describe features of miracles without discussion of how reasonable it is to believe in them. Personal views may be expressed with little support.</p> <p><b>0-5</b> A poor answer with mainly descriptive and/or irrelevant KU. Little or no analysis or evaluation. The answer will lack focus on whether it is reasonable to believe in miracles.</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Strengths and weaknesses of religious and non-religious perspectives, eg random nature of miracles, the problem of definitions of things such as credible witnesses</li> <li>• Positive and negative aspects of the rationality of believing in miracles eg miracles as a proof for belief in God, the historical context of miracles</li> <li>• Overall evaluative comment, eg miracles have been witnessed, the existence or non-existence of miracles cannot be proved</li> </ul>

[END OF MARKING INSTRUCTIONS]