



National  
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2016

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## 2016 Religious, Moral and Philosophical Studies

### Higher

### Finalised Marking Instructions

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

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

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

In this question paper the following skills are assessed:

- i. Knowledge and Understanding
- ii. Analysis
- iii. Evaluation

### **i. Knowledge and Understanding**

Knowledge and understanding involves presenting relevant, accurate and detailed facts

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

### **ii. Analysis**

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

An analysis mark should be awarded where a candidate presents a relevant, accurate and detailed point which may include:

- links between different components
- links between component(s) and the whole
- links between component(s) and related concepts
- similarities and contradictions
- consistency and inconsistency
- different views/interpretations
- possible consequences/implications

- the relative importance of components
- understanding of underlying order or structure

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

### iii. Evaluation

Evaluation involves making a judgement or measurement based 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

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

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

### **Use of sources**

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

### **Overview of Detailed Marking Instructions**

#### **Analysis questions (10 marks):**

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

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

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

#### **Evaluation questions (10 marks):**

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

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

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

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

#### **Analysis and evaluation questions (20 marks)**

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

- relevant to the question

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

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

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 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>  <b>8-10</b> A sophisticated and full answer that focuses on an analysis of the relationship between the nature of human beings and nibbana. KU referring to the nature of human beings and nibbana and the teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p>	10	<p><b>Purpose</b>                      The purpose of the question is to give candidates the opportunity to explore the ways in which the nature of human beings and nibbana are directly or indirectly connected.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of the nature of human beings</li> <li>• Explanations of nibbana</li> <li>• Examples of other beliefs related to the nature of human beings and nibbana</li> <li>• Examples of teachings related to the nature of human beings and nibbana</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Connections between the nature of human beings and nibbana</li> <li>• Relative importance of the nature of human beings and nibbana</li> <li>• Connections between other beliefs/practices</li> <li>• Views and interpretations of the nature of human beings and nibbana</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<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 challenges and benefits presented by following the Eightfold Path today. KU referring to the Eightfold Path and its impact is relevant and accurate. Evaluation points are well reasoned on whether living according to the Eightfold Path today brings benefits or challenges.</p> <p><b>6-7</b> A good answer that includes some evaluation of the challenges and benefits of following the Eightfold Path today. KU referring to the Eightfold Path and its impact is mainly relevant and accurate. Evaluation points include reasoning on whether living according to the Eightfold Path today brings benefits or challenges.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate whether living according to the Eightfold Path presents more challenges than benefits or has positive and/or negative impacts on Buddhists 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 features of the Eightfold Path</li> <li>• Examples of challenges the Eightfold Path presents Buddhists</li> <li>• Examples of benefits the Eightfold Path presents Buddhists</li> <li>• Buddhist practices related to the Eightfold Path</li> <li>• Buddhist beliefs related to the Eightfold Path</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the Eightfold Path to Buddhists today</li> <li>• Judgements about the overall challenges presented by the Eightfold Path to Buddhists today</li> <li>• Judgements about the overall benefits of following the Eightfold Path to Buddhists today</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 benefits and challenges of following the Eightfold Path today. KU referring to the main features of the Eightfold Path and its impact is mainly relevant and accurate. Evaluation points on whether living according to the Eightfold Path today brings benefits or challenges 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 impact of living according to the Eightfold Path today.</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 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 relationship between the nature of human beings and judgement. KU referring to the nature of human beings and judgement and the teachings and/or beliefs that support 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 relationship between the nature of human beings and judgement but has weaknesses in either the KU or the analysis. KU referring to the nature of human beings and judgement and the teachings and/or beliefs that support them 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 ways in which the nature of human beings and judgement are directly or indirectly connected.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of the nature of human beings</li> <li>• Explanations of judgement</li> <li>• Examples of other beliefs related to the nature of human beings and judgement</li> <li>• Examples of teachings related to the nature of human beings and judgement</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Connections between the nature of human beings and judgement</li> <li>• Relative importance of the nature of human beings and judgement</li> <li>• Connections between other beliefs/practices</li> <li>• Views and interpretations of the nature of human beings and judgement</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 relationship between the nature of human beings and judgement. It has weaknesses in either the KU or analysis. KU referring to the nature of human beings and judgement 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 relationship between the nature of human beings and judgement.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<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 challenges and benefits presented by living according to the gospels today. KU referring to the gospels and their impact is relevant and accurate. Evaluation points are well reasoned on whether living according to the gospels today brings benefits or challenges.</p> <p><b>6-7</b> A good answer that includes some evaluation of the challenges and benefits of following the gospels today. KU referring to the gospels and their impact is mainly relevant and accurate. Evaluation points include reasoning on whether living according to the gospels today brings benefits or challenges.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate whether living according to the gospels presents more challenges than benefits or has positive and/or negative impacts on 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 features of the gospels</li> <li>• Examples of challenges the gospels presents Christians</li> <li>• Examples of benefits the gospels presents Christians</li> <li>• Christian practices related to the gospels</li> <li>• Christian beliefs related to the gospels</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the gospels for Christians today</li> <li>• Judgements about the overall challenges presented by the gospels to Christians today</li> <li>• Judgements about the overall benefits of following the gospels to Christians today</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 benefits and challenges of following the gospels today. KU referring to the main features of the gospels and their impact is mainly relevant and accurate. Evaluation points on whether living according to the gospels today brings benefits or challenges 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 impact of living according to the gospels today.</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 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 relationship between the nature of human beings and moksha. KU referring to the nature of human beings and moksha and the teachings and/or beliefs that support 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 relationship between the nature of human beings and moksha but has weaknesses in either the KU or the analysis. KU referring to the nature of human beings and moksha and the teachings and/or beliefs that support them 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 ways in which the nature of human beings and moksha are directly or indirectly connected.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of the nature of human beings</li> <li>• Explanations of moksha</li> <li>• Examples of other beliefs related to the nature of human beings and moksha</li> <li>• Examples of teachings related to the nature of human beings and moksha</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Connections between the nature of human beings and moksha</li> <li>• Relative importance of the nature of human beings and moksha</li> <li>• Connections between other beliefs/practices</li> <li>• Views and interpretations of the nature of human beings and moksha</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 relationship between the nature of human beings and moksha. It has weaknesses in either the KU or analysis. KU referring to the nature of human beings and moksha 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 relationship between the nature of human beings and moksha.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
6.	<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 challenges and benefits presented by practising the three Margas today. KU referring to the three Margas and its impact is relevant and accurate. Evaluation points are well reasoned on whether practising the three Margas today brings benefits or challenges.</p> <p><b>6-7</b> A good answer that includes some evaluation of the challenges and benefits of practising the three Margas today. KU referring to the three Margas and its impact is mainly relevant and accurate. Evaluation points include reasoning on whether practising the three Margas today brings benefits or challenges.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate whether practising the three Margas presents more challenges than benefits or has positive and/or negative impacts on 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 features of the three Margas</li> <li>• Examples of challenges the three Margas presents Hindus</li> <li>• Examples of benefits the three Margas presents Hindus</li> <li>• Hindu practices related to the three Margas</li> <li>• Hindu beliefs related to the three Margas</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the three Margas for Hindus today</li> <li>• Judgements about the overall challenges presented by the three Margas to Hindus today</li> <li>• Judgements about the overall benefits of practising the three Margas to Hindus today</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 benefits and challenges of practising the three Margas today. KU referring to the main features of the three Margas and its impact is mainly relevant and accurate. Evaluation points on whether practising the three Margas today brings benefits or challenges 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 impact of practising the three Margas today.</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 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 relationship between the nature of human beings and judgement. KU referring to the nature of human beings and judgement and the teachings and/or beliefs that support 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 relationship between the nature of human beings and judgement but has weaknesses in either the KU or the analysis. KU referring to the nature of human beings and judgement and the teachings and/or beliefs that support them 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 ways in which the nature of human beings and judgement are directly or indirectly connected.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of the nature of human beings</li> <li>• Explanations of judgement</li> <li>• Examples of other beliefs related to the nature of human beings and judgement</li> <li>• Examples of teachings related to the nature of human beings and judgement</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Connections between the nature of human beings and judgement</li> <li>• Relative importance of the nature of human beings and judgement</li> <li>• Connections between other beliefs/practices</li> <li>• Views and interpretations of the nature of human beings and judgement</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 relationship between the nature of human beings and judgement. It has weaknesses in either the KU or analysis. KU referring to the nature of human beings and judgement 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 relationship between the nature of human beings and judgement.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
8.	<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 challenges and benefits presented by practising the Five Pillars today. KU referring to the Five Pillars and its impact is relevant and accurate. Evaluation points are well reasoned on whether practising the Five Pillars today brings benefits or challenges.</p> <p><b>6-7</b> A good answer that includes some evaluation of the challenges and benefits of practising the Five Pillars today. KU referring to the Five Pillars and its impact is mainly relevant and accurate. Evaluation points include reasoning on whether practising the Five Pillars today brings benefits or challenges.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate whether practising the Five Pillars presents more challenges than benefits or has positive and/or negative impacts on 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 features of the Five Pillars</li> <li>• Examples of challenges the Five Pillars presents Muslims</li> <li>• Examples of benefits the Five Pillars presents Muslims</li> <li>• Muslim practices related to the Five Pillars</li> <li>• Muslim beliefs related to the Five Pillars</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the Five Pillars for Muslims today</li> <li>• Judgements about the overall challenges presented by the Five Pillars to Muslims today</li> <li>• Judgements about the overall benefits of practising the Five Pillars to Muslims today</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 benefits and challenges of practising the Five Pillars today. KU referring to the main features of the Five Pillars and its impact is mainly relevant and accurate. Evaluation points on whether practising the Five Pillars today brings benefits or challenges 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 impact of practising the Five Pillars today.</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 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>  <b>8-10</b> A sophisticated and full answer that focuses on an analysis of the relationship between the nature of human beings and judgement. KU referring to the nature of human beings and judgement and the teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p>	10	<p><b>Purpose</b>  The purpose of the question is to give candidates the opportunity to explore the ways in which the nature of human beings and judgement are directly or indirectly connected.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of the nature of human beings</li> <li>• Explanations of judgement</li> <li>• Examples of other beliefs related to the nature of human beings and judgement</li> <li>• Examples of teachings related to the nature of human beings and judgement</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Connections between the nature of human beings and judgement</li> <li>• Relative importance of the nature of human beings and judgement</li> <li>• Connections between other beliefs/practices</li> <li>• Views and interpretations of the nature of human beings and judgement</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>6-7</b> A good answer that includes some analysis of the relationship between the nature of human beings and judgement but has weaknesses in either the KU or the analysis. KU referring to the nature of human beings and judgement and the teachings and/or beliefs that support them is mainly relevant and accurate. Analytical 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 relationship between the nature of human beings and judgement. It has weaknesses in either the KU or analysis. KU referring to the nature of human beings and judgement 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 relationship between the nature of human beings and judgement.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
10.	<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 challenges and benefits presented by living according to the Torah today. KU referring to the Torah and its impact is relevant and accurate. Evaluation points are well reasoned on whether living according to the Torah today brings benefits or challenges.</p> <p><b>6-7</b> A good answer that includes some evaluation of the challenges and benefits of living according to the Torah today. KU referring to the Torah and its impact is mainly relevant and accurate. Evaluation points include reasoning on whether living according to the Torah today brings benefits or challenges.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate whether living according to the Torah presents more challenges than benefits or has positive and/or negative impacts on 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 features of the Torah</li> <li>• Examples of challenges the Torah presents Jews</li> <li>• Examples of benefits the Torah presents Jews</li> <li>• Jewish practices related to the Torah</li> <li>• Jewish beliefs related to the Torah</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of the Torah for Jews today</li> <li>• Judgements about the overall challenges presented by the Torah to Jews today</li> <li>• Judgements about the overall benefits of living according to the Torah to Jews today</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 benefits and challenges of living according to the Torah today. KU referring to the main features of the Torah and its impact is mainly relevant and accurate. Evaluation points on whether living according to the Torah today brings benefits or challenges 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 impact of living according to the Torah today.</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 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>  <b>8-10</b> A sophisticated and full answer that focuses on an analysis of the relationship between the nature of human beings and Jivan Mukhti. KU referring to the nature of human beings and Jivan Mukhti and the teachings and/or beliefs that support them is relevant and accurate. Analytical points are well-considered and may be insightful.</p>	10	<p><b>Purpose</b>            The purpose of the question is to give candidates the opportunity to explore the ways in which the nature of human beings and Jivan Mukhti are directly or indirectly connected.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding information may include:</b></p> <ul style="list-style-type: none"> <li>• Explanations of the nature of human beings</li> <li>• Explanations of Jivan Mukhti</li> <li>• Examples of other beliefs related to the nature of human beings and Jivan Mukhti</li> <li>• Examples of teachings related to the nature of human beings and Jivan Mukhti</li> </ul> <p><b>Analytical information may include:</b></p> <ul style="list-style-type: none"> <li>• Connections between the nature of human beings and Jivan Mukhti</li> <li>• Relative importance of the nature of human beings and Jivan Mukhti</li> <li>• Connections between other beliefs/practices</li> <li>• Views and interpretations of the nature of human beings and Jivan Mukhti</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p><b>6-7</b> A good answer that includes some analysis of the relationship between the nature of human beings and Jivan Mukhti but has weaknesses in either the KU or the analysis. KU referring to the nature of human beings and Jivan Mukhti and the teachings and/or beliefs that support them is mainly relevant and accurate. Analytical 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 relationship between the nature of human beings and Jivan Mukhti. It has weaknesses in either the KU or analysis. KU referring to the nature of human beings and Jivan Mukhti is general in nature but mainly relevant and accurate. Analysis is usually appropriate but underdeveloped.</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 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 relationship between the nature of human beings and Jivan Mukhti.</p>		

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
12.	<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 challenges and benefits presented by belonging to the Khalsa today. KU referring to the Khalsa and its impact is relevant and accurate. Evaluation points are well reasoned on whether belonging to the Khalsa today brings benefits or challenges.</p> <p><b>6-7</b> A good answer that includes some evaluation of the challenges and benefits of belonging to the Khalsa today. KU referring to the Khalsa and its impact is mainly relevant and accurate. Evaluation points include reasoning on whether belonging to the Khalsa today brings benefits or challenges.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate whether belonging to the Khalsa presents more challenges than benefits or has positive and/or negative impacts on 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 features of the Khalsa</li> <li>• Examples of challenges the Khalsa presents Sikhs</li> <li>• Examples of benefits the Khalsa presents Sikhs</li> <li>• Sikh practices related to the Khalsa</li> <li>• Sikh beliefs related to the Khalsa</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of belonging to the Khalsa for Sikhs today</li> <li>• Judgements about the overall challenges presented by belonging to the Khalsa to Sikhs today</li> <li>• Judgements about the overall benefits of belonging to the Khalsa to Sikhs today</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 benefits and challenges of belonging to the Khalsa today. KU referring to the main features of the Khalsa and its impact is mainly relevant and accurate. Evaluation points on whether belonging to the Khalsa today brings benefits or challenges 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 impact of belonging to the Khalsa today.</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 moral issues surrounding sentencing in the UK. KU referring to sentencing in the UK 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 moral issues surrounding sentencing in the UK but has weaknesses in either the KU or the analysis. KU referring to sentencing in the UK 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 different moral issues arising from sentencing in the UK.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Different sentences available in the UK</li> <li>• Examples of crimes/case studies</li> <li>• Moral concerns raised by the sentences</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of sentences</li> <li>• Reasons behind the moral concerns</li> <li>• Consequences and implications of the moral issues</li> <li>• Views and interpretations of the moral issues</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 moral issues surrounding sentencing in the UK. It has weaknesses in either the KU or analysis. KU referring to sentencing in the UK 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 moral issues on sentencing in the UK.</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 evaluation of religious responses to capital punishment. KU referring to capital punishment and religious viewpoints on this is relevant and accurate. Evaluative points are well reasoned.</p> <p><b>6-7</b> A good answer that includes some evaluation of religious responses on capital punishment. KU referring to the capital punishment and the religious viewpoints on this is mainly relevant and accurate. Evaluative points are supported.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate religious viewpoints on capital punishment.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Types of capital punishment</li> <li>• Reasons for and against using capital punishment</li> <li>• Religious viewpoints on capital punishment</li> <li>• Case Studies</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Consequences and implications of religious responses to capital punishment</li> <li>• Positive and negative features of religious responses to capital punishment</li> <li>• Evaluation of the arguments surrounding the religious responses to capital punishment</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 religious viewpoints on capital punishment. KU referring to capital punishment and the religious viewpoints on this is general in nature but relevant and accurate. Evaluation is under-developed and not focused clearly on statement but usually appropriate.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of religious viewpoints on capital punishment 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 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 moral issues arising from the roles of men and women. KU referring to the roles of men and women 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 moral issues arising from the roles of men and women but has weaknesses in either the KU or the analysis. KU referring to the roles of men and women 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 different moral issues arising from the roles of men and women.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Different roles of men and women</li> <li>• Examples/case studies</li> <li>• Moral concerns raised by the roles</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of roles</li> <li>• Reasons behind the moral concerns</li> <li>• Consequences and implications of the moral issues</li> <li>• Views and interpretations of the moral issues</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 moral issues arising from the roles of men and women. It has weaknesses in either the KU or analysis. KU referring to the role of men and women 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 moral issues arising from the roles of men and women.</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 evaluation of religious responses to marriage. KU referring to marriage and religious viewpoints on this is relevant and accurate. Evaluative points are well reasoned.</p> <p><b>6-7</b> A good answer that includes some evaluation of religious responses on marriage. KU referring to marriage and the religious viewpoints on this is mainly relevant and accurate. Evaluative points are supported.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate religious viewpoints on marriage.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Types of marriage</li> <li>• Reasons for marriage</li> <li>• Religious viewpoints</li> <li>• Case studies</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Consequences and implications of religious responses to marriage</li> <li>• Positive and negative features of religious responses to marriage</li> <li>• Evaluation of the arguments surrounding the religious responses to marriage</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 religious viewpoints on marriage. KU referring to marriage and the religious viewpoints on this is general in nature but relevant and accurate. Evaluation is under-developed and not focused clearly on statement but usually appropriate.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of religious viewpoints on marriage 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 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 moral issues arising from environmental crises. KU referring to environmental crises 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 moral issues arising from environmental crises but has weaknesses in either the KU or the analysis. KU referring to environmental crises 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 different moral issues arising from environmental crises.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Different environmental crises</li> <li>• Examples/case studies</li> <li>• Moral concerns raised by the crises</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of environmental crises</li> <li>• Reasons behind the moral concerns</li> <li>• Consequences and implications of the moral issues</li> <li>• Views and interpretations of the moral issues</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 moral issues arising from environmental crises . It has weaknesses in either the KU or analysis. KU referring to environmental crises 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 moral issues arising from 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 evaluation of religious responses to international aid. KU referring to international aid and religious viewpoints on this is relevant and accurate. Evaluative points are well reasoned.</p> <p><b>6-7</b> A good answer that includes some evaluation of religious responses on international aid. KU referring to international aid and the religious viewpoints on this is mainly relevant and accurate. Evaluative points are supported.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate religious viewpoints on international aid.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Main causes of poverty</li> <li>• Types of international aid</li> <li>• Religious viewpoints</li> <li>• Case studies</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Consequences and implications of religious responses to international aid</li> <li>• Positive and negative features of religious responses to international aid</li> </ul> <p>Evaluation of the arguments surrounding the religious responses to international aid</p>

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 religious viewpoints on international aid. KU referring to international aid and the religious viewpoints on this is general in nature but relevant and accurate. Evaluation is under-developed and not focused clearly on statement but usually appropriate.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of religious viewpoints on international aid 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 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 moral issues on the issue of the right to die. KU referring to the right to die 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 moral issues on the issue of the right to die but has weaknesses in either the KU or the analysis. KU referring to the right to die 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 different moral issues arising from the right to die.</p> <p><b>Specific Instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Different approaches to the right to die</li> <li>• Examples/case studies</li> <li>• Moral concerns raised by the right to die</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of the right to die</li> <li>• Reasons behind the moral concerns</li> <li>• Consequences and implications of the moral issues</li> <li>• Views and interpretations of the moral issues</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 moral issues on the issue of the right to die. It has weaknesses in either the KU or analysis. KU referring to the right to die 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 moral issues on the issue of the right to die.</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 religious responses to organ transplants. KU referring to organ transplants and religious viewpoints on this is relevant and accurate. Evaluative points are well reasoned.</p> <p><b>6-7</b> A good answer that includes some evaluation of religious responses on organ transplants. KU referring to the organ transplants and the religious viewpoints on this is mainly relevant and accurate. Evaluative points are supported.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate religious viewpoints on organ donation.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Types of organ donation</li> <li>• Reasons for and against using organ donation</li> <li>• Religious viewpoints on organ donation</li> <li>• Case Studies</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Consequences and implications of religious responses to organ donation</li> <li>• Positive and negative features of religious responses to organ donation</li> <li>• Evaluation of the arguments surrounding the religious responses to organ donation</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 religious viewpoints on organ transplants. KU referring to organ transplants and the religious viewpoints on this is general in nature but relevant and accurate. Evaluation is under-developed and not focused clearly on statement but usually appropriate.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of religious viewpoints on organ transplants 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 moral issues arising from strategies of modern warfare. KU referring to modern warfare 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 moral issues arising from strategies of modern warfare but has weaknesses in either the KU or the analysis. KU referring to strategies of modern warfare 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 different moral issues arising from strategies of modern warfare.</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Different strategies of modern warfare</li> <li>• Examples/case studies</li> <li>• Moral concerns raised by strategies of modern warfare</li> <li>• Religious and/or non-religious responses</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of strategies of modern warfare</li> <li>• Reasons behind the moral concerns</li> <li>• Consequences and implications of the moral issues</li> <li>• Views and interpretations of the moral issues</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 moral issues on strategies of modern warfare. It has weaknesses in either the KU or analysis. KU referring to strategies of modern warfare 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 moral issues arising from strategies of modern warfare.</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 religious justifications of war. KU referring to religious justifications of war and moral responses to it are 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 religious justifications of war. KU referring to religious justifications of war and moral responses to it are mainly relevant and accurate. Evaluative points are supported.</p>	10	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to evaluate a range of moral responses to non-violence</p> <p><b>Specific instructions</b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Reasons for non-violent responses</li> <li>• Religious and moral responses to non-violence.</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Consequences and implications of moral responses to non-violence, eg negotiations lead to longer lasting agreements, violence leads to more violence</li> <li>• Positive and negative features of moral responses to non-violence, eg pacifism can make you look weak and vulnerable, pacifist actions have proven to work in the past</li> <li>• Evaluation of the arguments surrounding the moral responses to non-violence, eg a government's paramount duty is to protect its citizens, may have to fight to establish justice</li> <li>• Relative importance of moral responses to non-violence, eg religious responses are good because they value life, moral relativism has no satisfying answer as it has no set moral standard on the issue.</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 religious justifications of war. KU referring to religious justifications of war and the moral responses to it are general in nature but relevant and accurate. Evaluation is under-developed and not focused clearly on statement but usually appropriate.</p> <p><b>0-3</b> A weak or poor answer that is generally descriptive on aspects of religious justifications of 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><b>Typical characteristics</b></p> <p><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.</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 theory of evolution provides sufficient proof to refute the belief that life was created by God.</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 evidence provided for evolution</li> <li>• Explanation of the theory of evolution</li> <li>• Explanation of religious creation accounts</li> <li>• Explanation of religious viewpoints on evolution and creation by God</li> <li>• Non-religious perspectives on evolution and creation by God.</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Links between evolution and creation, eg similarities in order of events in both; philosophical arguments that allow compatibility.</li> <li>• Different views and interpretations of evolution and creation, eg literal interpretations of creation stories leave little room for accommodation with science; metaphorical interpretations allow for degrees of compatibility.</li> <li>• Possible implications of evolution and/or creation, eg impact of scientific discoveries on the credibility of religious faith; brutality of evolution raises questions about God’s benevolence.</li> <li>• Consistency and inconsistency within religious and non-religious responses, eg tension between those who accept the evidence of science and those who believe that faith alone can provide all the answers needed; although evolution is a robust scientific theory based on the available evidence, scientific method is always open to new evidence arising which can cause changes in the basic hypothesis.</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 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. 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 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>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Strengths and weaknesses of theory of evolution and religious perspectives on creation, eg evolution based on scientifically proven evidence whereas creation depends on accounts from a pre-scientific age; although evolution is based on empirical evidence, that evidence is incomplete (eg gaps in the fossil record) which allows for other explanations of the origins of life to retain credibility.</li> <li>• Positive and negative aspects of the compatibility between evolution and creation, eg together they give a fuller picture of both the ‘how’ and ‘why’ of the origins of life; special place of human beings may be diminished.</li> <li>• Overall evaluative comment, eg evolution removes any role for the supernatural in the origins of life; evolution is part of God’s plan.</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<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 issue without discussion of the challenges. 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 issue.</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></p> <p><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.</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 problem of evil challenges the existence of God.</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 natural and moral evil</li> <li>• Explanation of the problem of evil</li> <li>• Explanation of the nature of God</li> <li>• Explanation of theodicies</li> <li>• Non-religious perspectives on the existence of evil and the existence of God.</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 evil, eg Gods benevolence and omnipotence vs the existence of evil, origins of evil</li> <li>• Different views and interpretations of God and the problem of 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 evil.</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 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. 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 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>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 evil, paradoxes associated with aspects of God’s nature</li> <li>• Positive and negative aspects of the compatibility between God and evil, eg without evil there is no understanding of good, necessity of balance</li> <li>• Overall evaluative comment, eg evil is part of God’s plan, the existence of evil demonstrates the non-existence of the God of classical theism.</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<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 issue without discussion of the challenges. 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 issue.</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></p> <p><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.</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 problem of evil challenges the all-powerful and all loving nature of 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 problem of evil</li> <li>• Explanation of the nature of God</li> <li>• Explanation of theodicies</li> <li>• Non-religious perspectives on the existence of evil and the all-powerful and all loving nature of God.</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 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 evil, eg Augustinian theodicy, the law of Karma</li> <li>• Possible implications of the problem of evil on the nature 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 evil.</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 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. 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 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>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 evil, paradoxes associated with aspects of God's nature</li> <li>• Positive and negative aspects of the compatibility between God and evil, eg without evil there is no understanding of good, necessity of balance</li> <li>• Overall evaluative comment, eg evil is a necessary part of an all-powerful and all loving God's plan, the existence of evil demonstrates that God cannot be both all-powerful and all loving.</li> </ul>



Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<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 issue without discussion of the challenges. 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 issue.</p>		

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.</p> <p>A maximum of 10 marks are available for these skills, 10 marks are available for KU.</p> <p><b>Typical characteristics</b></p> <p><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.</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 science has successfully explained miracles.</p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Examples of miracles</li> <li>• Explanation of miracles</li> <li>• Explanation of the assumptions of science</li> <li>• Explanation of defences of miracles</li> <li>• Non-religious perspectives on miracles</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Links between the assumptions of science and the existence of miracles eg laws of nature as inviolable, scientific method</li> <li>• Different views and interpretations of miracles, eg literal, symbolic</li> <li>• Possible implications of non-existence of miracles eg omnipotence of God, religion as superstition</li> <li>• Consistency and inconsistency within religious and non-religious responses, eg the purpose of miracles, the need for miracles</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 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. 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 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>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, paradoxes associated with miracles</li> <li>• Positive and negative aspects of the compatibility between science and religion eg miracles as a proof for belief in God, the use of inductive knowledge by science</li> </ul> <p>Overall evaluative comment, eg miracles are part of God's plan, the existence or non-existence of miracles cannot be proved</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<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 issue without discussion of the challenges. 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 issue.</p>		

[END OF MARKING INSTRUCTIONS]