



National
Qualifications

X864/77/11

**Religious, Moral and
Philosophical Studies**

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.



General marking principles for Advanced Higher Religious, Moral and Philosophical Studies

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

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Where a candidate violates the rubric of the paper and answers both optional 30 mark questions in a section/part, all responses should be marked and the better mark recorded.
- (d) Use the full range of marks available for each question.
- (e) The detailed marking instructions are not an exhaustive list. Award marks for other relevant points.
- (f) Award marks only where points relate to the question asked. Where candidates give points of knowledge without specifying the context, award marks unless it is clear that they do not refer to the context of the question.
- (g) In this question paper the following skills are assessed
 - knowledge and understanding
 - analysis
 - evaluation.
- (h) For essay questions candidates must integrate these skills with their knowledge, in response to the question or statement. Essay questions may include the following command words
 - 'How valid . . . '
 - 'To what extent do you agree . . . '
 - 'Discuss . . . '
- (i) For source questions candidates must demonstrate the skills of knowledge, analysis and evaluation in short responses. Source questions always use the following command words
 - 'Describe . . . '
 - 'Analyse . . . '
 - 'Evaluate . . . '

Essay questions

	26–30	21–25	16–20	11–15	6–10	0–5
Overview	The essay is clearly focussed on the question at all times.	The essay is clearly focussed on the question, but, at times refers generally to the topic rather than the question.	The essay is focussed on the question at times but drifts into general comments about the topic.	The essay is focussed more on the topic rather than the question.	The essay is focussed more on the topic than on the question and has information that lacks relevance.	The essay lacks relevance to both the question and/or the topic.
Knowledge and understanding	9–10	7–8	5–6	3–4	1–2	0
KU is consistently in depth, accurate and relevant.	KU is mainly in depth, accurate and relevant.	KU has inconsistent depth but is mainly accurate and relevant.	KU lacks depth overall but is mainly accurate and relevant.	KU lacks depth overall and has issues with accuracy or relevance.	KU is superficial and is not consistently accurate or relevant.	
There is clear evidence that the candidate has drawn together relevant and appropriate information from a range of specific sources or perspectives.	There is clear evidence that the candidate has drawn together mainly relevant and appropriate information from some specific sources or perspectives.	There is some evidence that the candidate has drawn together relevant and/or appropriate information but references to sources and perspectives tend to be more general and limited.	There is evidence that the candidate has attempted to draw together relevant and/or appropriate information but references to sources and perspectives are general in nature and limited.	There is some evidence that the candidate has attempted to draw together relevant and/or appropriate information but references to sources and perspectives are brief, undeveloped and general in nature.	The essay lacks evidence of sources and perspectives and those used lack relevance and accuracy.	

Source questions

	9–10	7–8	5–6	3–4	1–2	0
Analysis	The analysis clearly identifies specific issue(s) related to the question.	The analysis identifies specific issue(s) related to the question but the depth is uneven at times.	The analysis identifies a mix of specific and general issue(s) that are related to the question and there is insufficient depth and explanation of them.	The analysis identifies some general issue(s) related to the question and there is insufficient depth or explanation.	The analysis identifies a few issue(s) but they are not clearly related to the question and coverage is superficial.	Any analysis often fails to identify issues and those that have been identified are not clearly related to the question and superficial.
	The explanation of issues takes account of a range of clearly identified perspectives and demonstrates a clear understanding of their relevance to the question.	The explanation of issues takes account of some perspectives and demonstrates a good understanding of their relevance to the question.	The issues are explained and there is evidence of some understanding of their relevance to the question which at times is general in nature.	The issues are explained and there is evidence of some understanding of their relevance to the question at times but which is generally superficial.	The issues are briefly explained but there is evidence of some understanding of their relevance to the topic but not to the question.	There is evidence of some understanding of the topic but not the question.

	9–10	7–8	5–6	3–4	1–2	0
Evaluation	The evaluation is insightful, valid and clearly reasoned.	The evaluation is valid, may be insightful and is mainly clearly reasoned.	The evaluation is valid but not consistently and clearly reasoned.	The evaluation is valid but not clearly reasoned and lacks sufficiency.	There is limited valid evaluation but it is not clearly reasoned and lacks sufficiency.	The evaluation either lacks validity or relevance to the issue/question.
	It has relevant judgements on the issues and/or perspectives on the issues.	It has mainly relevant judgements on the issues and/or perspectives on the issues.	It has some relevant judgements on the issues and/or perspectives on the issues.	It has relevant judgements on the issues and/or perspectives on the issues, however it is simply a judgement with brief reasoning.	It may have judgements on the issues but there is some brief reasoning behind them.	
	Conclusions have successfully been woven throughout the essay/drawn at the conclusion of the essay.	Mainly clear conclusions have been drawn.	There has been some attempt to draw conclusions but they lack depth.	There has been some attempt to draw brief conclusions but they lack depth.	Conclusions may be restricted to closing comments.	

Marking Instructions for each question

Section 1 – Philosophy of religion

Question		Max mark	Marking instructions for this question
1.		30	<p>Knowledge and Understanding may include</p> <ul style="list-style-type: none">• the improbability of God• philosophical responses• scientific responses• religious responses• sources. <p>Analysis may include</p> <ul style="list-style-type: none">• implications of the Improbability of God and responses• consequences of the Improbability of God and responses• connections between the different arguments for atheism and responses• explanations of sources. <p>Evaluation may include</p> <ul style="list-style-type: none">• counter-arguments• judgements• conclusions throughout• overall conclusions.

Question		Max mark	Marking instructions for this question
2.		30	<p>Knowledge and Understanding may include</p> <ul style="list-style-type: none"> • Aquinas' argument from motion, contingency and causation • philosophical responses • scientific responses • religious responses • sources. <p>Analysis may include</p> <ul style="list-style-type: none"> • implications of Aquinas' cosmological arguments and responses • consequences of Aquinas' cosmological arguments and responses • connections between the different forms of Aquinas' cosmological arguments and responses • explanations of sources. <p>Evaluation may include</p> <ul style="list-style-type: none"> • counter-arguments • judgements • conclusions throughout • overall conclusions.

Question		Max mark	Marking instructions for this question
3.		30	<p>Knowledge and Understanding may include</p> <ul style="list-style-type: none"> • Teleological arguments • Aquinas' argument from design • Paley's argument from design • argument from intelligent design • philosophical responses • scientific responses • religious responses • sources. <p>Analysis may include</p> <ul style="list-style-type: none"> • implications of Teleological arguments and responses • consequences of Teleological arguments and responses • connections between different Teleological arguments and responses • explanations of sources. <p>Evaluation may include</p> <ul style="list-style-type: none"> • counter-arguments • judgements • conclusions throughout • overall conclusions.

Question		Max mark	Marking instructions for this question
4.	(a)	5	<p>Describe what is meant by . . .</p> <p>Candidates demonstrate their understanding of the view or perspective of the source.</p> <p>Possible knowledge and understanding marks</p> <ul style="list-style-type: none"> • accurate, relevant and developed points which demonstrate an understanding of the perspective, for example, what is meant by the ‘argument from design’. <p>Award 1 mark per point.</p> <p>Possible response</p> <p>The argument from design maintains that the universe displays order, purpose and regularity. The universe conforms to set rules and acts in a predictable manner; it is orderly when it so easily could have been chaotic had things been left to chance. As Aquinas wrote, ‘Now whatever lacks knowledge cannot move towards an end, unless it be directed by some being endowed with knowledge and intelligence.’ The order, purpose and regularity of the universe is evidence of design and therefore, a designer. Given the scale and complexity of the universe, that designer would possess divine intellect.</p>
	(b)	5	<p>Analyse this source.</p> <p>Candidates demonstrate their understanding of the view or perspective as set out in the source.</p> <p>Possible analysis marks</p> <ul style="list-style-type: none"> • Demonstrate, through interpretation or paraphrasing, a clear understanding of the sources. <p>Do not award marks for simply quoting points from the source. Candidates must paraphrase or interpret them to gain credit.</p> <p>Award 1 mark per point.</p> <p>Possible response</p> <p>This source by Aquinas shows that he believes that the Universe is the way it is because it has been directed that way. Aquinas argued that all natural things do not exist chaotically, but rather act in a predictable and orderly way. Aquinas’ argument is ‘<i>a posteriori</i>’ as it is based on his own observations and perception of the universe. This means that the argument is not necessarily true but rather the conclusion is reached on the basis of an accumulation of evidence.</p>

Question		Max mark	Marking instructions for this question
(c)		5	<p>Evaluate this source.</p> <p>Candidates assess the validity or invalidity of the perspective as set out in the source.</p> <p>Possible evaluation marks</p> <ul style="list-style-type: none"> • insightful, valid and clearly reasoned judgements on the source. <p>Award 1 mark per point.</p> <p>Possible response</p> <p>I disagree with Aquinas as whilst many things do appear directed by an intelligent being, the world is also full of flaws and defects. If it was designed, it would be a poor design at best. The universe is unique and there is no reason to think that universes, like human objects, need designers. The universe could also be the result of pure chance, it may just have the appearance of design rather than actual design. In unlimited time, it is not ridiculous to believe that particles of matter could eventually come together to form a universe.</p>

Section 2

Part A – Religious Experience

Question		Max mark	Marking instructions for this question
5.		30	<p>Knowledge and Understanding may include</p> <ul style="list-style-type: none">• psychological accounts of religious experience• scientific accounts of religious experience• sociological accounts of religious experience. <p>Analysis may include</p> <ul style="list-style-type: none">• implications of psychological accounts of religious experience• consequences of psychological accounts of religious experience• connections between alternative accounts of religious experience• explanations of relevant sources. <p>Evaluation may include</p> <ul style="list-style-type: none">• counter-arguments• judgements• conclusions throughout• overall conclusions.

Question		Max mark	Marking instructions for this question
6.		30	<p>Knowledge and Understanding may include</p> <ul style="list-style-type: none"> • conversion experiences • mystical experiences • miracles • sensory experiences • personal experiences • meditative experiences. <p>Analysis may include</p> <ul style="list-style-type: none"> • implications of conversions and other faith perspectives • consequences of conversions and faith perspectives • connections between faith perspectives • explanations of relevant sources. <p>Evaluation may include</p> <ul style="list-style-type: none"> • counter-arguments • judgements • conclusions throughout • overall conclusions.

Question		Max mark	Marking instructions for this question
7.		30	<p>Knowledge and Understanding may include</p> <ul style="list-style-type: none"> • Swinburne's ideas about religious experience • James's ideas about religious experience • Otto's ideas about religious experience • Relevant sources. <p>Analysis may include</p> <ul style="list-style-type: none"> • implications of Swinburne's ideas about religious experience. • consequences of Swinburne's ideas about religious experience. • connections between other understandings of religious experience. • explanations of relevant sources. <p>Evaluation may include</p> <ul style="list-style-type: none"> • counter-arguments • judgements • conclusions throughout • overall conclusions.

Question		Max mark	Marking instructions for this question
8.	(a)	5	<p><i>Describe what is meant by. . .</i></p> <p>Candidates demonstrate their understanding of the view or perspective of the source.</p> <p>Possible knowledge and understanding marks</p> <ul style="list-style-type: none"> • accurate, relevant and developed points which demonstrate an understanding of the perspective, for example, what is meant by ‘religious experience.’ <p>Award 1 mark per point.</p> <p>Possible response</p> <p>A religious experience may be perceived as an event in which God’s presence is felt. It can be described as a mental or physical experience which happens to an individual. William James categorised a religious experience into 4 forms – ineffable, noetic, transient and passive. Religious experiences are ineffable meaning they are so extraordinary they cannot be described in a way that would allow anyone else to understand it. Religious experiences are transient meaning they do not last more than one hour.</p>
	(b)	5	<p><i>Analyse this source.</i></p> <p>Candidates demonstrate their understanding of the view or perspective as set out in the source.</p> <p>Possible analysis marks</p> <ul style="list-style-type: none"> • demonstrate, through interpretation or paraphrasing, a clear understanding of the source. <p>Do not award marks for simply quoting points from the source. Candidates must paraphrase or interpret them to gain credit.</p> <p>Award 1 mark per point.</p> <p>Possible response</p> <p>This source from William James explains what it was like for someone who had a religious experience. James makes it clear that the experience was not one that the senses encountered, yet it was still an experience that affected the person. This tells us that religious experiences are more than what people can see, touch, hear, smell, taste – it is something that can affect the person’s inner being making it a very personal experience. One implication of such an experience is people may be reluctant to share their encounter for fear of being mocked.</p>

Question		Max mark	Marking instructions for this question
(c)		5	<p>Evaluate this source.</p> <p>Candidates assess the validity or invalidity of the perspective as set out in the source.</p> <p>Possible evaluation marks</p> <ul style="list-style-type: none"> • insightful, valid and clearly reasoned judgements on the source. <p>Award 1 mark per point.</p> <p>Possible response</p> <p>I think the content of this source makes it challenging to convince people that religious experiences are real because if I was standing next to a person who, all of a sudden said they felt the presence of God, but I could not see it, it would make me think that the person was lying about it. I think this type of experience would be categorised as ‘ineffable’, something so out of the ordinary that it would be very difficult for someone else to believe that this had happened to a person. I believe that this is a very ineffective way to describe a religious experience as it is something that is personal and unique to those who encounter one and not always an experience that can be shared. The idea of an inner feeling/perception makes religious experiences more authentic and distinctive; making the overall encounter with the supernatural feel special and worthwhile. However, this vague description of a religious experience paves the way for many others to say that they have had one on the basis of a feeling.</p>

Section 2

Part B – Medical Ethics

Question		Max mark	Marking instructions for this question
9.		30	<p>Knowledge and understanding may include</p> <ul style="list-style-type: none">• status of the embryo• types of research• sanctity of life• moral debate• religious/non-religious responses• sources. <p>Analysis may include</p> <ul style="list-style-type: none">• implications of religious/non-religious responses to the treatment and use of embryos• consequences of religious/non-religious responses to the treatment and use of embryos• connections between religious and non-religious responses• explanations of sources. <p>Evaluation may include</p> <ul style="list-style-type: none">• counter-arguments• judgements• conclusions throughout• overall conclusions.

Question		Max mark	Marking instructions for this question
10.		30	<p>Knowledge and understanding may include</p> <ul style="list-style-type: none"> • organ procurement • moral issues surrounding organ procurement • religious/non-religious responses • relevant sources. <p>Analysis may include</p> <ul style="list-style-type: none"> • implications of religious/non-religious responses to organ procurement • consequences of religious/non-religious responses to organ procurement • connections between identified issues and organ procurement • explanations of sources. <p>• Evaluation may include</p> <ul style="list-style-type: none"> • counter-arguments • judgements • conclusions throughout • overall conclusions.

Question		Max mark	Marking instructions for this question
11.		30	<p>Knowledge and understanding may include</p> <ul style="list-style-type: none"> • personal autonomy • sanctity of life • moral debate surrounding the end of life debate • religious/non-religious responses to the end of life debate. <p>Analysis may include</p> <ul style="list-style-type: none"> • implications of religious responses to the end of life debate • consequences of religious responses to the end of life debate • connections between religious and non-religious viewpoints • explanations of sources. <p>Evaluation may include</p> <ul style="list-style-type: none"> • counter-arguments • judgements • conclusions throughout • overall conclusions.

Question		Max mark	Marking instructions for this question
12.	(a)	5	<p><i>Describe what is meant by . . .</i></p> <p>Candidates demonstrate their understanding of the view or perspective of the source.</p> <p>Possible knowledge and understanding marks</p> <ul style="list-style-type: none"> • accurate, relevant and developed points which demonstrate an understanding of the perspective, for example, what is meant by ‘abortion’. <p>Award 1 mark per point.</p> <p>Possible response</p> <p>Abortion is the term used for the medical procedure of the removal of the foetus from the womb. In the UK, the current law is the abortion must be approved by two doctors. Women can have an abortion up to 24 weeks. They must meet certain criteria, such as whether the woman will suffer either physically or mentally from the continuation of the pregnancy. Abortion can be carried out up until full term in the case of disability of the foetus.</p>
	(b)	5	<p><i>Analyse this source.</i></p> <p>Candidates demonstrate their understanding of the view or perspective as set out in the source.</p> <p>Possible analysis marks</p> <ul style="list-style-type: none"> • demonstrate, through interpretation or paraphrasing, a clear understanding of the source. <p>Do not award marks for simply quoting points from the source. Candidates must paraphrase or interpret them to gain credit.</p> <p>Award 1 mark per point.</p> <p>Possible response</p> <p>The source from Calvin means that he considers a foetus to be a fully alive human being. This supports the idea that personhood begins at conception. This means that if foetuses are alive at this point, and recognisably human, then abortion can be seen as murder. As Calvin was a very influential Christian theologian then if he argues that life begins at conception, then that life is sacred and as such abortion is then a crime against God.</p>

Question		Max mark	Marking instructions for this question
(c)		5	<p>Evaluate this source.</p> <p>Candidates assess the validity or invalidity of the perspective as set out in the source.</p> <p>Possible evaluation marks</p> <ul style="list-style-type: none"> • insightful, valid and clearly reasoned judgements on the source. <p>Award 1 mark per point.</p> <p>Possible response</p> <p>I disagree with Calvin's statement because although the bundles of cells which form a foetus are living, there is still a vast divide between what that means and what being a living human being means. As 1 out of 8 of all pregnancies naturally terminate within the first 12 weeks – if we argued that aborting foetuses was murder then we could argue that God is morally questionable as he either causes or allows these natural terminations to happen. I also disagree with Calvin because in my opinion we have a duty to care for others and to improve the enjoyment and quality of lives people lead. If continuing a pregnancy means that more people will be negatively affected, for example, other children in a family, then we should focus on improving the enjoyment of life for those already fully alive.</p>

[END OF MARKING INSTRUCTIONS]