



National  
Qualifications  
2014

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# **2014 Religious, Moral and Philosophical Studies**

## **National 5**

### **Finalised Marking Instructions**

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## General Marking Principles for National 5 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) In this question paper the following question types are used:
- **Describe . . .**  
“Describe” questions require candidates to make relevant factual points. These may be either a number of separate points or a single point which is developed. These should be key points but may not be connected.
  - **Explain . . . / what reasons might there be for . . . ?**  
“Explain” questions require candidates to make points that clarify the issue or question involved. These should be key points and may include reference to relevant abstract ideas, although these need not be fully explained.
  - **Do you agree? / Would people agree with . . . ? / Should people accept . . . ? / Is it true that . . . ? Give reasons for your answer.**  
  
These types of questions require candidates to give a relevant point of view/ justification/assessment of a given statement. The candidate may fully agree, fully disagree or make points on both sides. All are equally acceptable as a route to full marks. Candidates may answer from their own perspective or belief, apply a perspective or belief held by others, or combine these.  
All are acceptable as a route to full marks.
- (d) Award 1 mark for a clear and relevant statement, description, reason or explanation.
- Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.
  - A very well developed point may be awarded up to 4 marks.
  - A maximum of 1 mark should be awarded for an unexplained list.
  - Candidates may offer a one or two sided evaluation for full marks.
  - No marks for simply stating a personal opinion in evaluation questions. Marks should be awarded for reasons.
  - KU used to support an evaluative point should be credited.

## Detailed Marking Instructions for each question

### Section 1, Part A: Buddhism

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.			<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• Life of Buddha helps them to understand the Dhamma (<b>1 mark</b>).</li> <li>• His leaving the palace and becoming a wandering holy shows the importance of searching for ‘the truth’ (<b>1 mark</b>).</li> <li>• The 4 sights help them to understand The 3 Marks of Existence - Anicca, Anatta, and Dukkha (<b>1 mark</b>).</li> <li>• The Buddha living a life of luxury, then a life of suffering with the ascetics, then finding the middle way helps them to understand the path of Buddhism (<b>2 marks</b>).</li> <li>• The Buddha’s enlightenment shows them that their own efforts can help them escape suffering (<b>1 mark</b>).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• It helps Buddhists follow the right path (1 mark).</li> <li>• It is the teachings of the Buddha so helps them to understand the truth about reality (1 mark).</li> <li>• It helps Buddhists to achieve the middle way between 2 extremes (1 mark).</li> <li>• It helps them gain positive kamma (1 mark) which helps them to progress towards Nibbana (1 mark).</li> <li>• It helps them lead a moral life (1 mark).</li> <li>• It helps them to develop the virtue of compassion (1 mark).</li> <li>• It helps them to recognise the need for effort on the path to enlightenment (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• 1. Right view - accepting the Buddha's analysis of human existence (1 mark), accept the 4 Noble Truths (1 mark). Without acceptance the rest of the path is pointless (1 mark).</li> <li>• 2. Right intention - seeing one's goal as enlightenment (1 mark) and unselfish love of all beings (1 mark).</li> <li>• 3. Right speech - Abstaining from lying (1 mark), from divisive speech (1 mark), from abusive speech (1 mark), and from idle chatter (1 mark).</li> <li>• 4. Right action - refers to the basic moral code of Buddhism (1 mark). This can be explained by referring to the 5 precepts (1 mark).</li> <li>• 5. Right livelihood -that means being honest and ethical in business dealings (1 mark), not to cheat, lie or steal (1 mark), should be beneficial (1 mark).</li> <li>• 6. Right effort - being aware of good and bad factors in your personality (1 mark) and working towards eliminating the negative (1 mark) and accentuating the positive (1 mark).</li> <li>• 7. Right mindfulness - deliberate cultivation of calm and awareness especially with your own thoughts and feelings (1 mark). The view is to have more control over them (1 mark).</li> <li>• 8. Right concentration - formal meditation, the practice of techniques designed to lead the mind into states achieved by the Buddha (1 mark).</li> <li>• Accept 4 Noble Truths (1 mark).</li> <li>• Award marks where candidates discuss the three parts of the eightfold path: wisdom, morality, meditation.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions. <b>Max. 3 marks if only one step is described.</b></p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion in evaluation questions. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• It can be hard to follow the Eightfold Path correctly without expert guidance due to emphasis on wisdom and the need to study scripture (especially in the Theravada) <b>(2 marks)</b>.</li> <li>• It is not always easy to do the right thing, eg tempted into wrong action, or to gossip (wrong speech), etc <b>(2 marks)</b>.</li> <li>• Meditation is difficult to master on your own <b>(1 mark)</b>.</li> <li>• In Theravada Buddhism you need to become a monk in order to address the Eightfold Path successfully <b>(1 mark)</b>.</li> <li>• The distractions of a modern consumer society make it very difficult to focus on detachment <b>(1 mark)</b>. People are bombarded with temptations through TV and media <b>(1 mark)</b>.</li> <li>• Having a busy life can make it difficult to follow the steps eg job and family <b>(1 mark)</b>.</li> <li>• Candidates should be credited with marks for attempting to address specific steps eg Right Livelihood and an explanation of why it might be difficult to always avoid harm.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• Gives easy step by step guidance for progress <b>(1 mark)</b>.</li> <li>• The Buddha taught that the Eightfold Path should be followed on an individual basis and should not be looked upon as rules to be followed lavishly <b>(1 mark)</b>.</li> <li>• Could be easier within Mahayanan Buddhism as they are more flexible and can adapt to everyday life whereas Therevadan Buddhists can be more strict <b>(2 marks)</b>.</li> <li>• The more you practise the Eightfold Path the easier it becomes.</li> <li>• Monastic Buddhists can find it easy to devote their lives to the Eightfold Path <b>(1 mark)</b>. The solitary life of the monk can easily find space and quiet for mindfulness <b>(1 mark)</b>. They don't have the distractions of a modern consumer society and the stresses of everyday life <b>(1 mark)</b>.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					Award marks for any other valid point, in accordance with General Marking Instructions.

## Section 1, Part B: Christianity

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.			<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>Divinely inspired therefore trustworthy source (1 mark).</li> <li>They reveal to Christians the nature of God and Jesus (1 mark).</li> <li>They contain the teachings of Jesus (1 mark).</li> <li>They are a biographical account of Jesus (1 mark) and through them Christians become closer to Jesus and God (1 mark).</li> <li>They are a source of moral guidance (1 mark).</li> <li>They are a source of spiritual guidance (1 mark). Study of them can enhance faith (1 mark).</li> <li>Through the Gospels the Kingdom of God is revealed (1 mark).</li> <li>Gives guidance on how to worship (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>



Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• The Kingdom of God is anywhere that God's rule is followed and God's work is done, so because God is good/knows best it will make the world a better place <b>(2 mark)</b>.</li> <li>• For some the Kingdom of God is fulfilled in heaven, so it gives hope of something good after death <b>(1 mark)</b> eg God's presence is enjoyed for eternity <b>(1 mark)</b>.</li> <li>• In the Kingdom of God, Christians have a healed/restored relationship with God <b>(1 mark)</b>.</li> <li>• The Kingdom of God is central to Jesus' teachings, within the bible the parables and the miracles all teach Christians about the Kingdom of God <b>(1 mark)</b>. Examples from parables such as 'The Lost Son <b>(1 mark)</b>', 'The Good Samaritan <b>(1 mark)</b>'. Miracles - such as Jesus healing the Roman Soldier's servant <b>(1 mark)</b>, Jesus restoring the sight of a blind beggar <b>(1 mark)</b>.</li> <li>• In the Kingdom of God people love their neighbours, so it is of benefit to the both Christians and the people they are helping, eg through acts of compassion <b>(2 marks)</b>. Love of enemies helps to heal a divided world <b>(1 mark)</b>.</li> <li>• The Kingdom of God welcomes the outcast and those who are marginalised in society enabling people to feel loved and included.</li> <li>• The Kingdom of God helps people to live with integrity because it is about having the right attitude, not just doing the right actions <b>(1 mark)</b> eg don't just refrain from killing - get rid of hate <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Prayer - Prayer may be alone or may be with other Christians within a church <b>(1 mark)</b>. Prayer may be the Lord's Prayer that Jesus taught <b>(1 mark)</b> or may be a personal prayer <b>(1 mark)</b>. Prayer gives thanks and praise to God <b>(1 mark)</b>, can include confession <b>(1 mark)</b> and can ask for something such as strength of faith <b>(1 mark)</b> or the safety of others who are going through a difficult time <b>(1 mark)</b>.</li> <li>• Song/music - Christians praise God through the singing of hymns <b>(1 mark)</b>. They may be part of a choir <b>(1 mark)</b>. The music may be traditional or modern <b>(1 mark)</b>, the focus is on praising God <b>(1 mark)</b>. They may contain teachings of Jesus <b>(1 mark)</b> or contain information about Jesus' life <b>(1 mark)</b>, or be more personal and address God/Jesus giving thanks <b>(1 mark)</b>.</li> <li>• Eucharist - The last supper is remembered <b>(1 mark)</b> and Christians are reminded of the sacrifice of Jesus <b>(1 mark)</b>. They will sip wine which represents/becomes the blood of Christ <b>(1 mark)</b> and take a small piece of bread/wafer which represents/becomes the body of Christ <b>(1 mark)</b>.</li> <li>• Reading biblical passages <b>(1 mark)</b>, this can be done in church services <b>(1 mark)</b>, or as part of a bible study <b>(1 mark)</b>, or alone in quiet contemplation <b>(1 mark)</b>. Putting those teachings into action <b>(1 mark)</b>.</li> <li>• Attending and participating in church events <b>(1 mark)</b>. Can involve many forms of worship such as listening to sermons <b>(1 mark)</b>.</li> <li>• Accept reference to worship as part of rites of passage <b>(1 mark)</b>.</li> <li>• Worship during festivals such as Christmas or Easter could also be included.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions. <b>Max. 3 marks if only one way is described.</b></p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion in evaluation questions. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• When you worship God you are showing Him that you are serious about being a Christian <b>(1 mark)</b>.</li> <li>• Going to church shows you are associating yourself with other Christians/ Christianity <b>(1 mark)</b>.</li> <li>• Worshipping in church takes effort and commitment - a sign to others that your faith is real <b>(2 marks)</b>.</li> <li>• Showing love for God and each other within a Christian community is a sign of faith to others <b>(1 mark)</b>, eg in the sharing of “The Peace” <b>(1 mark)</b>.</li> <li>• Jesus said people “This is how people will know you are my disciples, by the love you have for each other.” <b>(2 marks)</b>.</li> <li>• During formal worship there are opportunities to declare your faith <b>(1 mark)</b>, eg in recitation of the creed, confession, prayers and hymns <b>(1 mark)</b>.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• Worship is about your personal relationship with God - not about others <b>(1 mark)</b>.</li> <li>• The Kingdom of God happens when people show love to those outside the community of faith <b>(1 mark)</b> (Additional marks available for examples ways in which Christian can love today’s “outcasts”).</li> <li>• Story of the Sheep and the Goats suggests the true sign of real faith is love for others who are struggling <b>(1 mark)</b>.</li> <li>• You need <i>both</i> social concern and time for worship because being a Christian is about your relationship with God <i>and</i> others <b>(2 marks)</b>.</li> <li>• Loving others is more important than being very spiritual <b>(1 mark)</b> - St Paul wrote “Without love, I am nothing” <b>(1 mark)</b>.</li> <li>• There’s always a risk of just going through the motions in church. <b>(1 mark)</b>.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					Award marks for any other valid point, in accordance with General Marking Instructions.

## Section 1, Part C: Hinduism

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.			<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>The stories reveal the nature/greatness of Brahman (<b>1 mark</b>).</li> <li>The stories reveal different aspects of Brahman (<b>1 mark</b>) and this makes Brahman knowable (<b>1 mark</b>).</li> <li>In the Bhagavad Gita Krishna explains the importance of dharma (<b>1 mark</b>) and reveals the true nature of Brahman (<b>1 mark</b>).</li> <li>Stories about the gods are inspirational/motivational (<b>1 mark</b>) eg Rama's quest to rescue Sita demonstrates his love for Sita (<b>1 mark</b>) and the importance he attaches to his dharma (<b>1mark</b>).</li> <li>Stories about the gods are fun (<b>1 mark</b>) eg Krishna's antics with the gopis are naughty and amusing (<b>1 mark</b>). As such the stories are accessible (<b>1 mark</b>) and encourage devotion (<b>1 mark</b>).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Social/moral/religious duties give focus to the lives of individuals <b>(1 mark)</b> and prescribe right behaviours <b>(1 mark)</b>. This affords clarity <b>(1 mark)</b>.</li> <li>• Ashramas give structure to life <b>(1 mark)</b>.</li> <li>• Dharma creates clearly defined roles within society <b>(1 mark)</b>.</li> <li>• These designated roles allow society to function <b>(1 mark)</b> in a way that reflects a divine order <b>(1 mark)</b>.</li> <li>• Dharma promotes good religious/moral behaviours <b>(1 mark)</b> that generate good karma <b>(1 mark)</b> and better rebirths <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Moksha means liberation <b>(1 mark)</b>.</li> <li>• Moksha is the final stage of existence <b>(1 mark)</b>.</li> <li>• Moksha is the end of/freedom from the samsaric cycle <b>(1 mark)</b>, the end of successive births, deaths and rebirths <b>(1 mark)</b>.</li> <li>• Moksha is the ultimate goal of all Hindus <b>(1 mark)</b>.</li> <li>• Moksha is union with Brahman <b>(1 mark)</b>.</li> <li>• Moksha means that the atman is reunited with Brahman <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating an opinion in evaluation questions. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• Bhakti-marga can readily be integrated into everyday life through puja <b>(1 mark)</b> or simply by making an effort to remember/be mindful of the divine in daily life <b>(1 mark)</b>.</li> <li>• Hindus can choose an ishvara/ishtadeva <b>(1 mark)</b> to worship as a murti <b>(1 mark)</b> during puja. This gives puja and bhakti greater personal resonance <b>(1 mark)</b>.</li> <li>• Bhakti includes simple/quick acts of devotion <b>(1 mark)</b> eg awakening the murti <b>(1 mark)</b>.</li> <li>• Bhakti can happen through any act of love - to family/friends <b>(1 mark)</b>.</li> <li>• Bhakti ignores caste barriers <b>(1 mark)</b> so appeals to Hindus forbidden to read the scriptures <b>(1 mark)</b>.</li> <li>• The Jnana and Karma paths require a level of detachment and concentration which is very difficult to achieve in a world full of distractions and attachment to material things <b>(2 marks)</b>.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• Bhakti still requires time and effort or mindfulness <b>(1 mark)</b>, this is difficult in an increasingly busy/secularised world <b>(1 mark)</b>.</li> <li>• Other paths might be better suited to people of particular temperaments or talents <b>(1 mark)</b>. For example, naturally selfless people might find it easier to follow karma-marga <b>(1 mark)</b>.</li> <li>• Can be difficult for low caste Hindus to gain access into temple <b>(1 mark)</b>.</li> <li>• A Brahmin or Sannyasin's circumstances would be well suited to the Jnana path <b>(1 mark)</b> as they are well versed in the Vedas and can remove themselves from life's distractions <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>



## Section 1, Part D: Islam

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.			<ul style="list-style-type: none"> <li>Award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>3</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>It is the word of Allah (<b>1 mark</b>) delivered to humanity by the Prophet Muhammad (<b>1 mark</b>). <b>Max. 2 marks for telling the story of the giving of the Qur'an.</b></li> <li>It is one of the six articles of iman (faith) (<b>1 mark</b>), unchanging and unchangeable, so for all time (<b>1 mark</b>).</li> <li>It is the last and complete book of guidance from Allah - the final revelation (<b>1 mark</b>).</li> <li>Provides information about Muhammad (<b>1 mark</b>) who is the perfect role model on which to base your life as a Muslim (<b>1 mark</b>).</li> <li>It offers moral guidance and how to live on the right path (<b>1 mark</b>).</li> <li>It sets out the Five Pillars of Islam (<b>1 mark</b>).</li> <li>It is the primary source of Shariah/Islamic Law (<b>1 mark</b>) including laws on inheritance, marriage etc (<b>1 mark</b>).</li> <li>Gives Muslims knowledge of their history (<b>1 mark</b>) and the other Prophets of Islam (<b>1 mark</b>).</li> <li>Offers the promise of Paradise or the pain of Hell/al-Jahannum (<b>1 mark</b>).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Allah is above all other things - school, family, friends etc (<b>1 mark</b>).</li> <li>• The declaration of Faith (Shahadah) requires a commitment to submission to the will of Allah (<b>1 mark</b>).</li> <li>• Achieving submission is the reason for the Pillars so without it they are meaningless (<b>1 mark</b>).</li> <li>• Submission is the way to gain access to Paradise (al Jannah) on Judgement Day (<b>1 mark</b>).</li> <li>• They are following the example of the Prophet Muhammad who is a role model for Muslims (<b>1 mark</b>).</li> <li>• It is a way of avoiding 'shirk' /idolatry (<b>1 mark</b>) which is the unforgivable sin (<b>1 mark</b>).</li> <li>• Allah is creator of all things including humanity itself (<b>1 mark</b>).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of <b>1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Every human created by Allah (<b>1 mark</b>).</li> <li>• The pinnacle of creation (<b>1 mark</b>), higher even than the angels (<b>1 mark</b>) due to the fact that humans were given the gift of free will (<b>1 mark</b>).</li> <li>• Every person has a 'rouh' or soul (<b>1 mark</b>) and a 'fitrah' or moral compass/conscience (<b>1 mark</b>).</li> <li>• Every person is unique (<b>1 mark</b>) and is equal in the eyes of Allah (<b>1 mark</b>).</li> <li>• Everyone has the ability to reason (<b>1 mark</b>).</li> <li>• Everyone can experience suffering (<b>1 mark</b>) as a result of Adam and Hawwah eating from the forbidden tree (<b>1 mark</b>) and should show patience in the face of suffering (sabr) (<b>1 mark</b>).</li> <li>• Everyone has the capacity to sin (<b>1 mark</b>) and this life is a test (<b>1 mark</b>) on which we will be judged by Allah on the Day of Judgement (<b>1 mark</b>).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating an opinion in evaluation questions. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	<b>8</b>	<p>Responses could include:</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• There are too many pressures in western society which make submitting to Allah unfeasible (<b>1 mark</b>), eg work hours, focus on materialism (<b>1 mark</b>).</li> <li>• It is inappropriate to try and encourage others to become Muslims in a society which endorses religious diversity (<b>2 marks</b>).</li> <li>• Modern societies are frequently governed by secular laws so it is no longer relevant to try and promulgate Allah's divine laws here on earth (<b>2 marks</b>).</li> <li>• There is no direct contact with angels in today's society, so we cannot be confident we are being good vice-regents anyway (<b>2 marks</b>).</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• It is never too difficult to follow the example of the Prophet Muhammad (<b>1 mark</b>), regardless of when and where you live (<b>1 mark</b>).</li> <li>• You don't have to proselytise to live as Allah's vice-regent (<b>1 mark</b>), you just need to show your faith in (and submission to) Allah (<b>1 mark</b>).</li> <li>• It is a requirement of every Muslim, even though it may not be easy at times (<b>1 mark</b>) so to give up on being a vice-regent is to give up on being a Muslim (<b>1 mark</b>).</li> <li>• It is part of Allah's test for us, and if we fail in this, we will go to al-Jahannum in the afterlife (<b>2 marks</b>).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

## Section 1, Part E: Judaism

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.			<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Believed by some to be God's words given to Moses (<b>1 mark</b>), therefore completely trustworthy (<b>1 mark</b>).</li> <li>Contains God's commandments which Jews must follow (<b>1 mark</b>) as their part of the Covenant agreement (<b>1 mark</b>). If they follow God's commandments he will look after them (<b>1 mark</b>).</li> <li>Tells Jews about important events in their history (<b>1 mark</b>), for eg the calling of Abraham, escape from slavery in Egypt, giving of the law, wandering in the wilderness etc (<b>1 mark</b>).</li> <li>Teaches Jews about the nature of God (<b>1 mark</b>) eg created the world and people, cares for his creatures, a unity or "One" (<b>1 mark</b>).</li> <li>Gives precise instructions on how to worship (<b>1 mark</b>) and celebrate festivals like Passover (<b>1 mark</b>).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Worship is a mitzvah <b>(1 mark)</b> therefore a requirement of the Covenant agreement <b>(1 mark)</b>, helps to maintain a close relationship with God as a community <b>(1 mark)</b>.</li> <li>• Through worship Jews are able to connect personally with God <b>(1 mark)</b>.</li> <li>• Jews believe God is their deliverer <b>(1 mark)</b> who brought their ancestors out of Egypt <b>(1 mark)</b>.</li> <li>• As Jews worship they point others in God's direction <b>(1 mark)</b>.</li> <li>• Daily worship helps develop discipline/build character <b>(1 mark)</b>.</li> <li>• Sabbath worship brings spiritual and physical refreshment <b>(1 mark)</b>.</li> <li>• They worship God because of His nature: eg creator of the world, good, caring, One etc <b>(2 marks)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Trans. “Anointed One” (1 mark).</li> <li>• A great human leader (1 mark).</li> <li>• Distinct from Christian idea of the Messiah as a Divine person (1 mark).</li> <li>• Descended from King David (1 mark).</li> <li>• Anointed as King at the end of days (1 mark).</li> <li>• An observant Jew (1 mark), well versed in the Torah (1 mark).</li> <li>• A military and political leader (1 mark).</li> <li>• He will re-establish the Temple (1 mark) and the state of Israel (1 mark).</li> <li>• Will come when needed because of evil in the world (1 mark) or when deserved because Jews are keeping the Covenant (1 mark).</li> <li>• God decides when he will come (1 mark).</li> <li>• Will bring all nations together in peace (1 mark).</li> <li>• Will bring an end to war and strife (1 mark). “Swords into ploughs”, “Wolf lies down with the lamb” etc (1 mark).</li> <li>• Will judge the world (1 mark).</li> <li>• Some believe that there are potential Messiahs in every generation (1 mark).</li> <li>• For some Jews, the Messiah is an expression of hope rather than an actual person (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating an opinion in evaluation questions. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• A central tenet of the religion, so important to believe <b>(1 mark)</b>.</li> <li>• God doesn't change, so his promises hold, no matter how long ago they were made <b>(2 marks)</b>.</li> <li>• It's a belief that can get you through difficult times <b>(1 mark)</b> - people declared it on the way to the gas chambers <b>(1 mark)</b>.</li> <li>• Jews believe the truth will become obvious to all, so there will be no need for disagreement <b>(1 mark)</b>.</li> <li>• Hasidic Jews believe that by living according to the Torah they can hasten the Messiah's arrival, so they should not give up hope <b>(1 mark)</b>.</li> <li>• God can be trusted to decide when the Messiah is needed or deserved <b>(1 mark)</b>.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• Reform Jews might say it's better to see the Messiah symbolically - as a high ideal for the future of the world rather than the coming of an individual <b>(2 marks)</b>.</li> <li>• There have been lots of self-proclaimed Messiahs, but none of them turned out to be real <b>(1 mark)</b>.</li> <li>• Unrealistic to think there will ever be a world without war <b>(1 mark)</b>. Nations would never destroy their weapons because it would leave them vulnerable <b>(1 mark)</b>.</li> <li>• The terrible events of the 20<sup>th</sup> Century show the Messiah's coming is far off <b>(1 mark)</b>.</li> <li>• With many different religions, and an increase in atheism, it's hard to imagine the whole world embracing monotheism <b>(2 marks)</b>.</li> <li>• As long as people have free will, some will choose not to follow God <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>



## Section 1, Part F: Sikhism

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.			<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>They explain what God wants Sikhs to do (1 mark).</li> <li>They tell Sikhs how to lead a good life (1 mark).</li> <li>Guru Nanak was taken into the presence of God (1 mark) and appointed God's messenger (1 mark).</li> <li>The teachings come from prophets, messengers from God (1 mark).</li> <li>They can link the faithful Sikh directly with God (1 mark).</li> <li>They help Sikhs on the path to reunion with God (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• The Guru Granth Sahib is regarded as a 'Living Guru' (1 mark).</li> <li>• The teachings are believed to be direct guidance from God (1 mark).</li> <li>• The only spiritual guide for Sikhs (1 mark).</li> <li>• Its words have the power to transform the lives of those who hear them (1 mark) for example Sajjan the thief (1 mark).</li> <li>• Contains both Hindu and Islamic religious teaching (1 mark).</li> <li>• Because it is a book, Sikhs believe that this puts a seal on the Gurus' teachings (1 mark). This preserves it for future generations (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• It is the opposite of Manmukh (Following your own natural desires) (1 mark).</li> <li>• The person is totally focused on God (1 mark).</li> <li>• God is kept in the mind at all times (1 mark).</li> <li>• It comes through prayer (1 mark).</li> <li>• It comes through training the mind (1 mark).</li> <li>• It comes through service to others (1 mark).</li> <li>• It is achieved through the grace of God (1 mark).</li> <li>• It brings a Sikh closer to God (1 mark).</li> <li>• It is a response to the presence of God in another human being (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating an opinion in evaluation questions. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• In society today it is really hard to be totally focused on God <b>(1 mark)</b>.</li> <li>• Self-centeredness must be overcome <b>(1 mark)</b>.</li> <li>• Pride must be overcome <b>(1 mark)</b>.</li> <li>• There are barriers between followers and God <b>(1 mark)</b> eg attachment to the things of this life <b>(1 mark)</b>.</li> <li>• If you live a simple life then you can keep God in the mind at all times <b>(1 mark)</b>.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• God's grace can make it all possible <b>(1 mark)</b>.</li> <li>• A Sikh has God's word to guide them, so no excuse <b>(1 mark)</b>.</li> <li>• In the past Sikhs have become Gurmukh, so why not today? <b>(1 mark)</b>.</li> <li>• Pride is not just an issue in today's society, it has always been an issue <b>(1 mark)</b>.</li> <li>• Self-centredness is not just an issue in today's society, it has always been an issue <b>(1 mark)</b>.</li> <li>• People have always had possessions, it is nothing new <b>(1 mark)</b>.</li> <li>• The world might have changed but people are basically the same <b>(1 mark)</b>.</li> <li>• You can focus the mind on God at all times <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

## Section 2, Part A: Religion and Justice

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• Guidance found in Holy Scriptures <b>(1 mark)</b>.</li> <li>• Divine Command - people follow rules which they believe were given by God <b>(1 mark)</b>.</li> <li>• Underlying principles in ancient teaching applied to contemporary situations <b>(1 mark)</b>.</li> <li>• They try to follow the example set by key figures <b>(1 mark)</b>.</li> <li>• They pray, asking for guidance <b>(1 mark)</b>.</li> <li>• Teaching from leaders within the faith gives guidance <b>(1 mark)</b>.</li> <li>• Discussion and debate with other followers <b>(1 mark)</b>.</li> </ul> <p>Additional marks available for giving specific examples.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• The First Precept requires individuals to abstain from injuring or killing any living creature <b>(1 mark)</b>.</li> <li>• The Buddha described the judges of his own time as practising wrong livelihood as they often handed down cruel or lethal punishments <b>(2 marks)</b>.</li> <li>• Chapter 10 of the Dhammapada states: “Everyone fears punishment; everyone fears death, just as you do. Therefore you do not kill or cause to be killed.” <b>(2 marks)</b>.</li> <li>• An action, <u>even if it brings benefit to oneself</u>, cannot be considered a good action if it causes physical and mental pain to another being. The Buddha <b>(2 marks)</b>.</li> <li>• Dalai Lama says criminals should be treated with “compassion, not anger” <b>(1 mark)</b> and give them some form of punishment to say they were wrong as they can change <b>(1 mark)</b>.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Love of enemies <b>(1 mark)</b>.</li> <li>• The state acts not on its own authority but as the agent of God who does have legal power over life and death <b>(2 marks)</b>.</li> <li>• Only God gives life so he should decide if it is taken away <b>(1 mark)</b>.</li> <li>• Sixth commandment - ‘do not kill/commit murder’ <b>(1 mark)</b>.</li> <li>• At the moment that Pilate has to decide whether or not to crucify Jesus, Jesus tells him that the power to make this decision has been given to him by God <b>(2 marks)</b>.</li> <li>• Some Christians who oppose the death penalty are concerned about judicial error <b>(1 mark)</b> that could lead to an innocent person being executed <b>(1 mark)</b>.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Opposes killing, violence and revenge, <b>(1 mark)</b> in line with the principle of ahimsa (non-violence) <b>(1 mark)</b>.</li> <li>• The Dharmasastras call for the death penalty in several instances <b>(1 mark)</b>.</li> <li>• Life can be taken if society believes crime so bad that criminal forfeited right to life <b>(1 mark)</b>.</li> <li>• An eye for an eye ends up making the whole world blind, Gandhi <b>(1 mark)</b>.</li> <li>• Negative karmic consequence of ending a life prematurely <b>(1 mark)</b>.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Only God gives life so he should decide if it is taken away <b>(1 mark)</b>.</li> <li>• Shariah Law - allowing the victim's family to be avenged <b>(1 mark)</b>.</li> <li>• "Take not life, which God has made sacred, except by way of justice and law. Thus does He command you, so that you may learn wisdom." <b>(2 marks)</b>.</li> <li>• In Islamic law, the death penalty is prescribed for murder <b>(1 mark)</b>. However, the victim's family is given the option to show mercy <b>(1 mark)</b>. Islam permits the death penalty for anyone who threatens to undermine Islamic authority <b>(1 mark)</b> or destabilise the state <b>(1 mark)</b>.</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Only God Gives life so he should decide if it is taken away <b>(1 mark)</b>.</li> <li>• Sixth commandment in Exodus 20:13 states that we should not commit murder <b>(1 mark)</b>.</li> <li>• "...life for life, eye for eye, tooth for tooth" <b>(1 mark)</b>.</li> <li>• "A man who spills human blood, his own blood shall be spilled by man because God made man in His own Image" <b>(2 marks)</b> Genesis 9:6.</li> <li>• The rabbis who wrote the Talmud created many barriers to actually using the death penalty, <b>(1 mark)</b> so in practical terms it was almost impossible to punish anyone by death <b>(1 mark)</b>.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Permitted in the teaching of the Gurus <b>(1 mark)</b>, but only as a last resort <b>(1 mark)</b>.</li> <li>• Can't be used as revenge <b>(1 mark)</b>.</li> <li>• Should be used sparingly <b>(1 mark)</b>.</li> <li>• Should be carried out painlessly <b>(1 mark)</b>.</li> <li>• Some accept it as a deterrent <b>(1 mark)</b>.</li> <li>• Some feel it is just more cold-blooded killing <b>(1 mark)</b> and therefore adds to total injustice <b>(1 mark)</b>.</li> <li>• There is part of God in everyone, including criminals <b>(1 mark)</b>.</li> <li>• Reformation is an important principle in Sikh views on punishment <b>(1 mark)</b> because even the most evil person can be changed by God's grace <b>(1 mark)</b>.</li> <li>• At the times when Indian states were under Sikh rule the death penalty wasn't used <b>(1 mark)</b>.</li> <li>• Some feel it just perpetuates the cycle of violence <b>(1 mark)</b>.</li> </ul> <p>Candidates may also describe the view of a religious individual, denomination/sect, group or organisation.</p> <p>No marks for simply stating that a religion thinks it is wrong or right, however if this is correctly tied to a particular aspect of the issue or a particular sect or denomination, award 1 mark.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>



Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Safety. Criminals who receive the death penalty are typically violent individuals. Therefore a possible consequence is the prison's guards feel safer (<b>2 marks</b>). However, could make the prisons more violent as prisoners do not feel that have to behave in prison (<b>1 mark</b>).</li> <li>• May have a significant deterrent effect (<b>1 mark</b>).</li> <li>• Increase in the number of deaths of innocent people (<b>1 mark</b>).</li> <li>• It stimulates criminal activity, by brutalising the population (<b>1 mark</b>).</li> <li>• The death penalty costs tax-payers more than a sentence of life without parole (<b>1 mark</b>). The legal trials are longer and more expensive where capital punishment is an option (<b>1 mark</b>).</li> <li>• It could cause public disruptions as people will protest outside the jail where it is being carried out (<b>1 mark</b>).</li> <li>• A killer who has been executed can never do it again (<b>1 mark</b>).</li> <li>• It could harden the opinion of the family who had their loved one executed (<b>1 mark</b>). They may want to take their frustrations out on someone (<b>1 mark</b>).</li> <li>• Potential psychological harm to the executioners (<b>1 mark</b>).</li> </ul> <p>A well explained case study may be awarded up to full marks, provided impact is explained.</p> <p>Accept answers which discuss the impact of the death sentence as well as the execution itself.</p> <p>Additional marks available for giving specific examples.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>• It shows we understand the severity of the crime (1 mark).</li> <li>• Tied in with the idea of honour (1 mark).</li> <li>• It restores an imbalance back to balance (1 mark).</li> <li>• Makes the victims feel better because they see the criminal feel some of the sufferings (1 mark).</li> <li>• It makes it quite clear that there will be consequences for wrongdoing (1 mark).</li> <li>• Can see justice being done (1 mark).</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• If we start out with revenge as an aim where will it end? (1 mark).</li> <li>• An eye for an eye will make the whole world go blind, Gandhi (1 mark).</li> <li>• Those not involved in the initial wrongdoing will be affected and damaged by the cycle of revenge (1 mark).</li> <li>• If anything it may be worse when it is done as a punishment because we have decided coldly and rationally to do it (1 mark) while the criminal may have committed the crime on the spur of the moment (1 mark).</li> <li>• Also about deterrence. This comes before the crime has taken place and stops it from happening (1 mark). It makes the world a nicer place (1 mark).</li> <li>• Protection. The person cannot commit the crime again and people are protected (1 mark). This is important as it has nothing to do with the offender and has everything to do with the rest of the population. (1 mark).</li> <li>• Reformation. This is important because it changes the offender (1 mark). It means that good can come out of a bad action (1 mark).</li> </ul> <p>Marks available for supporting examples, eg Restorative Justice; Truth and Reconciliation Commission in South Africa; Christianity: Luke 15:11 - 32 Prodigal Son and Matthew 18:21-22 Unmerciful servant; Buddhist kamma.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

## Section 2, Part B: Religion and Relationships

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• Guidance found in holy scriptures <b>(1 mark)</b>.</li> <li>• Divine Command - people follow rules which they believe were given by God <b>(1 mark)</b>.</li> <li>• Underlying principles in ancient teaching applied to contemporary situations <b>(1 mark)</b>.</li> <li>• They try to follow the example set by key figures <b>(1 mark)</b>.</li> <li>• They pray, asking for guidance <b>(1 mark)</b>.</li> <li>• Teaching from leaders within the faith gives guidance <b>(1 mark)</b>.</li> <li>• Discussion and debate with other followers <b>(1 mark)</b>.</li> <li>• Impact of shared values within a religious community <b>(1 mark)</b>.</li> </ul> <p>Additional marks available for giving specific examples.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>Buddha did not prescribe roles for men and women <b>(1 mark)</b>.</li> <li>Men and women are considered equal to one another <b>(1 mark)</b>.</li> <li>Men should expect from their wives - love, attentiveness, family obligations, faithfulness, child-care, thrift, the provision of meals, to calm him down when he is upset, sweetness in everything <b>(1 mark for list, or 1 mark for each explained)</b>.</li> <li>Women should expect from their husbands – tenderness, courtesy, sociability, security, fairness, loyalty, honesty, good companionship, moral support <b>(1 mark for list, or 1 mark for each explained)</b>.</li> <li>Traditionally men should honour and respect their wives, <b>(1 mark)</b> giving them gifts to show their love <b>(1 mark)</b>. They should provide financially for the family <b>(1 mark)</b>.</li> <li>Traditionally women would be responsible for running the household <b>(1 mark)</b> and childcare, the role of a mother is valued highly <b>(1 mark)</b>.</li> <li>Dalai Lama positive about the power of women <b>(1 mark)</b> - ‘the western woman will save the world’ <b>(1 mark)</b>.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Gen 1:27 - God creates both male and female in his image <b>(1 mark)</b>, he created them equal, at the same time <b>(1 mark)</b>.</li> <li>Jesus highlighted the role of women in his society, showing his followers that they should be treated equally <b>(1 mark)</b>.</li> <li>Gen 2:7-23 - God created Man and then created woman from man <b>(1 mark)</b>. Woman was created for the purpose of being a companion to man <b>(1 mark)</b>.</li> <li>Women as submissive to their husbands <b>(1 mark)</b> “Wives submit to husbands as to the Lord. For a husband has authority over his wife” <b>(1 mark)</b>.</li> <li>The traditional view is that the husband should provide for the family <b>(1 mark)</b>, whilst the wife should look after the home and children <b>(1 mark)</b>.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<ul style="list-style-type: none"> <li>• “In Christ there is neither male or female” (1 mark).</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• A wife should look to Sita as the role model for the perfect wife. (1 mark).</li> <li>• When a woman is married she joins a new family (1 mark), and it is her mother-in-law who will often be in charge in the home (1 mark).</li> <li>• A wife should treat her husband as a God (1 mark) and the husband should treat his wife as a goddess (1 mark).</li> <li>• It is a wife’s duty to bear children (1 mark), often until a son is born (1 mark).</li> <li>• The man has the traditional role as protector of his wife (1 mark) and provider for the family (1 mark), whilst the woman looks after the home and children (1 mark).</li> <li>• Man is primary upholder of the Dharma and his wife is his partner (1 mark).</li> <li>• Traditionally when the husband died, the wife would lose everything - wealth, identity, status (1 mark). In some traditions she would throw herself on the funeral pyre of her husband (1 mark).</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• The roles of husband and wife should be complementary to each other (1 mark). The husband should provide financially for his wife (1 mark) so that she can focus on looking after the family (1 mark).</li> <li>• Allah created men and women from the same single soul as men – Qur’an 4:1 (1 mark). They should be treated equally in society and have the same opportunities (1 mark).</li> <li>• Muhammad’s wife Khadija was a very successful businesswoman (1 mark). She is an important role model for many Muslim women today (1 mark).</li> <li>• A man is allowed up to four wives (1 mark) if he can financially support each of them and any children they have so that they can have separate homes (1 mark). However a woman is only allowed one husband (1 mark).</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<ul style="list-style-type: none"> <li>• It is easier for a husband to divorce his wife than it is for a woman, who has to have her divorce approved in Shariah law <b>(2 marks)</b>.</li> <li>• Qur'an verse 4.34, which refers to men as 'guardians' (qawamun) (over women), shows that women should be looked after by men <b>(2 marks)</b> and some feel this means that they should not do the same jobs <b>(1 mark)</b>.</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Through marriage men and women become 'one flesh' <b>(1 mark)</b>.</li> <li>• Men and women are equal to each other but different <b>(1 mark)</b>.</li> <li>• Women can fulfil many different roles - Eishes Chayil poem 'A Woman of Valor' - teacher, businesswoman, mother, wife <b>(2 marks)</b>. Therefore they are not restricted to specific roles <b>(1 mark)</b>.</li> <li>• Woman created as the 'helpmate' of man <b>(1 mark)</b>.</li> <li>• Man is required to marry and have children <b>(1 mark)</b>, however a woman is not <b>(1 mark)</b> and within a marriage the man must provide sex if his wife wishes <b>(1 mark)</b>, but she isn't required to <b>(1 mark)</b>.</li> <li>• Role of man is to protect his wife <b>(1 mark)</b> and provide for her and the family <b>(1 mark)</b>.</li> <li>• The traditional role of the woman is to look after the home and family <b>(1 mark)</b>, however if she wishes to do this by working she is free to do so <b>(1 mark)</b>.</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Men and women are equal <b>(1 mark)</b> and in marriage they should be complementary to each other <b>(1 mark)</b>.</li> <li>• There are no specific roles that men or women must fulfil <b>(1 mark)</b>, however being in close proximity to the Hindu majority of India may mean that some Hindu values are taken on <b>(1 mark)</b> this is cultural rather than religious <b>(1 mark)</b>.</li> <li>• Men and women can meet freely and marry who they choose <b>(1 mark)</b>. Castes should not be considered <b>(1 mark)</b> and child marriage is forbidden <b>(1 mark)</b>.</li> <li>• Women take full part in Worship and religious practice <b>(1 mark)</b> and are not expected to be submissive or inferior to their husbands <b>(1 mark)</b>.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<ul style="list-style-type: none"> <li>• In Sikhism it is thought that men cannot feel secure and complete in life without a woman <b>(1 mark)</b>, his success is as much her success <b>(1 mark)</b>.</li> <li>• Nanak describes marriage as ‘one spirit in two bodies’ <b>(1 mark)</b>.</li> <li>• Sikhs should practise monogamy <b>(1 mark)</b>.</li> <li>• When a Sikh woman marries she does not change her name to the surname of her husband <b>(1 mark)</b> she becomes ‘Kaur’ which means princess and is symbolic of her equality <b>(1 mark)</b>.</li> <li>• In reality many households do still follow traditional roles, and often the woman will take care of the home and children <b>(1 mark)</b>.</li> </ul> <p>Candidates may also describe the view of a religious individual, denomination/sect, group or organisation.</p> <p>No marks for simply stating that a religion thinks it is wrong or right, however if this is correctly tied to a particular aspect of the issue or a particular sect or denomination, award 1 mark.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Some people prefer specific gender roles as they can provide structure and order within society (1 mark) and as the roles are complementary to each other within marriage (1 mark) they can lead to a more harmonious relationship (1 mark).</li> <li>• Women may feel under less pressure as they would not be expected to juggle a career as well as home life (1 mark), this may lead to greater happiness within the family unit (1 mark), the man may feel a sense of pride that they are fulfilling their role and providing for their family (1 mark).</li> <li>• Religious people may be reassured that they are being faithful (1 mark) eg by following mitzvoth, dharma, will of Allah etc (1 mark).</li> <li>• It goes against human rights to discriminate on the basis of gender (1 mark) and would result in the continuation of sexism (1 mark).</li> <li>• Defining roles can limit opportunities for both genders (1 mark) leading to frustration or resentment (1 mark).</li> <li>• Leads to lack of balance/representation in places of power (1 mark).</li> <li>• Can lead to feelings of superiority or powerlessness for one gender (1 mark).</li> <li>• Those who go beyond defined roles may be frowned upon by their family/ community (1 mark).</li> <li>• The human rights of eg girls are not being met if they are excluded from education (1 mark) (example of Malala Yousafzai - Pakistani girl shot by Taliban for campaigning for girl's education.) (1 mark)).</li> <li>• Men and women may not wish to live their life in the role dictated to them by their gender (1 mark). This could lead to problems within relationships (1 mark) and within their communities as they feel they do not fit in (1 mark).</li> <li>• Some people may have issues with their gender identity and specific gender roles could enhance these problems by excluding some people (2 marks).</li> <li>• It may put pressure on people to fulfil traditional gender roles with men as the primary worker (1 mark), and women caring for the children and the</li> </ul>



Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>home (1 mark). This pressure may be difficult for either to cope with and may result in unhappiness (1 mark). It may result in inequality in the division of domestic chores (1 mark) and cause problems if the woman also works (1 mark).</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Religious people may agree, because their religion teaches that the only acceptable place of sex is within marriage (1 mark) because sex is a gift from God (1 mark) and the purpose of it is to have children (1 mark) to express your love and commitment to your husband/wife (1 mark) and strengthen the marriage (1 mark), so sex outside of marriage is considered sinful (1 mark).</li> <li>• Marriage provides stability as a foundation for having a family (1 mark) which is the purpose of sex (1 mark).</li> <li>• May give examples of why sex outside of marriage can be seen as morally unacceptable, such as one night stands, adultery, casual relationships and issues of STIs etc.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Couples who are unmarried can be just as committed, loving, caring and responsible as married couples (1 mark). Couples can live together and there is no longer the social stigma of being unmarried (1 mark).</li> <li>• As long as sex is between consenting adults there is no moral issue regarding sex (1 mark), it is a private thing and not the concern of others (1 mark).</li> <li>• Currently marriage is not legal for same sex couples, does this mean they should not have sex, no matter how in love, committed or responsible they are? (2 mark).</li> <li>• Britain is becoming more secular and as a result there isn't the same religious pressure to marry to have a sexual relationship (1 mark).</li> <li>• Sex is an important part of a relationship, so some people may feel they should make sure they are sexually compatible with their partner before committing to marriage (2 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

## Section 2, Part C: Religion, Environment and Global Issues

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• Guidance found in holy scriptures (<b>1 mark</b>).</li> <li>• Divine Command - people follow rules which they believe were given by God (<b>1 mark</b>).</li> <li>• Underlying principles in ancient teaching applied to contemporary situations (<b>1 mark</b>).</li> <li>• They try to follow the example set by key figures (<b>1 mark</b>).</li> <li>• They pray, asking for guidance (<b>1 mark</b>).</li> <li>• Teaching from leaders within the faith gives guidance (<b>1 mark</b>).</li> <li>• Discussion and debate with other followers (<b>1 mark</b>).</li> <li>• Impact of shared values within a religious community (<b>1 mark</b>).</li> </ul> <p>Additional marks available for giving specific examples.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses <b>could</b> include:</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Christians believe that because the world was created by God it is sacred <b>(1 mark)</b> and should be valued and protected <b>(1 mark)</b>.</li> <li>• The world has been given to humans as a gift <b>(1 mark)</b> and therefore should not be abused <b>(1 mark)</b>.</li> <li>• People have power over the world <b>(1 mark)</b> but must exercise this power with great responsibility <b>(1 mark)</b>.</li> <li>• Destroying the environment would go against key teachings such as stewardship <b>(1 mark)</b>.</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Stewardship is management of the Earth and its resources in accord with the dhamma the teaching of the Buddha <b>(1 mark)</b>. This includes respect for all forms of life <b>(1 mark)</b>.</li> <li>• Buddhists do not see human beings as separate from the environment - all life is interdependent <b>(1 mark)</b>. They recognise that the actions of each being affect other beings <b>(1 mark)</b> and that all sentient beings should be treated with respect <b>(1 mark)</b>.</li> <li>• The law of kamma states that our actions have consequences <b>(1 mark)</b>. Buddhists should be mindful of the consequences of their actions on the environment and on future generations <b>(1 mark)</b>.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Human beings are on the world as trustees or ‘viceregents’ <b>(1 mark)</b>, - they are told to look after the world for Allah and for the future <b>(1 mark)</b>.</li> <li>• In the Qur’an, Muslims are instructed to look after the environment and not to damage it <b>(1 mark)</b>.</li> <li>• Muslims have to look after the earth because it is all Allah’s creation <b>(1 mark)</b>, and it is part of a human’s submission to Allah <b>(1 mark)</b>.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• God has absolute ownership over Creation, so it does not belong to us <b>(1 mark)</b>.</li> <li>• In Genesis God gives dominion over the earth to human beings. This means we need to care for it responsibly <b>(2 mark)</b>. Any act that damages the world is an offence to God <b>(1 mark)</b> and people will have to answer to God for how they treated the earth <b>(1 mark)</b>.</li> <li>• Emphasis on Justice means there is a need to consider the impact of our use of the environment on poorer people <b>(1 mark)</b>.</li> <li>• We must always use creation responsibly for future generations <b>(1 mark)</b> and for others who share the world with us today <b>(1 mark)</b>. We must also think beyond our own species to that of all Creation <b>(1 mark)</b>.</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Respect for the creation of God - the world, the universe and the environment <b>(1 mark)</b>.</li> <li>• The practice of spiritual discipline; seeking dharma, right conduct means Sikhs will strive to care for the environment <b>(1 mark)</b>.</li> <li>• Use of sangat, pangat and langar to promote respect for creation and all within the creation <b>(1 mark)</b>. Focus should therefore be community based sharing of resources <b>(1 mark)</b>.</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• All living beings are sacred because they are parts of God <b>(1 mark)</b>, and should be treated with respect <b>(1 mark)</b>.</li> <li>• Trees, rivers and mountains are believed to have souls, and should be honoured and cared for <b>(1 mark)</b>.</li> <li>• Looking after the environment is part of Sanatanadharma - the right order for the universe <b>(1 mark)</b>.</li> <li>• The principle of non-harming means we should be protecting wildlife <b>(1 mark)</b>.</li> <li>• Trees deserve special protection as the most important kind of plant life <b>(1 mark)</b> so a Hindu might be particularly concerned about the loss of rain forests <b>(1 mark)</b>.</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>Candidates may also describe the view of a religious individual, denomination/sect, group or organisation.</p> <p>No marks for simply stating that a religion thinks it is wrong or right, however if this is correctly tied to a particular aspect of the issue or a particular sect or denomination, award 1 mark.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>
	(c)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• Climate Change due to Global warming (1 mark).</li> <li>• Improper use and distribution of natural resources (1 mark) leading to loss of natural resources (1 mark).</li> <li>• Contamination of water table (1mark).</li> <li>• We burn fossil fuels which releases carbon dioxide into our environment (1 mark) and creates greenhouse gases which destroys ecosystems (1 mark).</li> <li>• Endangered Species - many more species are now under threat, (1 mark) including indicator species and evolutionarily unique species (1 mark).</li> <li>• Enables growth of industry (1 mark) which enables nations to develop economically (1 mark).</li> <li>• People can heat and light their homes (1 mark).</li> <li>• Some resources (eg tidal, solar, wind power) can provide clean energy (1 mark).</li> <li>• Many effective medicines are derived from natural sources (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.		8	<p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>Responsibility of <u>all</u> nations joining together to help the environment <b>(1 mark)</b>.</li> <li>We all have an obligation to other life on the planet <b>(1 mark)</b>.</li> <li>Effective stewardship brings financial and health benefits to all <b>(1 mark)</b>. <b>Additional marks available for giving examples.</b></li> <li>Moral obligations placed on humans by God to care for the environment <b>(1 mark)</b>.</li> <li>By looking after the environment we are helping future generations <b>(1 mark)</b>.</li> <li>Richer nations like UK can afford to do more <b>(1 mark)</b>.</li> <li>Effects on environmental crises', eg flooding felt mostly acutely by the poor in developing nations <b>(1 mark)</b> and they don't have the resources to help themselves <b>(1 mark)</b>.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>British people already do a great deal to help with environmental crises like global warming, <b>(1 mark)</b> eg insulating homes, turning down heating etc <b>(1 mark)</b>.</li> <li>People need to look after their own nations poor and needy before thinking about crises in far off places <b>(1 mark)</b>.</li> <li>Organisations like 'Woodland Trust' have already helped rebuild our woodland areas that were in danger <b>(1 mark)</b>.</li> <li>The government has spent millions on its green policy already <b>(1 mark)</b>. Every home recycles now <b>(1 mark)</b>.</li> <li>More and more people in Britain are using renewable energy <b>(1 mark)</b>.</li> <li>British people give generously to those affected by climate change, eg responding to extreme weather like the Typhoon in the Philippines <b>(2 marks)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

## Section 2, 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
1.	(a)		<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, additional explanation, or example, award a second mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Guidance found in holy scriptures (<b>1 mark</b>).</li> <li>Divine Command - people follow rules which they believe were given by God (<b>1 mark</b>).</li> <li>Underlying principles in ancient teaching applied to contemporary situations (<b>1 mark</b>).</li> <li>They try to follow the example set by key figures (<b>1 mark</b>).</li> <li>They pray, asking for guidance (<b>1 mark</b>).</li> <li>Teaching from leaders within the faith gives guidance (<b>1 mark</b>).</li> <li>Discussion and debate with other followers (<b>1 mark</b>).</li> <li>Impact of shared values within a religious community (<b>1 mark</b>).</li> </ul> <p>Additional marks available for giving specific examples.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>



Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>A very well developed point may be awarded up to 4 marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Catholicism states that a human embryo has the status of a human individual (1 mark) from the moment the egg is fertilised (1 mark).</li> <li>It has the right to life (1 mark) and any intervention is unacceptable (1 mark).</li> <li>Nothing can justify the destruction of the embryo (1 mark).</li> <li>The sanctity of life at all stages of development must be upheld (1 mark) because continued development ultimately leads to a human person (1 mark).</li> <li>Some Christians accept use of early stage embryos as means of relieving suffering (1 mark).</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Some Muslims support embryo research arguing that the embryo does not have a soul until later stages of development (1 mark).</li> <li>Ensoulment is believed to take place at 120 days after conception (1 mark).</li> <li>A minority believe ensoulment takes place 40 days after conception (1 mark).</li> <li>This means that the treatment of embryos is a relatively uncontroversial issue (1 mark).</li> <li>The Qur'an's emphasis on preventing human illness and suffering (1 mark).</li> <li>However, some Muslims disagree and believe it is immoral to destroy embryos at any stage (1 mark).</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Orthodox Jews believe that embryos do not have the same moral status as human persons (1 mark).</li> <li>Embryos outside the human body do not have any legal status (1 mark).</li> <li>There is no consensus on the time of ensoulment (1 mark) but generally it is deemed to happen 40 days after conception (1 mark).</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<ul style="list-style-type: none"> <li>• Full human status occurs only when the foetus emerges from the woman's body (1 mark).</li> <li>• Since embryo research involves embryos that are ex corporeal (1 mark) it is possible to use embryos in research (1 mark).</li> <li>• There may in fact be a moral imperative to do so (1 mark) in order to alleviate pain and suffering through advancements in medical research (1 mark).</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Buddhism prohibits harm to beings and this might potentially include embryos (1 mark).</li> <li>• However, as the principle of non-harming applies only to sentient beings (1 mark) Buddhists could accept research on non-sentient embryos before day 14 of their development (1 mark) because the primitive streak has not developed (1 mark).</li> <li>• If the intention of the research is to benefit humankind, further research might be considered ethical (1 mark).</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Hinduism emphasises compassion towards others (1 mark).</li> <li>• This would support research in order to alleviate pain and suffering (1 mark).</li> <li>• Ahimsa dictates that life in all its forms is sacred and should not be harmed (1 mark).</li> <li>• The time personhood is deemed to begin ranges from 3-7 months (1 mark) this would allow scope for research using embryos as they are in the early stages of development (1 mark).</li> <li>• Some Hindus believe that the soul's rebirth begins at the moment of conception (1 mark) and duly oppose research using embryos (1 mark).</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Sikhs mainly believe that life begins at conception so it is a sin to destroy the embryo because it is a living being (2 marks).</li> <li>• Sikhs believe that the creation of life is the will of God and should not be interfered with (1 mark).</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<ul style="list-style-type: none"> <li>However, many Sikhs would acknowledge the importance of developing cures for diseases <b>(1 mark)</b>.</li> </ul> <p>Candidates may also describe the view of a religious individual, denomination/sect, group or organisation.</p> <p>No marks for simply stating that a religion thinks it is wrong or right, however if this is correctly tied to a particular aspect of the issue or a particular sect or denomination, award 1 mark.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>
	(c)		<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>A very well developed point may be awarded up to 4 marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>Major medical advances potentially tackling devastating diseases - eg genetic diseases/degenerative conditions <b>(2 marks)</b>.</li> <li>Alleviate pain and suffering <b>(1 mark)</b> for future generations and for people suffering now <b>(1 mark)</b>.</li> <li>Inherited diseases could be eliminated from the population through the use of things like PGD, three parent babies etc <b>(2 marks)</b>.</li> <li>Tissue grown for transplant would be a perfect match for the recipient <b>(1 mark)</b> and would address the problem of the lack of donors <b>(1 mark)</b>. It would also spare donors having to go through serious surgical procedures <b>(1 mark)</b>.</li> <li>Human embryos could be exploited as a source of therapeutic material <b>(1 mark)</b> diminishing respect for the sanctity of life <b>(1 mark)</b>.</li> <li>The beginnings of a slippery slope <b>(1 mark)</b> encouraging society to tolerate the loss of life to save a life <b>(1 mark)</b>.</li> <li>Accept impact for religious people like judgment after death, causing offence to God etc.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>A very well developed point may be awarded up to 4 marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> <li>Candidates may offer a one or two sided evaluation for full marks.</li> <li>No marks for simply stating an opinion in evaluation questions. Marks should be awarded for reasons.</li> <li>KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>Palliative care helps to reduce suffering and improve quality of life, so this removes the fear of a distressing death <b>(2 marks)</b>.</li> <li>Palliative care allows patients time to die <b>(1 mark)</b> so they can spend special/more time with family and friends <b>(1 mark)</b>.</li> <li>Palliative care means that people are in a supportive medical environment <b>(1 mark)</b> and are not relying only upon family members for care <b>(1 mark)</b>. This removes anxiety about being a burden on carers <b>(1 mark)</b>.</li> <li>With good palliative care the whole family is supported, and it is possible for a patient to have a “gentle, easy death” <b>(2 marks)</b>.</li> <li>Palliative care seeks to empower patients and fully involve them in decisions about their treatment, so euthanasia is not the only option for people who want control <b>(2 marks)</b>.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>Palliative care cannot always control or stop physical suffering <b>(1 mark)</b>.</li> <li>Mental suffering may not be adequately dealt with by palliative care <b>(1 mark)</b>.</li> <li>If you have a degenerative disease, palliative care cannot restore quality of life <b>(1 mark)</b>.</li> <li>People have choices throughout life, so it is right people are granted choices in death <b>(1 mark)</b>.</li> <li>At the very end of a person’s life, when there is no hope of recovery, euthanasia may be a more compassionate option <b>(2 marks)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

## Section 2, Part E: Religion and Conflict

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Guidance found in holy scriptures (<b>1 mark</b>).</li> <li>Divine Command - people follow rules which they believe were given by God (<b>1 mark</b>).</li> <li>Underlying principles in ancient teaching applied to contemporary situations (<b>1 mark</b>).</li> <li>They try to follow the example set by key figures (<b>1 mark</b>).</li> <li>They pray, asking for guidance (<b>1 mark</b>).</li> <li>Teaching from leaders within the faith gives guidance (<b>1 mark</b>).</li> <li>Discussion and debate with other followers (<b>1 mark</b>).</li> <li>Impact of shared values within a religious community (<b>1 mark</b>).</li> </ul> <p>Additional marks available for giving specific examples.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>A very well developed point may be awarded full marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>Opposed on grounds of the first precept - not to take life (1 mark).</li> <li>Harming others has negative kammic consequences (1 mark).</li> <li>Governments who use violence generate negative collective kamma (1 mark).</li> <li>Buddhists should demonstrate for peace (1 mark).</li> <li>Compassion is the ultimate weapon, not the sword (1 mark).</li> <li>Kindness for all beings is the only way to achieve lasting peace (1 mark).</li> <li>Example of Ashoka - king who promoted non-violence under guidance of Buddhism (1 mark).</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Strong tradition of pacifism/non-violence (1 mark) rooted in teaching and example of Jesus (1 mark) eg “Those who live by the sword die by the sword”, “Turn the other cheek”, healing of High Priest’s Servant’s ear etc. (+2 marks available for examples).</li> <li>War can be just (1 mark) - full marks available for developed description of Just War Criteria.</li> <li>If it can’t be avoided, it needs to be controlled/limited (1 mark).</li> <li>Indiscriminate destruction is immoral (1 mark).</li> <li>Going to war may (or may not) be a way of loving your neighbour/ practising the golden rule (1 mark).</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>Principle of Ahimsa leads some to oppose war (1 mark) - Hindus should avoid doing physical or mental harm to others (1 mark).</li> <li>Part of the dharma of Kshatryia Varna (Warrior Caste) (1 mark) as for Arjuna who is told by Krishna to go to war in the Bhagavad Gita (1 mark).</li> <li>Outcome is not what matters (1 mark), so fight with detachment (1 mark).</li> <li>Cause must be just (1 mark) - eg to oppose injustice, oppression, invasion</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>etc (1 mark).</p> <ul style="list-style-type: none"> <li>• Killing anyone who isn't a threat is forbidden (1 mark) eg surrendering, asleep, unarmed, wounded, non-combatant etc (1 mark).</li> <li>• Using weapons designed to inflict additional suffering is forbidden (1 mark) eg poisoned, barbed or flaming arrows.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• It can be a religious duty (1 mark). Lesser Jihad is the struggle against outer forces (1 mark).</li> <li>• Right if in defence of the Ummah (1 mark) but also in defence of non-Muslims who are being oppressed (1 mark).</li> <li>• Cause must be just (1 mark) - eg to oppose evil, oppression, invasion etc (1 mark).</li> <li>• Must be a last resort (1 mark) - you should first try reasoning with your enemy (1 mark).</li> <li>• Fighting should continue only as long as is absolutely necessary (1 mark).</li> <li>• "Hate your enemy mildly. One day he may be your friend." (Hadith) (1 mark).</li> <li>• Suffering should be minimised (1 mark) including protection of women, children, crops and trees (1 mark).</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Force is acceptable in self-defence (1 mark).</li> <li>• Pre-emptive strike is ethical if to prevent an attack (1 mark).</li> <li>• Aim should be to prevent further suffering (1 mark) and to bring about peace/shalom (1 mark).</li> <li>• Enemies/prisoners should be treated with compassion (1 mark).</li> <li>• Some wars have been obligatory/mitzvot because God commanded them (1 mark).</li> <li>• Non-obligatory war should be a last resort (1 mark).</li> <li>• Empire building (1 mark) and revenge are not acceptable reasons for going to war (1 mark).</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Khalsa encourages military discipline <b>(1 mark)</b> - Sikhs should be ready to fight a Just War/Dharam Yudh <b>(1 mark)</b>.</li> <li>• War must be a last resort <b>(1 mark)</b>.</li> <li>• War must be to defend what's right <b>(1 mark)</b>.</li> <li>• Revenge is not an acceptable reason for going to war <b>(1 mark)</b>.</li> <li>• Civilians are immune from attack <b>(1 mark)</b>.</li> <li>• Minimum force should be used <b>(1 mark)</b>.</li> <li>• Nanak Panthis oppose war in response to Guru Nanak's teaching to "bear it three times" if someone ill treats you, and then let God do the fighting <b>(2 marks)</b>.</li> </ul> <p>Candidates may also describe the view of a religious individual, denomination/sect, group or organisation.</p> <p>No marks for simply stating that a religion thinks it is wrong or right, however if this is correctly tied to a particular aspect of the issue or a particular sect or denomination, award 1 mark.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>



Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Death and injury (1 mark), affecting combatants and civilians (1 mark).</li> <li>• Damage to infrastructure (1 mark).</li> <li>• Damage to environment (1 mark).</li> <li>• Economic hardship (1 mark) eg as money is diverted to paying for the war (1 mark).</li> <li>• Damaged relationship between and within nations (1 mark).</li> <li>• Loss of territory/resources (1 mark).</li> <li>• Gain of territory/resources (1 mark).</li> <li>• Removal of dictator/tyrant (1 mark).</li> <li>• Imposition of ideology by winner over loser (1 mark).</li> <li>• Psychological damage (1 mark) eg bereavement, Post Traumatic Stress Disorder (1 mark).</li> <li>• Liberation of oppressed groups (1 mark).</li> <li>• Protection of human rights (1 mark).</li> <li>• May give political advantage to government (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• Candidates may offer a one or two sided evaluation for full marks.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Just War principles don't permit their use, so why have them? <b>(1 mark)</b> (additional marks available for explaining how WMD violate Just War principles).</li> <li>• Possessing WMD puts our country at greater risk of attack <b>(1 mark)</b>.</li> <li>• Deterrence isn't OK because power derived from fear is immoral <b>(1 mark)</b>.</li> <li>• WMD threaten not just human life, but all life on earth <b>(1 mark)</b>.</li> <li>• Money spent on WMD would be better spent on making poverty history <b>(1 mark)</b>.</li> <li>• We have an obligation under the non-proliferation treaty to reduce our stockpiles of nuclear WMD <b>(1 mark)</b>.</li> <li>• Development and stockpiling of some WMD (Biological and Chemical) is a breach of international law <b>(2 marks)</b>.</li> <li>• We can't dictate to other nations unless we take the moral high ground by disarming ourselves <b>(1 mark)</b>.</li> <li>• Risk of accidental deployment <b>(1 mark)</b> or that they will fall into the hands of terrorists <b>(1 mark)</b>.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Our nuclear deterrent has maintained peace thus far <b>(1 mark)</b>.</li> <li>• Government has an obligation to care for its citizens - deterrence is part of this <b>(1 mark)</b>.</li> <li>• A single WMD strike could prevent more deaths in the long run, so may be able to use them ethically <b>(1 mark)</b>.</li> <li>• They can't be uninvented - we have to live with them <b>(1 mark)</b>.</li> <li>• Multilateral disarmament is beyond idealistic in a changing world <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

### Section 3, Part A: The Origins of Life

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>A very well developed point may be awarded up to 3 marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>Rate at which galaxies are currently moving away from each other <b>(1 mark)</b>. This suggests universe expanding from a previously much smaller original form <b>(1 mark)</b>.</li> <li>Light from galaxies is shifted to the red end of the spectrum as light waves are stretched showing that they are moving away from each other <b>(2 marks)</b>.</li> <li>The light which comes from the various galaxies changes colour as it is stretched, <b>(1 mark)</b> and this can be observed.</li> <li>Cosmic microwave background radiation has been detected <b>(1 mark)</b>. This is believed to be left over heat from the initial explosion/expansion <b>(1 mark)</b>.</li> <li>The proportion of elements in the universe today is what you would expect if the universe started with a Big Bang <b>(1 mark)</b>.</li> <li>Marks may be awarded for mentioning recent discoveries like the Higgs Boson and Cosmic Ripples.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Possible responses could include:</p> <ul style="list-style-type: none"> <li>• The chance of the world being created is very remote <b>(1 mark)</b>.</li> <li>• Regularity of universe evidence of that the world is not here by chance, <b>(1 mark)</b> eg movement of planets, seasons, laws of physics <b>(1 mark)</b>.</li> <li>• Everything in the world is suited to its purpose <b>(1 mark)</b>. The position of the earth in the solar system is perfect for life to exist, <b>(1 mark)</b> eg If the earth was a bit closer to the sun it would be too hot for human life <b>(1 mark)</b>.</li> <li>• It is not here by chance because the theory is based upon circumstantial evidence <b>(1 mark)</b>.</li> <li>• The Anthropic Principle suggests everything is fine tuned in order to bring about conscious human beings <b>(2 mark)</b>.</li> <li>• Holy writings are inspired by God(s), it should be accepted at face value as true/accurate <b>(1 mark)</b>.</li> <li>• Award marks for development of the First Cause or Teleological arguments.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Possible responses could include:</p> <ul style="list-style-type: none"> <li>• Shows nature of God <b>(1 mark)</b> eg in Genesis God is both transcendent and immanent <b>(1 mark)</b>.</li> <li>• It shows where we as humans came from <b>(1 mark)</b>.</li> <li>• It shows that there is something else other than us <b>(1 mark)</b>.</li> <li>• It explains that God is interested in people <b>(1 mark)</b>.</li> <li>• It gives life meaning, explaining why it is significant <b>(1 mark)</b>.</li> <li>• It gives life value, giving humans an important place <b>(1 mark)</b>.</li> <li>• It gives life purpose <b>(1 mark)</b> eg purpose in Islam is Worship of the one true God of the universe <b>(1 mark)</b>. In Christianity the purpose is We exist to worship God <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Possible responses could include:</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Scripture may be seen as God's word/eternal truth, inerrant and infallible (1 mark) so it can be completely trusted (1 mark).</li> <li>• Questioning one part of scripture means questioning the whole thing (1 mark), including other important beliefs, so it is risky (1 mark).</li> <li>• It only requires faith. You do not need to understand very complicated scientific ideas (1 mark).</li> <li>• You can accept the creation story at face value. You do not have to try and interpret the story (1 mark).</li> <li>• You are not picking and choosing what to believe and what not to believe (1 mark).</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• They are ancient human traditions, therefore will have mistakes/cultural references/bias, etc (1 mark).</li> <li>• Creation myths were never meant to be read as scientific accounts: they are pre-scientific (1 mark).</li> <li>• Style marks them out as poetry/myth (1 mark) and reading them literally misses the point: that they are about "why", not "how", we are here (1 mark).</li> <li>• They still have true things to say about God, people and the world (1 mark), eg that there is order in the universe, we are meant to be here, etc (1 mark).</li> <li>• It does not take into account evidence from science which contradicts religious teaching (1 mark).</li> <li>• The literal understanding is too simplistic (1 mark).</li> <li>• You cannot explain away things in the religious text that are ridiculous, (1 mark) eg In the Genesis creation account there is light on day 1 but no sun and stars until day 4 (1 mark). The Chandogya Upanishad 3:19: 1-4 talks about the world emerging from an egg (1 mark). These things symbolise ideas like order coming out of chaos (1 mark).</li> </ul>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<ul style="list-style-type: none"> <li>You are not able to use your God-given intelligence in trying to interpret a complex source (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions. <b>Max. 5 marks if <u>only</u> strengths, or <u>only</u> weaknesses are addressed.</b></p>

### Section 3, Part B: The Existence of God

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• There is evidence of bad design in the world, so perhaps this is down to chance rather than design <b>(1 mark)</b>.</li> <li>• Natural disasters like earthquakes point to a bad designer, so perhaps it is all down to chance instead <b>(1 mark)</b>.</li> <li>• There is no proof that the universe needs a creator, maybe it has always been there <b>(1 mark)</b>.</li> <li>• Belief that there is a creator relies on a leap of faith - the universe was designed therefore it was God who designed it <b>(1 mark)</b>.</li> <li>• Comparisons used to explain the design argument are not similar. A mechanical watch is compared to organic material <b>(1 mark)</b>.</li> <li>• Analogies used by Paley are based on assumption and not fact <b>(1 mark)</b>.</li> <li>• Natural processes/the laws of physics/chance and necessity are enough to give a complete explanation <b>(1 mark)</b> so there is no need to resort to the idea of a designer God <b>(1 mark)</b>.</li> <li>• We may be very unlikely. But this needn't mean we are meant to be here <b>(1 mark)</b>. We are like winners in the lottery - just lucky to be here <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>



Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• The complexity of the world must point to a designer <b>(1 mark)</b> (examples of regularity and purpose in nature) <b>(1 mark)</b>.</li> <li>• The world has been created perfectly to sustain life, showing an all-powerful creator <b>(1 mark)</b>.</li> <li>• It is not reasonable to believe that the debris from the Big Bang would form such complex things in the universe <b>(1 mark)</b>. The only logical explanation is an all-powerful God <b>(1 mark)</b>. Rise of life is contrary to physical law of entropy <b>(1 mark)</b>.</li> <li>• Life is too awe-inspiring and beautiful to be the result of chance <b>(1 mark)</b>.</li> <li>• The Theory of Evolution could be part of God's plan. God used the mechanism of Evolution to create life <b>(1 mark)</b>.</li> <li>• Genesis 1 and 2 explain that God created the world and all living things. This is the word of God which is infallible <b>(2 mark)</b>.</li> <li>• Award marks for development of the teleological argument or Intelligent Design ideas.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions. <b>Max. 2 marks for telling a creation story.</b></p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• It gives them meaning and purpose to their lives <b>(1 mark)</b>.</li> <li>• It gives them guidance in their lives. Helping them to develop morals and compassion <b>(2 mark)</b>.</li> <li>• It gives them comfort that they will be with God in the afterlife <b>(1 mark)</b>.</li> <li>• It helps them to understand the suffering that life can bring <b>(1 mark)</b> because God knows what's best for us <b>(1 mark)</b>.</li> <li>• It gives us a special relationship with God, making us feel important <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• People may accept evil as a result of someone's own action - however when evil affects the innocent God does not intervene <b>(2 marks)</b>.</li> <li>• If God really existed he would do more to prevent the evil in the world eg child abuse, murder, terrorism <b>(2 marks)</b>.</li> <li>• Blind physical forces offer a full explanation for the nature of reality, including suffering, so there is no need to believe there is any kind of God behind existence <b>(2 marks)</b>.</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• There is so much evil in the world that it points to an evil God or a powerless one, <b>(1 mark)</b> so God exists, but is maybe malevolent <b>(1 mark)</b>.</li> <li>• Evil is the result of the misuse of human free will <b>(1 mark)</b>. It is nothing to do with God <b>(1 mark)</b>.</li> <li>• God allows evil things to happen for a purpose, eg it is used as a way to help humans develop their character <b>(2 mark)</b>.</li> <li>• God does not cause evil, but people believe he helps them deal with the suffering that evil brings <b>(2 marks)</b>.</li> <li>• Muslims believe that the suffering that can come from evil reveals the hidden self to God. It is part of the test of life <b>(2 marks)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions. <b>Max. 5 marks if <u>only</u> strengths, or <u>only</u> weaknesses are addressed.</b></p>

### Section 3, Part C: Evil and Suffering

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• God's goodness gives an explanation for the good things that happen to people (1 mark), with examples (1 mark).</li> <li>• They may feel God answers their prayers (1 mark).</li> <li>• It is taught in holy scriptures (1 mark).</li> <li>• It is seen in the example of key figures who are felt to be godly (1 mark), eg Jesus' compassionate life (1 mark).</li> <li>• In revealed faiths, God's rules for living are thought to make sense/ make life better (1 mark).</li> <li>• Personal Religious Experience reveals God as loving/caring (1 mark).</li> <li>• Part and parcel of a dualist view of the universe in which the devil is evil and God is good (1 mark).</li> <li>• Some feel they experience the goodness of God through the goodness of religious followers (1 mark).</li> <li>• God is a perfect being, and goodness is a necessary part of perfection (1 mark).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Some say God sends suffering as a punishment for sin <b>(1 mark)</b>.</li> <li>• Some say God uses punishment as a test of faith <b>(1 mark)</b>.</li> <li>• Some say it must be part of God's plan, because God controls all things, <b>(1 mark)</b> so eg natural disasters must be sent by God <b>(1 mark)</b>.</li> <li>• God is good, so suffering has to have a good purpose <b>(1 mark)</b>.</li> <li>• Some see suffering as a gift from God which enables them to connect with him more closely, <b>(1 mark)</b> eg Mother Teresa's "Pain and suffering are the kiss of Jesus." <b>(1 mark)</b>.</li> <li>• In Islam God may permit suffering in one person to test another <b>(1 mark)</b>.</li> <li>• Allowing or causing suffering may be God's way of encouraging people to live compassionately <b>(1 mark)</b>.</li> <li>• For Christians Jesus' suffering was part of God's plan for redeeming the world <b>(1 mark)</b>.</li> <li>• Examples of religious stories traditions in which God uses suffering to bring about his will, eg ten plagues of Egypt, story of Job <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• People need to be able to make real choices without any constraint <b>(1 mark)</b>.</li> <li>• Allows responsibility/accountability for an individual's actions <b>(1 mark)</b>.</li> <li>• It suggests the existence of a “moral self” <b>(1 mark)</b> and this supports the idea that people are more than just biological machines <b>(1 mark)</b>.</li> <li>• Some say it's what distinguishes humans from the rest of the animal kingdom <b>(1 mark)</b>.</li> <li>• Some think “God's image” in the Biblical Creation narrative is the ability to use reason to make choices <b>(2 marks)</b>.</li> <li>• Means the future is not set/determined <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• There are lots of examples of ways in which people's bad choices lead to suffering, eg through aggression, abuse of the environment, economic inequality etc <b>(2 marks)</b>.</li> <li>• The Law of Karma means suffering is an inevitable consequence of a failure to live according to dharma <b>(2 marks)</b>. It makes sense that good actions have good consequences and vice versa <b>(1 mark)</b>.</li> <li>• Holy scriptures promise reward for obeying/punishment for disobeying God's commands <b>(1 mark)</b>.</li> <li>• Freewill means we have to bear responsibility for the consequences of our bad decisions <b>(1 mark)</b>.</li> <li>• Some "Natural disasters" can be seen to have human causes, eg Climate Change is a result of failure to reduce Carbon Dioxide in the atmosphere <b>(2 marks)</b>.</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• It's clear to all that life isn't fair - good people often suffer while bad people flourish <b>(2 marks)</b>.</li> <li>• We can't blame people's choices for natural disasters <b>(1 mark)</b>.</li> <li>• Suffering is often just the result of being in the wrong place at the wrong time <b>(1 mark)</b>.</li> <li>• In some religions suffering is sent by God, and His reasons can't be fathomed <b>(1 mark)</b>, eg Job is a good man, but still suffers <b>(1 mark)</b>.</li> <li>• People who believe in eg demons/the devil/Shaytans might see them as responsible for people's suffering <b>(1 mark)</b>.</li> <li>• Determinists would argue that "choice" is an illusion, so suffering is really just caused by the laws of physics <b>(2 marks)</b>, or God's foreknowledge/predestination <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions. <b>Max. 5 marks if <u>only</u> strengths, or <u>only</u> weaknesses are addressed.</b></p>

### Section 3, Part D: Miracles

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		<ul style="list-style-type: none"> <li>Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>A very well developed point may be awarded up to 4 marks.</li> <li>A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>They may take scriptural accounts literally because they believe they are God's word and therefore completely trustworthy <b>(1 mark)</b>.</li> <li>Their beliefs about God's nature mean they expect him to intervene in the world <b>(1 mark)</b>.</li> <li>God isn't limited by the laws of physics like we are <b>(1 mark)</b>.</li> <li>Someone might witness an event that appears to break the laws of nature <b>(1 mark)</b>/an unlikely or improbable event <b>(1 mark)</b>.</li> <li>Someone might be part of an event that has an unexpected positive outcome <b>(1 mark)</b> eg someone might get better from an illness <b>(1 mark)</b>.</li> <li>Someone might be part of an event or experience that appears to have purpose/significance <b>(1 mark)</b>.</li> <li>Someone might feel able to interpret an event religiously <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>



Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to 4 marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Religions need to keep pace with scientific findings/the 21<sup>st</sup> C (<b>1 mark</b>), this means that miracles are interpreted as mythological events of symbolic significance (<b>1 mark</b>) that help believers understand the nature of God (<b>1 mark</b>); as events which convey the importance of religious teachings and values (<b>1 mark</b>).</li> <li>• The meaning of miracles is what is of value rather than the actuality of the events themselves (<b>1 mark</b>) eg, Jesus healing a blind man shows the importance of compassion/spiritual sight (<b>1 mark</b>).</li> <li>• Literal interpretations of scriptures can lead to inaccuracies and contradictions (<b>1 mark</b>).</li> <li>• There's no evidence of God intervening in the world today, so it's reasonable to assume they don't really happen (<b>1 mark</b>).</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)		<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, additional explanation or example, award a second mark.</li> <li>• A very well developed point may be awarded up to full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	3	<p>Responses could include:</p> <ul style="list-style-type: none"> <li>• Miracles are a sign of divine power <b>(1 mark)</b>.</li> <li>• Miracles are signs of divine will <b>(1 mark)</b> or confirm the special nature of key figures like Jesus, Buddha, Krishna etc <b>(1 mark)</b>.</li> <li>• Miracles show that there is divine intervention/that God is immanent <b>(1 mark)</b> so people can have an expectation that God can and will help them in times of need <b>(1 mark)</b>.</li> <li>• Miracles are designed to reveal the nature of the divine <b>(1 mark)</b>.</li> <li>• Miracles strengthen belief/faith of followers <b>(1 mark)</b>.</li> <li>• Miracles lead to religious conversion <b>(1 mark)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• Award 1 mark for a clear and relevant statement, description, reason or explanation.</li> <li>• Where the point is developed, eg by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark.</li> <li>• A very well developed point may be awarded full marks.</li> <li>• A maximum of 1 mark should be awarded for an unexplained list.</li> <li>• No marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> <li>• KU used to support an evaluative point should be credited.</li> </ul>	8	<p>Responses could include:</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Religion is about a relationship with an involved God. Without it the most you can have is Deism <b>(2 marks)</b>.</li> <li>• God doesn't change - if he intervened in the past we can expect him to intervene now too <b>(2 marks)</b>.</li> <li>• Many religious believers say they have experienced miracles <b>(1 mark)</b>. It isn't reasonable to say that none of these are authentic <b>(1 mark)</b>.</li> <li>• If a person believes that God's nature means he is omnipotent, immanent, interventionist, they should expect Him to intervene in the world <b>(2 marks)</b>.</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Miracles can now be scientifically explained <b>(1 mark)</b> eg no one should see a rainbow as a sign from God or an earth quake as a punishment <b>(1 mark)</b>.</li> <li>• A miracle would require God to break the laws of nature which he established. This would mean going against his own nature/plan <b>(2 marks)</b>.</li> <li>• You can't have a world in which the laws of physics are suspended every time someone might get hurt because it would result in chaos <b>(2 marks)</b>.</li> <li>• Perhaps better to see the order and predictability of the universe as the miracle, rather than any violation of these laws by God <b>(2 marks)</b>.</li> </ul> <p>Award marks for any other valid point, in accordance with General Marking Instruction. <b>Max. 5 marks if <u>only</u> strengths, or <u>only</u> weaknesses are addressed.</b></p>

[END OF MARKING INSTRUCTIONS]