



National
Qualifications
2018

2018 Religious, Moral and Philosophical Studies

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



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) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) In this question paper the following question types are used:
 - **Knowledge and Understanding**
These questions require candidates to make relevant, accurate points which demonstrate their understanding of beliefs, practices, issues and arguments studied. Questions may ask for straightforward description, or explanation, eg of the relationship between ideas, or the impact of a belief, practice or issue.
 - **Skills**
These types of questions require candidates to demonstrate skills of analysis and evaluation. Where the question asks for an opinion on a viewpoint, candidates may fully agree, fully disagree or show that there is a case for both sides. Candidates may make use of views and arguments studied to make their case.
- (e) General marking instructions
 - 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.
 - No marks for repeating a point already made in part (b) of an (a)/(b) question, however points repeated in response to a different question should be credited where they are correctly applied in a new context.
 - Marks should be awarded for appropriate use of sources.

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. | (a) | <ul style="list-style-type: none"> 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> the human condition is one of suffering, we suffer because we exist, any being in the wheel of samsara endures suffering Dukkha is an un-satisfactoriness with life, it is the feeling that nothing is quite complete. Dukkha can be a feeling of emptiness or sadness with the way things are Dukkha is the 3rd Mark of Existence and the 1st Noble Truth Dukkha is characterised by the: 3 Root Poisons - Greed, Hatred and Ignorance Dukkha is caused by craving (Tanha) whether it be material things or emotional states. We suffer when they no longer bring us happiness Dukkha can take the form of everyday suffering eg the loss of a loved one, failing an exam or witnessing the suffering of others Dukkha is the disappointments of life, the desire for permanence in an impermanent world the non-acceptance of Anicca and Anatta leads to Dukkha. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • belief in Dukkha could make a Buddhist accept the sufferings of life better, it could make them more tolerant of the disappointments in life • it could make them deal with grief and loss as they understand that suffering is caused by the desire for permanence • belief in Dukkha could make a Buddhist try to crave less, to be happy with what they have and appreciate that desire only leads to more suffering • it could make them focus more on spiritual practices like meditation as they understand that the physical world is characterised by Dukkha • it could make them be less selfish and think more of others as they are aware that all sentient beings suffer. It could make them want to diminish the suffering of others through kind deeds and action • it could make them want to eliminate kamma in search of enlightenment. They may seek to reach Nibbana by strictly following the Eightfold Path • they may wish to teach others the Dhamma in order to save all beings from suffering • it could make them selfless as they understand that trying to satisfy a non-existent self would lead to suffering. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Buddhists meditate by clearing the mind of distracting and harmful thoughts and focus on the Dhamma • Buddhists can meditate in a group in the temple by focusing on a shrine containing an image of the Buddha • Buddhists may sit in the lotus position and close their eyes to follow the example of the Buddha • Buddhists may chant verses from the Dhammapada during meditation • Buddhists may practise Samatha meditation (mindfulness of breathing) through control and focus on the breath in an effort to clear the mind of harmful thoughts • Buddhists may practise Vipassana meditation by attempting to focus on the true nature of the self • Buddhists may practise Meta-bhavana meditation (loving kindness meditation) which is when a Buddhist will focus caring thoughts and kindness on others in order to cultivate love. <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. | | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Buddhists understand Nibbana to be the extinguishing of the ego and the end of all suffering • it is putting out the fires of the 3 Root Poisons • it is the end of all craving and worldly desire • it is not a place like heaven but a state of mind. It is peace, bliss and liberation from suffering • Nibbana is the 3rd Noble truth and the goal of all Buddhists • the tale of the turtle and the fish illustrate Nibbana. The fish cannot understand the concept of dry land as he has not experienced it, much like a human understanding of Nibbana. <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 |
|----------|--|----------|--|
| 4. | <ul style="list-style-type: none"> • 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. | 3 | <p>Responses could include:</p> <ul style="list-style-type: none"> • the Dhamma - The Dhamma is the teachings of the Buddha. They describe how the human condition is one of suffering and that we are caught in samsara. They also show Buddhists how to escape suffering and reach Nibbana by following the eightfold path. The Dhamma is more than just teachings but is a way of life to be lived with compassion and wisdom. The Dhamma can be compared to a raft which helps Buddhists reach enlightenment through individual experience • the Buddha - The Buddha is a role model who lived the perfect life with wisdom and compassion. The Buddha shows that others can reach enlightenment if they follow his example. The Buddha discovered the Dhamma and helped others find enlightenment. Theravadan Buddhists take refuge in the historical Buddha, Mahayanans believe in many Buddhas and that the Buddha nature is in all human beings • the Sangha - The Sangha is the community of Buddhists around the world. It can sometimes mean only Monastic Buddhists but can be understood more generally to include lay Buddhists too. The Sangha is a refuge as it offers support to Buddhists seeking the same path. Monastic Buddhists depend on lay Buddhists for alms and monks and nuns offer teachings and spiritual guidance to lay Buddhists. <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 |
|----------|--|----------|--|
| 5. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • the world is still clearly full of suffering and the Buddha taught the way to escape Samsara and so end suffering • the Buddha taught the importance of skilful and compassionate action. This is still as relevant today as it was in the Buddha's time. Being a good person and being kind to others will always be important • being good to others and not being selfish makes the world a better place to live in. If everyone followed these teachings there would be an end to hate, intolerance and conflict • the practice of meditation is even more relevant today as we live much busier and hectic lifestyles. Anyone can benefit from meditation as it clears the mind and helps get rid of negative states of mind. This can help repair the damages of modern life • the Buddha taught that all suffering is caused by craving. This is relevant today as we live in a consumer society which is characterised by temptations and the need to own material things. It is important to curb these desires as they clearly can have negative effects on individuals and the world at large. <p>Disagree</p> <ul style="list-style-type: none"> • the Buddha taught in a time when life was full of pain and suffering and people naturally looked for ways to escape it. Life is better and easier for people now and so the Buddha's teachings are not as relevant as they were • the Buddha's teachings stress the importance of meditation which is unrealistic these days. People do not have the time to devote to meditation and so this practise is not as relevant as it was • the Buddha taught the importance of the Sangha and the community of monks. However, there is less importance placed on this these days and more importance placed on the individual. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part B: Christianity

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 6. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • sin is an inherent part of being human, it is the urge to do bad things and disobey God • original sin - people are stained by original sin handed down through generations due to the sins of Adam and Eve • some Christians see sin as the state of their existence, and not something that you do • other Christians may believe that human beings 'sin' when they do bad things and act against God and that this damages our relationship with God • people cannot cure themselves of sin, the only way to be redeemed is through Jesus • Jesus is a sacrifice for the sins of humans, through his atonement people are able to be reconciled with God • some believe that sinners who do not turn to Christ or repent during their lifetime will be condemned to eternity in hell and/or separation from God. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • it may make Christians seek redemption for their sins, they may repent and seek forgiveness from God • they may feel love and gratitude to Jesus for his sacrifice, and work to become a better Christian, living by Jesus' example and following his teaching • they may feel that there is little they can do about sin, that it is a part of them that they cannot change, this could be seen as a negative way of thinking and lead to feelings of shame, or it could lead to them excusing negative actions as something they cannot control • it may make Christians feel closer to God as they know that through his grace they can be forgiven for their sins • they may look for ways to help others to find God's forgiveness, eg through spreading the Christian message. <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 |
|----------|--|----------|--|
| 7. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <p>Prayer</p> <ul style="list-style-type: none"> • prayer may be alone and have a personal focus, or may be shared with other Christians within a church • prayer can give thanks and praise to God, it can include confession and can ask for something such as strength of faith or for the safety of others who are going through a difficult time. <p>Singing Hymns</p> <ul style="list-style-type: none"> • Christians can praise God through the singing of hymns, this can be as part of a worship service, as part of a choir or during a ceremony • hymns can be about the teachings of Jesus or about Jesus' life, or be more personal and address God/Jesus giving thanks. <p>Eucharist</p> <ul style="list-style-type: none"> • Christians remember The Last Supper and the sacrifice of Jesus by taking part in the Eucharist. They may sip wine which reminds them of the blood of Christ, and take a small piece of bread or wafer which reminds them of the body of Christ. <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 |
|----------|--|--|----------|--|
| 8. | | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Heaven is a state of being united with God • Heaven is a realm of divine perfection, like Eden before the fall of man • Heaven is where the souls of the righteous go in the afterlife. Many Christians see it as a kind of physical existence after resurrection with a new 'resurrection body' • Heaven is where God and Jesus are • a state/condition of existence rather than a physical place. Some think heaven happens on earth when Christians experience the Kingdom of God. <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 |
|----------|-----|--|----------|---|
| 9. | (a) | <ul style="list-style-type: none"> • 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. | 3 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Jesus taught that we should love one another: ‘A new command I give you: Love one another. As I have loved you, so you must love one another’ • Jesus taught that we should work to build the kingdom of God and that even from small beginnings it can grow. Parable of the yeast/mustard seed explanation could be used to demonstrate this • the story of the sheep and goats show that on judgement day, God will be more concerned with how people have lived than whether they were religious • the parable of the lost son - Jesus taught that God is loving and forgiving and that we should forgive others, and that it is never too late to seek forgiveness and return to God. <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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • the teachings are universal and timeless, so they remain relevant today • some may say that the world is need of Jesus’ teachings more than ever as it is full of suffering (war etc) • Jesus told his followers to go into the world and make disciples from all nations, continuing to spread the teachings of Jesus is part of this so it remains important to Christians today • Jesus’ parables are easy to understand and can be used as a metaphor for situations we face in the modern world, so the teachings remain relevant today • if more people followed Jesus’ teachings today the world would be a better place, it would be filled with love, forgiveness and peace • Jesus taught to reach out to outcasts, this would allow more people to feel included and valued in society • for Christians following the teachings will help them to build the kingdom of God here on earth and help them to be welcomed into heaven/God’s presence when they die. <p>Disagree</p> <ul style="list-style-type: none"> • following Jesus’ teaching is hard in a world that sees the individual as most important. It doesn’t come naturally to put others first • following Jesus’ teaching to, ‘Turn the other cheek’ makes you vulnerable, and you could end up being branded a coward. It also goes against human instinct and the widely accepted view that it is ok or even right to defend yourself • Jesus himself warned his disciples that following him would be costly, and that they would need to take up their ‘cross’ by following him. Still today, some people put their lives at risk by being Christians |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <ul style="list-style-type: none"> • there are many people who claim to be Christian yet they do not behave in a way that Jesus taught they should. This shows that some people do not really value the teachings of Jesus, or they interpret them to suit themselves • people who are not religious are unlikely to see the relevance of the teachings as they do not live by them. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part C: Hinduism

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 10. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Samsara is the cycle of life, death and rebirth • Samsara literally means wandering and is seen as a trap for Hindus as their aim is to escape Samsara and reach moksha • Moksha is when the atman (soul) unites with Brahman, the supreme universal spirit • Many Hindus believe in reincarnation which means the atman will be born into a different body after they die • the atman's progress is determined by karma, which results from an individual's actions. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |
| | (b) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Samsara could offer Hindus hope that they will have a better rebirth if they live a good life • Hindus might devote their life to gaining good karma so will do good deeds • they may live according to their Dharma (duty). This can be either their Varnadharma (caste duty) or Ashramadharma (duties at each stage of life) • Samsara might worry some Hindus as they may think if they do something wrong then they will achieve a worse rebirth in Samsara • they may choose to follow a particular path to moksha. For example, the way of loving devotion (Bhakti), way of knowledge (Jnana) which will include studying the scriptures and practising yoga meditation, or the way of action (karma) which will mean detaching themselves from the results of their actions. <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 |
|----------|--|----------|--|
| 11. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Hindu worship usually takes the form of puja which is daily worship at a shrine in the home • Puja is generally performed by the mother of the household and is done in a dedicated room or even a cupboard • there will be pictures or murtis (blessed statues) of the chosen gods/goddesses (istadevas) • the image is placed on a throne and bathed and anointed with ghee to show it is an honoured guest • a bell is rung to show that worship is beginning • incense is used to awaken the sense of smell and to purify the air • offerings of fruit and flowers are made to the gods, and blessed food is shared as a gift from the gods to the worshipper (prashad) • a diva lamps lit and the flame is passed in front of the image in a circular motion • loving devotion towards anyone can be seen as a form of worship • celebrating festivals like Divali and Holi is a form of worship. <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 |
|----------|--|--|----------|---|
| 12. | | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Moksha is liberation from the cycle of Samsara • it is the ultimate aim for Hindus to join Brahman, the one God which is invisible and intangible. Likened to a drop of water returning to the ocean from which it came • Hindus believe humans all contain a part of Brahman within them called the atman and this is what is reunited with Brahman in moksha • Moksha can't be described, it can only be experienced • some believe you can achieve it while in the body (Jivanmukti). <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 |
|----------|-----|--|----------|--|
| 13. | (a) | <ul style="list-style-type: none"> • 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. | 3 | <p>Responses could include:</p> <p>Krishna and Arjuna</p> <ul style="list-style-type: none"> • Arjuna has to fight his family but he does not want to. Krishna as his charioteer tells Arjuna that as he is in the Ksatriya caste so it is his Dharma to fight. He does fight and wins the battle. <p>Krishna defeats Kaliya</p> <ul style="list-style-type: none"> • Krishna defeats the 10 headed demon Kaliya which is threatening the lives of the people in the village by poisoning the river. Krishna dances on the heads of Kaliya while playing his flute, and destroys them, but shows mercy by agreeing to save the last, provided the demon never returns. <p>Krishna and Yashoda</p> <ul style="list-style-type: none"> • Krishna's friends tell his mother that he has been eating dirt. He is scolded by his mother and she tells him to open his mouth. When he opens his mouth inside is the whole universe. She realises his true nature. Krishna then makes her forget what she has seen. <p>Krishna and the Gopis</p> <ul style="list-style-type: none"> • The Gopis go to bathe in the river and worship the river goddess. Krishna and his friends follow. Krishna steals the Gopis' clothes and hides them when they are bathing. He makes them come out of the river and worship him to get their clothes back. <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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • the fantastic stories are a great and fun way of teaching children about the religion of Hinduism • the stories are a good way to teach important truths, for example Krishna and Arjuna teaches about the importance of dharma, as well as important Hindu beliefs, eg reincarnation • the stories show the qualities of God - Krishna is a very relatable god as he is mischievous yet kind-hearted, brave yet merciful • modern Hindus learn about the nature and role of Vishnu through Krishna, because he is an avatar of the preserver who comes to earth to help defeat evil. <p>Disagree</p> <ul style="list-style-type: none"> • the stories are no longer relevant in the 21st Century as they are too far-fetched and ridiculous because of the many magical elements • the gods might be quite hard for people to relate to nowadays - there is no sign of an avatar of Vishnu helping people in times of trouble today • Krishna's behaviour can be seen as inappropriate to modern people - eg stealing the clothes of the Gopi Girls. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part D: Islam

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|---|
| 14. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Muslims see sin as anything that goes against the commands of Allah • Islam teaches that sin is an act and not a state of being • it is believed that Allah weighs an individual's good deeds and against his or her sins on the Day of Judgement and punishes those individuals whose evil deeds outweigh their good deeds • the individuals are thought to be sentenced to afterlife in the fires of Jahannam (Hell) • there is a distinction made between major and minor sins, indicating that if an individual stays away from the major sins, then he/she will be forgiven for their minor sins if they repent • the most serious sin is shirk, which is worshipping anyone or anything in place of Allah • Islam teaches that God is merciful and individuals can be forgiven if they repent. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Muslims will try to live according to the teachings of Allah given in the Qur'an, eg they will show be caring and compassionate towards others and they will aim to look after the environment • Muslims will try not to lie or be dishonest in their everyday lives • they will make every effort to keep the five pillars • they will try to follow the example of Muhammad who was believed to live a perfect Muslim life • they will ask Allah for forgiveness and repent any minor sins • they will practice ihsan which is living as though you can see Allah there with you • they might be fearful of Allah's judgement if they do wrong. <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 |
|----------|---|----------|--|
| 15. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <p>Shahadah</p> <ul style="list-style-type: none"> • declaration of Faith. ‘There is no God but Allah and Muhammad is the messenger of Allah’. Stating this declaration, in full sincerity, is the start of a person’s faith relationship with Allah, and is one way Muslims worship. <p>Salat</p> <ul style="list-style-type: none"> • Muslims pray at five set times of day: <i>Salat al-fajr</i>: dawn, before sunrise; <i>salat al-zuhr</i>: midday, after the sun passes its highest; <i>Salat al-'asr</i>: the late part of the afternoon; <i>Salat al-maghrib</i>: just after sunset; <i>Salat al-'isha</i>: between sunset and midnight • facing in the direction of Mecca • in a clean place (often in a mosque, or on a prayer mat) • Wudu prior to prayer • Rakahs (prayer positions undertaken during prayer) • men and women pray separately in a mosque. <p>Zakat</p> <ul style="list-style-type: none"> • charity. Donated once a year. Calculated as 2.5% of surplus wealth above the Nisab threshold. <p>Saum</p> <ul style="list-style-type: none"> • fasting. During the month of Ramadan. No eating/drinking during the hours of daylight • no smoking or sexual activity during the hours of daylight • often a time where Muslims read the Qur'an more regularly • lasts 29/30 days. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Hajj</p> <ul style="list-style-type: none"> • pilgrimage to Mecca. Must be completed once in a lifetime, if possible • during the month of Dhul Hijjah • visit the Ka’ba • repent on the Plain of Arafat • stone ‘the devil’ at Mina • wear Ihram. <p>Reading/recitation of the Qur’an</p> <ul style="list-style-type: none"> • used during the prayer ritual of Salat • read daily in the morning and at night • read in old Arabic, which is the language in which it was received. <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 |
|----------|--|----------|---|
| 16. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • ‘Jannah’ - also known as paradise or garden in Islam • it is described in the Qur’an as an eternal afterlife of peace and bliss, where the faithful and righteous are rewarded • the Qur’an says the righteous will be restful in the presence of God, in ‘gardens beneath which rivers flow’ • Jannah is the final destination in the afterlife for Muslims • it is an eternal place for the believers in tawhid • according to Muslim belief, everything one longs for in this world will be there in Paradise. <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 |
|----------|-----|--|----------|--|
| 17. | (a) | <ul style="list-style-type: none"> • 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. | 3 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Muhammad was a great spiritual example to Muslims as he was always searching for his own spiritual peace and understanding • he showed great trust, patience and faith in the will of Allah which shows Muslims how to follow the teachings • Muhammad was a fearless preacher and always preached the word of Allah when he could • it was his mission to spread the word of Islam, and this is an example all Muslims should follow • Muhammad proved himself to be a great leader in Madina and of the Muslim religion • Muslim community under his leadership showed many strong characteristics, including included integrity, sexual morality, just and fair dealings and care for the poor. <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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • the characteristics that Muhammad showed when Islam was founded are still relevant today eg honesty. Integrity, honesty, compassion etc • the Qur'an states that Muhammad as a good role model 'Verily in the messenger of Allah you have a good example for him who looks unto Allah and the Last Day, and remembers Allah much' • Muhammad showed himself to really care for the environment as a Kalipha which is of major significance in the world today due to climate change etc • Muhammad had great leadership qualities which is still important for all Muslims today • Muhammad was against violence and wanted peace which is very relevant today due to wars and human rights abuses • Muhammad looked after the poor and needy which is a still of major significance today due to countries in famine etc • Muhammad was the 'Seal of the Prophet's which means his message is the most important from Allah and is always relevant. <p>Disagree</p> <ul style="list-style-type: none"> • Muhammad lived in a different time and was from a different culture, and is therefore not as relevant today • some of Muhammad's wives were young which in today's society under marriage laws would not be permitted. Many people would see polygamy as unacceptable • some of Muhammad's examples are not practical today, for example retreating to a cave to meditate • focussing on details such as the length of your beard can become a distraction from what Islam is really about - submission to Allah. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part E: Judaism

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 18. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • can mean things like going astray (chet), or transgressing. Anything that goes against the 613 mitzvot would be seen as a sin • people are born morally neutral, but have a tendency to want to give in to their animal nature (yetzer ha ra) and this can lead them astray so that they make bad choices, using free will. No-one is perfect • there are two kinds of sin - those against God (eg breaking Shabbat), and those against people (eg gossip and lying is lashon hara). The latter are considered more serious • some sins are worse than others. This is because they can range from being deliberate to sins of passion/emotion, or unintentional sins • for something to be classed as a sin, you need to have known that it was wrong when you did it. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • they might make a particular effort to live in line with yetzer ha tov - the good inclination that reminds Jews of God's law • they would take care to sincerely repent for wrong things they have done eg at Yom Kippur, through: T'filah/Prayer - seeking God's forgiveness; Teshuvah - returning to the law, repentance; Tzedakah - putting right wrongs they've done to others means both justice and charity • they would ask for forgiveness from anyone they have wronged, and grant forgiveness to anyone who asks • they might live in the expectation of some kind of punishment from God in this life, or in the case of very severe sin, at the end of life • they might seek atonement by doing charitable work, or showing hospitality • to avoid sinning, they would try to live their daily lives according to God's law, laid down in the 613 mitzvot. <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 |
|----------|---|----------|---|
| 19. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • prayer - This can be private or (ideally) collective where there is a minyan. Prayers may be recited from the Prayer Book. There are three prayer services - morning, afternoon and evening, with additional prayers on the Sabbath and holy days. Prayers include supplication and praise, eg Kaddish. Orthodox men pray after donning the tzitzit, tallit and tefillin • study of the Torah - This should be done privately, but the Torah is also read at Synagogue services, with all 5 books read over the course of 1 or 3 years. Nothing is left out • living according to the Torah - this will include adherence to the 613 mitzvot, ie obeying the commandments in daily life at home and in civil society as well as religious rituals. This includes food laws, laws about ritual purity, Sabbath etc. These are times when blessings are recited and Jews show their gratitude to God • synagogue services - the congregation follows the liturgy, reciting prayers together, sometimes led by the cantor. Prayers include the Shema - 'Hear O Israel, the Lord is our God. The Lord is One.' There are readings from the Torah, and at some services the Haftorah (prophetic books) and Psalms. As the Torah is carried around the congregation worshippers will try to touch it with the fringes of their prayer shawls or prayer books. <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 |
|----------|---|----------|---|
| 20. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • the world to come, in contrast with Olam Hazeh (this world). It is sometimes seen as the end of this world • Judaism does not offer one clear understanding of the world to come, with some seeing it as a physical existence after death, some seeing it as a spiritual state, and others associating it with the future coming of the Messiah • some associate Olam Haba with Gan Eden - a paradise after death, experienced by those who have been faithful to the covenant • others say there is no literal paradise or hell, instead the righteous experience nearness to God • whatever is good in this life will be better in the world to come - one grape will make a whole flagon of wine • sometimes described as a place for immortal souls, and sometimes as a place for resurrected bodies. <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 |
|----------|--|----------|--|
| 21. (a) | <ul style="list-style-type: none"> • 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. | 3 | <p>Responses could include:</p> <ul style="list-style-type: none"> • by declaring and following the Shema - ‘Hear, O Israel, the Lord is our God, the Lord is One.’ The prayer is recited daily, morning and night, and is included in the synagogue liturgy. Jewish males use Tefillin boxes to bind the commandments to the forehead and arm as required by the prayer, and Jews will attach mezuzot to the door frames of their houses. Most importantly they will worship God exclusively • by observing Brit Milah. Baby boys are circumcised on the 8th day by a Mohel. It can take place at home, or in the Synagogue, and the father must be present. An empty chair is provided for Elijah who is believed to at the ceremony. The baby may be presented for circumcision by the mother or grandmother, and is placed on the lap of a specially chosen person - the Sandek. After the ceremony the child receives his Hebrew name, and a couple of drops of wine are placed on his tongue • by observing Kashrut: Jews can follow religious dietary laws, which means they will only consume food that is kosher (fit), and that they will prepare it in accordance with Jewish law. This includes the kind of animal and the way in which they are killed, including draining away their blood. Fruit and vegetables need to be checked to ensure there are no insects on them which cannot be eaten. Meat and milk products are not eaten at the same time, and they should be prepared using different utensils • by observing Shabbat: Jews will rest from their work from sundown on Friday until Saturday evening. Particular kinds of work (39 categories) are not done, eg ‘kindling a fire’, ‘striking with a hammer’ - all kinds of work associated with the building of the Sanctuary in the desert. Today this includes things like turning on a light or a cooker, or driving a car • Jews will actively remember the importance of Shabbat - that God created the world and rested on the 7th day, and that He brought them out of slavery in Egypt. (Marks available for describing details of a typical Shabbat) <p>Answers which say they observe the 613 Mitzvot, with explanation of the sorts of things this might mean may be credited for full marks.</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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • the covenant is the basis for the Jews’ relationship with God as a people, so it is as relevant today as it was when first given. By observing their side of the covenant agreement with God, Jews show that they are faithful to him, he remains faithful to them • the mitzvot are given by God, who is all-knowing and all-good, so Jews can be confident that they give them the best possible way to live • living according to the Torah binds Jews together as a community, and enables them to feel a deep connection with their ancestors and those who will come after them. This is especially important because Jews may not be geographically connected • keeping the covenant by following the rules in the Torah is how the Jews become ‘a light to the nations’, so they are not just benefitting themselves, but the whole world • for many Jews it will hasten the coming of the Messianic age, and a better world to come. This remains a key tenet of Jewish faith • even though reformed Jews may see room for interpreting the rules in the Torah for the 21st century, they would argue that the principles still apply, and that the covenant relationship with God is central. <p>Disagree</p> <ul style="list-style-type: none"> • you can’t just get on with following the rules given at the time of the covenant agreement with Moses - they were not intended for a modern context, eg what is or isn’t classed as ‘work’ when observing the Sabbath? • faithfulness to the covenant marks Jews out as different, and this has made them more vulnerable to prejudice and discrimination in society. Perhaps in a multicultural 21st century, people should be giving more attention to what they have in common • some aspects of Torah living may seem outdated, or inappropriate alongside contemporary secular values and the rule of law, eg views about the different roles of men and women, and how to punish offenders |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <ul style="list-style-type: none"> • there are practical implications which can make day-to-day living too hard, eg needing to live within walking distance of the Synagogue, having access to Kosher food, knowing whether cloth used to make clothes is kosher etc. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part F: Sikhism

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 22. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • it is often translated into English as ‘illusion’. A person under the spell of maya is not able to distinguish truth from falsehood. It is interpreted as a veil or curtain concealing the ultimate reality, the spiritual reality of God • a person affected by maya suffers from the delusion of believing that those things which are fleeting and impermanent are permanent and of ultimate value • a person attached to maya cannot escape the cycle of life, death and rebirth • if human beings become attached to the good feelings that they have when they help others, then they are living under the illusion of maya • Maya is created by any object, thing or a person which takes the Sikh away from God • Maya makes human beings forget that God is the only lasting or important part of everything that exists • the Guru Granth Sahib describes Maya as a fire which causes even the child to become attached to desires. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Maya is often described as a disease. Sikhs will seek a cure by focusing only on God while serving God in creation • as Maya is part of the human condition. Sikhs will try to live their lives realising they will not find lasting happiness in the material world • they will try to train their will to live in harmony with God's Will/Hukam • by remembering God, Sikhs will recognise that God is the only lasting and significant part of all that exists • they would model their life on the perfection of God and live a dedicated life, eg by serving others (sewa) • a belief in maya gives Sikhs a reason to get rid of their egoism and become God centred so as to transcend the temporary nature of the material and physical world. <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 |
|----------|--|----------|--|
| 23. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <p>Prayer</p> <ul style="list-style-type: none"> • pray at any time and place. Regard prayer as a way of spending time in the company of God • pray to God as a person and friend who cares for them, eg Jupji - The morning prayer of the Sikhs. <p>Meditation</p> <ul style="list-style-type: none"> • meditating on God at all times. (Naam simran/nam japna.) Involves repeating one of the Sikh names for God. (Waheguru) or the Mool Mantra • young Sikhs are encouraged to sing or chant God's name • Simran can also take the form of singing (kirtan). <p>In the Gurdwara</p> <ul style="list-style-type: none"> • when Sikhs go to the gurdwara, they will already have made sure they are clean • they take off their shoes and cover their heads before entering the main hall • make offerings to the Guru Granth Sahib of flowers, food or money • most prostrate before the Guru Granth Sahib and then sit down on the floor, men on one side, women on the other • reading from the Guru Granth Sahib. <p>Sewa</p> <ul style="list-style-type: none"> • service to the community • three parts. Physical service - working in the Langar. Mental service - studying the Guru Granth Sahib. Material service - giving money. <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 |
|----------|--|--|----------|---|
| 24. | | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • a state of bliss/serenity • the term is derived from Jivan = life and Muhkti = release • state of a ‘liberated sage’ or realised yogi, free from selfishness but who still lives in the world • the highest spiritual state of being in tune with the Ultimate while still living • when human beings reach the final stage of spiritual development • a person who achieves Jivan Muhkti radiates love, gentleness and compassion • the Jivan Muhkti is full of God’s presence and at one with God • they realise the illusory nature of the world and are not affected by sensual objects • they respond to the suffering in the world by offering compassion and love • when such a person dies they will not be born into any physical form but will remain permanently united with God who is pure Spirit. <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 |
|----------|-----|--|----------|--|
| 25. | (a) | <ul style="list-style-type: none"> • 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. | 3 | <p>Responses could include:</p> <p>Final goal</p> <ul style="list-style-type: none"> • the final goal for Sikhs is reunion of the soul with God • it is to enter Sach Khand, the Realm of Truth • it is to finally be free from the cycle of birth, death and rebirth • it means the final stage of spiritual development has been reached. <p>Khalsa</p> <ul style="list-style-type: none"> • the body of all baptised Sikhs, ie those who have been initiated with holy water in the Amrit ceremony • they are required only to believe in One God who controls everything • identified by the five Ks (max. 2 marks for giving detail of the five Ks) • bound by a code of conduct that includes: not removing any hair from the body, not eating halal meat, avoiding intoxicants like alcohol or tobacco. <p>Human beings</p> <ul style="list-style-type: none"> • human life comes from God • human beings have a dual nature • all of us have an immortal soul (atma) as well as a physical body. • the atma is part of God and immortal • the soul has existed since before the creation of the universe • the soul has journeyed through many life forms and, in this life, has been reborn into a human form. In the GGS, Guru Arjan expresses this belief by saying: You have been blessed being born human, it is an opportunity given to you to meet God • God is also within all creation, including human beings • physical and emotional needs are not bad and should not be neglected - these are all part of God's creation. |

| Question | | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|--|----------|---|
| | | | | | <p>Equality</p> <ul style="list-style-type: none"> • central to equality is the Langar. Free meal regardless of sex, colour or religion. Guru Nanak Dev Ji established the Langar. All food vegetarian • rejection of the Hindu caste system. <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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Gurmukh Agree</p> <ul style="list-style-type: none"> • yes, if it was relevant in the time of Guru Nanak the first Guru it is relevant today. More help is required in 21st century for the following things • how to be totally focused on God • how self-centeredness is to be overcome • how pride is to be overcome • God's grace makes it relevant in the 21st century • the world might have changed but people are basically the same. <p>Disagree</p> <ul style="list-style-type: none"> • there are greater barriers today to followers today. eg attachment to the things of this life • greater possessions • people do not have time to spend on religious things today • people are taught today that pride in what you achieved is good. <p>Khalsa Agree</p> <ul style="list-style-type: none"> • it was relevant in 1699 and continues to be relevant through a long tradition • leadership of the Sikhs was passed on to the Khalsa • it is relevant as it gives ethics on how you should live. For example, Cohabiting with a person other than one's spouse • important practical role in the local Sikh community. If important decisions need to be made regarding Sikhism in today's world and a clear answer cannot be found in the Guru Granth Sahib, then five members of the Khalsa debate the issue and make a decision • it is relevant because it a commitment • it is relevant because it represents equality for all who are initiated • relevant because there are practical implications as living as part of the Khalsa |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <ul style="list-style-type: none"> • required to set an example to all of how to live in total harmony God's will • it is relevant because you have made a vow of commitment. This gives a sense of responsibility. <p>Disagree</p> <ul style="list-style-type: none"> • a lot of the Khalsa is traditions from 1699 this can be a hindrance to promoting Sikhism in the modern world • required to set an example to all of how to live in total harmony. Yet in today's world there are real difficulties in trying to keep the Five K's • it is not relevant because it has taken laws being passed so that Sikhs are not forced to remove these articles of faith • the issue of Khalsa has led to several controversies this shows that it is no longer relevant. For eg, some male Sikh Khalsa members no longer have a beard • each year the Khalsa display their military skills around the world at a festival called Hola Mohalla. This is not relevant in the modern world as it could be misunderstood • Sikhs no longer have to defend or fight for their faith • many Sikhs think that it is only for a spiritual elite • too strict in order to function in the modern world. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Section 2

Part A: Morality and Justice

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 26. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • poverty - A person might commit crime because they are in poverty, for example someone might steal food out of desperation • addiction - A person might commit crime to pay for drugs that they are addicted to, or they may commit a crime because they are under the influence of drugs or alcohol • environmental factors - A person might commit a crime because of their environment, for example they may have been brought up in an environment where there is a lot of crime so they may also turn to crime • greed/self-interest - a person might commit crime because it benefits them personally or financially • crimes of passion - A person may commit crime due to intense emotions at a particular point in time, they might hurt someone through anger etc • psychological factors - A person may commit a crime due to a severe mental health issue that prevents them from realising what they are doing at the time. <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"> • 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. | 4 | <p>Responses could include:</p> <p>Poverty/Addiction/Environmental factors</p> <ul style="list-style-type: none"> • these might raise moral issues about whether it is really a choice for the person to commit the crime as they are in a desperate situation, and as such is it really fair to punish them? • issues raised could be around the impact of punishment - for example sentencing someone to prison will affect their ability to get a job therefore could be putting them into more poverty • it can also raise moral issues around sentencing because it isn't just the offender who can be affected, it could result in children being put into care etc too • it could also raise issues such as are we doing enough to help those in poverty/with addiction issues so that they do not end up turning to crime? • addiction also raises moral issues because of the use of drugs in prisons and the effectiveness of rehabilitation programmes etc. <p>Crimes of passion/psychological factors</p> <ul style="list-style-type: none"> • these may raise moral issues regarding whether the person can be held responsible for their actions when they may not have been in control of their behaviour • it may raise issues when sentencing since these crimes were not pre-meditated and therefore punishing them as a form of deterrence would be ineffective • there are moral issues regarding the treatment of prisoners with mental health issues and their treatment in prison and the effect that prison may have on them • there are reasons for crimes where we may feel sympathy and understanding for the offender, for example if someone is suffering from domestic abuse and then hurts their abuser |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <ul style="list-style-type: none"> perhaps someone may break the law but we feel that the law is wrong. In a case of assisted dying where someone helps someone to take their own life due to extreme suffering or takes someone to dignitas should they be punished when their motivation was only to help end the suffering of another? <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 |
|----------|--|----------|---|
| 27. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <ul style="list-style-type: none"> • prison (custodial): this involves a person being sentenced to a period of time locked up in prison where they will no longer have their freedom. This is designed to protect society from the offender's behaviour. It may involve participating in a rehabilitation programme to help them to change their behaviour and help prepare them for life outside of prison, it may involve learning new skills. Whilst in prison the offender may be expected to complete work and be paid a small amount of money. There are different types of prison you could be sent to depending upon the severity of the crimes committed, if you are serving a short sentence it is unlikely that you will be able to participate in a rehabilitation programme • community payback (non-custodial): this involves a person being sentenced to a set number of hours of unpaid work to be completed within the community. This is a sentence that is given for less serious crimes, it could involve tasks such as removing graffiti, working for charities, fixing damage to local parks etc. Sometimes the sheriff can add an order to the community service that requires the offender to get help to deal with what caused the offending behaviour - such as help for alcohol addiction • tagging (non-custodial): this involves having an electronic tag fitted that monitors the offenders' whereabouts. This can be used to impose a curfew after a set time for anti-social behaviour or to prevent them from going into certain areas. If the offender goes against this, it will set off an alarm and the offender will be arrested and could be sentenced more harshly • finer (non-custodial): this is usually given for less serious crimes such as motoring offences or for possession of low class drugs. The fines can be dependent upon the earnings of the person so it can be a large amount of money for someone who earns a lot or it could be paid up over instalments and be less for someone with little money. <p>A maximum of 4 marks if only one type of punishment is given.</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 |
|----------|--|----------|--|
| 28. | <ul style="list-style-type: none"> • 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 an opinion in evaluation questions. Marks should be awarded for reasons. | 5 | <p>Responses could include:</p> <p>Buddhism</p> <ul style="list-style-type: none"> • the First Precept requires individuals to abstain from injuring or killing any living creature • the Buddha described the judges of his own time as practising wrong livelihood as they often handed down cruel or lethal punishments • 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’ • an action, even if it brings benefit to oneself, cannot be considered a good action if it causes physical and mental pain to another being • the Dalai Lama says criminals should be treated with ‘compassion, not anger’ and give them some form of punishment to say they were wrong as they can change • example of Angulimala. Everyone has the potential to change. <p>Christianity</p> <ul style="list-style-type: none"> • love for your enemies implies that you should show love even to those who commit terrible crimes, therefore they can argue against the death penalty • the state acts not on its own authority but as the agent of God who does have legal power over life and death • only God gives life so he should decide if it is taken away • sixth commandment ‘do not kill/commit murder’ • 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. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Hinduism</p> <ul style="list-style-type: none"> • opposes killing, violence and revenge, in line with the principle of ahimsa (non-violence) • the Dharmasastras call for the death penalty in several instances, (life can be taken if society believes crime so bad that criminal forfeited right to life) • an eye for an eye ends up making the whole world blind - Gandhi • negative karmic consequence of ending a life prematurely. <p>Islam</p> <ul style="list-style-type: none"> • only God gives life so he should decide if it is taken away • Shariah Law - allowing the victim's family to be avenged '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' • in Islamic law, the death penalty is prescribed for murder. However, the victim's family is given the option to show mercy • Islam permits the death penalty for anyone who threatens to undermine Islamic authority or destabilise the state. <p>Judaism</p> <ul style="list-style-type: none"> • only God gives life so he should decide if it is taken away • sixth commandment in Exodus 20:13 states that we should not commit murder 'life for life, eye for eye, tooth for tooth' • 'a man who spills human blood, his own blood shall be spilled by man because God made man in His own image' • the rabbis who wrote the Talmud created many barriers to actually using the death penalty, so in practical terms it was almost impossible to punish anyone by death. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Sikhism</p> <ul style="list-style-type: none"> • permitted in the teaching of the Gurus, but only as a last resort • can't be used as revenge and should be used sparingly • should be carried out painlessly • some accept it as a deterrent • some feel it is just more cold-blooded killing and therefore adds to total injustice • there is part of God in everyone, including criminals • reformation is an important principle in Sikh views on punishment because even the most evil person can be changed by God's grace • at the times when Indian states were under Sikh rule the death penalty wasn't used • some feel it just perpetuates the cycle of violence. <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 |
|----------|--|----------|--|
| 29. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Arguments for Retribution</p> <ul style="list-style-type: none"> • it fits in with a natural sense of justice that the punishment should fit the crime • retribution may bring satisfaction to the victim or their families that ‘justice has been served’ • it sends out a clear message that crime will not be tolerated and may have a deterrent effect as a result • it may enable the offender to understand what it is like to experience what they have put someone else through, which may prevent them from committing similar crimes in future • it values the victims of crime, in capital punishment it shows that the offenders’ life is not worth more than that of the victim. <p>Arguments for Reformation</p> <ul style="list-style-type: none"> • reformation is the best way to make society safer, because the criminal will no longer be a threat • reformation also takes into account the best interests of the criminal, as they will be able to contribute again to society and not have to spend their lives in prison • everyone deserves a second chance, by reforming people we are showing that we value everyone in society and that everyone is capable of change • if we start out with revenge as an aim then where will it end? Those not involved in the wrongdoing could be affected by the cycle of revenge • ‘an eye for an eye will make the whole world blind.’ Ghandi • reformation is the only way to protect society, retribution only makes things worse as offenders will continue to feel anger towards society as it is punishing them, rather than want to help improve it • many victims of crime do not want retribution, they want instead for the offender to be truly sorry for what they did, reform allows for this to happen |

| Question | | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|--|----------|---|
| | | | | | <ul style="list-style-type: none"> there have been successful cases of restorative justice where offenders meet those they offended against and have to face up to what they did, this can be harder to do than just be punished. <p>Marks may be awarded where candidates argue that punishment should be for other purposes, eg deterrence or protection.</p> <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part B: Morality and Relationships

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|---|
| 30. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • domestic abuse including physical or mental abuse • infidelity - if one or more partner sleeps with someone else or has fallen in love with someone else • irreconcilable differences - if the couple just can't get along with each other • if the couple are constantly fighting it might be better for the family to separate rather than being with each other • people change and grow apart at various stages for example once the children 'leave the nest'. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |
| | (b) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • marriage is a vow made in front of God so many people would regard a divorce as breaking a promise to both their partner and God • religious people would raise the issue of the vows made such as '<i>For better or worse, for richer or poorer, in sickness and in health</i>', suggesting it's wrong if people are only there for each other through good times • children might be harmed if their parents split up, and it can cause other family problems eg with access for grandparents • some people believe that a marriage has to be worked at and that people divorce too quickly before really trying to work on any problems within the relationship • some feel marriage is good for society as a whole, so people should be encouraged to stay together. <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 |
|----------|--|--|----------|---|
| 31. | | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <ul style="list-style-type: none"> • women may be expected to be the housewife, with the job of cooking, cleaning and looking after the children. Some see a woman's role as primary carer as biologically determined, as only women can bear children. In some religious traditions a wife/daughter is subject to her husband/father • men may be seen as the breadwinners who are expected to go to work and to provide for their families. Some feel their role extends to making decisions on behalf of the family, eg in management of finance. In some religions/cultures men have main authority within the family • gender roles may include stereotypical jobs eg women in caring roles, and men employed in heavy labour. <p>A maximum of 4 marks can be awarded for only providing one gender role.</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 |
|----------|--|----------|---|
| 32. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • a Christian might say that God created men and women equally as in Genesis 1 where humans are created on day 6. Therefore, there is no need for distinct roles in family or church life • other Christians might say that in Genesis 2 although men and women are equal they are different. Women are seen as the helpers or companions to men. Then in Genesis 3 Eve is seen as a temptress and responsible for the 'Fall'. This might lead Christians to give women a lesser role in the Church and in society with a role as a helper rather than a leader • religions might agree that society works best when each of the sexes has a role to play in society. Men and women are different but complementary • Muslims believe women and men are different but equal, so they would agree that they have different roles, but not that these make one gender more important than the other • in Hinduism traditional gender roles can be seen, for example, in the householder stage women are to bear children and look after the home and puja. Men are expected to go out to work and earn money • the Hindu gods are quite traditional and are seen as inspirations for people to look up to. For example, Rama is the hero and Sita is waiting to be rescued in the well-loved story in the Ramayana. <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 |
|----------|--|----------|--|
| 33. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Arguments for waiting until marriage to have sex</p> <ul style="list-style-type: none"> • sex is a sacred and special gift from God and should not be used for one night stands or casually • irresponsible sex out-with marriages can contribute to problems like unwanted pregnancies, abortions and STIs • it is a teaching for many religious people to save sex for marriage, so this should be respected • sex outside marriage such as promiscuity or adultery can hurt feelings and cheapen sex so should be avoided. <p>Arguments for having sex before marriage</p> <ul style="list-style-type: none"> • sex before marriage is fun and there is nothing wrong with it if both parties consent • a couple may have decided that they are going to get married so want to have sex. The commitment is already there • nowadays couples are choosing not to get married but still have a home together and children. Marriage is no longer necessary for becoming a loving family • it used to be frowned upon and called 'living in sin' but things have moved on since then and people are free to decide what is right for them • some people see a marriage as a bit of paper so sex is fine if you are committed to each other • sex doesn't need to lead to pregnancy or STIs if protection is used. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part C: Morality, Environment and Global Issues

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|---|
| 34. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • people might be long term unemployed and have no prospect of a job. This might be as a result of a poor education or of limited aspirations • people might be involved in crime and have a criminal record which prevents them from having a job • generational poverty exists when families have nothing to leave their children when they die. This can widen the gap between rich and poor in wealthier countries • people might have addiction problems which most of their money goes to feed • people might have poor health and struggle to work or provide for themselves or their family • people might live in countries which have poor or no welfare state • natural disasters or war can damage infrastructure and the economy, resulting in increased poverty. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • the causes of poverty are often not the fault of the poor and are down to conditions out-with their control, it is therefore the duty of the rich to ensure that they have a decent standard of living • individuals living in poverty might have had a very bad upbringing and have been let down by the state. How much is the fault of the individual and how much has society let them down? How much should society be expected to intervene? • there is a link between poverty and poor attainment at school. A lack of education is the biggest cause of poverty in the UK. This kind of generational inequality is morally wrong and must be tackled • rich countries in the world seem to have made a lot of their wealth on the back of poorer countries. It is not fair that we allow this gap in wealth to continue • religious people might have particular moral duty to respond to poverty through eg ‘Love your neighbour as yourself’ • the Golden Rule states that we should treat others as we would want to be treated. The existence of poverty suggests that we don’t do this very well. <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 |
|----------|--|----------|--|
| 35. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <p>Climate change</p> <ul style="list-style-type: none"> • the planet is getting warmer, average temperatures have increased by nearly one degree Celsius in the last 100 years, and the polar ice caps are melting • the majority of the scientific community believe this is a result of human activity; gases such as carbon dioxide, are major contributors to the observed increase in our planet's temperature over the past 50 years. This is a result of depending on fossil fuels for our energy. A consequence of climate change is that we are experiencing more extreme weather patterns as the seas get warmer. <p>Deforestation</p> <ul style="list-style-type: none"> • in the last 50 years, human beings have destroyed 50 per cent of all forest and woodland. This is due to the need for timber, constructions and fuel, or more space to grow crops • most species, including humans, need the oxygen from trees to survive and the increase in carbon dioxide resulting from deforestation has contributed to the greenhouse effect • there is evidence that deforestation is the cause of a dramatic loss of tropical forest plant and animal species. <p>Pollution</p> <ul style="list-style-type: none"> • pollution is caused when harmful substances are released into the environment and poison the biodiversity which lives there • acid rain is produced when chemicals from burning fuels rises into the atmosphere and falls with rain • oil spills occur when a ship spills oil into the seas, the crude oil floats on the top of the water and can cause severe damage to wildlife • pesticides and fertilisers are used in agriculture and can kill fish when they enter lakes or rivers |

| Question | | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|--|----------|--|
| | | | | | <ul style="list-style-type: none"> toxic chemicals are produced by industry and can be hazardous to the environment if not disposed of correctly. <p>A maximum of 4 marks can be awarded for only providing one kind of crisis.</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 |
|----------|--|----------|---|
| 36. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Buddhists believe the environment should be cared for in accordance with the dhamma/the teaching of the Buddha. This includes respect for all forms of life • the law of kamma states that our actions have consequences Buddhists should be mindful of the consequences of their actions on the environment and on future generations • Christians believe that because the world was created by God it is sacred and should be valued and protected • the world has been given to humans as a gift and therefore should not be abused • in the Middle-Eastern traditions, people have power over the world but must exercise this power with great responsibility. Destroying the environment would go against key teachings such as stewardship • Hindu's believe that all living beings are sacred because they are parts of God, and should be treated with respect. Trees, rivers and mountains are believed to have souls, and should be honoured and cared for • looking after the environment is part of Sanatanadharma - the right order for the universe • Muslims believe that human beings are on the world as trustees or 'vice-regents', - they are told to look after the world for Allah and for the future • in the Qur'an, Muslims are instructed to look after the environment and not to damage it • Jews believe God has absolute ownership over Creation, so it does not belong to us • emphasis on Justice means there is a need to consider the impact of our use of the environment on poorer people • Sikh's practise spiritual discipline; seeking dharma, right conduct means Sikhs will strive to care for the environment • use of sangat, pangat and langar to promote respect for creation and all within the creation. Focus should therefore be community based sharing of resources. <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 |
|----------|--|----------|--|
| 37. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Arguments for limiting use of natural resources</p> <ul style="list-style-type: none"> • our use of fossil fuels is contributing to CO2 emissions, and this is overwhelmingly felt to be contributing to global warming • the impact of this is beginning to be felt in extreme weather events and these usually impact on poor people, eg Bangladesh but also increasingly in the USA • deforestation is making communities in some poor parts of the world vulnerable to land-slides as well as negatively impacting on traditional ways of living • the rainforests need to be protected because they are the ‘lungs of the planet’ and home to a huge variety of species which risk becoming extinct as they are cut down • religious people might argue that God made human beings his stewards, and that using his gifts of natural resources unwisely is going against His instructions and likely to be bad for the world. <p>Arguments for using natural resources</p> <ul style="list-style-type: none"> • helping poorer countries out of poverty is the morally correct things to do. If rich countries are allowed to get rich off of the land, then we should allow poor countries to do so too • the economy is more important; we are able to advance mankind in the fields of science and technology when the world’s economy is thriving • religious people might argue that natural resources are God given, and using them wisely is bound to make the world a better place, because He provided them for us • natural resources like fossil fuels enable us to heat and light out homes. In winter lives are saved because we can generate warmth. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part D: Morality, Medicine and the Human Body

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|---|
| 38. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • for IVF treatment, in order to enable people to have children • for research into the development of embryos, and causes of things like disease or miscarriage • as a source of totipotent stem cells which can be coaxed into becoming different kinds of tissue, with potential for therapeutic use in diseases like Parkinson's, diabetes etc • to develop techniques like those resulting in 'three parent babies' in order to try to eliminate mitochondrial disease • to diagnose genetic disorders or identify particular characteristics prior to implantation, allowing embryos to be selected. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • many are concerned about the status of the embryo. This is because it is hard to determine at what point life begins, and at what point the embryo should be considered a person with rights. For some this is at the moment of conception, and this would mean that embryo research could never be ethical because it involves ending a life, and because the embryo can't consent • there may be concerns about what they could be used for, eg potential for production of 'designer babies'. This kind of genetic selection of embryos has potential to lead to some people experiencing discrimination because of their 'inferior' genetic profile • some are concerned that 'selecting out' genetic conditions could result in us not seeing all lives as of equal value. Where do we draw the line when it comes to undesirable characteristics? • Peter Singer has argued that there are issues with access to the potential benefits of embryo research due to economic inequality, with availability limited to those who can pay • for some, tinkering with embryos through eg gene editing crosses an ethical line. It is 'playing God' and an abuse of our power as human beings. Changes to the germ line can't be undone, and will be passed on into future generations • we simply can't know that potential consequences of some uses of embryos. <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 |
|----------|--|----------|--|
| 39. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <p>Active</p> <ul style="list-style-type: none"> • this is where a person carries out an action in order to end the life of a suffering person • it could be eg a physician, or a friend or family member administering a drug, or smothering a person with a pillow • it tends to be offered where the suffering person is unable to end their own life because they are unconscious or have no motor control, so don't have the option of assisted dying. <p>Passive</p> <ul style="list-style-type: none"> • it is intended to bring the life of a suffering person to an end, but it does not involve an act which directly kills • it might involve the withdrawal of treatment, including medicine, feeding, or life support • this is legal in the UK, and tends to be used where a person has no hope of recovery, and where it is felt that prolonging their life artificially would be cruel or would lead to increased suffering. <p>Voluntary</p> <ul style="list-style-type: none"> • euthanasia that is carried out at a person's request, either active or passive. <p>Non-voluntary</p> <ul style="list-style-type: none"> • euthanasia (active or passive) is carried out without the consent of the person, because they are unable to give it, eg because they are unconscious or in a persistent vegetative state. <p>Involuntary</p> <ul style="list-style-type: none"> • this means euthanizing a person who has not consented, even though they are capable of giving consent • it tends to be seen as unethical by those who would like to see voluntary euthanasia legalised. <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 |
|----------|--|----------|---|
| 40. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • key religious figures taught and demonstrated compassion towards people who were suffering, so religious followers feel they should do the same, however they may disagree about what is the best way to respond compassionately • most religions place a very high value on life, so they tend to oppose any kind of assisted dying at the end of a person's life. This is because it is seen as a violation of the sanctity of life, which means that life is inviolable, in all circumstances • religious people may argue that end-of-life care is particularly important because it comes at a time of deep spiritual importance, as people prepare for the next life. There should therefore be both effective palliative support to ease physical suffering, but also spiritual care/guidance • most Hindus would argue that assisted dying/euthanasia isn't acceptable because it breaks the principle of non-harming (ahimsa) • groups like Christians for Euthanasia argue that ending a person's suffering through assisted dying or euthanasia is consistent with the principle of compassion, and an appropriate way to love their neighbour. Former Archbishop of Canterbury, George Carey recently said that he felt assisted dying could be a 'profoundly Christian response'. <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 |
|----------|--|----------|---|
| 41. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Arguments for helping a suffering person to die</p> <ul style="list-style-type: none"> • bodily autonomy means that everyone should have complete control over what happens to their body. If this doesn't include having control at the end of life, they aren't truly autonomous • assisted dying is about helping people who are already dying, so it isn't about helping a well person to die. It's just helping a person who will die anyway to avoid the worst part of the process. Not permitting it could be seen as cruel • there is nothing good or right about suffering. Assisted dying is a compassionate response to suffering, so it's wrong to criminalise someone who helps another person to die • if it isn't made available here, people will continue to have to travel to places like Dignitas to end their lives. This means they may die earlier than they need to • for some, this is about equality. An able-bodied, well person can end their own life if they choose, so the same option should be available to people who are unable to do so without assistance. <p>Arguments against helping a suffering person to die</p> <ul style="list-style-type: none"> • life is given by God, so it's holy and special, and should never be artificially ended. Only God should decide when it ends • human rights declarations and charters recognise the right to life, but don't include a right to die • any kind of assisted dying or euthanasia is open to abuse, so even though it might be morally right in some cases, it's too risky to make it legal • there is also the risk of a slippery slope, with it being made available at first only to the dying, but then perhaps being opened up to others • there are compassionate alternatives to assisted dying, eg good palliative care offers an holistic approach to caring for suffering people so that they can live well in spite of a serious illness or terminal diagnosis. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part E: Morality and Conflict

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 42. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • if someone invades your country you can do nothing or fight back, eg in World War II, Poland went to war with Germany to protect itself from hostile attack • where one group within a country feels that another group in the same country is keeping them from being 'free', civil war breaks out to secure freedom • one country wishes to take control of another's wealth, eg Some saw Iraq's invasion of Kuwait in 1990 as an attempt to gain control of oil reserves • a country may go to war because it is helping to protect another smaller and weaker country. For example, Britain declared war on Germany to come to the aid of countries like Poland and Belgium • a country might decide that it needs more land so it goes to war to get it. For example, The German invasion of Russia in 1941 was the first step if Hitler to acquire more land for the German people to populate • war may be justified because it fits with Just War Criteria • proving that your country/way of life is superior to another by force. <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"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • are the aims of the war morally justifiable, eg is it to bring about peace? • is it acceptable to go to war to get resources/land etc? • is any kind of strategy acceptable if it gets you the result you want, eg is it right to destroy a city to gain a tactical advantage? • what are the potential consequences of war? For example, refugees, damage to environment and death of innocents. Does it result in the greater good, or does it make things worse? • should war always be defensive, or can it be right to be the aggressor? • should there be limits on who can declare a war? Should it always be a state, or are oppressed people justified in taking part in civil war or uprisings? • can a war ever be fought morally? What sorts of rules would need to be followed, eg Geneva Conventions, Just War Principles? • is it immoral to involve civilians in a war? If so, is it possible to limit effects to combatants? • some kinds of weapons, if deployed might make the war immoral, eg WMD. <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 |
|----------|--|----------|--|
| 43. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <p>Weapons of Mass Destruction</p> <ul style="list-style-type: none"> • explosive power of nuclear weapons is phenomenal, as result of a nuclear chain reaction • those at the point of detonation of a nuclear weapon will be vaporised immediately. Those further away may be killed by the force of the blast, others by various forms of radiation, some of which will damage cells and take a very long time to kill you very painfully • at Hiroshima, within a radius of half a mile, the only remains of most of the people caught in the open were their shadows burnt into stone. People in underground shelters who survive the initial heat flash will die as all the oxygen is sucked out of the atmosphere. In the long term Radiation-induced cancers will affect many. <p>Smart Weapons</p> <ul style="list-style-type: none"> • missile equipped with a laser, television, or satellite guidance system. Can be programmed to strike a specific target by entering coordinates. Example a Tomahawk/cruise missile • someone in an aeroplane or on the ground points a laser at a target, a computer on the smart missile finds the reflection of the laser on the target • some can be programmed to seek out certain properties - like heat seeking missiles which can 'chase' a moving enemy target like a jet. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Conventional weapons</p> <ul style="list-style-type: none"> • any weapons that are in relatively wide use that are not weapons of mass destruction. For example, guns, grenades and landmines • multiple Launch Rocket System can fire rockets with warheads filled with 644 bomblets, which disperse in mid-air to shower the target • bombs that are just larger than was used in the past. For example, the 'Mother of All Bombs' dropped on Afghanistan was 9,800KG and destroyed everything within 90 meters. <p>A maximum of 4 marks can be awarded for only providing one type of modern armament.</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 |
|----------|--|----------|--|
| 44. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • most Christians agree that the use of weapons during war should inflict no more suffering than is necessary • a religious view would be that they should avoid killing innocent victims as far as possible. Smart weapons can do this but can also go wrong • some religious people would say that Modern WMD are so destructive, they should only be considered as a last resort or retained as a deterrent. Many feel they could never be used ethically as they are indiscriminate and because of impact on the environment • the Church of Scotland and the Catholic Church have called the UK government to abandon Trident and its replacement • religious people will agree that mass killing is wrong • a religious pacifist believes that war and violence are wrong and cannot be justified, so there is no ethical way to deploy modern armaments • some religious people may say nuclear weapons are worth the human cost because they save the lives of far more people in the long run. <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 |
|----------|---|----------|--|
| 45. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Arguments why war is a necessary evil</p> <ul style="list-style-type: none"> • people’s rights and freedoms sometimes need to be defended • positive outcome of war is felt for generations to come • failure to intervene in, eg the case of genocide allows evil to flourish and represents a failure to show compassion for others • sometimes violence is necessary to put an end to the aggression of others or put a stop to dictators • war might be unavoidable if the values or freedoms of a nation are under threat or to defend a weaker ally • war might be needed to promote peace and human rights. <p>Arguments why war can never be justified</p> <ul style="list-style-type: none"> • a world without war is necessary to ensure that the right value is placed on human life and the world • injury and loss of life in war causes untold misery. There must be a better way to resolve differences • the negative impact of war is felt for generations to come • war creates feelings of revenge and violence breeds violence. It barbarises society • there are always better ways to establish peace eg negotiation. These bring about more lasting peace • the death of innocent civilians cannot be avoided in modern war so it can never be right • the costs of war are huge and drain from essential public resources eg hospitals and schools, so it is an immoral use of public money • the consequences of war mean that humanitarian crises are inevitable • people flee to seek safety disease spreads easily vacuums of power are created which allow extremist groups and ideologies to establish. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Section 3

Part A: Origins

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 46. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <p>Christianity/Judaism</p> <p>Genesis 1</p> <ul style="list-style-type: none"> • God creates the universe in 6 days • he calls all things into being with a command - ‘Let there be ...’ • he creates domains: heavens, air, sea, land, and their inhabitants: sun, moon and stars, plants and animals • humans are made last, and in God’s image • God rests from His work on the 7th day. <p>Genesis 2</p> <ul style="list-style-type: none"> • God creates a man from the earth, and breathes life into him • he then creates animals, and brings them to the man to name, but no suitable companion is found among them for the man • God creates a woman from the man’s rib as his companion. <p>Islam</p> <ul style="list-style-type: none"> • Allah says ‘Be’ and it becomes • Allah makes everything - heavens, earth, angels, and animals and he sends rain to make plants grow • angels bring Allah soil in 7 different colours. From this He creates man, and breathes his breath into them • woman is made from man’s rib. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Hinduism There are several Creation stories within Hinduism, eg:</p> <ul style="list-style-type: none"> • when the universe dies a vast ocean is left. Vishnu (The Preserver) floats on the ocean, resting on Ananta, the great snake. The sound 'Om' grows and spreads waking Vishnu from his sleep. A lotus emerges from Vishnu's navel and resting within it is Brahma (the Creator). Brahma wakes, and Vishnu tells him to make the world. He splits the lotus in 3 to create the heavens, sky and earth. He then splits himself to make all life - plants, then animals and humans, then sensation. <p>Sikhism</p> <ul style="list-style-type: none"> • before the universe only Waheguru existed. Waheguru created everything with a single word. He created Brahma, Vishnu and Shiva. Waheguru increased attachment, but remained unattached. He combined air, fire and water to make human bodies and created consciousness and sensation. <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"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • because it is a central tenet of their faith that scripture is read as the exact word of God, therefore the details mean exactly what they say • people have been brought up and taught from childhood that scripture is understood exactly as described, so they have never questioned this • God is inerrant and his word is truth for all time and in all cultures. It is no business of man to try and dilute that truth as they can make mistakes • some literalists might argue that if you interpret some parts of scripture symbolically then you throw into question the validity of all of it (the slippery slope argument) • some are suspicious of the motives of scientists who they feel are out to undermine what their scriptures teach • creation Scientists will argue that science can support literal reading of creation stories, eg through study of flood geology, alternative interpretation of fossil evidence etc. <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"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • some people might disagree with literal understandings of creation stories as they might see them as have been written by men who were divinely inspired and not God, therefore being human expressions rather than eternal truth • a symbolic reading might insist the more important truth of these stories is held in the message and that they were intended to be read as poetry and/or myth • they contradict scientific explanations which have much evidence to back them up. This is because they are pre-scientific, so they weren't trying to tell us what happened scientifically • there are contradictions in many of the creation stories so which are correct? • an atheist would argue that there is no proof of God so these stories are just fairy tales • theists will argue that the creation stories are compatible with scientific theories. One is about the why?, the other about the how?. <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 |
|----------|-----|--|----------|---|
| 47. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • all life on earth shares a common ancestor • life is thought to have started in the oceans, with all of the variety we see today evolving over millions of years to suit a huge range of habitats • the first simple life forms gradually evolved into more complex life forms. adapting to suit their environments. The 'fittest' survived changing conditions and the 'unfit' did not and became extinct • two main elements in evolution are competition (survival of the fittest) and variation (caused by mutations at a genetic level) • organisms that are well suited to their environmental surroundings will do well and survive and pass on copies of their successful genes to their descendants. Those with unfavourable genes will die out • human life evolved from earlier forms of life which had developed and survived, which is why they share characteristics/ancestors with other primates. <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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • science does not know exactly how the first organic life appeared. God is therefore necessary to start off the chain of events described by evolution • God allowed evolution to be the process by which He would create us, this is known as theistic evolution and puts God in the driving seat • the Anthropic Principle sees God at the very beginning of the universe, putting in place the laws of physics at the time of the Big Bang, so that our existence became inevitable. This allows for a more ‘hands-off’ God who lets the universe and life make itself • we look for meaning and purpose in life. If we were just obeying the law of survival of the fittest we would not do this. God put consciousness in us to make us aware of Him • for some, the theory of evolution supports the idea of God and point to similarities in Genesis 1 and the order of evolution • our sense of morality is not explained by the theory and therefore our conscience must be God given • our appreciation of art and beauty must be God given as it is not required for species to simply survive. <p>Disagree</p> <ul style="list-style-type: none"> • science offers a complete account as it has proof and evidence to back it up. It is an entirely natural process, so doesn’t need God • the theory of evolution is a process which is barbaric and savage and which allows the weakest to die out. This is not compatible with the loving God or religion • a creationist would reject science altogether on the grounds that science does not offer any certainty as it is always open to change, and scientists are out to disprove God. The word of God is true for all time, so all we need • the theory of evolution has many gaps and inconsistencies in it so therefore must be rejected. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part B: The Existence of God

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 48. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • observation tells us nothing can move/change/cause itself. It has to be moved/changed/caused by something else. This is known as contingency (the idea that things depend on other things) • even if you can trace back through a series of movers/changers/causes, you can't keep going to infinity • argument assumes infinite regress doesn't make sense • there needs to be something to start the movement/change/causes off, something that isn't moved/changed/caused itself (a necessary being) • this 'first cause' would have to be God • marks may be awarded for different versions of the argument, eg Aristotle, Aquinas, Kalam, Leibniz, William Lane Craig. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |
| | (b) | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • we can observe the universe exists and everything that exists needs a beginning/cause • only God could be the cause of the universe because he is the only being powerful enough • it makes sense for God to be a 'necessary being' because God is in a different category to things that are part of the material universe • many mathematicians agree that infinite regress is impossible, so there has to be a first cause, and the only being we have knowledge of that doesn't need a cause for its existence is God • science supports the idea of the universe having a beginning, eg the Big Bang, and agrees that things can't cause themselves • Ockham's razor says the simplest explanation is the right one and the first cause is arguably the simplest. <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"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • the argument contains self-contradiction - it states that there are no uncaused causes yet it also says that God does not need a beginning • we assume that because everything in our experience needs a cause everything else must have a cause too but our experience is limited and many things may be able to exist without cause • quantum physics suggests particles may be able to just appear, so perhaps the singularity occurred spontaneously • why does the universe need a beginning? if God can be without cause, why can't this be true of the universe itself? Maybe it just is and always has been • the universe may be going through an infinite number of expansions and contractions. This fits with eastern cosmology • the argument is based on assumptions, therefore proves nothing. At most it shows it might be reasonable to believe in God. <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 |
|----------|-----|--|----------|---|
| 49. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Paley’s watch analogy - if someone walking over a heath, stumbled against a stone and asked how it got there, they might reason it had always been there - it had no purpose or reason • if they found a watch they might notice that its various parts are complex and it shows evidence of regularity and purpose • it would be reasonable to conclude that the watch must have had a watchmaker • the universe, like the watch, shows evidence of regularity (eg movement of planets, seasons etc) and purpose (eg eyes for seeing, wings for flying etc) • it would therefore be reasonable to infer that the universe also had a maker • the designer of this complex universe must also be a superior intelligent being whom we can call God. <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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • the fine-tuning observed in the universe, from the moment of the big bang means we have to infer a designer • if we apply Ockham’s razor, the simplest explanation is surely that God designed it • the Intelligent Design movement argues that where there is the appearance of design, there must be a designer • replication in organisms requires genetic information, and information requires intelligence. The first replicator, from which all life evolved, needed information rich DNA, so this points to God as the source of the information • irreducible complexity means that at the microscopic level, biological machines like the bacterial flagellum need all of the component parts to function. This would need to be designed in its entirety and could not have evolved because the component parts would be useless to the organism on their own. <p>Disagree</p> <ul style="list-style-type: none"> • the laws of physics and Evolutionary Theory give a credible alternative to belief in a designer • the order we see in nature exists only in our mind. It does not matter what universe we stayed in we would always think it was perfect (Kant) • Dawkins agrees the universe appears designed, but this finds a full explanation when chance mutations meet the necessity of natural selection • even if the universe appears designed as the Teleological Argument says, that does not prove that it was created by God • evolution shows many examples of extinction of species, suffering and waste. It is incredible to think that this is by design. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part C: Evil and Suffering

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|---|
| 50. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • some use ‘evil’ to mean any bad stuff that happens and that causes suffering or harm • for religious people it tends to mean anything that goes against the will of God, or what is good or right • ‘natural evil’ refers to things that happen as a result of the laws of nature, eg earthquakes, floods, hurricanes. They don’t have a human cause • some argue that evil requires some kind of intention to cause pain to another being, or to harm the world, so evil is something that is wilful, and comes from people’s abuse of their free will • some religious people believe in personal, malevolent beings like demons, the devil or shaytans. They can be seen as literal beings that do evil, or personifications of evil that is in the world around us • some prefer to see evil as an absence of good, rather than something that exists in its own right. <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"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • we know from personal experience that we make choices about how to behave, and when we make bad choices they can lead to suffering or harm, so we can't blame anyone or anything else when there are bad or painful consequences • lots of evil in the world today is clearly caused by people's intentions, eg violent extremists intend to cause appalling suffering. (Up to 2 additional marks for examples of ways in which people choose to do evil) • we are able to imagine the consequences of our actions and this gives us an ability to make real choices which can cause or minimise pain and suffering • religious people may argue that free will means that we need to take responsibility for the painful consequences of our actions • even things which are seen as natural disasters could include an element of human moral evil, eg if we don't care for the world, natural disasters increase, due to things like climate change • evil can have its roots in systems rather than individuals (eg institutional racism), but these still have their origin in human beings • religious people may argue that humans have no excuse, because they have been shown the right way to live (eg in revealed scriptures, dharma, by role models). <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"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • ‘natural evil’ by definition is caused by natural forces which are beyond our control, eg the movement of the earth’s tectonic plates causes earthquakes, or DNA mutates which cause disease. This is clearly not anyone’s fault • determinism - People are part of the physical world of matter. This has to follow the laws of physics making it totally predictable. This means our thoughts, feelings and decisions are a result of matter following physical laws, so free will is an illusion. This means people can’t be held responsible for the anything they do, including evil • people’s ability to make choices can be constrained by lots of external factors (eg culture, upbringing, socio-economic factors, brain-washing etc. If some people have more freedom than others, some have also got more responsibility • the science of genetics shows that some people are predisposed to particular behaviours. This could their affect ability to freely choose what’s good or right • some religious people will argue that, because God is omnipotent, even things we see as evil are part of his greater plan, and therefore determined (predestination, Qadar etc) by him rather than the fault of human beings. <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 |
|----------|-----|--|----------|---|
| 51. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • omnipotent - all-powerful, so can do anything (or able to do all possible things, so God couldn't make a round square, or $2+2=5$) • omnipresent - everywhere in the universe at the same time • immanent - near to people • omniscient - knows all things, past, present and future, and people's thoughts and motives • transcendent - beyond the physical universe and normal experience. Can't be known/described/represented. Exists outside of time and space • creator of everything • God loves his creatures • can be known/described/represented • interventionist - God acts in the events of history, and affects the course of events in the physical world • God controls all things. <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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • a good God can't exist because He does nothing to stop it, even though it would be within his power to do so • the fact that God does nothing suggests He doesn't want to, and this challenges the idea that God is omnibenevolent • belief in a Just God makes no sense because life isn't fair. Evil people often flourish while good people suffer • as Darwin observed in his letter to Asa Gray, cats playing with mice and the wasps laying their eggs in caterpillars challenges faith because even if the world was created, the cruelty in nature suggested a cruel designer <p>Disagree</p> <ul style="list-style-type: none"> • there may be a purpose behind our suffering. Many people who have experienced suffering describe a special feeling of love and closeness to God through their suffering • for Christians God entered fully into the human experience of suffering in the form of Jesus, and this was to ultimately defeat evil and suffering, and to give hope of a future where there would be no pain • for those who believe in karmic consequences, suffering is simply an effect with a cause. Human beings bear responsibility for their choices and their actions, so God can still be good • the goodness of God is experienced through the compassionate action of His followers, eg in the Sikh Langar, Christian charity • a good God would have to endow his creations with free will in order for their lives and their worship to be meaningful. Suffering is a consequence of misuse of this freedom • in a world without the potential for suffering, we couldn't exist. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

Part D: Miracles

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|---|
| 52. | (a) | <ul style="list-style-type: none"> 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. | 4 | <p>Responses could include:</p> <p>Pali Canon (Buddhism)</p> <ul style="list-style-type: none"> the Buddha asked his friend Ananda for a drink of water from a nearby well Ananda reported back that the well was filled with grass and chaff making the water undrinkable Buddha persisted in asking him to go back for water and eventually Ananda returned to the well he found it freed from the grass and chaff, and that it was now pure and clear. <p>The Miraculous Catch of Fish (Christianity)</p> <ul style="list-style-type: none"> Jesus said to Simon, ‘Push out into deep water and let your nets out for a catch’ Simon said, ‘Master, we’ve been fishing hard all night and haven’t caught anything. But if you say so, I’ll let out the nets’ they did what Jesus said. There was a huge catch of fish, the sets were about to break they called to others they knew to come help them. They filled both boats with fish. <p>Srimad-Bhagavatam Purana (Hinduism)</p> <ul style="list-style-type: none"> Indra sent a storm to destroy Krishna’s village it rained for 7 days Krishna lifted Govardhana hill on his pinkie to make an umbrella all of the villagers and animals were able to shelter underneath it. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Qur'an (Islam)</p> <ul style="list-style-type: none"> • Abraham asks Allah to show him how he gives life to the dead • Allah instructs him to slaughter 4 birds and place them on surrounding hills • Allah tells Abraham to call to the birds and that they will fly to him. <p>Hebrew Bible (Judaism/Christianity)</p> <ul style="list-style-type: none"> • after Joshua speaks to God, he tells the sun to stand still and the moon to stay where it is • the sun stays in the middle of the sky and doesn't go down for a day • as a result, Israel has more time and is able to defeat the Amorites. <p>Guru Granth Sahib (Sikhism)</p> <ul style="list-style-type: none"> • Naamdev Ji goes to the Temple to worship • he is driven out as low-caste and untouchable • he prays to God to liberate him in this life so that his accusers will see, and God turns the Temple round so it faces towards him and away from the Brahmins. <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"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • it is the word of God, therefore totally reliable. (2 Timothy 3: 16 All scripture is given by inspiration of God) • if you reject the scriptural miracle as happening literally then what else do you reject from your holy book. You either have to accept all of it or none of it • they believe God’s benevolent nature means he did and will intervene in special ways because he cares for people and the world • they the way that God has shown his power over everything as a sign to people of his reality and nature • if you accept that things happened in the past then that gives you hope to pray that God will do similar things in the present, eg cure someone of an illness • in Islam, Allah is the direct cause of all events, including those thought of as miraculous • if God is truly omnipotent, omniscient and omnibenevolent, we should expect miracles to be real. <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"> • 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. | 5 | <p>Responses could include:</p> <p>David Hume said in An Enquiry Concerning Human Understanding (1748) that:</p> <ul style="list-style-type: none"> • there is never enough evidence for a miracle • witnesses are unreliable and are uneducated. Rational people will reject the evidence for miracles • evidence from the past supports the natural laws and suggests humans do not resurrect or walk on water • Hume suggests that different miracles in different religions cancel each other out. Since different religions have different claims to truth, you cannot have real miracles in all of them. <p>Maurice Wiles said in God's Action in the World (1986) that:</p> <ul style="list-style-type: none"> • if God acts in the world, it raises all the issues of the problem of evil because he doesn't perform miracles when they are most needed. Why do miracles not occur when terrible things happened such as the atomic bombing of Hiroshima or the massacre of Jews in the Holocaust? • God would seem to be arbitrary: allowing some suffering and evil to occur despite showing the possibility of divine intervention in particular cases elsewhere • it is better to conceive of God as having made the world as a single creative act rather than having to keep making small changes here and there. This view of God rules out miracles. <p>General</p> <ul style="list-style-type: none"> • you cannot suspend the laws of nature, even if they were put in place by God, they are fixed • there is always a rational explanation, eg crossing of the Red Sea was because the wind pushed the water back • miracle stories should be seen as myths with an underlying message rather than descriptions of historical events, eg the virgin birth is meant to show that Jesus was special. <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 |
|----------|-----|--|----------|---|
| 53. | (a) | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • they are ways of describing the way the world works and how matter behaves • they only apply to natural things, so anything transcendent or supernatural wouldn't be subject to these laws • science has discovered a lot of natural laws, but there are others to be discovered, eg in Quantum Physics • the laws of nature that have been described by science enable us to make predictions based on what has been observed • they are believed to be the same wherever you go in the universe • they can't be changed, so they make it hard to believe that miracles can happen as they would require them to be suspended • some believe they were designed by God before the Big Bang, and that they were intended to bring about the universe as it is today. <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"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • science cannot completely explain miracles because if a miracle is beyond the realm of nature, then science cannot comment one way or the other. This is where religion comes in • science cannot completely explain miracles because such events are windows into a deeper/spiritual kind of reality that science is unable to reach • materialism is based on an assumption that cannot be verified, so while it might offer explanations that people find reasonable, it would be wrong to say they are complete • science may be able to offer a useful explanation for a miracle, but religion is needed to understand the 'meaning' behind it. <p>Disagree</p> <ul style="list-style-type: none"> • from a materialist point of view, everything has a physical cause, so science should be enough to explain everything, including miracles, by studying the laws of physics. There is no need to resort to supernatural explanations • miracles as supernatural events simply can't happen, because the laws of nature are fixed • science has completely explained events deemed miraculous, for example, through knowledge of naturally occurring phenomena such as, the Red Sea parted by the wind/the River Nile filled with red algae • for someone who feels sure they have experienced a miracle, a scientific explanation will not be necessary. They know it is true because they have experienced it • miracles are about the intervention of God in the universe, and this can only be explored through religion. <p>Award marks for any other valid point, in accordance with general marking instructions.</p> |

[END OF MARKING INSTRUCTIONS]