



National  
Qualifications  
2024

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# 2024 Religious, Moral and Philosophical Studies

## National 5

### Question Paper Finalised Marking Instructions

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## General marking principles for National 5 Religious, Moral and Philosophical Studies

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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, for example 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, for example 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.	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• Buddhists meditate by clearing the mind of distracting and harmful thoughts and focus on the Dhamma</li> <li>• Buddhists can meditate in a group in the temple by focusing on a shrine containing an image of the Buddha</li> <li>• Buddhists may sit in the lotus position and close their eyes to follow the example of the Buddha</li> <li>• Buddhists may chant verses from the Dhammapada during meditation</li> <li>• 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</li> <li>• Buddhists may practise Vipassana meditation by attempting to focus on the true nature of the self</li> <li>• 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.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li>a <b>maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>the Buddha was born as a prince, who is a role model and lived the perfect life with wisdom and compassion</li> <li>the Buddha realised the truth of suffering through the four sights</li> <li>the Buddha is one of the Three Jewels that Buddhists take refuge in</li> <li>the Buddha shows that others can reach enlightenment if they follow his example</li> <li>the Buddha discovered the Dhamma and helped others find enlightenment</li> <li>the Buddha is seen as a guide/teacher and not to be worshipped</li> <li>he cannot 'save people' and get them enlightened they must find their own path</li> <li>Theravada Buddhists take refuge in the historical Buddha</li> <li>Mahayana Buddhists believe in many Buddhas, and that the Buddha nature is in all human beings.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• it might make them strive to be like him and act with wisdom and loving kindness towards others</li> <li>• it might make them seek their own spiritual route to enlightenment knowing that this is the path he took</li> <li>• it might make them show devotion to the Buddha in order to build good kamma</li> <li>• Buddhists might meditate as the Buddha did and in accordance with the eightfold path</li> <li>• Buddhists might practise right speech and right action as instructed in the Dhamma</li> <li>• Buddhists might follow a monastic lifestyle and teach the Dhamma to Lay Buddhists as the Buddha did at the end of his life.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>the 3 root poisons fuel the samsaric wheel and keeps us tied to it</li> <li>they represent the negative aspects of human beings and create negative Kamma</li> <li>we need to rid ourselves of the 3 root poisons in order to attain enlightenment</li> <li>ignorance is represented by the pig and will lead to greed and hate</li> <li>hate is represented by the snake and our ignorance breeds hate</li> <li>greed is represented by the cockerel and if we are led by greed, we will only become selfish which will keep us tied to the wheel</li> <li>all 3 root poisons are interlinked and cause each other and if led by them will only make it more difficult to escape suffering and attain Nibbana.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, for example by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses <b>could</b> include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• there is a lot of ignorance in today’s world with social media platforms and high profile individuals posting false news on important topics. People are deluded to the truth about many things because they do not fact check and easily believe what they are told if it confirms their bias</li> <li>• the world is very secular now; spirituality and religion is not encouraged in many societies. Instead people are encouraged to think about possessions and status which helps take Buddhists further from realising the truth of existence</li> <li>• people do not read any more. Life is too hectic and social media encourages a limited attention span. Ignorance is a consequence of this</li> <li>• lay Buddhists might find it a struggle to combine their beliefs with the demands and influences in modern society</li> <li>• hatred exists in many sections of society which is encouraged by politicians and other interested parties who are keen to exploit and stir up division. Social media also polarises people’s views and encourages hatred of others</li> <li>• consumerism and capitalism encourages greed and envy. People are made to believe that buying products will make them happier, prettier, younger. They are told that something is missing from their life without them. People’s purchasing power and the economy determines the overall progress of society so greed is encouraged and depended upon.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• avoiding the three root poisons and achieving Nibbana is the ultimate goal for Buddhists so they will happily take steps to ensure they do this</li> <li>• Buddhists have guidelines in the form of the eightfold path and support in the form of the Three Jewels to help them</li> <li>• the Eightfold Path encourages meditation which gets rid of the three root poisons and craving, this in turn helps Buddhists toward their ultimate goal</li> <li>• meditation helps Buddhists see clearly as it focuses on the truth of existence which in turn gets rid of delusion and ignorance</li> <li>• meditation also fosters right thought which in turn enables Buddhists to perform right action and speech. In doing this Buddhists gain good karma and so move further away from ignorance and delusion</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• taking refuge in the Three Jewels enables Buddhists to gain strength in avoiding the three root poisons. The Sangha offers assistance in the form of mutual support from other Buddhists, the Buddha inspires Buddhists to stick on the path away from the three root poisons so they can achieve enlightenment and the Dhamma gives the Buddhists teachings which inspire and guide in their day to day life.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part B – Christianity

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• they might pray – alone or with other Christians within a church</li> <li>• some Christians will light a candle when they pray as a reminder that Jesus in the light of the world</li> <li>• prayer may be the Lord’s Prayer that Jesus taught or may be a personal prayer to thank God, or to express what they feel about Him</li> <li>• they might praise God through the singing of hymns in a choir or as part of the congregation</li> <li>• Eucharist – They will sip wine which represents/becomes the blood of Christ and take a small piece of bread/wafer which represents/becomes the body of Christ. This shows their appreciation to God for sending Jesus to die for people and helps them to feel a close connection to God and Jesus</li> <li>• they might meditate on passages from the Bible to help them connect with God and hear his message</li> <li>• some Christians will use sacred images to help them to focus on God and Jesus</li> <li>• many Christians would see showing loving kindness to others in their everyday lives as an important part of worship too.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Jesus was the Messiah (Christos), promised in the Jewish scriptures and sent by God as a saviour</li> <li>He is an incarnation of God himself – Emmanuel (God with us)</li> <li>some feel it is essential to believe that his birth was miraculous – that as God’s Son he didn’t need a human father</li> <li>more liberal Christians see his virgin birth as a symbolic way of showing that he was special and blessed by God</li> <li>He is God the Son, one of the three persons in the Trinity</li> <li>Jesus reveals God’s nature to human beings. ‘If you have seen me you have seen the Father.’</li> <li>for the last few years of his life he was a Rabbi (teacher) who travelled in Galilee teaching people about God and how to bring about His Kingdom</li> <li>he performed miracles as signs of who he was</li> <li>through his death and resurrection, he defeats sin and heals the alienation between God and human beings</li> <li>Jesus ascended to heaven and will come again to judge the living and the dead.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• they might feel they can relate to God because he understands the difficulties they face in life. This is because he became a human being and experienced hunger, fear and even death</li> <li>• if they are someone on the margins of society, they may feel especially loved and accepted by God</li> <li>• they would have hope and comfort that death is not the end because of the resurrection, which shows that they can have life after death too</li> <li>• they might try to follow his teaching and example, because his identity gives them huge authority, eg, by reaching out to people on the margins of society as Jesus did in his day, or by loving their enemies</li> <li>• they might expect miracles to happen because Jesus had a miraculous birth, and did miracles while he was alive</li> <li>• they might study the New Testament in order to find out more about Jesus and his role in salvation</li> <li>• they may spread the “good news” about Jesus to other people eg through mission or in their ordinary interactions with people</li> <li>• they would join with other followers of Jesus in church to show their appreciation to him through worship.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

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"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>sin is an inherent part of being human, it is the urge to do bad things and go your own way instead of God's way</li> <li>it is giving in to the temptation to do the wrong thing</li> <li>original sin – people are stained by sin passed down through generations due to the first sin committed by Adam and Eve when they ate the forbidden fruit in Eden</li> <li>some Christians see sin as the state of their existence, and not something that you do</li> <li>sin has spoiled the close relationship between God and human beings and the only way to restore the relationship is through Jesus' death and resurrection</li> <li>the story of Adam and Eve suggests sin is why people are mortal, and why there is pain and suffering in the world</li> <li>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.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses <b>could</b> include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• human nature hasn't changed – people are still tempted to do things that are wrong, and they still give in to these temptations</li> <li>• the modern world is full of particular temptations to sin, eg, to be greedy for money or power, to be selfish or dishonest etc</li> <li>• modern social media can make it hard to avoid getting caught up in materialism, treating other people badly, or spreading things that aren't true</li> <li>• Christian teachings about sin can seem outdated, so Christians may feel social or personal pressure not to follow them.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• even if there are lots of temptations, Christians can use their free will to make good choices about how to behave</li> <li>• Christians have the commandments, and Jesus' teachings and example to follow; doing this can help them to avoid sin</li> <li>• there are lots of examples of people who have turned from lives that could be seen as sinful to lives that are selfless and kind; they show it is possible to avoid sin in today's world</li> <li>• support from religious communities can help people to live good lives and to avoid sin</li> <li>• Christians can pray for God's help to avoid sin, eg, the Lord's Prayer says '<i>Lead us not into temptation, but deliver us from evil.</i>'</li> <li>• in the modern world we have things like the UNCHR which is more in line with Christian teaching about loving your neighbour than the past which had lots of inequality.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part C – Hinduism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• Hindus use pictures or murtis (blessed statues) of the chosen gods/goddesses (istadevas) as a focus for their devotions</li> <li>• the image is placed on a throne, bathed and anointed with ghee to show it is an honoured guest</li> <li>• a bell is rung to show that worship is beginning</li> <li>• incense is used to awaken the sense of smell and to purify the air</li> <li>• 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)</li> <li>• the aarti lamp is lit and the flame is passed in front of the image in a circular motion</li> <li>• puja ends with the worshipper passing her/his hand over the flame and over her/his head as a sign of receiving the blessing of God</li> <li>• in the home, puja is generally performed by the mother of the household and is done in a dedicated room or even a cupboard at home</li> <li>• in the Mandir there may be music and the worshippers may chant mantras and offer monetary gifts</li> <li>• worshipers will receive blessings from the priest</li> <li>• Hindus may meditate as a form of worship</li> <li>• loving devotion towards anyone can be seen as a form of worship</li> <li>• celebrating festivals like Divali and Holi is a form of worship.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Krishna is an avatar of Vishnu the preserver, which means he has the job of keep everything going and look after the earth</li> <li>his godly power is revealed by the many stories about him, eg, holding up Govardhana hill on his pinkie finger to make a massive umbrella for the villagers to shelter under</li> <li>he helps his friend Arjuna in a battle by teaching him all about Hinduism. Their conversation is in the Bhagavad Gita, an important guide for Hindus today. The story shows him fighting against evil, which is the role of the preserver</li> <li>Krishna contains the whole cosmos within him because he is really God. This is shown when his mother looks in his mouth and sees the whole universe. She then realises who he truly is</li> <li>he shows his true nature to Arjuna, but Arjuna can't handle it, so he returns to 'his friendly form'</li> <li>Krishna said: '<i>When righteousness fails and evil rises, then I come to earth, Arjuna.</i>' (Bhagavad Gita).</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>belief in a personal god encourages Hindus to follow Bhakti marga, the path of devotion</li> <li>Hindus may choose Krishna as an ishvara (personal god) they can relate to, and worship through daily puja at the household shrine</li> <li>Hindus may study stories about Krishna to find deeper meanings about their relationship with God, eg, the story about Krishna as the Butter Thief teaches that God is beyond human understanding</li> <li>Hindus may develop a deeply seated love and devotion to Krishna from an early age because they read stories about him as a mischievous child, eg, stealing butter from the milk-maids, and stealing the clothes of the Gopi girls</li> <li>Hindus may be encouraged to follow the Hindu teaches on dharma because of their love for Krishna</li> <li>some Hindus may find stories about Krishna difficult to believe or accept because they involve miraculous events such as holding up a mountain or making girls stand naked in front of him.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></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"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Samsara is the cycle of life, death and rebirth</li> <li>Samsara literally means wandering and is described as a trap by Hindus</li> <li>Hindus' ultimate aim is to escape Samsara and reach moksha</li> <li>to escape Samsara Hindus must overcome their ego and achieve the self-realisation (Moksha)</li> <li>it is the atman, not the body that moves in Samsara</li> <li>many Hindus believe in reincarnation which means the atman will be born into a different body after they die</li> <li>the atman's progress in Samsara is determined by karma, which results from an individual's actions. This can be negative or positive progress.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses <b>could</b> include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• escape needs complete devotion/surrender to God which is too hard in a world full of secular temptation</li> <li>• escaping Samsara needs a deep understanding of the true nature of reality and years of study and meditation which means being able to withdraw from the modern world which is hard if you have responsibilities</li> <li>• it has always been too difficult to act completely selflessly as the very aim of achieving Moksha can be thought of as a selfish aim</li> <li>• many Hindus might view escaping Samsara to be too hard or remote as only those in the Brahmin caste are thought able to achieve Moksha in this life</li> <li>• many Hindus believe only men can achieve Moksha, so it may seem futile for Hindu women and girls</li> <li>• Hindus see Samsara as trap that is very hard to escape from because humans think and act in ways that are selfish or morally wrong which generate negative karma, and therefore a worse rebirth</li> <li>• temptations of modern life can be more alluring than spiritual pursuits and many people value financial well-being over spiritual pursuits in the modern world.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• Moksha is the ultimate aim for Hindus and has always been difficult but is not too hard as Hindu scriptures describe ways to achieve it</li> <li>• one of the 4 aims of Hinduism is to follow dharma which guides them in righteous living – as a way to Moksha</li> <li>• many Hindus believe they can determine their own progress through Samsara by generating positive karma to outweigh any negative karma from previous lives, eg, acting without selfish motives</li> <li>• following a marga and/or devoting your life to dharma will help a Hindu avoid the temptations of modern life and move closer to attaining moksha</li> <li>• escaping Samsara is very difficult, and believed to take many lifetimes to achieve, but someone who has this as their sincere goal will dedicate their lives to it, despite the trappings of the modern world</li> <li>• many Hindu sages, including Dalits have claimed to have achieved enlightenment, so it is possible!</li> </ul>

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

Part D – Islam

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	<ul style="list-style-type: none"> <li>award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to 4 marks</li> <li>a maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses <b>could</b> include:</p> <p>Candidates may describe worship as following the 5 Pillars, or more generally.</p> <p><b>Shahadah:</b></p> <ul style="list-style-type: none"> <li>declaration of Faith. I believe there is one God and that Muhammad is his Messenger</li> <li>whispered into the ears of newborn children</li> <li>Muslims try to make sure it is the last thing they say before they die</li> <li>stating this declaration three times, in full sincerity, is all that is needed to become a Muslim.</li> </ul> <p><b>Salat:</b></p> <ul style="list-style-type: none"> <li>prayer five times a day</li> <li>in the direction of the Ka'aba in Makkah</li> <li>you can pray in the mosque or in any clean place -perhaps using a prayer mat</li> <li>Wudu (ritual ablution) before prayer.</li> </ul> <p><b>Saum:</b></p> <ul style="list-style-type: none"> <li>fasting during the month of Ramadan</li> <li>no eating or drinking during daylight hours</li> <li>exempt if you are very young, very old, pregnant, ill, travelling etc</li> <li>end of Ramadan is celebrated by Eid ul Fitr.</li> </ul> <p><b>Zakat:</b></p> <ul style="list-style-type: none"> <li>compulsory donation of 2.5% of your surplus wealth to help the poor</li> <li>mostly given once a year</li> <li>used as a tax in some Muslim countries</li> <li>can be donated at a mosque</li> <li>those whose wealth has not exceeded the 'nisab' are exempt.</li> </ul> <p><b>Hajj:</b></p> <ul style="list-style-type: none"> <li>pilgrimage to Makkah</li> <li>during the month of Dhul Hijjah</li> <li>must be completed once in your lifetime, unless you belong to one of the exemption categories, eg, disabled, elderly, can't afford to go etc</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• must wear Ihram – seamless, white garments</li> <li>• must complete the required stages of the pilgrimage to be classed as a Haji (m) or Hajiya (f)</li> <li>• the stages include: circling of the Ka’aba seven times (Tawaf), request forgiveness of sins on the Plain of Arafat, run between the hills of Safa and Marwa, stoning the pillars at Mina, men shave their head</li> <li>• the end of Hajj is marked by Eid ul Adha, and lambs/goats are sacrificed.</li> </ul> <p><b>Reading/Recitation of the Qur’an:</b></p> <ul style="list-style-type: none"> <li>• used during the prayer ritual of Salat</li> <li>• read daily in the morning and at night</li> <li>• supports a Muslim’s submission to Allah</li> <li>• often read in Arabic</li> <li>• if you memorise it you are a Hafiz and you, and seven generations of your family, will go to Paradise.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Muhammad is ‘The Seal of the Prophets’. This means that there were prophets before him, but Muhammad brought the final revelation of the Qur’an to the people</li> <li>Allah’s words were first given to Muhammad by the Angel Jibreel on Mt Hira, and he had to memorise them because he couldn’t read or write</li> <li>they believe Muhammad was the messenger of God and the Qur’an was revealed to him gradually over time</li> <li>he memorised Allah’s words exactly, so the Qur’an has no errors</li> <li>Muslims believe Muhammad is the founder of Islam</li> <li>Muslims believe that Muhammad is a role model for all Muslims to follow</li> <li>they believe he had a special connection with Allah and was chosen to spread the word of Islam.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li>a <b>maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Muslims might try to follow the example of Muhammad as he is the founder of Islam</li> <li>they might consult the Hadith for guidance in their lives as the Hadith is the word of Muhammad</li> <li>they will aim to be trustworthy and honest as Muhammad showed these qualities</li> <li>they will be hardworking as Muhammad showed this quality throughout his life</li> <li>Muslims will strive to be caring, compassionate and fair towards others just like Muhammad</li> <li>Muslims will aim to submit fully to Allah as Muhammad.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Muslims see sin as anything that goes against the commands of Allah</li> <li>Islam teaches that sin is an act and not a state of being</li> <li>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 with an afterlife in the fires of Jahannam (Hell)</li> <li>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</li> <li>the most serious sin is shirk, which is worshipping anyone or anything in place of Allah</li> <li>Islam teaches that God is merciful, and individuals can be forgiven if they repent.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses <b>could</b> include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• society is full of temptations, eg, swearing is part of every day language, we have a culture based around alcohol in social situations, dress codes may not encourage modesty etc, so it is more difficult for modern Muslims to avoid sin</li> <li>• we live in a consumerist society and buying products that are bad for the environment, using fossil fuels etc, goes against the Muslim belief of being a good Khalifa</li> <li>• life is increasingly busy with work, school etc, and this can mean less time for focusing on Allah and how He wants Muslims to live.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• Muhammad was a human being who lived at a time when there were many temptations, but he was believed to live a perfect Muslim life, so Muslims can follow his example and do the same today</li> <li>• by practicing Ihsan which is living as though you can see Allah, Muslims can keep focused on living in accordance with the will of Allah</li> <li>• Muslims are not alone – they can draw strength from the Ummah – the community of fellow believers – and this helps them to avoid sin as they encourage each other to follow Allah’s will</li> <li>• Muslims have the Qur’an and the Hadiths to guide them in every aspect of their lives. The Qur’an was for all people for all time, so it is as useful today as when it was given</li> <li>• Muslims can be being mindful of their actions, knowing that Allah knows everything they think and do. They may be too frightened to commit any sinful action as it could impact them on judgement day.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part E – Judaism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• <b>prayer</b> – 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</li> <li>• <b>study of the Torah</b> – 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</li> <li>• <b>living according to the Torah</b> – 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</li> <li>• <b>synagogue services</b> – the congregation follows the liturgy, reciting prayers together, sometimes led by the cantor. Prayers include the Shema – ‘<i>Hear O Israel, the Lord is our God. The Lord is One.</i>’ There are readings from the Torah, and at some services the Haftarah (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.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

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"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>it means ‘leaving’ and refers to the story of the liberation of the Jews from slavery in Egypt</li> <li>God speaks to Moses through a burning bush – telling him to go to Pharaoh, to ask him to release the Hebrew slaves, but he refuses</li> <li>Moses warns pharaoh before each of the 10 plagues, sent by God</li> <li>Hebrews mark their door posts with lambs’ blood, so the angel of death passes over, but many Egyptians die, including the Pharaoh’s son</li> <li>Pharaoh allows the Hebrews to leave and Moses leads them to the Red Sea</li> <li>Pharaoh changes his mind, sending soldiers to bring the Hebrews back</li> <li>Moses parts the Red Sea, allowing the Hebrews to escape to freedom and the Red Sea closes over on the Egyptian army</li> <li>Moses leads Hebrews to Mt Sinai, where the Commandments are received and the covenant is made</li> <li>the Hebrews wander in the desert for 40 years before reaching the Promised Land.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• it reminds Jews that God is powerful, and their deliverer from times of trouble. This gives hope that they can expect his deliverance in the future too</li> <li>• it is the event that led to the Hebrews journeying to Sinai where the covenant was made with God and the Jews received the commandments. This is the basis of their relationship with God and their status as His Chosen People. Without it there would be no Judaism</li> <li>• it gave Jews freedom to worship the one true God</li> <li>• Jews will celebrate Pesach/Passover with the Seder meal and will read from the Haggadah</li> <li>• remembering the Exodus at Passover connects Jews with their history and their ancestors and binds them together</li> <li>• since the key way to remember the Exodus is reenactment through the haggadah, this offers an opportunity to turn the memory into a moral dynamic where it evokes feelings of repulsion and determination to help others escape slavery and oppression</li> <li>• the Seder is deliberately designed to hold the children’s attention, to fascinate them with their people’s history so that they will feel impelled to take up the covenantal task.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>can mean things like going astray (chet), or transgressing</li> <li>anything that goes against the 613 mitzvot would be seen as a sin</li> <li>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</li> <li>no-one is perfect</li> <li>there are two kinds of sin – those against God (eg, breaking Shabbat), and those against people (eg, gossip and lying, lashon hara)</li> <li>the latter are considered more serious</li> <li>some sins are worse than others. This is because they can range from being deliberate to sins of passion/emotion, or unintentional sins.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to 4 marks</li> <li>a maximum of 1 mark should be awarded for an unexplained list</li> <li>candidates may offer a one or two sided evaluation for full marks</li> <li>no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>sin is classed as any transgression of the 613 mitzvot, so following all those laws will be incredibly difficult. Have we been set up to fail? It seems so easy to sin</li> <li>the talmud says that we should aim to be as great as Moses, but he was exceptional – it's not realistic to expect individual Jews to live up to his standard</li> <li>humans have a dual nature to battle with, it's difficult to keep your yetzer rah in check all the time</li> <li>the modern world makes it much easier to sin, eg, social media and the internet may encourage covetous temptations for material things, wealth, lust and gossiping – all of which are sinful (Avon – iniquity)</li> <li>in a world that is becoming increasingly secular and obsessed with material goods, it can be hard to focus on your faith when you feel that you are in the minority</li> <li>without the Temple Jews are simply unable to observe some of the mitzvot.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>God has given his rules for living, so if Jews take care to follow these, they can avoid sin</li> <li>people have free will so Jews can make the effort to live in line with yetzer tov – the good inclination that reminds them of God's law</li> <li>Jews are not alone in their drive to live by the mitzvot – they have a supportive community which is following the same commandments, and this encourages them to live good lives and avoid sin</li> <li>Jews can study the Torah, and they will hear it read weekly in the synagogue. This will keep the mitzvot in their minds and help them to avoid sin</li> <li>the Talmud helps Jews to understand how to follow God's commandments in every aspect of life, eg, by explaining what is considered to be work on the Sabbath, so it's clear what they should or should not do</li> <li>the story of Job shows that even when he had lost everything, he was able to remain faithful to God. Few people will be tested like him!</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part F – Sikhism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.	<ul style="list-style-type: none"> <li>award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to 4 marks</li> <li>a maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <p><b>Prayer:</b></p> <ul style="list-style-type: none"> <li>pray at any time and place. Regard prayer as a way of spending time in the company of God</li> <li>pray to God as a person and friend who cares for them, eg, Jupji – The morning prayer of the Sikhs</li> </ul> <p><b>Meditation:</b></p> <ul style="list-style-type: none"> <li>meditating on God at all times. (Naam simran/nam japna.) Involves repeating one of the Sikh names for God. (Waheguru) or the Mool Mantra</li> <li>young Sikhs are encouraged to sing or chant God’s name</li> <li>Simran can also take the form of singing (kirtan).</li> </ul> <p><b>In the Gurdwara:</b></p> <ul style="list-style-type: none"> <li>when Sikhs go to the gurdwara, they will already have made sure they are clean</li> <li>they take off their shoes and cover their heads before entering the main hall</li> <li>make offerings to the Guru Granth Sahib of flowers, food or money</li> <li>most prostrate before the Guru Granth Sahib and then sit down on the floor, men on one side, women on the other</li> <li>reading from the Guru Granth Sahib.</li> </ul> <p><b>Sewa:</b></p> <ul style="list-style-type: none"> <li>service to the community</li> <li>three parts. Physical service – working in the Langar. Mental service – studying the Guru Granth Sahib. Material service – giving money.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></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"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Guru Gobind Singh created the Khalsa order as a community of saint-soldiers who were dedicated to selfless service and self-sacrifice for the good of others</li> <li>Guru Gobind Singh encouraged women to become members of the Khalsa</li> <li>all men who joined the Khalsa would be given the name 'Singh', meaning 'lion' all women who joined would be given the name 'Kaur', meaning 'princess'</li> <li>Guru Gobind Singh asked his followers who was willing to give their head for God. One brave man eventually came forward and was taken into a tent. The Guru came out with a bloodstained sword and asked for another four volunteers. After the fifth man went into the tent, the Guru brought them back out – alive and unharmed</li> <li>Khalsa a Sikh man or woman must wear the Five Ks. Kesh – uncut hair. Kangha – a wooden comb. Kachera – cotton shorts/underwear. Kara – an iron bracelet worn on the wrist. Kirpan – a sword. This should be carried at all times.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li>a <b>maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Khalsa Sikhs today must act as a role model for other Sikhs</li> <li>strong spiritual relationship with God through meditation and regular prayer</li> <li>not having or touching alcohol, tobacco and drugs</li> <li>refusing to eat meat as God's divine light runs through every living thing.</li> <li>greater opportunities for Sewa and Simran, which will make others think well of them</li> <li>cultural pressure in today's society could affect them wearing the five K's. Suffer insulting comments regarding obvious symbols such as kesh, uncut hair and the wearing of a turban</li> <li>they could feel important, as they are part of a tradition which goes right back to Guru Gobind Singh</li> <li>they are forced to be disciplined and think about actions/thoughts so should say and therefore should not have to say sorry for things they have said or done wrong.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

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"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li>a <b>maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>human beings should try to control them</li> <li>lead the soul away from God</li> <li>they steal the unique opportunity to reunite with God</li> <li>they are the root cause of maya and haumai</li> <li><b>Kam (Lust)</b> Not evil on its own. When you satisfy one's own needs and no longer focus on love for another person-then it is regarded as an evil</li> <li><b>Krodh (Anger)</b> All-consuming and destructive anger. Lack of self-control and is harmful to others</li> <li><b>Lobh (Greed)</b> A desire to gain wealth. If a person's actions and thoughts are focused on possessing the material things in life they are no longer focused on God</li> <li><b>Moh (Attachment)</b> Any form of emotional attachment which makes human beings forget God. Love for family, is not evil in itself – but when attachment becomes excessive it is destructive and leads the soul away from God. The most difficult of the Five Evils to understand and to overcome</li> <li><b>Ankar (Pride)</b> The worst of the five evils. Makes human beings believe that they are more important than others. This makes them treat others badly and leads to injustice. Also can lead to the belief that they are more important than God.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to 4 marks</li> <li>• a maximum of 1 mark should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• Kam (Lust). The western world has so much sexual desire on the Media that it is impossible not to see it and think about it</li> <li>• Krodh (Anger). Anger is an example of haumai at work. It is when humans put their own needs ahead of God's Will. This is a problem when working in the modern world there are demands put on you by your employer</li> <li>• Lobh (Greed). A desire to gain wealth &amp; possessions. This could be seen as the aim of people in today's world</li> <li>• Moh (Attachment). Sikhs are required to become householders and take an active role in society. This requires them to have a job, a family and friends. The difficulty is finding a balance between enjoying having these things, love for friends and family, and being attached to them</li> <li>• Ankar (Pride). Pride is a problem because it makes people believe that they are the most important thing in life and leads to self-centredness.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• it is a Sikh's duty to not base their life subject to these five passions, but to positive things like living a life in devotion to Waheguru</li> <li>• in the Punjab area where most of the worlds Sikh's live the whole culture is in place so that it is not too hard</li> <li>• other positive things are done. Developing Virtues by focusing on three 'golden rules' – pray, work and give. Prayer – Meditating on God's name at all times. Selfless service – this involves serving God through serving creation, with no thought of personal reward. Kirt karna is 'honest work'. Vand Chhakna means 'charitable giving'. For example, giving to strangers who are in financial difficulty, or giving to charitable organisations. By taking these positive steps, the Five Evils are overcome and rendered ineffective.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></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
19.	(a)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• poverty – a person might commit crime because they are in poverty, for example someone might shop lift food to eat, or other items they or their family need</li> <li>• 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</li> <li>• 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 as it is normalised</li> <li>• peer pressure – a person might commit crime because of the people they are with, for example they could be pressured to join a gang and feel that they have no other option</li> <li>• upbringing – a person may have had a traumatic upbringing that exposed them to crime and led to them falling in with others who commit crimes</li> <li>• greed/self-interest – a person might commit crime because it benefits them personally or financially</li> <li>• 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</li> <li>• 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 or a person may be a psychopath and lack empathy for others and have compulsion to commit harm to others</li> <li>• genetics – there are two genes that can greatly increase the chance of a person committing violent crimes CDH13 and MAOA, they are not a direct cause but with other factors combined people with these genes are 13 times more likely to commit a violent crime than those without.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to 4 marks</li> <li>a maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <p><b>Utilitarianism:</b></p> <ul style="list-style-type: none"> <li>utilitarians would say that we should try to deal with the root causes of crime because if we can prevent crime, then we can prevent the suffering and damage caused by the crime for both potential victims of crime and for the offender themselves</li> <li>the causes of crime themselves cause suffering to people, eg, poverty, and poor mental health. By trying to tackle these issues in themselves they would create greater happiness for individuals and wider society</li> <li>if society deals with the causes of crime, we could see a reduction in crime that would increase happiness overall for everyone</li> <li>prevention would be better for potential offenders as well because getting into crime and having a criminal record is damaging for their future. It can make it harder to get a job or have a happy family life or future</li> <li>although tackling the root causes of crime could be expensive, dealing with crime also costs a huge amount of money every year, that money could be better spent on improving society for everyone, eg, going into the NHS, education, or funding care for the elderly.</li> </ul> <p><b>Humanism:</b></p> <ul style="list-style-type: none"> <li>would agree that crime is harmful for everyone, and we should address the root causes of crime</li> <li>humanists believe that we are shaped by biological and social factors and so our unequal society is partly to blame for crime</li> <li>humanists point out that the evidence shows that societies with a strong healthcare and support system have less crime, therefore, to reduce crime we should look at what we can do to improve the quality of life of people who feel they have little to lose by committing a crime.</li> </ul> <p><b>Karyn McClusky – Co-founder of the Violence reduction unit in Scotland:</b></p> <ul style="list-style-type: none"> <li>argues that to reduce knife crime and domestic abuse required a shift in mindset of society to seeing violent crime as a disease</li> <li>she argues that society needs to tackle the root causes of crime by intervening, for example the violence reduction unit engaged professionals across a range of professions from vets to dentists to look out for signs of domestic violence to intervene</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• lack of good male role models is a contributing factor which needs addressed in society</li> <li>• she says there needs to be a joined-up approach of supporting people who have committed crimes to break the cycle of re-offending.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20. (a)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p>Responses <b>could</b> include:</p> <p><b>Tagging:</b></p> <ul style="list-style-type: none"> <li>• this involves having an electronic tag fitted that monitors the offenders' whereabouts</li> <li>• 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</li> <li>• if the offender goes against this or tries to remove their tag, it will set off an alarm informing the police, and the offender will be arrested and could be sentenced more harshly.</li> </ul> <p><b>Fines:</b></p> <ul style="list-style-type: none"> <li>• this is usually given for less serious crimes such as motoring offences where nobody is harmed, or for possession of low-class drugs</li> <li>• 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.</li> </ul> <p><b>Community payback/order:</b></p> <ul style="list-style-type: none"> <li>• this can be given for crimes such as damage to property, theft, or assault that is not considered serious enough for a prison sentence</li> <li>• the offender may complete a certain number of hours of unpaid work so that they are paying back into society</li> <li>• the unpaid work could be things like removing graffiti, decorating community spaces etc</li> <li>• a community order could also include or alternatively include a treatment program to help with addiction issues etc.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <p><b>Tagging:</b></p> <ul style="list-style-type: none"> <li>• this could have a positive effect because it means that the offender can have a certain amount of freedom but will also protect them from getting into more trouble and protect others from their offending</li> <li>• it could result in not being able to socialise, could limit their freedoms, they are visible so it could be humiliating to wear it and have others see and judge you.</li> </ul> <p><b>Fines:</b></p> <ul style="list-style-type: none"> <li>• if you are rich then it might not have much of an effect on you as you can afford the fine, it might not deter you in future</li> <li>• if you are already poor, then a fine will have a damaging effect on you as you may struggle to pay for necessities and pay the fine. If you don't manage to pay the fine, you could face a harsher sentence.</li> </ul> <p><b>Community order:</b></p> <ul style="list-style-type: none"> <li>• it could have a positive effect by teaching you new skills and having a sense of value and worth in paying back into the community, doing something good</li> <li>• it could be a humbling experience that deters you from committing further crimes</li> <li>• you may feel humiliated by having to wear a high vis vest that makes it clear to the public that you are doing community payback</li> <li>• if it involves getting treatment for addiction or mental health issues then it could have a positive impact on you long term</li> <li>• you might feel relief at this sentence as an alternative to a stricter sentence such as time in prison</li> <li>• you might see it as a soft response and not be deterred from committing further crimes.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.	<ul style="list-style-type: none"> <li>• award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to 4 marks</li> <li>• a maximum of 1 mark should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• Christians who follow the example of Jesus should oppose capital punishment, as he intervened and stopped a woman who had committed adultery from being executed</li> <li>• faith leaders and representatives can make a difference when they join together and oppose the death penalty – eg, the Catholic Church speaking out against it in the US and campaigning for an end to it</li> <li>• life is sacred and should not be taken by anyone except God</li> <li>• it says in the ten commandments not to kill</li> <li>• Christians should no longer follow ‘an eye for an eye’ as Jesus said that this should no longer be followed and instead they should ‘turn the other cheek’</li> <li>• Buddhists are opposed to capital punishment because it goes against the first precept – not to take life or harm others</li> <li>• Buddhists believe Capital punishment is motivated by the root poisons, and they should instead act from compassion. This is better for all involved</li> <li>• Buddhists believe that everyone can change and should be given the chance to reform. This is because of anatta – we are constantly changing, we have Buddha nature – so can be enlightened, and the story of Angulimala</li> <li>• some might argue that it is not enough simply to believe that something is wrong but that they should put their faith into action to try and put an end to capital punishment.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• some religious people may argue that it is not their place to oppose the law, and if Capital punishment is lawful then they should not oppose it</li> <li>• in Islam capital punishment is acceptable in Shariah law for certain crimes, eg, taking another person’s life, so it could be argued that they have a responsibility to carry out Shariah law, not oppose it</li> <li>• in the Old Testament there is the teaching ‘an eye for an eye’ which some Christians can use in support of capital punishment in cases where the offender has taken the life of someone else</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• in Exodus there are lots of crimes for which capital punishment is given as the appropriate response</li> <li>• even if you are religious there are many other things that are likely to concern you as well as capital punishment, you may not be able to do anything about it. Or it may be unsafe for you to show your opposition to the state.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part B – Morality and relationships

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"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <p><b>Traditional marriage:</b></p> <ul style="list-style-type: none"> <li>when a man and woman make a legal commitment to each other</li> <li>they vow to love one another, eg, in sickness and in health, be faithful to each other until death parts them</li> <li>some see this as the right context for starting a family.</li> </ul> <p><b>Arranged marriage:</b></p> <ul style="list-style-type: none"> <li>this is when family (for example parents) helps to arrange a marriage eg by finding and introducing a suitable partner</li> <li>couples may not have met each other prior to marriage, but often meet beforehand and agree to marry</li> <li>in Hinduism this is based on caste and horoscopes</li> <li>arranged marriages may be about joining families as well as individuals.</li> </ul> <p><b>Forced marriage:</b></p> <ul style="list-style-type: none"> <li>these marriages occur when either or both participants have been pressured into entering matrimony, without giving their free consent</li> <li>forced marriage is illegal in the UK so some girls and women are forced or tricked into travel to another country to be forced into a marriage.</li> </ul> <p><b>Same sex marriage (equal marriage):</b></p> <ul style="list-style-type: none"> <li>same sex marriage is when a couple who are of the same sex get married this can be done in some places of worship or officiated by a registrar, eg, a castle or hotel</li> <li>the couples have exactly the same rights and benefits as a couple in traditional marriage.</li> </ul> <p><b>Maximum of 4 marks</b> if only one type given.</p> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <p><b>Humanism:</b></p> <ul style="list-style-type: none"> <li>• Humanists believe that marriage is a choice, but not a requirement, so people should be able to get married if they wish</li> <li>• Humanists fully support equal marriage</li> <li>• they support equality in marriage, so they don't agree with pressure to follow traditional gender roles within a marriage</li> <li>• they believe marriage is a serious commitment and it needs the consent of both parties</li> <li>• they would disagree that marriage is a sacrament, as they have no belief in God, so it isn't seen as a holy thing or a religious duty</li> <li>• they see marriage as unique to each couple, so it's really for the partners to decide what it means to them</li> <li>• marriage is not a prerequisite for having a family.</li> </ul> <p><b>Utilitarianism:</b></p> <ul style="list-style-type: none"> <li>• Utilitarians may say that marriage can bring happiness to the couple, the families and friends and so is beneficial to the majority</li> <li>• Bentham believed that men and women were equal in marriage but at his time of writing mistresses and prostitutes were also discussed which might make the males happy but not necessarily the women</li> <li>• some positive consequences of marriage which would increase happiness are: financial security, children, social approval, housekeeping, benefits, a good car, a great house, and so on</li> <li>• Utilitarians may also argue that marriage is not necessary for two people who love each other to have a sexual relationship – outwith marriage is fine as long as it makes them happy</li> <li>• Utilitarians may also support same sex marriage in society, although this might not make some people happy, overall, a benevolent and inclusive society is better than a closed minded and punitive one.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
23.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>some see men being the breadwinner; going to work, making the money and protecting the rest of the family</li> <li>women might be expected to be the homemaker; to be in the home, looking after the children and doing the cooking and cleaning</li> <li>can include the idea that men should stick to jobs associated with physical strength, eg, in construction</li> <li>men may be seen as more suited to jobs high up in the hierarchy such as a manager or a senior doctor</li> <li>women may be seen as better suited to caring roles like childcare, nursing etc</li> <li>they may also be seen as better suited to lower positions in the hierarchy such as auxiliaries, assistants, clerical roles</li> <li>some reject gender roles and believe that men and women have equal potential and should be able to contribute to society in whichever way they choose, eg, career, role in home life, sport, dress etc.</li> </ul> <p>Marks may be awarded for describing specific religious or non-religious views on gender roles.</p> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>traditional gender roles would mean everyone knows their place in society</li> <li>children are looked after by their mother rather than a childcare facility which some think is better for the child</li> <li>people may feel unable to break out of stereotypical roles eg, because the stereotype is a 'businessman' women face a glass ceiling where they can see the top jobs but can't reach them</li> <li>stereotypes such as 'boys don't cry' mean that men can grow up not talking about their feelings which can lead to mental health issues and suicide</li> <li>there can be an imbalance, eg, in senior positions in business and in politics if they don't reflect the make-up of the population</li> <li>there could be a waste of potential as people are unable to put their talents to use, and some may find themselves in roles for which they are not well suited</li> <li>pressure to live up to, or to conform to a particular expectation can harm mental health.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></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"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation.</li> <li>• where the point is developed, eg, by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating an opinion in evaluation questions. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses could include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• religious people are free to follow their faith in accordance with their conscience, so it's important that others are equally free to live as they wish. This means religious people should promote equality</li> <li>• many religious people believe God loves all people equally, so promoting equality in society is a way of showing this</li> <li>• St Paul wrote about how for Christians there should be no room for distinctions between eg, Jew or Greek, slave or free, male or female because 'we are all one in Christ Jesus', so Christians should support equality</li> <li>• Christianity Jesus taught in the sermon on the Mount that people should 'Love your neighbour'. Allowing inequality is not loving, because it stifles people's potential and causes harm. This is not 'life in all its fullness'</li> <li>• the Buddha taught that humans are equal because we all suffer and we all have the capacity to reach enlightenment. <i>'If you can't help somebody, at least don't harm them.'</i> Inequality can cause harm to people so equality should be the goal</li> <li>• Judaism Genesis in the Old Testament states. <i>'God created male and female in the image of God'</i> so Jewish people should promote equality</li> <li>• the Qu'ran clearly promotes equality among humanity and there should be no discrimination based on skin colour, gender or race</li> <li>• Hindus believe every living thing has a soul so we are all a part of God. Men and women are complementary; different but equal. Hindus have festivals which celebrate communities coming together to celebrate and everyone is welcome regardless of differences, such as Holi</li> <li>• the Guru Granth Sahib has the key messages of peace and equality to all beings and that there should be equality of men and women. Men are lions (Singh) and women are lioness (Kaur), protectors of each other. The Langar is a free community meal where everyone is welcome, and people sit on the floor showing importance of equality.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• being equally loved by God doesn't mean everyone should have the exact same opportunities or possible roles, so, eg, for some religious people the distinct roles for men and women are an important way of showing faithfulness to God, eg, the traditional role of Jewish women in the household</li> <li>• religious people should be able to stick to what their scriptures or traditions teach rather than following what society says, so, eg, they shouldn't feel pressured to promote things like equal marriage if it goes against what they believe</li> <li>• Jesus only had male disciples, so it makes sense that women are not allowed to be priests</li> <li>• for some Hindus, sticking to traditional roles is part of Varnashrama Dharma – it helps to build up positive karma and ensures that everyone knows their place in society – so it would be wrong to promote equal opportunities for all.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></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
25. (a)	<ul style="list-style-type: none"> <li>award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to 4 marks</li> <li>a maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	6	<p>Responses could include:</p> <p><b>Climate change:</b></p> <ul style="list-style-type: none"> <li>the planet is getting warmer, average temperatures have increased by nearly 1°C in the last 100 years, and the polar ice caps are melting</li> <li>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.</li> </ul> <p><b>Deforestation:</b></p> <ul style="list-style-type: none"> <li>in the last 50 years, human beings have destroyed 50% of all forest and woodland. This is due to the need for timber, constructions and fuel, or more space to grow crops</li> <li>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</li> <li>there is evidence that deforestation is the cause of a dramatic loss of tropical forest plant and animal species.</li> </ul> <p><b>Pollution:</b></p> <ul style="list-style-type: none"> <li>pollution is caused when harmful substances are released into the environment and poison the biodiversity which lives there</li> <li>acid rain is produced when chemicals from burning fuels rises into the atmosphere and falls with rain</li> <li>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</li> <li>pesticides and fertilisers are used in agriculture and can kill fish when they enter lakes or rivers.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <p><b>Peter Singer:</b></p> <ul style="list-style-type: none"> <li>• in the context of world poverty, responding to environmental crises is neither charitable nor generous, it is our duty and to fail to perform this duty would be wrong</li> <li>• <i>‘. . .the failure of people in the rich nations to make any significant sacrifices in order to assist people who are dying from poverty-related causes is ethically indefensible’</i> (Singer, 2002)</li> <li>• he would consider humanity’s mistreatment of animals to be an environmental crisis</li> <li>• the fact that environmental crises affect those living in poverty far more greatly than those in wealthy countries means that we have a responsibility to tackle the causes of environmental crises.</li> </ul> <p><b>OXFAM:</b></p> <ul style="list-style-type: none"> <li>• takes a rights-based approach to its work on humanitarian, environmental and development issues</li> <li>• everybody has the right to live in safety, have access to education and to be treated equally</li> <li>• Oxfam works in a range of different ways to promote these rights, eg, emergency response to environmental disaster, education programmes.</li> </ul> <p><b>Humanism Scotland:</b></p> <ul style="list-style-type: none"> <li>• people in deprived areas of Scotland suffer disproportionately from environmental crises</li> <li>• recognise that many environmental crises are caused by, or made worse by, human activity</li> <li>• argue that environmental crises can only be solved by proactive human intervention</li> <li>• believe in an open and accountable approach to environmental crises. This requires the careful evaluation of economic success and business practices. Governments should ensure that development can be justified, and repair habitats damaged by human development.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

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"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>living in poor households can make children feel unequal to others. This can then make them less hopeful about getting on in life</li> <li>money worries can make people feel stressed, anxious and depressed. Young people often don't let it show but it's a difficult environment to grow up in</li> <li>children who have lived in persistent poverty during their first seven years have cognitive development scores on average 20% below those of children who have never experienced poverty</li> <li>people living in poverty will die nine years earlier than their rich counterparts</li> <li>children living in overcrowded inadequate housing are more likely to contract meningitis, experience respiratory difficulties and have mental health problems, such as anxiety and depression</li> <li>as with children, adults who live in poverty experience worse health outcomes</li> <li>poverty can make it difficult for parents to maintain a work-life balance that allows them to spend time at home caring for their children and to be active and involved with school.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• education, even the most basic things of reading, writing and arithmetic can open doors for children that would otherwise be locked tight. Educating more children, particularly girls, is the solution to poverty the world</li> <li>• ensuring children have access to clean water is vital to end poverty. Safe water close to home can protect children from water-borne diseases, and free them from long, often dangerous treks to fetch water. This gives them more time to be in school, learning</li> <li>• affordable, accessible, basic health care is a critical solution to poverty. millions of people are pushed into extreme poverty each year, due to out-of-pocket spending on health</li> <li>• eliminating malnutrition is one of the most cost-effective solutions to poverty. It affects individuals as well as their families, communities and countries</li> <li>• tackling climate change is a major solution to poverty. Any viable solutions to poverty must include environmental programming – not just in poor countries, but around the world.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></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"> <li>award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to 4 marks</li> <li>a maximum of 1 mark should be awarded for an unexplained list</li> <li>candidates may offer a one or two sided evaluation for full marks</li> <li>no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>as stewards of God’s creation, Christianity teaches that humans have a responsibility towards the environment. Christians have a duty to do what they can to ensure they are environmentally responsible</li> <li>Pope Francis says a Christian who does not protect creation, who does not let it grow, is a Christian who does not care about the work of God</li> <li>the Islamic attitude towards natural resource conservation is not only based on prohibition of over-exploitation but also on sustainable development</li> <li>the Quran says: <i>‘It is He who has appointed you viceroys in the earth . . . that He may try you in what He has given you’</i> (Surah 6:165)</li> <li>in Hinduism, Dharma – often translated as ‘duty’ – can be reinterpreted to include our responsibility to care for the earth. Many Hindu communities carry out protect natural resources not as ‘environmental’ acts but rather as expressions of dharma</li> <li>in Judaism, humans are commanded by God to cultivate the earth as a way to preserve and care for what ultimately belongs to God.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>the use of natural resources is the lesser of two moral evils for those in poverty. 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</li> <li>many Christians ignore environmental issues because they don’t view it as an important faith-related concern</li> <li>some religious people show little or no concern about climate change also say ‘there are much bigger problems in the world, that God is in control of the climate, and that they do not believe the climate is actually changing’</li> <li>some religious people who believe in the afterlife believe that the end times are coming. They don’t care about the environment. The world is coming to an end</li> <li>some religious people would argue that the economy is more important.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></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
28.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>6</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>human embryos provide a renewable resource for studying normal development and disease in humans</li> <li>they can be used to test drugs and other therapies</li> <li>most projects involving embryos are attempting to improve the delivery of IVF treatments</li> <li>possibly develop new contraceptives</li> <li>they are studied to improve the survival rates of naturally conceived embryos</li> <li>improving the understanding of how early human embryo cells become more specialised during early development and providing insight into some causes of pregnancy failures and birth defects</li> <li>many projects are concerned with removing genetic disorders, such as preventing transmission of mitochondrial DNA disease from mother to child</li> <li>investigate how chromosomal abnormalities in eggs and embryos arise, and why eggs of older women more likely to have chromosomal abnormalities</li> <li>developing the ability to split one embryo into two, both of which will have the same genetic information to reduce the number of embryos used.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	4	<p>Responses <b>could</b> include:</p> <p><b>Humanism:</b></p> <ul style="list-style-type: none"> <li>• benefits humanity if we find cures to inherited diseases so good consequences outweigh the bad</li> <li>• the embryo doesn't have personhood – no self-awareness/ability to feel pain/emotion</li> <li>• spare embryos are routinely disposed of so donors (parents) may prefer unused embryos to be used to alleviate suffering</li> <li>• existing life is more important than potential life</li> <li>• it could lead to devaluing the diversity of life – human's characteristics could be selected/eliminated till humans become very similar (slippery slope argument)</li> <li>• designer babies creating a two-tier social system – those designed and those created naturally</li> <li>• there is always the possibility of a rogue scientist using the technology to further his own ends (similar to Nazi master race).</li> </ul> <p><b>Peter Singer:</b></p> <ul style="list-style-type: none"> <li>• the embryo has no rights as rights are only given to a person</li> <li>• the embryo is just a collection of cells so can be researched on</li> <li>• the embryo in the petri dish is not classed as human, because it is not in the mother</li> <li>• possible harm to potential life is less than the benefits to the many</li> <li>• in reproductive uses it reduces the need for abortion and therefore reduces distress to parents</li> <li>• since we have the technology, we should use it to benefit people.</li> </ul> <p><b>Utilitarian position:</b></p> <ul style="list-style-type: none"> <li>• enables childless couples to have children, thus increasing their potential happiness and that of their family and friends</li> <li>• minimises suffering/pain of the majority for example families suffering from inherited genetic illnesses like Hunter's Syndrome</li> <li>• may lead to more successful treatments, therapies and cures including cancer treatment and organ transplantation</li> <li>• difficulty in predicting the consequences of embryo research, unleashing diseases and mutations that will affect future generations</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• the lack of respect for the individual’s right to life. If a Utilitarian believes life starts at conception the large number of lives lost due to wasted embryos and/or those experimented on will be morally wrong in his/her view.</li> </ul> <p><b>The BMA:</b></p> <ul style="list-style-type: none"> <li>• is strongly supportive of embryonic stem cell research because it has the potential to improve our understanding of and treatment for many very serious medical conditions</li> <li>• makes use of potentially wasted embryos as most embryo research uses embryos left over from IVF treatment that have been donated for research.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
29. (a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li>a <b>maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p>Responses <b>could</b> include:</p> <p><b>Active:</b></p> <ul style="list-style-type: none"> <li>this is where a person carries out an action in order to end the life of a suffering person</li> <li>it could be for example a physician, or a friend or family member administering a drug, or smothering a person with a pillow</li> <li>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.</li> </ul> <p><b>Passive:</b></p> <ul style="list-style-type: none"> <li>it is intended to bring the life of a suffering person to an end, but it does not involve an act which directly kills</li> <li>it might involve the withdrawal of treatment, including medicine, feeding, or life support</li> <li>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.</li> </ul> <p><b>Voluntary:</b></p> <ul style="list-style-type: none"> <li>euthanasia that is carried out at a person's request, either active or passive.</li> </ul> <p><b>Non-voluntary:</b></p> <ul style="list-style-type: none"> <li>euthanasia (active or passive) is carried out without the consent of the person because they are unable to give it, for example because they are unconscious or in a persistent vegetative state.</li> </ul> <p><b>Involuntary:</b></p> <ul style="list-style-type: none"> <li>this means euthanizing a person who has not consented, even though they are capable of giving consent</li> <li>it tends to be seen as unethical by those who would like to see voluntary euthanasia legalised.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• they may support assisted dying or voluntary euthanasia because they see it as a way to respect an individual’s wishes</li> <li>• they might campaign or vote in an election or referendum to try to change the law</li> <li>• if it came into law, people might be concerned that it places less value on life as a society</li> <li>• there is a risk that some may feel pressure to end their lives when they don’t really want to – that a right to die would slide towards an expectation to die</li> <li>• they might feel comfort that they won’t need to go on living if they are suffering from a painful or incurable illness</li> <li>• they might make a “living will” or “advanced directive” saying how they want to be treated if they become ill, and can’t speak for themselves in the future, eg saying they don’t want to be kept alive on a life-support machine.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
30.	<ul style="list-style-type: none"> <li>award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to 4 marks</li> <li>a maximum of 1 mark should be awarded for an unexplained list</li> <li>candidates may offer a one or two sided evaluation for full marks</li> <li>no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>many religions believe God has commanded ‘do not kill’ so assisted dying would be against God's moral code</li> <li>it is morally wrong to interfere with God-given human life because it is sacred/special (eg, in God’s image)</li> <li>most Hindus will say it is morally wrong assist someone to die as it will cause the soul and body to be separated at an unnatural time which affects the soul’s progress towards Moksha</li> <li>helping someone to die will damage the karma of both doctor and patient</li> <li>assisted dying is contrary to the moral precept of ahimsa</li> <li>Buddhists should oppose it because helping to end someone's life is likely to put the helper into a bad mental state, which is morally wrong</li> <li>helping someone to die can be an unskilful (immoral) action which generates bad Karma for helper and patient</li> <li>euthanasia and assisted dying are a rejection of God's absolute sovereignty over life and death</li> <li>life is a thing of value in itself; its value doesn't depend on the extent that it brings pleasure and well-being. This means that suffering and pain do not stop life being valuable and are not a reason for ending life.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>it is our moral duty to respect a person’s autonomy, so we should respect their decisions about the end of their life – no-one is forcing people to have Assisted Dying if they don’t agree with it</li> <li>God is the god of love and religious people should act in a loving way. This means we have a duty to reduce suffering, and this might include Assisted Dying</li> <li>in eastern traditions, helping someone to die could generate good karma as death should be a conscious death, and palliative treatments might reduce mental alertness</li> <li>helping someone to end a painful life is performing a good deed and so fulfilling their moral obligations (dharma in certain circumstances). It can be seen as an act of duty through compassion</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• some Buddhist may believe it can be morally right for an enlightened person to help someone end their life as this will be a skilful action of infinite compassion and ultimate wisdom.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part E – Morality and conflict

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
31. (a)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	6	<p>Responses could include:</p> <p><b>Weapons of mass destruction:</b></p> <ul style="list-style-type: none"> <li>• explosive power of nuclear weapons is phenomenal, as result of a nuclear chain reaction</li> <li>• 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</li> <li>• 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.</li> </ul> <p><b>Smart weapons:</b></p> <ul style="list-style-type: none"> <li>• missile equipped with a laser, television, or satellite guidance system. Can be programmed to strike a specific target by entering coordinates, eg, a Tomahawk/Cruise Missile</li> <li>• 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</li> <li>• some can be programmed to seek out certain properties – like heat seeking missiles which can ‘chase’ a moving enemy target like a jet.</li> </ul> <p><b>Conventional weapons:</b></p> <ul style="list-style-type: none"> <li>• any weapons that are in relatively wide use that are not weapons of mass destruction, eg, guns, grenades and landmines</li> <li>• multiple Launch Rocket System can fire rockets with warheads filled with 644 bomblets, which disperse in mid-air to shower the target</li> <li>• 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 90m.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <p><b>Utilitarianism:</b></p> <ul style="list-style-type: none"> <li>• a Utilitarian would justify the use of any weapon/action if it adhered to the general happiness principle</li> <li>• a Utilitarian may agree with the use of modern armaments if it meant that a greater good could be established at the end of it. If it caused fewer deaths in the long run, then it is justified</li> <li>• Utilitarians might be for the possession of nuclear weapons because they deter other countries from attacking. This means less people are likely to suffer and so the majority benefits</li> <li>• Utilitarians might be for the use of nuclear weapons because they might bring a war to a quicker end. This means less people die and the happiness of the majority is secured</li> <li>• a Utilitarian might sanction the use of smart missiles as they only destroy military targets with minimal accidents and loss of innocent life. Thus suffering is reduced and only the enemy is destroyed</li> <li>• Utilitarians might argue against the use of any weapon as they cause harm, inflict harm and contradict the GHP</li> <li>• Utilitarians might argue against the possession of nuclear weapons because they create a climate of fear in the world. This could also be seen as an act of aggression which further terrorises society. This means that society as a whole suffers and the wellbeing of the majority is reduced</li> <li>• Utilitarians might argue against the use of biological, chemical or nuclear weapons because their use is indiscriminate and innocents die. This means suffering is increased</li> <li>• Utilitarians might argue against the use of nuclear weapons because they cost so much money to maintain which could be better spent improving society and so furthering the happiness of the many for example school, health etc.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Humanism:</b></p> <ul style="list-style-type: none"> <li>• Humanists try to promote happiness in this life because they believe it is the only one we know we have. This makes many humanists think very carefully before supporting the use of modern armaments since loss of life is guaranteed</li> <li>• Humanists believe they have a duty to care for all human beings and also for future generations. This means Humanists might be against modern armaments as they kill innocent life and can leave the environment damaged for many years</li> <li>• Humanists believe that humans should use their intellectual power to benefit mankind. This means a Humanist might disagree with modern armaments as they do not help human beings to flourish</li> <li>• a Humanist would use science for constructive reasons and not for destructive and so might disagree with nuclear weapons as the consequences of using them could destroy the human race</li> <li>• a Humanist believes that all life is valuable and that the right to life is an important ideal. This means a Humanist might be against conventional weapons as the lives of soldiers are just as important as citizens</li> <li>• Humanists support the ideals of freedom and democracy and might support the use of modern armaments if it means upholding these values against an aggressor</li> <li>• Humanists might support the use of modern armaments if it meant that there would be a greater outcome for humanity than if they weren't used at all</li> <li>• Humanists might support the possession of nuclear weapons if they acted as a deterrent to war</li> <li>• Humanists might support the use of nuclear weapons if it meant bringing a war to a quicker end and so allowing more lives to be saved in the long run.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
32.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li>a <b>maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>diplomatic sanctions might involve withdrawing or expelling diplomats, eg closing embassies</li> <li>economic sanctions can include putting limits on (or stopping) trade of particular goods or services, withdrawal of investment in industry or infrastructure, withdrawal of financial aid; putting tariffs on some exports</li> <li>an arms embargo would mean suspending the sale or supply of arms to a country</li> <li>immigration sanctions involve limiting people's ability to leave or enter another country</li> <li>sports sanctions would exclude some nationals from participating in sporting events.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• they can lead to isolation as a country no longer enjoys normal relations with its neighbours</li> <li>• sanctions could limit the ability of a country to fund its war machine or stockpile weapons</li> <li>• they could stiffen its resolve to double down and stand up to its enemies</li> <li>• a country under sanctions may seek alternative powerful allies or investors who are more in line with its stance</li> <li>• sanctions tend to negatively impact on ordinary citizens rather than those who run the country, leading to eg, lack of basic resources</li> <li>• sports sanctions can harm the careers of elite athletes who have a relatively few years at the top of their game, and they deprive the wider public of enjoying watching them</li> <li>• the potential to see sanctions lifted may motivate a country to compromise in order to restore normal relations.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></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"> <li>• award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to 4 marks</li> <li>• a maximum of 1 mark should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	8	<p>Responses could include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• the teachings of the major world religions all insist that human life is valuable and sacred. There is no justification in taking the life of another. Only god can take life away</li> <li>• there is a holy spark in all living creatures. To take away life is to hurt God All life is sacred and equal in the eyes of God. Nobody should harm or take the life of another</li> <li>• to take away life goes against the commandment ‘<i>Thou shalt not kill</i>’</li> <li>• to harm others goes against the teachings of Jesus which state that we should love our enemies and show forgiveness to those that hurt us</li> <li>• to participate in violence goes against non-ahisma which is the principle of non-violence in Eastern religions</li> <li>• being violent brings about bad kamma and will trap you in the cycle of re-birth.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• religion is meant to bring justice to the world, and to fight injustice where it is seen</li> <li>• many wars are about, or include the abuse of justice, so many religious people feel duty bound to fight against that</li> <li>• in order for the world to be fair and for people to live in freedom and dignity sometimes war has to be the last resort</li> <li>• Christians might fight for justice under the conditions of the Just War Theory and fight for the greater good for all people</li> <li>• whilst God desires peace he also desires that humans live in freedom and without fear</li> <li>• Arjuna as a Kshatriya is reminded of his duty to uphold a righteous cause</li> <li>• there is nothing more worthy than righteous war. In Sikhism Daram Yudh is the belief that only minimum force should be used to achieve a just objective</li> <li>• Muslims believe in Jihad ‘<i>the striving for justice</i>’ which can mean armed conflict to protect the common good</li> <li>• in Judaism war in self-defence is justifiable where the Jewish nation is under attack as this is about bringing about justice.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Section 3

Part A – Origins

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
34.	<ul style="list-style-type: none"> <li>award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to 4 marks</li> <li>a maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p>Responses could include:</p> <p><b>Literal:</b></p> <ul style="list-style-type: none"> <li>a literal interpretation of creation stories means that every word is true. Creation stories are divinely inspired stories so are infallible</li> <li>so if God created everything in 6 days then this is exactly how things happened</li> <li>to question the creation stories is to question God</li> <li>there is a contradiction between literal understandings of the creation story and scientific understandings of beginnings.</li> </ul> <p><b>Metaphorical:</b></p> <ul style="list-style-type: none"> <li>a metaphorical interpretation of the creation stories means that not every word is true as symbolic language is used. For example, the 6 days could represent periods of time as in Hebrew a day can be translated as an age</li> <li>the message of the stories are important as they show the power of God</li> <li>metaphorical understandings of creation stories are compatible with scientific theories such as the Big Bang and Evolution</li> <li>'<i>let there be light</i>' could refer to the Big Bang which created time, space and matter.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
35.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>all life on earth shares a common ancestor</li> <li>life is thought to have started in the oceans; with all the variety we see today evolving over millions of years to suit a huge range of habitats</li> <li>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</li> <li>two main elements in evolution are competition (survival of the fittest) and variation (caused by mutations at a genetic level)</li> <li>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</li> <li>human life evolved from earlier forms of life which had developed and survived, which is why they share characteristics/ancestors with other primates</li> <li>Darwin discovered a number of examples of evolution on the Galapagos Islands, for example, the finches and turtles which had adapted according to food availability on that island.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation.</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark.</li> <li>• a very well developed point may be awarded up to <b>4 marks</b>.</li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> <li>• candidates may offer a one or two sided evaluation for full marks.</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• someone might say that the theory of evolution gives a scientific reason for the varied species on our planet. No intelligent creator or designer is needed because it happened through a process of natural selection</li> <li>• Darwin’s finches showed that life adapted through a natural process and different species developed according to food availability rather than being created by God</li> <li>• evolution is gradual process, but in the Bible everything is created in its final form</li> <li>• there is evidence for the theory of evolution such as fossils and other examples such as the peppered moth which changed from white to black to camouflage against the smoke and soot of the industrial revolution but there isn’t the same evidence of the religious creation stories and they were written in pre-scientific times when people thought the world was flat</li> <li>• the theory of evolution is ‘survival of the fittest’ and ‘adapt or die,’ which isn’t compatible with the idea of an all-loving creator God</li> <li>• humans are part of the same process, so not special and different from other animals as some creation stories claim.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
36.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li>a <b>maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>science explains the origins of the Universe with the Big Bang theory which was a vast inflationary expansion on a massive scale</li> <li>everything in the universe, including time, began with the Big Bang</li> <li>this happened around 13.7 billion years ago</li> <li>everything originally concentrated into a very dense ‘particle’ called a singularity which expanded with huge force</li> <li>particles which were produced expanded and cooled, leading to the first elements – Hydrogen and Helium</li> <li>hot Hydrogen and Helium clumped together by gravity and formed the first stars from which came galaxies</li> <li>heavier elements (carbon, oxygen, etc) formed in hot stars through fusion and were thrown out into space in supernovae</li> <li>clouds of debris from exploding stars developed which spun under the force of gravity to produce new stars and the first planets – the earth was formed about 4.6 billion years ago</li> <li>the universe is still expanding today.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation.</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark.</li> <li>• a very well developed point may be awarded up to <b>4 marks</b>.</li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> <li>• candidates may offer a one or two sided evaluation for full marks.</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses <b>could</b> include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• religious explanations for the origins of the Universe are not convincing as the Old Testament was written thousands of years ago and is pre-scientific</li> <li>• we now know a lot more about the Big Bang because of science which can seem to contradict the religious stories in Genesis</li> <li>• there is evidence for the Big Bang theory such as background radiation, red shift and religion doesn't offer this kind of evidence eg, it seems far-fetched that God created the world in 6 days when science states the Big Bang happened billions of years ago</li> <li>• we need to understand the beginnings of the universe through empirical evidence as this is more reliable and which is the grounding of the scientific method</li> <li>• the more a theory is confirmed through verification, the greater the likelihood is of its being correct. This has happened many times with the big bang theory</li> <li>• using the same methods, knowledge and information can be discovered by anyone anywhere which makes the big bang theory much more convincing than any religious story about the origins of the universe</li> <li>• science is all we need to understand the universe as material stuff is all that exists. The laws of physics give a full explanation, so there is no room for God (<i>'What need then for a creator?' – Stephen Hawking</i>).</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• religious explanations for the origins of the Universe are convincing because the Bible is the word of God and so cannot be questioned</li> <li>• science cannot give us absolute knowledge and therefore religious creation stories still play a part understanding of the beginnings of the universe</li> <li>• there is still no explanation for what caused the Big Bang. It could have been God</li> <li>• scientific bias can enter into the experiment without anyone being aware of it</li> <li>• many scientists believe in God so would find the creation stories convincing in a metaphorical way. God could have been the spark (the First Cause) which started the Big Bang</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• the origins of life are very mysterious and science is based on theories which develop over time. We might be getting closer to new discoveries such as the God particle</li> <li>• Okham's razor would suggest the simplest explanation is the right one and God is the simplest explanation for our beginnings rather than a complex scientific accident</li> <li>• the creation stories are convincing because they give people meaning, value and purpose in their lives.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part B – The existence of God

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
37.	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• omnipotent – all-powerful, so can do anything or able to do all</li> <li>• only one God in monotheistic tradition</li> <li>• omnipresent – everywhere in the universe</li> <li>• immanent – near to people</li> <li>• omniscient – knows all things, past, present and future, and people’s thoughts and motives</li> <li>• transcendent – beyond the physical universe and normal experience</li> <li>• can’t be known/described/represented</li> <li>• creator of everything</li> <li>• God loves his creatures</li> <li>• interventionist – God acts in the events of history. God controls all things.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

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"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• if they found a watch they might notice that its various parts are complex and it shows evidence of regularity and purpose</li> <li>• it would be reasonable to conclude that the watch must have had a watchmaker</li> <li>• 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)</li> <li>• it would therefore be reasonable to infer that the universe also had a maker</li> <li>• the designer of this complex universe must also be a superior intelligent being whom we can call God.</li> </ul> <p>Marks may be awarded for other versions of the teleological argument.</p> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>the laws of physics and Evolutionary Theory give a credible alternative to belief in a designer</li> <li>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</li> <li>Dawkins agrees the universe appears designed, but this finds a full explanation when chance mutations meet the necessity of natural selection</li> <li>even if the universe is perfect as the Teleological Argument says, that does not prove that God created it</li> <li>evolution shows many examples of extinction of species, suffering and waste. It is incredible to think that this is by design, and it certainly doesn't get you to the good God of traditional theism</li> <li>natural disasters point to the fact that there is no intelligent designer behind the creation of the world. It has developed over time including all the world's flaws.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
39.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>Aquinas' first of five ways (motion) says that everything that moves is moved by something else</li> <li>this cannot be infinite, or the movement would not have started in the first place, therefore this means that there must be an 'unmoved mover' God</li> <li>the second of Aquinas' five ways (causality) states that everything has a cause</li> <li>there cannot be an infinite number of causes therefore there must be an 'uncaused cause' and this means that God is the First Cause</li> <li>Aquinas' third of five ways (potentiality) says that nothing can come from nothing</li> <li>something only comes into existence as a result of something that already exists. Therefore, there must be something with 'necessary being' that exists of itself and this is God.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses <b>could</b> include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• some scientists believe the universe is not eternal and that it had a beginning, so it needs to be caused by something</li> <li>• God could be the cause of the Big Bang – the singularity that everything expanded from</li> <li>• even if there is a regress of causes from the Big Bang, something needs to be the first cause because infinity is not possible</li> <li>• Swinburne argued that God is the most likely and best reason we have so far for the origin of the universe which is still relevant today</li> <li>• it fits in with our experience of cause and effect in our daily lives.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• even if there is a First Cause why does it have to be God?</li> <li>• the argument contains self-contradiction – it states that there are no uncaused causes yet it also says that God does not need a beginning</li> <li>• we assume that because everything in our experience needs a cause everything else must have a cause too but our experience is limited and things may be able to exist without cause. Quantum Physics suggests particles may be able to just appear, so perhaps the singularity occurred spontaneously</li> <li>• our present Universe could be the result of the end of a previous Universe so infinity could still be an explanation</li> <li>• steady state theory presents a challenge to the cosmological argument as it rejects the idea of a beginning to the Universe</li> <li>• Bertrand Russell would say '<i>The Universe exists and that is all there is to say</i>' – we will never actually know either way if it was caused and if the cause was God or not</li> <li>• there is an argument that says just because we all have mothers it does not mean that the Universe must have a mother</li> <li>• Aquinas wasn't trying to prove the existence of God – no-one can do that – he was arguing that it is reasonable to believe God is the first cause. Many cosmologists prefer to be agnostic about God's existence because they recognise that we don't know what caused the universe, and that God is a possibility.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part C – The problem of evil and suffering

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
40.	<ul style="list-style-type: none"> <li>• award 1 mark for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to 4 marks</li> <li>• a maximum of 1 mark should be awarded for an unexplained list.</li> </ul>	4	<p><b>Describe different types of suffering.</b></p> <p>Responses could include:</p> <ul style="list-style-type: none"> <li>• suffering caused by ‘natural evil’ for example, natural disasters such as earthquakes or tsunamis, or simply ageing and the death of those we love</li> <li>• suffering can be a result of ‘moral evil’, actions by humans that are morally wrong, eg, hurting another person, bullying, abuse etc</li> <li>• people can also cause suffering to others without meaning to, eg, if a relationship breaks down and one person no longer loves the other that could cause suffering</li> <li>• in Eastern tradition, suffering can be caused by the un-satisfactoriness of life</li> <li>• Determinists might say it may be caused by biology or past experiences, over which we have no control.</li> </ul> <p>Candidates may also write about physical, mental, psychological, or emotional suffering.</p> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
41.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li><b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>omnipotent – all-powerful, so can do anything or able to do all</li> <li>only one God in monotheistic tradition</li> <li>omnipresent – everywhere in the universe</li> <li>immanent – near to people</li> <li>omniscient – knows all things, past, present and future, and people’s thoughts and motives</li> <li>transcendent – beyond the physical universe and normal experience</li> <li>can’t be known/described/represented</li> <li>creator of everything</li> <li>God loves his creatures</li> <li>interventionist – God acts in the events of history. God controls all things.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• suffering and evil in the world challenge the belief in an omnipotent (all-powerful) God. If God was all powerful, he could have created a world without suffering in it or would do something to stop it from happening</li> <li>• God is meant to be omniscient (all-knowing) so God knows about the suffering and evil in the world but doesn't stop it</li> <li>• God must have known in advance humans would disobey and eat the fruit in the Garden of Eden yet created them with this nature anyway</li> <li>• how could a loving God who has the power to prevent suffering not intervene when terrible things happen like the holocaust? Maybe God's not real or doesn't care?</li> <li>• why would a perfect God create a world where his creation that he loves needs to suffer so much just to survive?</li> <li>• belief in a Just God makes no sense because life isn't fair. Evil people often flourish while good people suffer.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

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"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>5</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• God gives people free will at creation. People make bad choices and suffering is the result. The fall affected the natural world as well as human beings helping to explain natural disasters</li> <li>• some may explain it as a punishment for sin</li> <li>• God sends it to test/strengthen faith</li> <li>• some say nothing happens that isn't God's will, so suffering must be part of his greater plan which is beyond the ability of humans to know</li> <li>• some might say God doesn't want suffering and evil, but permits it as the price of freewill</li> <li>• some may say there is meaning and purpose in our suffering, that God is with us when we suffer and that it can strength our relationship with God</li> <li>• Buddhists would say that everyone suffers, it is a natural part of the human condition (duhha) and we suffer because of tanha (craving and attachment to impermanence)</li> <li>• we suffer and cause others to suffer when we act from the root poisons (greed, hatred and ignorance)</li> <li>• Buddhists and Hindus could say we suffer due to the Kamma/Karma of our own actions both in this life and from previous lives. They could also say people suffer because they cling to impermanent things and are ignorant of the truth of reality.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second marks</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses <b>could</b> include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• much of the suffering and evil in the world is caused by the behaviour of human beings. This is a result of humans having freewill, so it fits in with religious explanations that freewill is a cause of suffering</li> <li>• not all religious people believe in an interventionist God. For some his transcendence means he isn't involved in the world so examples of suffering in today's world don't challenge their view</li> <li>• some Christians could argue that God has intervened in the form of Jesus, and this was to ultimately defeat evil and suffering, and gives hope of a future where there would be no pain, so God is with us in our suffering and cares</li> <li>• some may argue that they experience God in suffering, that their faith supports them through these difficult times, and others find faith at these times, or meaning in their suffering</li> <li>• the Irenaen theodicy that we are changing and progressing towards a perfect creation might be more convincing as we see it backed up by examples of the world becoming a better place – for example human rights, cures for illnesses etc. Suffering can help you to develop as a person and to have compassion for others</li> <li>• in Buddhism suffering is one of the marks of existence, which means that it happens to everyone and that we suffer because of tanha – our cravings and attachment to impermanence. This is a convincing explanation because we can relate to this, everyone does suffer in some way and often it is because we desire something we cannot have, for example. we suffer when loved ones pass away.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• the suffering and evil in the world can be explained through non-religious explanations. Psychology can explain human behaviour eg people who commit horrible crimes often have a past with significant trauma, or suffer from an extreme mental illness</li> <li>• natural disasters can be explained through a scientific understanding of the way that the world works eg tectonic plates colliding to cause earthquakes</li> <li>• some of the suffering that people endure is so horrific that it cannot be part of the plan of a good and loving God</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• suffering is not just so cannot be a punishment, eg, childhood cancer, babies born with conditions that will kill them</li> <li>• to say suffering is a test of faith would imply a cruel God or no God at all when we have awful examples of suffering in the world</li> <li>• there is a lot of suffering in the natural world that cannot be explained by free will, for example, natural disasters</li> <li>• the idea that suffering helps you to develop as a person isn't always the case, sometimes the suffering that people endure is too much for them to cope with and it stops them from fulfilling their potential. There are also cases where because of someone's suffering they become a worse person, not better</li> <li>• the story of the fall doesn't sound realistic and so for some it isn't a convincing explanation for suffering. It may also be seen as unfair that human beings all inherit this suffering and evil due to the actions of Adam and Eve when we have not committed the original sin ourselves</li> <li>• karma doesn't provide a convincing explanation for suffering because we do not remember our past lives and behaviours so can't learn from them. Also, we see bad things happen to good people and good things happen to bad people which seems to go against Karma in this life at least.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Part D – Miracles

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
43.	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• they are ways of describing the way the world works and how matter behaves</li> <li>• they only apply to natural things, so anything transcendent or supernatural wouldn't be subject to these laws</li> <li>• science has discovered a lot of natural laws, but there are others to be discovered, for example, in Quantum Physics</li> <li>• the laws of nature that have been described by science enable us to make predictions based on what has been observed</li> <li>• they are believed to be the same wherever you go in the universe</li> <li>• they can't be changed, so they make it hard to believe that miracles can happen as they would require them to be suspended</li> <li>• examples of the laws of nature may include the laws of gravity, cause and effect, motion and energy.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
44.	(a)	<ul style="list-style-type: none"> <li>award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>a very well developed point may be awarded up to <b>4 marks</b></li> <li>a <b>maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <p><b>Pali Canon (Buddhism):</b></p> <ul style="list-style-type: none"> <li>the Buddha asked his friend Ananda for a drink of water from a nearby well</li> <li>Ananda reported back that the well was filled with grass and chaff making the water undrinkable</li> <li>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.</li> </ul> <p><b>The Miraculous Catch of Fish (Christianity):</b></p> <ul style="list-style-type: none"> <li>Jesus said to Simon, <i>'Push out into deep water and let your nets out for a catch'</i></li> <li>Simon said, <i>'Master, we've been fishing hard all night and haven't caught anything. But if you say so, I'll let out the nets'</i></li> <li>they did what Jesus said. There was a huge catch of fish, the sets were about to break</li> <li>they called to others they knew to come help them and they filled both boats with fish.</li> </ul> <p>Accept any other <b>Miracle in Nature</b> that candidates have studied, eg, parting of the River Jordan, parting of the Red Sea, Allah instructing Abraham to call to dead birds which later flew. These do not need to be scriptural.</p> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	<b>4</b>	<p>Responses <b>could</b> include:</p> <ul style="list-style-type: none"> <li>• scientists would argue that there is a logical scientific explanation for all events in the world, including claims of miraculous events in nature</li> <li>• miracles in nature can sometimes be a coincidence and that statistically, strange environmental phenomena do occur which are later explained through investigation and experimentation</li> <li>• scientists would argue that the laws of nature are fixed and they cannot be broken, so it is impossible for miracles which break the laws of nature to happen</li> <li>• although science has discovered a lot of natural laws, there are many more still to be discovered. These will eventually explain all natural phenomena</li> <li>• miracles in nature, for example, the parting of the Red Sea can be explained through environmental effects – the wind pushed the water back/was caused by an earthquake in Greece</li> <li>• evidence from history and experience points to the fact that humans cannot walk on water or raise people from the dead.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
45. (a)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list.</li> </ul>	5	<p>Responses could include:</p> <p><b>If scriptural miracles are read literally:</b></p> <ul style="list-style-type: none"> <li>• these miracles are recorded in scripture and, as it is God’s true word, it cannot be doubted and should be taken as truth</li> <li>• these miracles show the power of God over natural forces, illness and disease</li> <li>• they are clear examples of God showing compassion and mercy</li> <li>• miracles in scripture cover a range of positive events such as miracles of nature, provisions of food, protection from enemies etc</li> <li>• miracles in scripture can also provide an opportunity to understand God’s justice and punishments these miracles happened over the course of thousands of years, they are not an everyday occurrence, we should appreciate that God has intervened in the past and that he might intervene in the future</li> <li>• God is not abusing Free Will in this, He is showing compassion and love when God alters the natural laws that He created, He is doing this as a display of His power, this was then recorded in scripture.</li> </ul> <p><b>If scriptural miracles are read metaphorically:</b></p> <ul style="list-style-type: none"> <li>• these miracles are a revelation of God’s nature, and should be taken symbolically</li> <li>• scripture was a product of the writer’s time, culture and place of living</li> <li>• some might argue that we should take the miracle accounts metaphorically and interpret them in the context of the modern world</li> <li>• it is possible that changes or mistakes have been made, so the actual written account should not be fully relied on</li> <li>• some might argue that some of the miracles are real, and some are misunderstood for example some people believed that some people who showed symptoms of epilepsy were possessed by demons</li> <li>• miracles can be read in a symbolic way, understanding that a relationship with God can provide healing, for example improvement in mental health or reduction in stress</li> <li>• the purpose of some of the miracles are not clear or are not easily understood for example Jesus cursing a fig tree.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<ul style="list-style-type: none"> <li>• award <b>1 mark</b> for a clear and relevant statement, description, reason or explanation</li> <li>• where the point is developed, eg, by offering further detail, additional explanation or example, award a second mark</li> <li>• a very well developed point may be awarded up to <b>4 marks</b></li> <li>• <b>a maximum of 1 mark</b> should be awarded for an unexplained list</li> <li>• candidates may offer a one or two sided evaluation for full marks</li> <li>• no marks for simply stating a personal opinion. Marks should be awarded for reasons.</li> </ul>	<b>8</b>	<p>Responses <b>could</b> include:</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• God created the world, so we should not be surprised if he intervenes in it</li> <li>• people have personal experiences which can't be simply explained by science. It is reasonable to see these as miraculous if no other explanation can be found</li> <li>• they can change people's lives for the better, so even if they were shown not to be factual, they can still be meaningful for people today</li> <li>• there are still many cases of miraculous healings that could not and still cannot be explained by science</li> <li>• some religious people don't feel a need to take them literally, but they can still be taken seriously, as stories which have something to say about God's nature, eg, that God cares about people – body and soul.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• they belong to primitive, pre-scientific times – believing in them is like believing fairy tales are true</li> <li>• we have better explanations for 'miracles' now, eg, spontaneous recovery from disease can happen, coincidence or delayed response to medication can appear to be a miracle</li> <li>• they are an attempt to make religion attractive and to reinforce ideas about God, but they offer people false hope because there is no hard evidence to support claims that healing miracles happen</li> <li>• the laws of nature are fixed and predictable. They can't be suspended.</li> </ul> <p><b>Award marks for any other valid point, in accordance with General Marking Instructions.</b></p>

[END OF MARKING INSTRUCTIONS]