



National
Qualifications
2023

2023 Religious, Moral and Philosophical Studies

National 5

Finalised Marking Instructions

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

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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"> 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. | 4 | <p>Responses could include:</p> <p>The Dhamma</p> <ul style="list-style-type: none"> the Dhamma is the teachings of the Buddha they describe how the human condition is one of suffering and that we are caught in samsara they also show Buddhists how to escape suffering and reach Nibbana by following the eightfold path the Dhamma is more than just teachings but is a way of life to be lived with compassion and wisdom the Dhamma can be compared to a raft which helps Buddhists reach enlightenment through individual experience. <p>The Buddha</p> <ul style="list-style-type: none"> the Buddha is a role model who lived the perfect life with wisdom and compassion the Buddha shows that others can reach enlightenment if they follow his example the Buddha discovered the Dhamma and helped others find enlightenment theravadan Buddhists take refuge in the historical Buddha, Mahayanans believe in many Buddhas and that the Buddha nature is in all human beings. <p>The Sangha</p> <ul style="list-style-type: none"> the Sangha is the community of Buddhists around the world it can sometimes mean only Monastic Buddhists but can be understood more generally to include lay Buddhists too the Sangha is a refuge as it offers support to Buddhists seeking the same path monastic Buddhists depend on lay Buddhists for alms and monks and nuns offer teachings and spiritual guidance to lay Buddhists. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 2. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 6 | <p>Responses could include:</p> <ul style="list-style-type: none"> • it is the cycle of birth, death and rebirth • it is conditioned by our kamma • all beings are tied to it • it is fuelled by the 3 Root Poisons and if we are led by these we will continually suffer and never escape • we need to extinguish the flames of greed, hatred and ignorance in order to escape it • we cannot escape it unless we reach enlightenment • by practising the Buddha’s path, we can be closer to liberation from it • it can take many lifetimes to be released from it. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|--|
| 3. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Buddhists might focus on their actions as positive actions can bring you closer to the ultimate goal of Nibbana • many of the Buddha’s teachings were about developing morality and compassion through our actions in this life so Buddhists might try to show compassion and selflessness to others • Buddhists might help with charities/monasteries as they can gain merit from such actions • Buddhist might endeavour to help protect the environment as this would be a skilful action and would have a positive impact on the world • your actions build up kammic effects, so a Buddhist would feel they are in control of their future and can change it for the better • Buddhists would aim to live their lives following The 5 Precepts in order to develop the right morality and attain a better rebirth • some people might feel that any negative kamma they have created is inescapable and therefore feel great pressure throughout their life • some people might feel that the temptations of the world are too difficult to overcome and therefore will always be tied to samsara by the kamma they produce – they may feel disillusioned. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|---|----------|--|
| 4. | (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> right view – accepting the Buddha’s analysis of human existence which includes the acceptance of the 4 Noble Truths. Without acceptance the rest of the path is pointless right intention – seeing one’s goal as enlightenment and unselfish love of all beings right speech – abstaining from lying, divisive speech, from abusive speech, and from idle chatter right action – moral, honourable, and peaceful conduct. Includes abstaining from from taking life, from stealing, and sexual misconduct right livelihood – that means being honest and ethical in business dealings, not to cheat, lie or steal, should be beneficial to others and the environment right effort – being aware of good and bad factors in your personality and working towards eliminating the negative and accentuating the positive right mindfulness – deliberate cultivation of calm and awareness especially with your own thoughts and feelings. The view is to have more control over them right concentration – formal meditation, the practice of techniques designed to lead the mind into states achieved by the Buddha. <p>Award marks where candidates discuss two of the three parts of the eightfold path: wisdom, morality, meditation.</p> <p>Award a maximum of 3 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| (b) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • helps reduce personal suffering as well as worldwide. • helps eliminate craving and reduces attachment to worldly things, for example, attachment to material possessions can lead to suffering • gives guidelines on how to live a good life and be ethical in our dealings with others • can help us to accept the true nature of reality that everything is impermanent which would help people to deal with death better • can rid the mind of negative and destructive thoughts • can create better, more caring relationships between people • it helps to develop compassion for all living beings • it helps to extinguish the 3 Root Poisons (Greed, hatred and ignorance). <p>Disagree</p> <ul style="list-style-type: none"> • the Eightfold Path is a very strict regime. It could be seen as too harsh by some. • for lay Buddhists it is difficult given the pressures of modern life, for example family and work and therefore could make people disillusioned • difficult to always know which jobs will not cause harm. Sometimes the responsibility of family means you need to take any job there is • people could become so focused on following certain elements of the path, for example meditation that they forget about other responsibilities in their lives. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part B – Christianity

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 5. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • incarnation means in a flesh and blood form • the idea that God enters the human realm in the form of Jesus • Jesus has a miraculous virgin birth, confirming his divine nature • Jesus was truly human and truly God at the same time – a paradox • Jesus is part of the trinity – God the Son • God had sent prophets, but the people hadn’t listened to them, so now he was sending his son • the incarnation means that God has experienced everything about being a human being, apart from sin • only God on earth could deal with the consequences of sin by dying on the cross and then beating death • Jesus is ‘the Word’– how God communicates his nature and his will to the world – if you’ve seen Jesus, you’ve seen God. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 6. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <p>Heaven</p> <ul style="list-style-type: none"> • Heaven is a state of being united with God • Heaven is a realm of divine perfection, like Eden before the fall of man • Heaven is where the souls of the righteous go in the afterlife. Many Christians see it as a kind of physical existence after resurrection with a new ‘resurrection body’ • Heaven is where God and Jesus are • a state/condition of existence rather than a physical place. Some think heaven happens on earth when Christians experience the Kingdom of God. <p>Hell</p> <ul style="list-style-type: none"> • Hell is a place of fire and torture where people face the consequences of their sins on earth • Hell is the absence of God and Jesus • Hell is the rejection of Jesus and His teachings • some Christians don’t see it as a real, physical place, instead they see it as a state of mind. <p>Award a maximum of 4 marks if only one is explained.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 7. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • may give Christians meaning and purpose in life because they are special • may seek ways to develop and perfect their own moral character • may seek ways to better the lives of others through charity or missionary work to demonstrate God's love • may take steps to look after the environment and protect vulnerable species to demonstrate God's benevolence • Christians would try to avoid sin and follow the teachings of Jesus • Christians would try to establish the Kingdom of God on earth • Christians would worship and seek communion with God to better understand his will because they are connecting with someone like them • they would see life as sacred and want to protect it by opposing euthanasia • they would see all human beings as equal. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 8. | (a) | <ul style="list-style-type: none"> • Award 1 mark for a clear and relevant statement, description, reason or explanation • Where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Jesus taught that we should love our neighbour: ‘A new command I give you: Love one another. As I have loved you, so you must love one another’ • Jesus taught that we should work to build the kingdom of God and that even from small beginnings it can grow. Parable of the yeast/mustard seed explanation could be used to demonstrate this • the story of the sheep and goats: on judgement day, God will be more concerned with how people have lived than whether they were religious • the parable of the lost son – Jesus taught that God is loving and forgiving and that we should forgive others, and that it is never too late to seek forgiveness and return to God (marks available for telling the story or other parables) • Jesus taught to ‘turn the other cheek’ and to forego retaliation and revenge. Instead, hatred and violence should be met with love and forgiveness. <p>Award a maximum of 3 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| (b) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • if everyone tried to love their neighbour as themselves the world would be more compassionate and fairer. Wealth and resources would be distributed more evenly and there would be less suffering as a result • ensuring that people on the outskirts of society feel more valued and included is essential in creating a more equal and compassionate world • Jesus' humility and rejection of great power and wealth is a good example to follow in today's world where materialism and consumerism has helped create inequality and threatens the worlds environment • people like Martin Luther King Jr. show that it is possible to love your enemies as Jesus did. He lived according to the teachings of Jesus and helped develop a more equal and fair society • following the teachings of Jesus would lead to a world without violence and discrimination. <p>Disagree</p> <ul style="list-style-type: none"> • the world is a competitive and ruthless place and people should look out for themselves rather than consider the wellbeing of strangers • 'Turn the other cheek' is an unrealistic teaching. It could allow violent and aggressive people to continue unchecked. People have to demonstrate that they can't be dominated or there is a danger they could become lifelong victims • the story of the prodigal son is inherently unfair. People who act out of duty should be recognised as behaving selflessly and as people who contribute to making the world a better place unlike the prodigal son who was rewarded for selfish behaviour. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part C – Hinduism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 9. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • as an avatar of Vishnu (the preserver), Krishna comes to Earth to protect the world from evil and establish righteousness, because evil is threatening the world • in his role as an avatar, Krishna delivers the teachings that have become the Bhagavad Gita. This is the '<i>way of life</i>' for Hindus who are seeking self-realisation and union with Brahman • Krishna unveils his divine form to Arjuna • as an avatar, Krishna plays a human role, but, at the same time, is a fully realised soul – 'one with god' • Krishna's role as an avatar includes revealing more about the nature of God and human interaction with him. Stories about the juvenile Krishna demonstrate this aspect of his role • marks may be awarded for using a specific story as an example to support a description of Krishna's role. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 10. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Samsara is the cycle of life, death and rebirth • Samsara literally means wandering and is seen as a trap for Hindus as their aim is to escape samsara • the end of samsara is moksha, which is liberation from the cycle • Moksha is when the atman (soul) unites with Brahman, the supreme universal spirit • many Hindus believe in reincarnation which means the atman will be born into a different body after they die • the atman's progress is determined by karma, which is generated by an individual's actions. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 11. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Hindus might determinedly follow dharma to generate positive karma and to ensure a better rebirth • Hindus may be very careful of what they think, say or do, to avoid bad situations happening in this life • if something good/bad happens to them they may think their previous actions have caused the good fortune/problem and congratulate/berate themselves • Hindus who are aware of acts of wrongdoing may try to compensate by generating positive karma through acts of selfless compassion or generosity • Hindus may feel trapped by the karma of previous lives if they are in a bad situation (poverty/illness etc) and feel it's not worth trying to generate good karma in this life • believing karmic consequences are unavoidable, and impossible to predict for unenlightened beings, may lead Hindus to live without worrying about karma at all • the belief in collective karma may result in feelings of resentment as they are victims of others' misdeeds. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 12. | (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. | 4 | <p>Responses could include:</p> <p>Ashrama Dharma You have duties as a Hindu throughout your life, for example:</p> <ul style="list-style-type: none"> student stage – to go to school, to study the Vedas, obey parents, celibacy house holder stage – to have a family, male/female roles retirement – to give up work to devote time to spiritual matters renunciation – to give up all material wealth, become a sanyassin. <p>Varna Dharma You have duties according to your caste or Varna, for example:</p> <ul style="list-style-type: none"> Brahmin – priestly caste: to teach, guide and perform rituals Kshatriya – warrior caste: to serve, protect and rule Vaishya – Skilled working caste: professionals, provide employment Sudras – unskilled working caste: work honestly, to serve Untouchables or Dalits – out with the caste system: to do the jobs no-one else wants to do. <p>Candidates may also be credited for points about Sanatana dharma, or if they describe two specific ashramas or varnas.</p> <p>Award a maximum of 3 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| (b) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • following Dharma generates positive karma which moves the atman closer to the ultimate goal of moksha. A world where people are close to enlightenment is an unselfish world • fulfilling dharma provides for a well organised society where everyone knows their place eg the caste system means that people know their duties and therefore all jobs will be done by someone • the world can only benefit from more people focusing on fulfilling individual Dharma and avoiding the pressures associated with modern living; monetary success, image, social media etc • following Sanatana dharma requires living to a high moral standard which can only be beneficial to society • society is much better when families take responsibility for elderly family members rather than relying on care homes • the retirement stage of life is a real benefit as it allows older people to be free to follow a more spiritual life. This may also free up jobs for the younger generation. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree:</p> <ul style="list-style-type: none"> • fulfilling Varnashramadharma can lead to discrimination and may unreasonably limit one's possibilities in life. Examples of this include; restricting education opportunities, career paths and choice of marriage partner as well as enforcing traditional gender roles • the world is not made better by active discrimination against others. Discrimination on the notion of purity where those in the 'top caste' are considered not only purer than lower castes/varnas, but become polluted by mixing socially lower castes, is unacceptable • a society where some people are believed to be so polluted as to be outcasts is morally unacceptable. For example, Dalits can be treated as less than human in Indian society • the responsibilities of looking after extended family members can put financial and emotional strain on younger family members, which does not benefit society • the modern world is not improved by following old-fashioned beliefs and traditions. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part D – Islam

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 13. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Muslims regard Muhammed as Allah’s final messenger – the Seal of the Prophets • the Qur’an is formed from the revelations Muhammed received from God through the Angel Jibril, and dictated to his companions • Muhammed told the people of Mecca to get rid of the idols in the Ka’aba and to only worship Allah • Muslims do not believe that Muhammed was in any way divine, and this is confirmed in the Qur’an, which states, ‘Muhammed is no more than a messenger’ (Surah 3:144) • Muslims believe that Muhammed is the ultimate role model • Muhammed offered guidance, some of which is contained in the Hadiths. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 14. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <p>Al-Jannah</p> <ul style="list-style-type: none"> • also known as paradise or garden in Islam • it is described in the Qur'an as an eternal afterlife of peace and bliss, where the faithful and righteous are rewarded • the Qur'an says the righteous will be restful in the presence of God, in 'gardens beneath which rivers flow' • Jannah is the final destination in the afterlife for Muslims • it is an eternal place for the believers in tawhid • according to Muslim belief, everything one longs for in this world will be there in Paradise • Allah will judge who will enter Al-Jannah on judgement day, based on their submission to Him. <p>Jahannam</p> <ul style="list-style-type: none"> • also known as hell or a place for evil doers • some descriptions in the Qur'an describe a monster which God can summon at will • all souls must cross a crater in order to enter paradise by way of a bridge, as narrow as a razor's edge • punishment in hell is graded and varied according to offenses, and sinners are released only when God wills • in the Quran, Jahannam is also referred as 'the fire', 'blazing fire' and 'the abyss'. <p>Award a maximum of 4 marks if only one is explained.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 15. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Muslims will see themselves as having a duty towards the world and the environment. They will see it as their responsibility to act in ways that will benefit others and the planet • Muslims might take care to recycle or save energy to cut down on carbon emissions • Muslims might feel more responsible for their local community and seek to ensure the environment is protected • Muslims might give more to charity in order to care for the weak and vulnerable • Muslims might ensure they are aware of ethical businesses and try to buy from them • Muslims might make sure their children are educated and aware of global issues • they might feel overwhelmed by the responsibility they have been given • they might feel an increased sense of dignity and worth having been given such an important responsibility. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|---|
| 16. | (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> Muslims would not be racist or sexist or treat people with disrespect: <i>‘Respect and honour all human beings irrespective of their religion, colour, race, sex, language, status, property, birth, profession/job and so on’</i> (Surah 17:70) they would respect life, avoiding killing but also working to save lives – <i>‘Whoever kills a soul, without [its being guilty of] manslaughter or corruption on the earth, is as though he had killed all mankind, and whoever saves a life is as though he had saved all mankind’</i> (Surah 5:32) they would live modesty, eg by not getting caught up with material possessions. Both men and women would avoid turning their gaze on members of the opposite sex and women may dress to show their modesty, eg by wearing the hijab, or covering themselves to the ankles and wrists they would only consume halal meat – the Qur’an forbids Muslims to eat animals that were not killed by human beings, that contain blood, that are pigs, or have been sacrificed to another god. <i>‘Eat what is lawful and good in the Earth’</i> (Surah 2:168) in order to live according to the Qur’an a Muslim may become Hafiz, by committing the whole of the scripture to memory, and reciting it. The Qur’an itself seems to recommend learning it – <i>‘And We have certainly made the Qur’an easy for remembrance, so is there any who will remember?’</i> (54:17) by following the Five Pillars (candidates may be awarded full marks if they describe 2 specific Pillars, and a maximum of 3 marks if only one is described). <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| (b) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • the Qur'an encourages Muslims to follow the 5 pillars and these would make the world a better place, for example, people would give 2.5 % of their wealth to charity which would help those in poverty and other forms of suffering around the world • the Qur'an would encourage Muslims to respect each other more so the world would be more peaceful • Islam limits the reasons to go to war and therefore reduces conflict • the teachings of the Qur'an encourage fair treatment and justice so the world would be a fairer place. <p>Disagree</p> <ul style="list-style-type: none"> • there are rules in the Qur'an that clash with Western values, for, for example, punishments for some offences, traditional gender roles • there are passages in the Qur'an which might be seen to promote intolerance, and even violence, towards non-believers • some might argue that the Qur'an is outdated, and it can only truly be understood in Arabic so would not be the best guide for everyone to live their life by • some people might find it too stressful, in Western society, to follow all the teachings of the Qur'an, for example, some of the pillars would be very hard for people such as fasting during daylight hours during Ramadan or praying 5 times a day. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part E – Judaism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 17. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <p>A person</p> <ul style="list-style-type: none"> • a future King of Israel who will be a descendent of King David and will rule the Jewish people during the Messianic age • God will send the Messiah when the world deserves him or when there is too much evil in the world • he will Judge the world • the Messiah will be responsible for gathering the Jewish people back to the land of Israel, restore the temple, Jerusalem and their King • he will uphold the Torah and be the ultimate teacher of it • he will free the Jews of any subjugation • it is believed that in every generation, a person is born with the potential to be the Messiah • some branches of Judaism speak of 2 Messiahs: Messiah, descended from David and a suffering Messiah, descended from Joseph. <p>An Age</p> <ul style="list-style-type: none"> • reform Jews might argue that the Messiah is not one specific person, but that a Messianic age can be achieved when all Jews work together • the Messianic age is described as a time when there is no war, crime or poverty • a period when all Jews will work together to bring an end to injustice • this is an era of collective hope, rather than relying on one individual person • a period when Jews will be free from subjugation and are free to study the Torah • a period when God’s presence will be felt by everyone, and His presence will be evident. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 18. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <ul style="list-style-type: none"> • the world to come, in contrast with Olam Hazeah (this world). It is sometimes seen as the end of this world • some associate Olam Haba with Gan Eden – a paradise after death, experienced by those who have been faithful to the covenant • the El Male Rachamim prayer refers to Olam Haba as a place of perfect peace for the soul • others say there is no literal paradise or hell, instead the righteous experience nearness to God: <i>‘the righteous will sit with crowns on their heads feasting on the radiance of the Shekinah’</i> • whatever is good in this life will be better in the world to come – one grape will make a whole flagon of wine • sometimes described as a place for immortal souls, and sometimes as a place for resurrected bodies • Talmud refers to this world as the eve of shabbat, and the Olam Haba is like Shabbat. Those who prepare on the eve of Shabbat will have food to eat on Shabbat • Talmud also refers to the tormenting of souls in Gehinnom, only the wicked are sent here • Judaism does not offer one clear understanding of the world to come, with some seeing it as a physical existence after death, some seeing it as a spiritual state, and others associating it with the future coming of the Messiah. (candidates may be awarded full marks for an explanation of the Messianic Age) <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 19. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • feel a particular responsibility to use their free will wisely in caring for life and the environment because God told them to look after it • use free will to keep the covenant and build relationship with God through observing the mitzvot, for example prayer • they might make a particular effort to live in line with yetzer ha tov – the good inclination that reminds Jews of God’s law • they would take care to sincerely repent for wrong things they have done for example at Yom Kippur, through: T’filah/Prayer – seeking God’s forgiveness; Teshuvah – returning to the law, repentance; Tzedakah – putting right wrongs they’ve done to others means both justice and charity • they might seek atonement by doing charitable work, or showing hospitality • actively avoid sin, for example avoid lashon harah • may give meaning and purpose to life because it gives you responsibility. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 20. | (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> by declaring and following the Shema – ‘Hear, O Israel, the Lord is our God, the Lord is One.’ The prayer is recited daily, morning and night, and is included in the synagogue liturgy. Jewish males use Tefillin boxes to bind the commandments to the forehead and arm as required by the prayer, and Jews will attach mezuzot to the door frames of their houses. Most importantly they will worship God exclusively by Observing Kashrut: Jews can follow religious dietary laws, which means they will only consume food that is kosher (fit), and that they will prepare it in accordance with Jewish law. This includes the kind of animal and the way in which they are killed, including draining away their blood. Fruit and vegetables need to be checked to ensure there are no insects on them which cannot be eaten. Meat and milk products are not eaten at the same time, and they should be prepared using different utensils by Observing Shabbat: Jews will rest from their work from sundown on Friday until Saturday evening. Particular kinds of work (39 categories) are not done, for example ‘kindling a fire’, ‘striking with a hammer’ – all kinds of work associated with the building of the Sanctuary in the desert. Today this includes things like turning on a light or a cooker, or driving a car. Jews will actively remember the importance of Shabbat – that God created the world and rested on the 7th day, and that He brought them out of slavery in Egypt. (Marks available for describing details of a typical Shabbat). <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | (b) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> if the Torah is the word of God, it is completely trustworthy. God who is entirely good, would not ask people to do anything that wasn't for their benefit. by following God's commandments given in the Torah, we learn about God's nature the Torah is full of God commanding us to care about social justice, the whole world will benefit from this if everyone follow these laws the Torah commands that we take care of the world (Tikkun Olam) and repair any damage done to the environment and communities. This is significant in an era of global warming and environmental crises following the Torah enables one to feel they are honouring and pleasing God through their obedience, even if they don't understand the point of some of the rules faithfulness to the teachings in the Torah will help to bring about the longed-for Messianic age Some commandments, for example Shabbat would be of great benefit to the millions of people who are in need of spiritual and mental recuperation. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree</p> <ul style="list-style-type: none"> • you can't just get on with following the rules as they are laid down in the Torah – they were not intended for a modern context, for example what is or isn't classed as 'work' when observing the Sabbath? • some aspects of Torah living may seem out-dated, or inappropriate alongside contemporary secular values, for example views about the different roles of men and women • there are practical implications which can make day-to-day living too hard, for example, needing to live within walking distance of the Synagogue, having access to Kosher food, knowing whether cloth used to make clothes is kosher etc • many people would outright reject many laws commanded, for example male circumcision. Some European nations are in the process of making it illegal to circumcise a boy on religious grounds • expecting everyone to observe shabbat is impractical. This could have a serious impact on the economy. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part F – Sikhism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 21. | <ul style="list-style-type: none"> • 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • eternal Living Guru • equal importance with the 10 human Gurus • the only Sikh scripture • contains teachings of Hindu and Muslim holy men • it is the physical presence of God’s Word • it gives guidance in all spiritual matters • it is the everlasting Guru of the Sikhs • it contains hymns written by the first five Gurus • it is 'from the Guru's mouth' the actual words and verses as uttered by the Sikh Gurus • must sit above everyone else in the room on a raised platform. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 22. | <ul style="list-style-type: none"> • 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. | 6 | <p>Responses could include:</p> <ul style="list-style-type: none"> • human beings should try to control them • they steal the unique opportunity to reunite with God • they are the root cause of maya and haumai • Kam (Lust) 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 • Krodh (Anger) All-consuming and destructive anger. Lack of self-control and is harmful to others • Lobh (Greed) 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 • Moh (Attachment) 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 • Ankar (Pride) 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. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 23. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 4 | <p>Responses could include:</p> <ul style="list-style-type: none"> • following the words of the GGS, ‘Do good deeds. Do not try to blame anyone else.’ GGS page 135 • all human beings are equal, regardless of religion, gender or social class – they strive to practice this belief in equality in their treatment of others • accepting God and acting positively leads to the development of positive karma - this may lead to reunion • reject ignorance and evil and try to live in harmony with God’s Hukam • Humans must use their free will responsibly in order to live in harmony with God’s Hukam • good deeds can only be free, otherwise they could not be called good. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 24. | (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. | 4 | <p>Responses could include:</p> <p>God</p> <ul style="list-style-type: none"> there is only one God who has created everything the God whom Sikhs worship is the same God worshipped by members of other faiths God does not only know the truth of all things, God is Truth from before the beginning of all time and forever, God is the only true reality that there is God is without form, or gender. <p>Human Beings</p> <ul style="list-style-type: none"> everyone has direct access to God everyone is equal before God humans have three important parts – the mind, body and soul (atma) our atma was once part of God, but has been separated from God due to ignorance being born into human form to be a great blessing because it is only in human form that Sikhs can hope to achieve reunion with God. <p>Karma</p> <ul style="list-style-type: none"> the belief that all actions have consequences for the person who acts determines the nature of further rebirths if reunion with God is not achieved negative karma keeps the soul trapped in the cycle of life, death and rebirth God’s will or Hukam frees the soul from the effects of karma it is not necessary to die in order to be free from karma and rebirth. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Equality</p> <ul style="list-style-type: none"> • welcome all people, of all faiths into the Gurdwara • free community kitchen in all Gurdwaras • only vegetarian food would be served in the langar – this is to accommodate religions with food laws • invite non-Sikhs into their Gurdwara in order to educate them about ‘Sikhi’. No attempts are made to convert people of other faiths • everyone takes a role in preparing and serving food and everyone also sits on the floor to show that no one is above anyone else. <p>Award a maximum of 3 marks when only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| | (b) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> developing ‘God-like’ virtues – compassion, selflessness, truthfulness and contentment would create a more caring society it gives ethics on how you should live, for example no tobacco; alcohol or intoxicating drugs. These can contribute to a healthier physical as well as spiritual life gives meaning, value and purpose discrimination of all types is strictly forbidden, everyone is considered equal, so it benefits society, stops religious fighting between faith groups helps you have the right attitude to possessions, so people could be content with less Kirt karna is ‘honest work’ and is the way Sikhs practice truthful and compassionate living. If everyone did this there would be no exploitation must not involve harming any aspect of God’s creation so the environment and creatures would benefit Vand Chhakna (charitable giving) and sewa (selfless service) would benefit the more vulnerable in society. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree</p> <ul style="list-style-type: none"> • in society today it is really hard to follow teachings that are 500 years old, there may be a clash with modern/Western values • spiritual discipline involves selfless service, and self-centeredness must be overcome, but people are naturally selfish. People may resent this • it means following a strict code of conduct which is difficult to observe and may cause people to feel frustration and stress • everyone having to carry a knife, could make people feel less safe (altercation involving swords and knives in Southall, west London) • caste is still practiced in the Sikh community, despite Guru Nanak's calls for treating everyone equally in Sri Granth Sahib • following the 5 K's is restrictive in terms of covering/not cutting hair, means people may feel they lose their individuality. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Section 2

Part A – Morality and justice

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 25. | (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. | 4 | <p>Responses could include:</p> <p>Custodial sentencing</p> <ul style="list-style-type: none"> the offender will be kept in prison for a set length of time based upon the seriousness of the crime committed whilst in prison the offender may undertake rehabilitation programs as part of their sentence an offender may be released earlier into the community to serve the remainder of their sentence with set conditions in place, for example, curfew, tagging etc descriptions of different types of prison and the conditions within them. <p>Non-custodial sentencing (candidates may describe one or more than one of these).</p> <p>Tagging</p> <ul style="list-style-type: none"> this involves having an electronic tag fitted that monitors the offenders' whereabouts this can be used to impose a curfew after a set time for anti-social behaviour or to prevent them from going into certain areas if the offender goes against this, it will set off an alarm and the offender will be arrested and could be sentenced more harshly. <p>Fines</p> <ul style="list-style-type: none"> these are usually given for less serious crimes such as motoring offences or for possession of low-class drugs the fines can be dependent upon the earnings of the person so it can be a large amount of money for someone who earns a lot, or it could be paid up over instalments. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Community payback order</p> <ul style="list-style-type: none"> • where the offender may complete up to 300 hours of unpaid work so that they are paying back into society • it may also involve working with a social worker to change offending behaviour or paying compensation to the victim of the crime they committed • it could also include attending programs or receiving treatments for drug or alcohol addiction. <p>Award a maximum of 3 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| (b) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 6 | <p>Responses could include:</p> <p>General moral issues raised by sentencing:</p> <ul style="list-style-type: none"> • sentences can be too harsh or too lenient. Families of victims may not feel that that sentence was harsh enough • people who can afford expensive lawyers could negotiate better sentences • sentences can be inconsistent – not everyone gets the same punishment for the same crime • discrimination could be an issue, for example, judges prefer not to imprison women which could be said to be sexist • sometimes judges are criticised for being out of touch with the problems that offenders have experienced, for example, poverty. <p>Moral issues raised by custodial sentences:</p> <ul style="list-style-type: none"> • the negative impact on mental health and the risk of suicide • the impact that a prison sentence can have on the family of the offender, for example, children may need to go into care • that prisons don't offer enough rehabilitative opportunities for those serving short sentences • that the impact of prison can result in people losing their homes, families, and livelihoods which they may never be able to rebuild when released • that offenders can come out of prison hardened or with more criminal skills and contacts than when they went in making it harder to reform. <p>Moral Issues raised by non-custodial sentences:</p> <ul style="list-style-type: none"> • they can be considered to be too lenient, and therefore may not deter • the public may not feel safe knowing that the offender hasn't been given a custodial sentence • they can be difficult to enforce, sometimes they are unsuccessful, and offenders do not complete their non-custodial sentences. <p>Award a maximum of 4 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 26. | <ul style="list-style-type: none"> 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. | 5 | <p>Responses could include:</p> <p>Retribution</p> <ul style="list-style-type: none"> the idea that the punishment should fit the crime, or be equal to it some see it as a form of ‘payback’ or revenge can mean restoration – where the offender is able to right their wrong and restore things to right (for example, community service fixing vandalism if the crime was vandalism). <p>Deterrence</p> <ul style="list-style-type: none"> where the punishment aims to put people off committing the crime in the first place, or from reoffending it may involve overly harsh punishments to deter for example, chopping off a hand for theft gives us an example (usually a negative one) of what will happen if we step out of line – in the hope that we choose not to can take place before the crime ever happens, therefore preventing crime. <p>Reformation</p> <ul style="list-style-type: none"> reformation is where the punishment aims to change the behaviour of the offender in the future so that they no longer offend it may involve learning about what you have done wrong and resolving not to do it again could involve helping you with your behaviour – psychological help to change violent behaviour, for instance could be practical help which tries to give you an alternative to going back to crime when you are released – perhaps learning a new skill which you can use to get a job when released. <p>Protection</p> <ul style="list-style-type: none"> the aim of the punishment is to protect both the offender and society from their offending behaviour it is likely to involve a custodial sentence for someone who is a danger to society it could include aspects of reform to stop the offender committing another offence so that people are protected from further harm. <p>Award a maximum of 4 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 27. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • Buddhists would not support retribution as it is a form of revenge motivated by the root poisons and Buddhists wish to avoid acting from the root poisons • it also goes against the first precept in Buddhism which is not to harm others • Buddhists would support reform over retribution as they believe that everyone is capable of change and that we should act from compassion • Christians believe that we should ‘love for our neighbour’ and therefore be compassionate rather than seek revenge • Christians would support reform over retribution as they believe that everyone is capable of change and that forgiveness is important • Jesus taught about the importance of forgiveness and to ‘turn the other cheek.’ <p>Disagree</p> <ul style="list-style-type: none"> • some Christians may support retribution and use ‘an eye for an eye’ as justification • some religious people may say that there is no ‘excuse’ for committing crimes and that people need to take responsibility for their own actions as they have free will • in Islam Shariah law shows that retribution can be accepted, eg, if someone takes a life, their punishment is the death penalty • in Judaism the Torah has many examples of reward from God for good actions and retribution for negative actions, so retribution can be acceptable, eg, sixth commandment in Exodus 20:13 states that we should not commit murder ‘life for life, eye for eye, tooth for tooth’. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 28. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • Capital punishment goes against the UNDHR/human rights and therefore has no place in the modern world • it is a painful and degrading punishment that does not belong to civilised society • governments that allow this punishment are not setting the right example – it sends mixed messages if taking life is acceptable by the state • there is no need for capital punishment anymore, we can securely hold offenders and protect society without needing to execute them • we have a greater understanding of some of the issues involved such as mental health issues and have changed our attitude towards how those committing crimes due to them should be treated • Capital punishment doesn't work as a deterrent • even with DNA evidence there are still cases where innocent people have been convicted for crimes that they did not commit. We cannot risk innocent people being put to death • Capital punishment doesn't just impact the offender, it also brings more suffering to their families • in some countries capital punishment is used for things we wouldn't consider as crimes – eg adultery. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree</p> <ul style="list-style-type: none"> • if you take someone's life why should you get to keep yours? • it sends a clear message to society that we value victims and that they are just as important as the offender • it can provide a sense of justice to the families of victims and to society • it protects society from the offender, they will never be able to commit similar crimes again • some might argue that it is more inhumane to keep an offender locked up forever with no hope of release than it would be to execute them humanely • not everyone can be reformed. There are cases where some offenders knowing that they could not be reformed have asked to be euthanised. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part B – Morality and relationships

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 29. (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, for example by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark a very well developed point may be awarded up to 4 marks a maximum of 1 mark should be awarded for an unexplained list. | 4 | <p>Responses could include:</p> <p>Trafficking</p> <ul style="list-style-type: none"> sex trafficking where people are transported often by force to work as prostitutes to make money for other people Amnesty International found that women in the windows of Amsterdam had been tricked into prostitution by being promised a career in dance but they would actually be working as sex workers. <p>Pay inequality</p> <ul style="list-style-type: none"> inequality of pay – women are exploited as they earn up to 20% less than men for doing the same work this goes against the equal pay act but companies get away with it by giving people different job titles or by paying people bonuses. <p>Pornography</p> <ul style="list-style-type: none"> pornography can be very exploitative for women and men as they are treated like objects pornography can also be violent and set up unrealistic expectations of people's bodies or sex as well as leading to exploitation in relationships. <p>Media</p> <ul style="list-style-type: none"> television, movies and advertising can portray women as objects to boost the appeal of eg a product includes the presentation of women as sexual objects or the projection of a 'beauty ideal' that women are expected to reflect this can ignore the wellbeing or interests of women, and can lead to harms, eg negative stereotypes and eating disorders in pursuit of an unrealistic standard. <p>Award a maximum of 3 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | (b) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, for example by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark a very well developed point may be awarded up to 4 marks a maximum of 1 mark should be awarded for an unexplained list. | 6 | <p>Responses could include:</p> <ul style="list-style-type: none"> exploitation raises the moral issue of equality. If one group of people is being exploited in some way, then they are not being treated equally so exploitation needs to be challenged religious people and non-religious people such as Humanists follow the Golden Rule – treat other people the way you like to be treated so this means that exploitation is wrong as nobody wants to be exploited exploitation is a human rights issue – the United Nations Declaration of human rights states that everyone is equal, that slavery is wrong, and people should not be mistreated Equal Pay Act – exploitation is against the law as everyone should be treated equally and it goes against fairness and justice Exploitation harms people's wellbeing, as they are not being treated with dignity and respect. <p>Award a maximum of 4 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 30. | | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, for example by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark a very well developed point may be awarded up to 4 marks a maximum of 1 mark should be awarded for an unexplained list. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> procreation – this means having babies, so this is a purpose for both religious and non-religious people. In Genesis it states, '<i>And God blessed them; and God said to them, 'Be fruitful and multiply, and fill the earth'</i> bonding and intimacy – this means that sex can help a couple to bond when they love each other. For example, in the book Song of songs in the Bible a loving physical relationship is celebrated pleasure – sex can be enjoyable and is an important way for couples to share and express their love money – sex workers make a living for their services, which might be important for people who are involuntary celibate consummation of marriage – for Christians, sex is a gift from God, it is a sacred thing which is important for married couples. In marriage, the purpose of sex is to cultivate love and affection between the couple. Some might see sex as a sin outside of marriage. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 31. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, for example by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark • a very well developed point may be awarded up to 4 marks • a maximum of 1 mark should be awarded for an unexplained list • candidates may offer a one or two sided evaluation for full marks • no marks for simply stating an opinion in evaluation questions. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • passages in the Bible are clearly against same sex relationships. For example, in Leviticus 18:22 it states – ‘<i>You shall not lie with a male as with a woman; it is an abomination.</i>’ This suggests that Christians and Jewish people are against same sex relationships because they are unnatural and cannot produce children • in Islam the Prophet Muhammad disapproved of same sex relationships as they are not the natural order of things at the time. In Shariah law homosexuality is punishable by death and executions happen in Islamic countries such as Iran. This is clearly not in support of same sex relationships. <p>Disagree</p> <ul style="list-style-type: none"> • the New Testament says nothing against same sex relationships and Jesus taught love and forgiveness. Jesus spent time with outcasts of society so if he lived nowadays, he would be friends with the LGBTQ+ community • passages in the Bible and other religious holy books were written a long time ago and some are no longer relevant in today’s world. They are not an excuse to hate people. Extremist groups such as the Westboro Baptist Church misuse quotes from the Bible to spread hate • the Galatians quote supports equal rights, ‘<i>There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus</i>’ • all religions share the Golden Rule which states – ‘Treat others as you wish to be treated’ so religions should love each other, not be prejudiced. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 32. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation. • where the point is developed, for example by offering further detail, supporting quotation/source, additional explanation or example, award an additional mark • a very well developed point may be awarded up to 4 marks • a maximum of 1 mark should be awarded for an unexplained list • candidates may offer a one or two sided evaluation for full marks • no marks for simply stating an opinion in evaluation questions. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • gender roles are outdated and sexist. It limits people's potential, such as thinking a woman's place is only in the house, or a man should be the breadwinner • gender roles and society has changed, many people do not identify with just one of two genders • gender roles are based on stereotypes which can lead to prejudice and discrimination and might put people under pressure to conform from a very early age • longstanding gender stereotypes have resulted in 'toxic masculinity' and high suicide rates amongst men • people should be able to choose roles based on their talents and skills rather than their gender. Why should a woman not be a fire fighter or mechanic and a man a nurse or midwife? This could also negatively impact the economy • there are scriptural passages which encourage gender equality, for example, '<i>there is neither male nor female; for you are all one in Christ Jesus</i>' (Galatians). |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree</p> <ul style="list-style-type: none"> • gender roles are complimentary – men and women are different but equal • they provide society with structure, so everyone knows where they stand and have a place in the running of society • gender roles means that there won't be latch key children as the mother will be at home looking after the home and children • many religious people believe that these traditional roles are supported by scripture, for example, '<i>wives, submit to your husbands</i>' (Ephesians) • if people choose their gender roles and are happy then they are acceptable • some feel that its right/their duty to conform to traditional gender roles, such as thinking a woman's place is only in the house, or a man should be the breadwinner. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part C – Morality, environment, and global issues

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 33. (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. | 4 | <p>Responses could include:</p> <p>Perpetual renewable resources The Sun:</p> <ul style="list-style-type: none"> for approximately 5 billion years the Sun has delivered solar energy essential for life the Sun’s perpetual energy powers the winds, ocean currents, precipitation, and most of the Earth’s plant life. <p>Intermediate renewable resources Freshwater:</p> <ul style="list-style-type: none"> lakes, rivers, and aquifers needed for agriculture, industry and drinking water maintained by water cycle (explained) to maintain supply, need to balance using freshwater with rate the rain recharges it other examples may include soil, animals, plants etc. These form part of the ecosystem which is endangered by human exploitation and poor management. <p>Non-renewable natural resources Fossil fuels:</p> <ul style="list-style-type: none"> will not regenerate on human timescales created by processes that take millions of years include crude oil, natural gas, coal and uranium use of fossil fuels for energy alters their chemistry so they are no longer useful. <p>Rare-Earth elements (REE’s):</p> <ul style="list-style-type: none"> include metals, lithium, scandium and terbium 17 rare earth mineable minerals used in everything from the powerful magnets in wind turbines to the electronic circuits in smartphones scandium and terbium: 97% of the world’s supply comes from China so supply could be restricted. Exact reserves are not known careful waste management (through recycling) will avoid us running out of them. <p>Award a maximum of 3 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| (b) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 6 | <p>Responses could include:</p> <p>Agriculture: How do we do it sustainably?</p> <ul style="list-style-type: none"> • impact on ecosystems and habitats v. livelihoods. Biodynamic and organic farming: no till systems or a shift to more plant-based diets may be considered more moral but cost more which negatively impacts developing nations and/or those in poverty • impact on environment due to western demand: Risk of deforestation, soil degradation, as land is managed to maximise production, for example beef, palm oil etc. <p>Fishing:</p> <ul style="list-style-type: none"> • current levels of fishing considered unsustainable • protect eco-systems, by imposing limits v. impact on livelihoods (35 million people involved in the industry, often small-scale poor communities). <p>Sources of Energy:</p> <ul style="list-style-type: none"> • fossil fuels contribute to climate change and need to be phased out to limit warming to 1.5 degrees • immediate cessation to address global problem v. transition to other energy sources for heavy industry (eg, in steel industry) • industrialised western nations have already benefited from fossil fuels - should they expect developing nations to stop using them without helping them? • shift from fossil fuels means investment in alternatives like wind, tidal and solar. Who should pay? <p>Award a maximum of 4 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|----------|---|
| 34. | | <ul style="list-style-type: none"> 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> people living in poverty may be long term unemployed and have no prospect of a job poor education limits opportunity and aspirations people might be involved in crime and/or have a criminal record which prevents them from having a job generational poverty exists when families have nothing to leave their children when they die. This can widen the gap between rich and poor in wealthier countries people might have addiction problems which most of their money goes to feed people might have poor health and struggle to work or provide for themselves or their family people might live in countries which have poor or no welfare state natural disasters or war can damage infrastructure and the economy, resulting in increased poverty. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 35. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • the Golden Rule found in all religions, suggests that people from every religion should help those in poverty • Buddhism teaches that all human beings should display compassion to each other which means they should help the poor whenever possible • many Christians believe that people should use their wealth to help those who have less. Jesus taught his followers to love your neighbour as you love yourself and to do to others as you would have them do to you • many Christians believe that they will be judged by their response to those in need, for example, the parable of the sheep and the goats • Hindu dharma includes caring for those less fortunate in society (Householder Dharma) • Mahatma Gandhi said, ‘The Earth provides enough to satisfy every man’s need, but not every man’s greed.’ He also said, ‘Poverty is the worst form of violence’ • Islam treats poverty as a social and ideological evil. <i>‘He is not a believer who eats his fill while his neighbour remains hungry by his side’</i> (Hadith Baihaqi) • the third Pillar of Islam is Zakat. Giving to charity and helping others are considered good deeds without expectation of reward • Judaism teaches that everyone has a responsibility to help those suffering from poverty. ‘Open your hand to the poor and your neighbours in your land who are in need’ • Tzedakah – taught by the Rabbis as a duty that God requires. Jews should give ten per cent of their income after tax to charity • Vand Chhakna (sharing what one earns, generosity, the giving of charity) is considered a religious duty because Sikhs believe this encourages compassion • Sewa (giving selfless service to the community) should be practised in all areas of a Sikh’s life. <i>‘One who performs selfless service without thought of reward shall attain his Lord and Master’</i>, Guru Granth Sahib. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree</p> <ul style="list-style-type: none"> • religious people may believe their first duty is to provide for their own family – charity begins at home • some will argue that your wealth/prosperity is a blessing from God for those who are faithful, so it is between them and God • some Hindus may believe they are not required to help those in poverty because the caste system is linked to karmic consequences. This can lead to a sense that poverty is a consequence of one’s previous lives and sufferers need to live out their karma. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 36. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • giving aid is neither charitable nor generous, it is a country's duty if they have the means to help, and failure to perform this duty would be wrong • failure to help out those in need elsewhere in the world, if we are able to, makes us morally corrupt (Peter Singer). '<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) • poverty in the world has not been helped by capitalist market economies, and therefore those in positions of power and wealth have a responsibility to find, and contribute to, a solution • religious people may believe international aid is part of stewardship which is a God-given responsibility. For example, The Parable of the Sheep and the Goats says that whoever helps the least of humanity is helping God and will be rewarded in Heaven. Christian politicians should support the provision of aid • stewardship is an important aspect of Islam, so Islamic countries have a religious and moral duty to provide aid. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree</p> <ul style="list-style-type: none"> • inequality is part of life – it will never be fully solved. The wealthy nations cannot solve this by merely providing aid • any Government’s first duty is to safeguard their own population before giving money to foreign aid projects. So-called wealthy nations like UK and US have their own poverty problems to solve • governments of poorer nations have a duty to use tax revenue from their wealthier citizens to improve the standard of living in their own nations first • in some countries, poverty should be tackled from within. Emerging nations such as India have an ever-widening gap between the rich and those living in poverty. These countries can help themselves, removing the need for foreign aid from wealthy nations • our moral duty may be misplaced. Sir Angus Deaton argues that, by trying to help poor people in developing countries, the rich world may actually be corrupting those nations’ governments and slowing their growth. Aid may not reach the people who need it most • international aid may not be the most effective way of solving world poverty and may even distract from finding the best solution. Rather than having a moral duty to provide aid, governments should actively involve themselves in a complex and global-scale rethink of the way the world organises its economic relationships. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part D – Morality, medicine, and the human body

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 37. (a) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 4 | <p>Responses could include:</p> <p>Active</p> <ul style="list-style-type: none"> • this is where a person carries out an action in order to end the life of a suffering person • it could be, for example, a physician, or a friend or family member administering a drug, or smothering a person with a pillow • it tends to be offered where the suffering person is unable to end their own life because they are unconscious or have no motor control, so don't have the option of assisted dying. <p>Passive</p> <ul style="list-style-type: none"> • it is intended to bring the life of a suffering person to an end, but it does not involve an act which directly kills • it might involve the withdrawal of treatment, including medicine, feeding, or life support • this is legal in the UK and tends to be used where a person has no hope of recovery, and where it is felt that prolonging their life artificially would be cruel or would lead to increased suffering. <p>Voluntary</p> <ul style="list-style-type: none"> • euthanasia that is carried out at a person's request, either active or passive. <p>Non-voluntary</p> <ul style="list-style-type: none"> • euthanasia (active or passive) is carried out without the consent of the person, because they are unable to give it, for example, because they are unconscious or in a persistent vegetative state. <p>Involuntary</p> <ul style="list-style-type: none"> • this means euthanising a person who has not consented, even though they are capable of giving consent. <p>Award a maximum of 3 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| (b) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 6 | <p>Responses could include:</p> <p>Quality of life</p> <ul style="list-style-type: none"> • should life be ended when you can no longer be thought of as living for example no longer be a conscious, thinking being? • should life be ended when you are in such pain that nothing else about life really matters? • should life be ended when you have a degenerative disease, for example motor neurone disease? <p>Sanctity of life</p> <ul style="list-style-type: none"> • does euthanasia weaken society's respect for the sanctity of life, for example accepting euthanasia accepts that some lives (disabled or sick) are worth less than others? • is life valuable as long as you are alive? • is life sacred? Should it always be preserved as long as possible by whatever means possible? <p>Personal freedom/autonomy</p> <ul style="list-style-type: none"> • should everyone have the right to choose when and how he or she dies? We have freedom over most other aspect of our life. Most is not all. There are limits to our freedom over ourselves • is life our own or will God decide when our life is at an end? • while we might have the right to choose, are we being unfair to others with our choices in euthanasia. There might be consequences to those left behind. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Active/Passive</p> <ul style="list-style-type: none"> • is there a difference between active and passive if they both require an action? Injecting a cocktail of drugs or removing treatment is surely the same • is killing worse than letting someone die? For example, is it more morally correct to make a doctor use his skill to end a life or to force him to watch helplessly while his patient suffers an unnecessarily painful death? • is there a difference when the result is the same? The result is the death of someone. <p>Award a maximum of 4 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 38. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • hospices are experts in palliative care, which doesn't cure but can help to treat symptoms and manage pain • short stays in an in-patient unit can give a hospice the opportunity to assess patient issues more easily. Support in place and monitor the effect of the treatment • hospice provides integrated support. Hospices work alongside GPs and other Health and Social Care staff who will support people at home to help improve your quality of life. Identifying financial or practical assistance, for example organising the fitting ramps and more comfortable chair to sit in • assist with advice about how illness may affect the person, exploring any worries or concerns people may have • patients are free to just drop into the hospice. They will talk about patient concerns. Family members or carers are also welcomed to pop in too for support and advice • community Nurse Specialist Team can visit patients in their home or can offer telephone or video consultation • hospice gives people the opportunity to meet and talk with other people who may share your experiences • hospices provide holistic support to patients and their family, for example, spiritual, emotional etc. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 39. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • some Christians would say that being a law unto ourselves is the problem. We should base our moral decisions on the Bible • if you have complete autonomy then nothing is universally right or wrong, which does not fit with religious teachings • some religious people would say that God knows best • in the Garden of Gethsemane Jesus did not do what he wanted, he obeyed the Father's higher authority • some religious people believe that your body is not your own, it belongs to God so only He can decide what happens to it. <p>Disagree</p> <ul style="list-style-type: none"> • many religious people would say that God gave us brains so that we could reason for ourselves what to do with our lives • many religious people would say God gave human beings a degree of autonomy to choose between alternatives and therefore people are responsible for their actions • Islam acknowledges the principle of autonomy conferred upon man as God's viceroy on earth • the Buddha said we should try his teachings out for ourselves and if they do not work then try something else • people make a free choice to be religious or not, 'there is no compulsion in religion'. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 40. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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 <p>No marks for simply stating a personal opinion. Marks should be awarded for reasons.</p> | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • autonomy means that everyone should have complete control over what happens to their life and body. If this doesn't include having control at the end of life, they aren't truly autonomous • the right to die can be about helping people who are already dying. If it is helping a person who will die anyway, it is moral to avoid the worst part of the process. Not permitting it could be seen as cruel • there is nothing good or right about suffering. The right to die is a compassionate response to suffering, so it's wrong to criminalise someone who helps another person to die • if it isn't made available here, people will continue to have to travel to places like Dignitas to end their lives. This means they may die earlier than they need to • for some, this is about equality. An able-bodied, well person can end their own life if they choose, so the same option should be available people who are unable to do so without assistance. <p>Disagree</p> <ul style="list-style-type: none"> • life is given by God, so it is holy and special, and should never be artificially ended. Only God should decide when it ends • human rights declarations and charters recognise the right to life, but don't include a right to die • any kind of right to die is open to abuse, so even though it might be morally right in some cases, it's too risky to make it legal • there is also the risk of a slippery slope, with it being made available at first only to the dying, but then perhaps being opened up to others • there are compassionate alternatives to the right to die, for example good palliative care offers a holistic approach to caring for suffering people so that they can live well in spite of a serious illness or terminal diagnosis. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part E – Morality and conflict

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 41. | (a) | <ul style="list-style-type: none"> award 1 mark for a clear and relevant statement, description, reason or explanation where the point is developed, 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. | 4 | <p>There is a huge number of types of war, named for things like terrain, strategy, weapons deployed, objectives etc. These are just a few examples.</p> <p>Responses could include:</p> <p>Offensive War</p> <ul style="list-style-type: none"> involves deploying armed forces to occupy another country or territory, or achieve a strategic advantage, for example in relation to resources or political power this kind of invasion isn't in response to aggression, so can't be called self-defence, as it is unprovoked. <p>Defensive War</p> <ul style="list-style-type: none"> going to war as a response to provocation from an aggressor, for example to protect territory from invasion it can be self-defence, or in support of an ally who is under threat. <p>Guerrilla War</p> <ul style="list-style-type: none"> an irregular kind of warfare in which small groups of fighters, for example paramilitaries or armed civilians, use military arms and tactics has been used with the aim of bringing about revolution, or as an act of resistance against invading or occupying forces. <p>Civil War</p> <ul style="list-style-type: none"> a conflict where different groups of combatants are within the same country or territory it may aim to be to take over a country, region or government, or to break away and achieve independence. <p>Cyber War</p> <ul style="list-style-type: none"> uses digital means, for example hacking or viruses to attack another country's computer systems aims to disrupt or destroy key infrastructure like electricity grid, banking, airports, weapons systems etc. <p>Award a maximum of 3 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| (b) | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 6 | <p>Responses could include:</p> <ul style="list-style-type: none"> • are the aims of the war morally justifiable, for example it might be seen as moral to defend your citizens or to bring about peace, however a land grab or a war intended to take another country's resources could be seen as immoral • does the end justify the means, for example is it morally right to destroy a city and target innocent civilians to gain a tactical advantage (examples of Dresden and Hiroshima), or should non-combatants be protected at all costs? • do the terrible consequences of war mean it can never be moral, for example damage to environment and infrastructure, terrible waste of life and displacement of people fleeing the conflict or are these things a price worth paying for self-determination and freedom from tyrants? • should there be limits on who can declare a war, for example should it only be declared officially by a state, or are oppressed people justified in taking part in civil war or uprisings in order to overthrow corrupt regimes? • does a conflict need to follow rules in order to be accepted as moral, for example sticking to the Just War criteria and the Geneva conventions, banning the targeting of civilians and the use of some kinds of weapons, for example WMD, cluster bombs etc? Are there strong enough sanctions against people who break international law in war? <p>Award a maximum of 4 marks if only one is described.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 42. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • if someone invades your country it is right to fight back, for example in World War II, Poland went to war with Germany to protect itself from hostile attack or the current conflict in Ukraine • where one group within a country feels that another group in the same country is keeping them from being ‘free’, civil war might be necessary to secure freedom • a country might want to take control of another’s wealth, for example some saw Iraq’s invasion of Kuwait in 1990 as an attempt to gain control of oil reserves • a country may go to war because it is necessary to protect another smaller and weaker country. For example, Britain declared war on Germany to come to the aid of countries like Poland and Belgium • a country might decide that it needs more land so it goes to war to get it. For example, The German invasion of Russia in 1941 was the first step if Hitler to acquire more land for the German people to populate • war may be justified because it is believed to fit with Just War Criteria (additional marks available for details of specific criteria) • a country may believe it needs to demonstrate that its way of life is superior to another by force. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 43. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • a Buddhist would have to oppose it on grounds of the first precept – not to take life, and ahimsa (non-harming) • harming others has negative kammic consequences, and governments who use violence generate negative collective kamma • compassion is the ultimate weapon, not the sword. This is seen in the case of Ashoka – the king who abandoned violence and promoted pacifism when he became a Buddhist • some Christians will agree, arguing there is a tradition of pacifism/non-violence rooted in teaching and example of Jesus, for example ‘Love your enemies,’ ‘Those who live by the sword die by the sword’, ‘Turn the other cheek etc.’ |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Disagree</p> <ul style="list-style-type: none"> • many Christians believe war can be just (full marks available for developed description of Just War Criteria) • going to war may be a way of loving your neighbour/practising the golden rule if it is to defend life and end oppression • Hindus can't oppose war in all circumstances, because of the dharma of the Kshatryia Varna. This is shown in the Gita where Krishna teaches Arjuna that it is right to fight, however it should be a last resort • fighting can be a religious duty for Muslims – the lesser Jihad is the struggle against outer forces so they can support war as long as it follows rules, for example it is in defence of the Ummah, or oppressed non-muslims, and is a last resort • for Jews, force is acceptable in self-defence or in order to prevent an attack • war might be necessary to prevent further suffering and to bring about peace/shalom • some wars have been obligatory/mitzvot because God commanded them • the Sikh Khalsa encourages military discipline – Sikhs should be ready to fight a Just War/Dharam Yudh, so they can support war. The war has to meet criteria to be just, for example fought to defend the innocent, proportional, last resort. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 44. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. Marks should be awarded for reasons. | 8 | <p>Candidates may argue for diplomacy as a moral alternative or explain why other possible alternatives may or may not be moral.</p> <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • good diplomatic relations encourage nations to have shared interests and to cooperate in ways that benefit all and promote peace. This should make it much harder for countries to ever get to the point where they might end up in armed conflict with each other • injury and loss of life in war causes untold misery, and the negative impacts are felt for generations to come – therefore if good relations break down, diplomacy with the aim of avoiding war is a moral imperative • diplomacy acknowledges the interests of all sides in a conflict and this makes it less likely that one side will feel ignored or humiliated, building resentment and making them feel they have no alternative but to go to war as a show of strength or to save face • armed conflict often ends in a stalemate, which can only be resolved in the end by diplomacy, so surely it is better to sit down and talk to avoid going to war in the first place and to avoid the awful waste of life that comes with war • sanctions are a less moral alternative because they usually just hurt ordinary citizens who are not responsible for the conflict between nations, and they can build resentment and fuel support for war • pacifism may work as an alternative within personal relationships, but it isn't realistic or moral at a national level because a country that completely rejects armed conflict as an option makes its citizens vulnerable and fails in its duty to protect to them, and it only works if both sides are signed up to it. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Disagree</p> <ul style="list-style-type: none"> • people’s rights and freedoms need to be defended - it would be immoral to stick to diplomacy if it means abandoning people who are at risk, so sanctions or even armed conflict may be necessary (eg of war in Ukraine) • diplomacy depends on the willingness of both sides to engage with each other, but in some cases this isn’t realistic or possible for example where there are irreconcilable differences or where one side has no interest in having good relations • we shouldn’t be negotiating with dictators and tyrants, because it suggests they have legitimacy in the international community • where diplomacy isn’t successful or possible, sanctions offer a better moral alternative, short of armed conflict, which enables nations to put pressure on countries to meet their demands and limits their ability to escalate the conflict to war. The promise to ease sanctions then gives an aggressor an incentive to change • the only moral response will always be pacifism because deliberately aiming to harm other people (including through sanctions), regardless of where they are in the world, is just wrong. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Section 3

Part A – Origins

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 45. | <ul style="list-style-type: none"> • award 1 mark for a clear and relevant statement, description, reason or explanation • where the point is developed, 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • the universe began with a vast inflationary expansion on a massive scale • this happened approx. 13.7 billion years ago • everything originally concentrated into a very dense ‘particle’ called a singularity • the first elements were hydrogen and helium, some clumped together and formed stars out of which came galaxies • some stars exploded – supernovae – and from the explosion came planets • the universe is still expanding today. <p>Marks may be awarded for including evidence used to support the BBT.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 46. | <ul style="list-style-type: none"> 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. | 5 | <p>Responses could include:</p> <p>Buddhism</p> <p><i>Buddhism does not have a creator God, but the Agganna Sutta does include an origins story.</i></p> <ul style="list-style-type: none"> Buddha talked about an expanding and contracting universe as the universe expanded earth emerged, and it was beautiful beings of light were attracted to it and as they became attached light left them, forming the sun, moon and stars through their attachment to the earth they became arrogant, greedy, lustful, envious and violent the divisions between people that resulted are the origins of the Castes. <p>Christianity/Judaism</p> <ul style="list-style-type: none"> God creates the universe in 6 days God calls all things into being with a command – ‘let there be . . .’ creates domains: heavens, air, sea, land, and their inhabitants: sun, moon and stars, plants and animals humans made last, and in God’s image God rests from His work on the 7th day. <p>Islam</p> <ul style="list-style-type: none"> Allah says ‘Be’ and it becomes Allah makes everything – heavens, earth, angels, animals he sends rain to make plants grow angels bring Allah soil in 7 different colours. From this he creates man, and breathes his breath into them woman is made from man’s rib. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Hinduism</p> <ul style="list-style-type: none"> • when the universe dies a vast ocean is left. Vishnu (The Preserver) floats on the ocean, resting on Ananta, the great snake • the sound ‘Om’ grows and spreads waking Vishnu from his sleep • a lotus emerges from Vishnu’s navel and resting within it is Brahma (the Creator) • Brahma wakes, and Vishnu tells him to make the world • he splits the lotus in 3 to create the heavens, sky and earth • then splits himself to make all life – plants, then animals and humans, then sensation. <p>Sikhism</p> <ul style="list-style-type: none"> • before the universe only Waheguru existed • Waheguru created everything with a single word • created Brahma, Vishnu and Shiva • Waheguru increased attachment, but remained unattached • combined air, fire and water to make human bodies • created consciousness and sensation. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|--|
| 47. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • because it is a central tenet of their faith that scripture is read as the exact word of God, therefore the details mean exactly what they say • it is important to maintain traditions that people have been brought up with and taught from childhood • God is infallible and his word is truth for all time and in all cultures. It is no business of man to try and dilute that truth as they can make mistakes • some literalists might argue that if you interpret some parts of scripture symbolically then you throw into question the validity of all of it (the slippery slope argument) • some are suspicious of the motives of scientists who they feel are out to undermine what their scriptures teach • creation Scientists will argue that science can support literal reading of creation stories, for example through study of flood geology, alternative interpretation of fossil evidence etc. <p>Disagree</p> <ul style="list-style-type: none"> • creations stories were written by men who were divinely inspired and not God, therefore being human expressions rather than eternal truth • a symbolic reader might insist the more important truth of these stories is held in the message and that they were intended to be read as poetry and/or myth • the Bible has been translated into many languages which renders any original meaning lost • theists will argue that the creation stories are compatible with scientific theories. One is about the 'why' the other about the 'how' • materialists will reject any reading of the Bible whether symbolic or literal arguing that the only true theories are scientific. Science is backed with evidence and proof and is objectively verifiable therefore more reliable. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 48. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • all life on earth shares a common ancestor • life is thought to have started in the oceans, with all the variety we see today evolving over millions of years to suit a huge range of habitats • the first simple life forms gradually evolved into more complex life forms, adapting to suit their environments – the ‘fittest’ survived changing conditions and the ‘unfit’ did not and became extinct • two main elements in evolution are competition (survival of the fittest) and variation (caused by mutations at a genetic level) • organisms that are well suited to their environmental surroundings will do well and survive and pass on copies of their successful genes to their descendants while those with unfavourable genes will die out • human life evolved from earlier forms of life which had developed and survived, which is why they share characteristics/ancestors with other primates. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 49. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • there is still no explanation for what caused the Big Bang. It could have been God • science and religion ask different questions. Science tell us how we are here and religion explains why • human beings cannot be reduced to only material stuff, religious accounts of origins give us meaning and purpose in life • by accepting both science and religion we can understand our purpose in life whilst accepting the evidence of science. This can ensure religion escapes accusations of dogma. <p>Disagree</p> <ul style="list-style-type: none"> • the theories of science are testable and therefore stand up to scrutiny which religious beliefs do not • the Big Bang Theory and Theory of Evolution have evidence to support them (marks available for giving examples of evidence), but there is no evidence for a creator • we need to understand origins through empirical evidence as this is more reliable • the more a theory is confirmed through verification, the greater the likelihood is of its being correct • science is all we need to understand origins as material stuff is all that exists • the Bible should only be read literally as it is God’s word and without error so the science cannot be true • to doubt any part of the Bible as literal truth is to question all of its truth. Science is a test of faith and must be rejected. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part B – The existence of God

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 50. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • omnipotent – all-powerful, so can do anything including things that go against logic or able to do all possible things, so God couldn't make a round square, or $2+2=5$ • only one God, indivisible, in monotheistic traditions • Christians believe the one God is experienced as three persons – Father, Son, Holy Spirit • Hindus believe Brahman (one God) is revealed through countless representations/forms (devas and devis) • omnipresent – everywhere in the universe • immanent – near to people • omniscient – knows all things, past, present and future, and people's thoughts and motives • transcendent – beyond the physical universe and normal experience • can't be known/described/represented • creator of everything • God loves his creatures • can be known/described/represented • interventionist – God acts in the events of history and controls all things • some may see God as malevolent or cruel • Deists would see God as necessary for the existence of the universe, but remote and not interested in it now. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 51. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • Paley proposed if you were walking across a heath and came across a stone you might suppose it had always been there but if you came across a watch you might assume it had a designer due to its complex design for it to serve the purpose of telling the time • the word ‘Telos’ means purpose, so it is about the universe being here for a reason • a-posteriori argument, it is based on observation of the nature of the universe • Paley uses analogy to compare the world to Universe. The Universe shows a huge amount of complexity and regularity • examples of regularity include the seasons and structure of the solar system. Purpose includes things like eyes for seeing and wings for flying. Other examples can be given • the only designer powerful and intelligent enough to design the world is an all loving and all powerful God. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 52. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • there is a lot of evidence which we can observe to back up the argument as the universe we live in is orderly, for example the movement of the planets in the solar system • it is supported by inductive reasoning and is a posteriori argument as it is based on evidence • if we follow Ockham’s razor then the simplest explanation for the existence of our universe is the correct one and that is the existence of an intelligent designer • the argument is consistent with scriptures, the revealed world of God • ‘His eternal power and divine nature have been clearly seen.’ Romans. <p>Disagree</p> <ul style="list-style-type: none"> • there is no proof that the universe needs a designer, maybe it has always been there • there is evidence of bad design in the world, so perhaps this is down to chance • natural disasters like earthquakes point to a bad designer rather than the God of traditional Theism • comparisons used to explain the design argument are not appropriate, a mechanical watch is not comparable to organic life • natural processes/the laws of physics/chance and necessity are enough to give a complete explanation so there is no need to resort to the idea of a designer God • belief that there is a creator relies on a leap of faith – the universe was designed therefore it was God who designed it • Hume’s objections, including objections against monotheistic assumption • evolutionary theory acknowledges the appearance of design but suggests that this has arisen due to entirely natural forces. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 53. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • the argument starts by observing that the universe exists • it proposes that for it to exist it must have been caused • everything that exists has a cause of its existence • the Universe exists so the Universe has a cause • many causes can be traced back through time, but it does not make sense to keep going forever. This means there needs to be a first uncaused cause • the only thing that could be the first cause is God, therefore God is the creator, the prime mover • God does not need a cause because God has always existed and always will – God is eternal and a necessary being. <p>Marks can be awarded for other versions of the cosmological argument.</p> <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 54. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • some scientists believe the universe is not eternal and so it needs to be caused by something • some scientists believe it is not a contradictory argument as God is the uncaused causer of the universe • God could be the cause of the Big Bang – the singularity that everything expanded from • Coppleston/Leibniz would argue that the existence of the Universe demands an explanation • creation scientists argue the science supports religious explanations, for example through flood geology and seeing fossils as recent • Swinburne argued that God is the most likely and best reason we have so far for the origin of the universe • science backs up our experience of cause and effect in our daily lives which supports the Existence of God • the Anthropic Principle allows religious people to place God at the beginning as the designer of the laws of nature. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree</p> <ul style="list-style-type: none"> • even if there is a First Cause why does the First Cause have to be God? Science suggests that the first cause is the Big Bang • Stephen Hawking’s understanding of the origin of the universe famously led him to conclude that it explained its own existence – ‘<i>What need then for a creator?</i>’ • our present universe could be the result of the end of a previous universe so infinity could still be an explanation • there is an argument that says just because we all have mothers it does not mean that the Universe must have a mother • science has proven through the theory of evolution that the appearance of design within nature is due to natural selection – so it doesn’t need an intelligent designer • natural disasters, for example, volcanoes and earthquakes are evidence that the world was not well designed and therefore back up understandings of the world rather than the idea of God being the intelligent designer. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</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 |
|----------|--|----------|---|
| 55. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • omnipotent – all-powerful, so can do anything or able to do all • only one God in monotheistic tradition • possible things, so God couldn't make a round square, or $2+2=5$ • omnipresent – everywhere in the universe • immanent – near to people • omniscient – knows all things, past, present and future, and people's thoughts and motives • transcendent – beyond the physical universe and normal experience • can't be known/described/represented • creator of everything • God loves his creatures • can be known/described/represented • interventionist – God acts in the events of history. God controls all things. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 56. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <p>Augustinian</p> <ul style="list-style-type: none"> • God created the world perfect without evil or suffering • suffering and evil enter the world as a result of human beings' disobedience in the Garden of Eden. Through their freewill suffering and evil exist • suffering and evil continue because humans have inherited their sinful nature from Adam and Eve • evil isn't a thing that was created, it's the absence of good • God is still all loving and good – there is no evil in him • God is still all loving and good because he is merciful, humans can choose to accept Jesus and God's grace and be saved. <p>Irenaean</p> <ul style="list-style-type: none"> • God made humans imperfect, so God is partly responsible for suffering and evil • to make humans perfect would mean removing their freewill • by making humans imperfect and giving them freewill they have the chance to grow and become good. We are made in God's image but grow into his likeness • the perfect creation is still in process, we are part of that and are developing our souls • eventually good will overcome evil • evil is necessary to know what is good. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 57. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • God is in control of everything, we need to trust Him and His decisions • suffering can be seen as having a purpose, for example, test, punishment etc, • the book of Job teaches that it is not our place to question why people suffer • Romans 5 ‘suffering produces perseverance, perseverance produces character’ • Hindus may see suffering as an inevitable part of being in Samsara • Buddhists accept suffering as one of the marks of existence. <p>Disagree</p> <ul style="list-style-type: none"> • religion encourages people to respond to suffering with compassion rather than accepting it • Buddhists and Hindus both aim to escape from suffering through enlightenment • freewill means that we can choose to cause suffering or not so it is not inevitable. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 58. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • hard determinists would say that we have no freewill and instead all of our thoughts and actions are simply the results of what has happened previously and will determine what happens in the future • therefore, whilst it might appear that humans are responsible for much of the suffering in the world, for example, harming others or climate change in reality we could never have chosen to do things differently. So evil and suffering are just an inevitable part of a chain of cause and effect • much of the suffering and evil around us happens simply because we are part of the physical world of matter, so the laws of physics apply to us. There is no God or human responsibility involved, it's just the way the world is • soft determinists would say that humans can still be responsible for some of the suffering and evil in the world. This is because whilst they believe that our genetics and environment determine our personalities and behaviours, we still have the ability to act out with these constraints • biological determinists would explain that when humans cause suffering to others that they are doing so because their behaviour has been determined by their genes • environmental determinists would explain when humans act in an evil way or cause suffering to others that it is as a result of previous experiences learned through conditioning • psychic determinists would say that human behaviour is as a result of childhood experiences and our inner drives • theological determinists might say that God decides everything that happens. This is often referred to as everything being part of God's plan. Though freewill could also be argued to be part of this plan and as a result the suffering and evil in the world is as a result of how God designed the world and the freewill given to humans. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|--|
| 59. | <ul style="list-style-type: none"> • 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 marks • a very well-developed point may be awarded up to 4 marks • a maximum of 1 mark should be awarded for an unexplained list • candidates may offer a one or two sided evaluation for full marks • no marks for simply stating a personal opinion. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • we know from personal experience that we make choices, and that bad choices have negative consequence • even things which are seen as natural disasters could include an element of human choice, for example if you build your house on a volcano you might suffer if it erupts • for atheists, it doesn't make sense to look for a supernatural explanation for suffering, so we need to take responsibility • suffering can be caused by systems rather than individuals, but these still have their origin in human beings misusing their freewill • if the story of Adam and Eve is right, all suffering is a consequence of the first sin, including natural disasters • suffering may also come from God as a punishment for man's abuse of the gift of freewill • in Hinduism, people choose whether or not to live in accordance with dharma. When they don't the result is suffering. It's a straightforward matter of cause and effect. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Disagree</p> <ul style="list-style-type: none"> • a lot of suffering is plainly caused by natural forces which are beyond our control for example the movement of the earth's tectonic plates causes earthquakes or DNA mutates which cause disease. Freewill doesn't cause and can't prevent these things • people are part of the physical world of matter. This has to follow the laws of physics making it totally predictable. This means our thoughts, feelings and decisions are a result of matter following physical laws, so free will is an illusion, and can't be used to explain suffering • the science of genetics shows that some people are predisposed to particular behaviours. This also brings the idea of freewill into question • sometimes suffering is just the result of bad luck • for some religious people, suffering can come from God, for example as a punishment or a test. Job didn't suffer because of freewill. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

Part D – Miracles

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 60. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • God/gods getting involved in the life of humans or nature and affecting what happens with them • natural and healing miracles taking place • a revelation of God’s nature, will or plans for humanity • a break or warp in the laws of nature by God to change the actions/outcomes for individuals or groups • an act of teaching, punishment, reward or help by a divine being • prayers being answered • examples of divine intervention in history/scripture • some people believe that it does not happen. People misinterpret natural events, for example the Nile turning into blood. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 61. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <p>Jesus heals a centurion's servant:</p> <ul style="list-style-type: none"> • when Jesus had entered Capernaum, a centurion came to him, asking for help. 'LORD,' he said, 'my servant lies at home paralyzed, suffering terribly' • Jesus said to him, 'Shall I come and heal him?' • the centurion replied, 'LORD, I do not deserve to have you come under my roof. But just say the word, and my servant will be healed. For I myself am a man under authority, with soldiers under me • when Jesus heard this, he was amazed and said to those following him, 'Truly I tell you, I have not found anyone in Israel with such great faith • then Jesus said to the centurion, 'Go! Let it be done just as you believed it would.' And his servant was healed at that moment. <p>Other examples could include:</p> <ul style="list-style-type: none"> • raising the Widow's Son at Zarephath • Muhammed heals a soldier's eye. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 62. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 4 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • it is the word of God, therefore totally reliable. (2 Timothy 3: 16 All scripture is given by inspiration of God) • if you reject the scriptural miracle as happening literally then what else do you reject from your holy book. You either have to accept all of it or none of it • the revelation in scripture showing God has shown his power over everything is an important sign to people of his reality and nature • if you accept that things happened in the past then that gives you hope to pray that God will do similar things in the present, for example, cure someone of an illness • 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. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Disagree</p> <ul style="list-style-type: none"> • religions need to keep pace with scientific findings/the 21st Century. This means that miracles are interpreted as events of symbolic significance that help believers understand the nature of God and as events which convey the importance of religious teachings and values • literal interpretations of scriptures can lead to inaccuracies and contradictions because it is possible that changes or mistakes have been made • there's no evidence of God intervening in the world today, so it's reasonable to assume they don't really happen • 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 • 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 • Msgr Fleetwood argued that some miracles are a lesson, for example the feeding of the 5000 was an instruction to share the food in your basket with others. Spontaneous generosity has a much more powerful impact on both the receiver and the giver. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 63. | <ul style="list-style-type: none"> • 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. | 5 | <p>Responses could include:</p> <ul style="list-style-type: none"> • they are ways of describing the way the world works and how matter behaves • they only apply to natural things, so anything transcendent or supernatural wouldn't be subject to these laws • science has discovered a lot of natural laws, but there are others to be discovered, for example in Quantum Physics • the laws of nature that have been described by science enable us to make predictions based on what has been observed • they are believed to be the same wherever you go in the universe • they can't be changed, so they make it hard to believe that miracles can happen as they would require them to be suspended • some believe they were designed by God before the Big Bang, and that they were intended to bring about the universe as it is today. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 64. | <ul style="list-style-type: none"> • 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. Marks should be awarded for reasons. | 8 | <p>Responses could include:</p> <p>Agree</p> <ul style="list-style-type: none"> • science cannot completely explain miracles because if a miracle is beyond the realm of nature, then science cannot comment one way or the other • science cannot completely explain miracles because such events are windows into a deeper/spiritual kind of reality that science is unable to reach • materialism is based on an assumption that cannot be verified, so while it might offer explanations that people find reasonable, it would be wrong to say they are complete, leaving room for miracles • not all scientists are materialists, so they would be open to the idea of God suspending the laws of nature • science may be able to offer a useful explanation for a miracle, but religion is needed to understand the 'meaning' behind it • there are many scientists who are religious believers and this means that they have to accept miracles. <p>Disagree</p> <ul style="list-style-type: none"> • from a materialist point of view, everything has a physical cause, so science should be enough to explain everything, including miracles, by studying the laws of physics. There is no need to resort to supernatural explanations • miracles as supernatural events simply can't happen, because the laws of nature are fixed • science has completely explained events deemed miraculous, for example, through knowledge of naturally occurring phenomena such as, the Red Sea parted by the wind/the River Nile filled with red algae • miracles are about the intervention of God in the universe, but there is no scientific evidence that God is real or that he intervenes. <p>Award marks for any other valid point, in accordance with General Marking Instructions.</p> |

[END OF MARKING INSTRUCTIONS]