



National
Qualifications
RESOURCE

X864/76/11

**Religious, Moral and
Philosophical Studies
World Religion, Morality and Belief**

Marking Instructions

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



General marking principles for Higher Religious, Moral and Philosophical Studies

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

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Award marks where candidates give points of knowledge without specifying the context, unless it is clear that they do not refer to the context of the question. Award a maximum of **4 marks** where the candidate has not attempted the skill in a **10 mark** question. Award a maximum of **8 marks** where the candidate has not attempted the skill in a **20 mark** question.

In this question paper the following skills are assessed

- i. knowledge and understanding
- ii. analysis
- iii. evaluation.

(i) Knowledge and understanding

Knowledge and understanding involves presenting relevant and accurate content.

Award a knowledge and understanding mark where a candidate presents a relevant and accurate point which may include

- accurate factual information
- relevant factual information
- reference to sources
- case studies
- examples
- viewpoints
- description of arguments.

(ii) Analysis

Analysis involves doing something with factual information, for example identifying parts, the relationship between them, and their relationships with the whole; drawing out and relating implications.

Award an analysis mark where a candidate presents a relevant, accurate and developed point which may include

- different views/interpretations
- possible consequences/implications
- links between different components
- links between component(s) and the whole
- links between component(s) and related concepts
- similarities and contradictions
- consistency and inconsistency
- the relative importance of components
- understanding of underlying order or structure

(iii) Evaluation

Evaluation involves making a judgement or measurement based on an issue. Award an evaluation mark where a candidate presents a relevant, accurate and developed point which may include

- the relevance and/or importance and/or usefulness of a viewpoint or source
- positive and negative aspects
- strengths and weaknesses
- any other relevant evaluative comment.

Use of sources

Award marks where candidates use a relevant source in support of their knowledge and understanding, critical analysis, evaluation or a reasoned view. This must be attributed in one of the following ways

- acknowledgement that this is a religious or non-religious perspective (Some Christians would say, “. . .)
- reference to a text (‘The Bible’), organisation (According to HFEA . . .) or person (Peter Singer would argue . . .)

Overview of detailed marking instructions

Knowledge and analysis questions (10 marks)

Award up to a maximum of **6 marks** for each developed point of knowledge used to support the analysis.

Award up to **4 marks** for analytical comments.

Knowledge, analysis and evaluation questions (20 marks)

Award up to a maximum of **10 marks** for each developed point of knowledge used to support the analysis and evaluation.

Award up to **5 marks** for analytical comments and up to **5 marks** for reasoned evaluative comments.

Marking instructions for each question

Section 1 – World religion

Part A – Buddhism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 1. | <p>Analyse the relationship between beliefs about kamma and samsara.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding about kamma and samsara, and analyse the relationship between these beliefs.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> • describe beliefs about kamma; describe beliefs about samsara; and then explain the relationship between these two beliefs • describe beliefs about kamma, and relationship to samsara; describe beliefs about samsara, and relationship to kamma • explain the relationship between kamma and samsara. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to kamma and samsara.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of beliefs about kamma • a description of beliefs about samsara • a description of some of the beliefs/practices associated with kamma and samsara • sources related to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • Kamma is the natural law of cause and effect • Samsara is the cycle of birth, death and rebirth • according to the Dhammapada, ‘Through many a birth in samsara have I wandered in vain . . .’. <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • analysis of the relationship between kamma and samsara • analysis of sources relating to kamma and samsara • analysis of sources relating to the relationship between kamma and samsara. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • Kamma relates to samsara in that good kamma built up through life affects a Buddhist’s rebirth • a consequence of this is that Buddhists will try and act from good intentions, arising from non-attachment and compassion. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|--|
| 2. | <p>Evaluate the relevance of living according to the Eightfold Path.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Eightfold Path, and the relevance to Buddhists of this practice. Candidates should make a clear judgement on whether this practice is relevant.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> description of beliefs about living according to the Eightfold Path; examples of living according to the Eightfold Path; analysis of the purpose of living according to the Eightfold Path; evaluation of the relevance of living according to the Eightfold Path. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> description of beliefs about the Eightfold Path description of practices relating to the Eightfold Path description of other beliefs/practices related to the Eightfold Path sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> the noble Eightfold Path consists of eight guiding principles a Buddhist can follow to overcome tanha one of the eight guiding principles is right speech, for example avoiding telling lies. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • an analysis of the purpose of living according to the Eightfold Path and beliefs/practices relating to these • analysis of sources relating to the Eightfold Path. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on the relevance of living according to the Eightfold Path. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • living according to the Eightfold Path is relevant for Buddhists because the Buddha taught that it is the only way to overcome suffering • right concentration is relevant for Buddhists due to the increasing pace of modern living, through pressures such as work and media. |

Part B – Christianity

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 3. | <p>Analyse the relationship between beliefs about free will and judgement.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding about free will and judgement, and analyse the relationship between these beliefs.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> • describe beliefs about free will; describe beliefs about judgement; and then explain the relationship between these two beliefs • describe beliefs about free will, and relationship to judgement; describe beliefs about judgement, and relationship to free will • explain the relationship between free will and judgement. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to free will and judgement.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of beliefs about free will • a description of beliefs about judgement • a description of some of the beliefs/practices associated with free will and judgement • sources related to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • free will is the ability for humans to make their own decisions • free will is a gift from God • according to Genesis, ‘And the Lord God commanded the man, saying, “you may surely eat off every tree in the garden, but of the tree of knowledge of good and evil you shall not eat”’. <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • analysis of the relationship between free will and judgement • analysis of sources relating to free will and judgement • analysis of sources relating to the relationship between free will and judgement. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • free will relates to judgement in that if a Christian uses their free will appropriately they will be judged favourably by God • the Genesis quotation implies that free will was given to humans by God and they chose to abuse this gift. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 4. | <p>Evaluate the relevance of living according to the Gospels.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Gospels, and the relevance to Christians of this practice. Candidates should make a clear judgement on whether this practice is relevant.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> description of beliefs about living according to the Gospels; examples of living according to the Gospels; analysis of the purpose of living according to the Gospels; evaluation of the relevance of living according to the Gospels. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> description of beliefs about the Gospels description of practices relating to the Gospels description of other beliefs/practices related to the Gospels sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> the parable of the Good Samaritan teaches Christians to love their neighbour even if it is someone that you do not know or do not like the Gospels teach Christians about the birth, life, death and resurrection of Jesus the book of John tells Christians that, ‘For God so loved the world that he gave his only Son . . .’. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • an analysis of the purpose of living according to the Gospels and beliefs/practices relating to these • analysis of sources relating to the Gospels. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on the relevance of living according to the Gospels. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • living according to the Gospels is relevant to Christians today because messages such as love, forgiveness and tolerance are key to a peaceful world • some might argue that the Gospels are no longer relevant because they do not include guidance about contemporary moral issues. |

Part C – Hinduism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|--|
| 5. | <p>Analyse the relationship between beliefs about karma and samsara.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding about karma and samsara, and analyse the relationship between these beliefs.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> describe beliefs about karma; describe beliefs about samsara; and then explain the relationship between these two beliefs describe beliefs about karma, and relationship to samsara; describe beliefs about samsara, and relationship to karma explain the relationship between karma and samsara. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to karma and samsara.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> a description of beliefs about karma a description of beliefs about samsara a description of some beliefs/practices associated with karma and samsara sources related to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • Karma is the natural law of cause and effect • Samsara is the cycle of birth, death and rebirth • According to the Vedas, ‘One should perform karma for the benefit of humanity with an unbiased approach . . .’. <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • analysis of the relationship between karma and samsara • analysis of sources relating to karma and samsara • analysis of sources relating to the relationship between karma and samsara. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • Karma is an eternal law which is responsible for the births, deaths and suffering of human beings in samsara • this source from the Vedas implies that in order to generate positive karma, Hindus must not act selfishly for their own gain. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 6. | <p>Evaluate the relevance of living according to Dharma.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to Dharma, and the relevance to Hindus of this practice. Candidates should make a clear judgement on whether this practice is relevant.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> description of beliefs about living according to Dharma; examples of living according to Dharma; analysis of the purpose of living according to Dharma; evaluation of the relevance of living according to Dharma. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> description of beliefs about Dharma description of practices relating to Dharma description of other beliefs/practices related to Dharma sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> the Dharma is regarded as duty, virtue and morality within the universe Dharma is the power that maintains society and gives humans the opportunity to act in a virtuous way according to the story of Arjuna in the Bhagavad Gita, it is wrong to ignore one's Dharma even if that means doing something you do not want to do. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • an analysis of the purpose of living according to Dharma and beliefs/practices relating to these • analysis of sources relating to Dharma. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on the relevance of living according to Dharma. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • living according to Dharma is relevant for Hindus as the world exists because Dharma encompasses everything • living according to the Dharma is relevant for Hindus as each individual Hindu has different obligations, abilities and talents according to their age and gender. |

Part D – Islam

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 7. | <p>Analyse the relationship between beliefs about free will and Day of Judgement.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer</p> | 10 | <p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding about free will and Day of Judgement, and analyse the relationship between these beliefs.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> • describe beliefs about free will; describe beliefs about Day of Judgement; and then explain the relationship between these two beliefs • describe beliefs about free will, and relationship to Day of Judgement; describe beliefs about Day of Judgement, and relationship to free will • explain the relationship between free will and Day of Judgement. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to free will and Day of Judgement.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of beliefs about free will • a description of beliefs about Day of Judgement • a description of some of the beliefs/practices associated with free will and Day of Judgement • sources related to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • Muslims believe that free will is a gift from God • Muslims believe that free will was bestowed upon humans at the point of creation • according to the Qur'an 'On that Day of judgement, the servant of Allah will be given his book of deeds, where he finds rewards for things he did not do . . . '. <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • analysis of the relationship between free will and Day of Judgement • analysis of sources relating to free will and Day of Judgement • analysis of sources relating to the relationship between free will and Day of Judgement. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • free will and the day of judgement are connected because Muslims will be judged for the decisions they make on earth • an implication of this connection is they could be judged negatively and will spend the rest of their eternity in Jahannam. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| 8. | <p>Evaluate the relevance of living according to the Five Pillars.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Five Pillars, and the relevance to Muslims of this practice. Candidates should make a clear judgement on whether this practice is relevant.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> • description of beliefs about living according to the Five Pillars; examples of living according to the Five Pillars; analysis of the purpose of living according to the Five Pillars; evaluation of the relevance of living according to the Five Pillars. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> • description of beliefs about the Five Pillars • description of practices relating to the Five Pillars • description of other beliefs/practices related to the Five Pillars • sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • Shahadah is the first Pillar of Islam and is their statement of faith • another of the Five Pillars is Salat, which means to pray five times each day • the Qur’an states ‘There is no God but Allah and Muhammed is his messenger.’ |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • an analysis of the purpose of living according to the Five Pillars and beliefs/practices relating to these • analysis of sources relating to the Five Pillars. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on the relevance of living according to the Five Pillars. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • living according to the Five Pillars is relevant to Muslims today as all Pillars are obligatory to show submission to God • some of the Five Pillars can be considered no longer relevant, for example, Hajj, as so few Muslims are making that pilgrimage due to distance and cost. |

Part E – Judaism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 9. | <p>Analyse the relationship between beliefs about free will and judgement.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding about free will and judgement, and analyse the relationship between these beliefs.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> • describe beliefs about free will; describe beliefs about judgement; and then explain the relationship between these two beliefs • describe beliefs about free will, and relationship to judgement; describe beliefs about judgement, and relationship to free will • explain the relationship between free will and judgement. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to free will and judgement.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of beliefs about free will • a description of beliefs about judgement • a description of some of the beliefs/practices associated with free will and judgement • sources related to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • free will is a gift from God bestowed upon humans at the time of creation • free will allows Jews to choose between the dual inclination of Yetzer Harah and Yetzer Tov. <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • analysis of the relationship between free will and judgement • analysis of sources relating to free will and judgement • analysis of sources relating to the relationship between free will and judgement. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • free will and judgement are linked because if all Jews use their free will to observe Shabbat properly, the Messiah will come • if you use your free will to obey God following his commands, you will live a good life as you will be judged appropriately. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|--|
| 10. | <p>Evaluate the relevance of living according to the Commandments.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Commandments, and the relevance to Jews of this practice. Candidates should make a clear judgement on whether this practice is relevant.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> • description of beliefs about living according to the Commandments; examples of living according to the Commandments; analysis of the purpose of living according to the Commandments; evaluation of the relevance of living according to the Commandments. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> • description of beliefs about the Commandments • description of practices relating to the Commandments • description of other beliefs/practices related to the Commandments • sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • there are 613 Commandments, which are rules that all Jews must follow • the Ten Commandments were given to Moses on Mount Sinai • Exodus 20 says ‘You shall not commit adultery’. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • an analysis of the purpose of living according to the Commandments and beliefs/practices relating to these. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on the relevance of living according to the Commandments. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • living according to the Commandments remains relevant to Jews today as it reminds them of Gods will and brings them closer to him • however, many of the 613 Commandments are less important today due to the changes in society and the law, for example, food laws. |

Part F – Sikhism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 11. | <p>Analyse the relationship between beliefs about karma and Jivan Mukhti.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>This is an analysis question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding about karma and Jivan Mukhti, and analyse the relationship between these beliefs.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> • describe beliefs about karma; describe beliefs about Jivan Mukhti; and then explain the relationship between these two beliefs • describe beliefs about karma, and relationship to Jivan Mukhti; describe beliefs about Jivan Mukhti, and relationship to karma • explain the relationship between karma and Jivan Mukhti. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to karma and Jivan Mukhti.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of beliefs about karma • a description of beliefs about Jivan Mukhti • a description of some of the beliefs/practices associated with karma and Jivan Mukhti • sources related to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • Karma is the natural law of cause and effect • Jivan Mukhti is when the atma reunites with God in this lifetime • according to Guru Nanak, ‘He alone is liberated whilst still living who is cleansed of the ego inside.’ <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • analysis of the relationship between karma and Jivan Mukhti • analysis of sources relating to karma and Jivan Mukhti • analysis of sources relating to the relationship between karma and Jivan Mukhti. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • Karma relates to Jivan Mukhti because liberation can only be achieved by living according to Hukam • this quotation by Guru Nanak implies that it is only by becoming detached from the physical world that the atma can reunite with God. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 12. | <p>Evaluate the relevance of living according to the Gurus.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>This is an evaluation question. The purpose of this question is to allow candidates to demonstrate knowledge and understanding of living according to the Gurus, and the relevance to Sikhs of this practice. Candidates should make a clear judgement on whether this practice is relevant.</p> <p>Possible approaches</p> <ul style="list-style-type: none"> description of beliefs about living according to the Gurus; examples of living according to the Gurus; analysis of the purpose of living according to the Gurus; evaluation of the relevance of living according to the Gurus. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> description of beliefs about the Gurus description of practices relating to the Gurus description of other beliefs/practices related to the Gurus sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> there were 10 human Gurus, who all shared the same atma and had non-karmic birth the Guru Granth Sahib is the Sikh Holy book and is regarded as the eternal living Guru according to Guru Nanak, ‘There is no Hindu, no Muslim.’ |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • an analysis of the purpose of living according to the Gurus and beliefs/practices relating to these • analysis of sources relating to the Gurus. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on the relevance of living according to the Gurus. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • living according to the Gurus is relevant for Sikhs because the Gurus taught equality, which is the key principle of Sikhism • another reason why the Gurus teachings are relevant is that social justice continues to be important and the Gurus taught Sikhs to respond to this. |

SECTION 2 – Morality and belief

Part A – Morality and justice

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 13. | <p>Analyse religious responses to capital punishment.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>Purpose The purpose of the question is to give candidates the opportunity to describe and explain religious responses to capital punishment.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • describe what is meant by capital punishment, describe religious responses to capital punishment and explain the reasons for these responses • describe what is meant by capital punishment, describe moral issues arising from capital punishment, describe religious responses to these issues and explain the reasons for these responses • an explanation of one or more issues arising from capital punishment, explanation of religious responses to these issues and an analysis of these. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of examples of capital punishment • a description of moral issues arising from capital punishment, leading to religious responses • a description of religious responses to capital punishment sources relating to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • capital punishment is when a person’s life is taken in response to committing a crime • one method of capital punishment is the lethal injection, which is when the offender is injected with a three-drug cocktail • some Christians may support capital punishment using the biblical teaching, ‘An eye for an eye . . .’. <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • possible consequences/implications of capital punishment • explanation of the reasons for religious viewpoints on capital punishment • possible consequences/implications of the religious viewpoints on capital punishment. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • a consequence of capital punishment could be that an innocent person is killed as a result of a miscarriage of justice • this source from the bible tells Christians that if someone commits a truly awful crime, such as murder, it is only right that their life is taken also. |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|-----------|---|
| 14. | | <p>Evaluate non-religious responses to causes of crime.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>Purpose The purpose of the question is to give candidates the opportunity to evaluate non-religious responses to causes of crime.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • a description of causes of crime, an explanation of non-religious responses to causes of crime, and a judgement on these responses • a discussion of non-religious responses to causes of crime, and a judgement on these. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of causes of crime • a description of non-religious responses to causes of crime • a description of other responses to causes of crime • sources relating to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • one cause of crime is poverty, this may be when someone commits a crime out of need rather than greed • for example, if someone is starving they may steal food from a shop in order to feed themselves and their family • humanists believe that we should act with reason and empathy, and seek to show compassion to those in poverty. <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • possible moral issues arising from causes of crime • implications/consequences of non-religious responses to causes of crime • an explanation of the relationship between non-religious perspectives and their responses to causes of crime • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on non-religious viewpoints on causes of crime. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • I would strongly agree with the humanist response to poverty because no one should be going hungry in society today, and we have a joint responsibility to help those in need • however, I would disagree because in a country like Scotland, we use a system where working people pay taxes to support those in need in order to prevent them from turning to crime. |

Part B – Morality and relationships

| Question | General marking instructions for this type of question | Max mark | Detailed marking instructions for this question |
|----------|--|----------|--|
| 15. | <p>Analyse religious responses to the purpose of sex.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>Purpose The purpose of the question is to give candidates the opportunity to describe and explain religious responses to the purpose of sex.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • describe what is meant by the purpose of sex, describe religious responses to the purpose of sex and explain the reasons for these responses • describe what is meant by the purpose of sex, describe moral issues arising from the purpose of sex, describe religious responses to these issues and explain the reasons for these responses • an explanation of one or more issues arising from the purpose of sex, explanation of religious responses to these issues and an analysis of these. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of examples of the purpose of sex • a description of moral issues arising from the purpose of sex, leading to religious responses • a description of religious responses to the purpose of sex • sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • one purpose of sex is to procreate, which means to make babies • many Christians would argue that procreation should only take place within a marriage as this is what God commanded. |

| Question | General marking instructions for this type of question | Max mark | Detailed marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • possible consequences/implications of the purpose of sex • explanation of the reasons for religious viewpoints on the purpose of sex • possible consequences/implications of the religious viewpoints on the purpose of sex. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • a consequence of sex for money could be that one person, for example, a female, is being exploited for her body • the implication of sex for procreation only is that contraception should be avoided as it prevents a couple fulfilling God’s command. |

| Question | | General marking instructions for this type of question | Max mark | Detailed marking instructions for this question |
|----------|--|---|----------|---|
| 16. | | <p>Evaluate non-religious responses to gender inequality and exploitation.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>Purpose The purpose of the question is to give candidates the opportunity to evaluate non-religious responses to gender inequality and exploitation.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • a description of gender inequality and exploitation, an explanation of non-religious responses to gender inequality and exploitation, and a judgement on these responses • a discussion of non-religious responses to gender inequality and exploitation, and a judgement on these. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of gender inequality and exploitation • a description of non-religious responses to gender inequality and exploitation • a description of other responses to gender inequality and exploitation • sources relating to these. |

| Question | General marking instructions for this type of question | Max mark | Detailed marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • one example of gender inequality and exploitation is FGM, female genital mutilation, which takes place in many countries throughout the world • as many as 100,000 women and girls in the UK are estimated to have undergone FGM • according to the WHO, ‘FGM is a harmful practice with no health benefits . . . in some cases can cause death.’ <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • possible moral issues arising from gender inequality and exploitation • implications/consequences of non-religious responses to gender inequality and exploitation • an explanation of the relationship between non-religious perspectives and their responses to gender inequality and exploitation • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on non-religious viewpoints on gender inequality and exploitation. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • I agree with the WHO that FGM is a harmful practice due to the conditions in which the procedure takes place, and the fact that often there is no consent from the woman/girl • however, you could disagree with the WHO because it is a cultural practice and not allowing FGM to take place could result in girls being shunned by their community. |

Part C – Morality, environment and global issues

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 17. | <p>Analyse religious responses to trading inequalities.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>Purpose The purpose of the question is to give candidates the opportunity to describe and explain religious responses to the trading inequalities.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • describe what is meant by the trading inequalities, describe religious responses to the trading inequalities and explain the reasons for these responses • describe what is meant by the trading inequalities, describe moral issues arising from the trading inequalities, describe religious responses to these issues and explain the reasons for these responses • an explanation of one or more issues arising from the trading inequalities, explanation of religious responses to these issues and an analysis of these. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of examples of the trading inequalities • a description of moral issues arising from the trading inequalities, leading to religious responses • a description of religious responses to the trading inequalities • sources relating to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • trade is the exchange of goods and services between countries • more than half the world's trade takes place between 8 countries called the G8 • according to the Church of England ‘. . . the world requires a new and more equitable system of economic relations between nations’. <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • possible consequences/implications of the trading inequalities • explanation of the reasons for religious viewpoints on the trading inequalities • possible consequences/implications of the religious viewpoints on the trading inequalities. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • an implication of trading inequalities is that poorer countries receive so little for their exported goods and it becomes difficult to promote economic growth or pay off debts • a consequence of the Church of England view is that it will require countries to put aside their monetary goals and put people first. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 18. | <p>Evaluate non-religious responses to social issues.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>Purpose The purpose of the question is to give candidates the opportunity to evaluate non-religious responses to social issues.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • a description of social issues, an explanation of non-religious responses to social issues, and a judgement on these responses • a discussion of non-religious responses to social issues, and a judgement on these. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt either analysis or evaluation. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of social issues • a description of non-religious responses to social issues • a description of other responses to social issues • sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • one social issue is migrants; a migrant is someone who leaves one country to settle permanently in another • another social issue is poverty, this is someone is living in multiple deprivation • according to Migration Watch UK, migration adds more than a million to the UK population every 3 years. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • possible moral issues arising from social issues • implications/consequences of non-religious responses to social issues • an explanation of the relationship between non-religious perspectives and their responses to social issues • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on non-religious viewpoints on social issues. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • I strongly agree with the humanist response to migrants because migrants can contribute economically to our societies, for example, by taking unskilled jobs • another reason I agree with humanist response is that migrants enrich society with diverse new cultures and traditions. |

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 |
|----------|--|----------|---|
| 19. | <p>Analyse religious responses to living donors.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>Purpose The purpose of the question is to give candidates the opportunity to describe and explain religious responses to living donors.</p> <p>Possible approaches Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • describe what is meant by living donors, describe religious responses to living donors and explain the reasons for these responses • describe what is meant by living donors, describe moral issues arising from living donors, describe religious responses to these issues and explain the reasons for these responses • an explanation of one or more issues arising from living donors, explanation of religious responses to these issues and an analysis of these. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of what is meant by living donors • a description of the moral issues arising from the living donors, leading to religious responses • a description of religious responses to living donors relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • according to the NHS one in three kidney transplants in the UK are from living donors. • living donors are those who have chosen to donate an organ or partial organ whilst still alive, for example, kidney or part of the liver. • one moral issue which arises from living donors is that during the procedure the medical professionals have to cause harm to a healthy donor by removing the organ or part of the organ for transplant. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • possible consequences/implications of living donors • explanation of the reasons for religious viewpoints on living donors • possible consequences/implications of the religious viewpoints on living donors. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • an implication of the belief that we should ‘Love thy neighbour’ is that we should do whatever we can to protect human life, even if this means giving one of our own organs to someone. • the act of donating an organ while still alive ties in directly with Christian values such as altruism, justice, solidarity and compassion, and is therefore something that should be supported by all Christians. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 20. | <p>Evaluate non-religious responses to end of life.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>Purpose The purpose of the question is to give candidates the opportunity to evaluate non-religious responses to the end of life.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • a description of end of life, an explanation of non-religious responses to end of life, and a judgement on these responses • a discussion of non-religious responses to end of life, and a judgement on these. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of end of life • a description of non-religious responses to end of life • a description of other responses to end of life • sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • assisted dying is where someone is helped to die when they are suffering from an incurable disease • assisted dying is currently illegal in the UK • humanists believe that assisted dying should be legalised and co-founded the UK's assisted dying coalition. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • possible moral issues arising from end of life • implications/consequences of non-religious responses to end of life • an explanation of the relationship between non-religious perspectives and their responses to end of life • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on non-religious viewpoints on end of life. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • one advantage with the Humanist response to assisted dying is that it allows those with incurable diseases to die with dignity • however, one drawback with the Humanist response to assisted dying is that the value of life may be diminished. |

Part E – Morality and conflict

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 21. | <p>Analyse religious responses to alternatives to war.</p> <p>This question focuses on analysis, there are 4 marks available for analysis. A maximum of 6 marks are available for KU that is relevant to both the question and the answer.</p> | 10 | <p>Purpose The purpose of the question is to give candidates the opportunity to describe and explain religious responses to alternatives to war.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • describe what is meant by the alternatives to war, describe religious responses to the alternatives to war and explain the reasons for these responses • describe what is meant by alternatives to war, describe moral issues arising from alternatives to war, describe religious responses to these issues and explain the reasons for these responses • an explanation of one or more issues arising from alternatives to war, explanation of religious responses to these issues and an analysis of these. <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of examples of alternatives to war • a description of moral issues arising from alternatives to war, leading to religious responses • a description of religious responses to alternatives to war • sources relating to these. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • one alternative to war is sanctions, this is when a country may impose an economic trade embargo on another country • there is currently an arms embargo imposed by the UK on Libya • many Christians would disagree with war as Jesus said in the book of Matthew ‘Put your sword back into its place. For all who take the sword will perish by the sword.’ <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • possible consequences/implications of alternatives to war • explanation of the reasons for religious viewpoints on alternatives to war • possible consequences/implications of the religious viewpoints on alternatives to war. <p>Examples of analysis points</p> <ul style="list-style-type: none"> • a consequence of the quote from Matthew is that a country who avoids war may be seen as vulnerable and a target • one possible implication of sanctions could be that the countries involved come to a peaceful resolution regarding their conflict. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 22. | <p>Evaluate non-religious responses to the consequences of war.</p> <p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p> | 20 | <p>Purpose The purpose of the question is to give candidates the opportunity to evaluate non-religious responses to the consequences of war.</p> <p>Possible approaches Candidates may take the following approach to the question</p> <ul style="list-style-type: none"> • a description of the consequences of war, an explanation of non-religious responses to the consequences of war, and a judgement on these responses • a discussion of non-religious responses to the consequences of war, and a judgement on these. <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. No marks will be awarded for a list.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for</p> <ul style="list-style-type: none"> • a description of the consequences of war • a description of non-religious responses to the consequences of war • a description of other responses to the consequences of war • sources relating to these. <p>Examples of knowledge points</p> <ul style="list-style-type: none"> • one example of the consequences of war is consequences to the economy, which is when an economy breaks down as a result of money spent funding a war • the MOD reports that the UK government spent £8.16 billion on the Iraq war from 2003-09 • utilitarians would look to the greatest happiness for the greatest amount of people considering the implications of going to war. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Analysis – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • possible moral issues arising from the consequences of war • implications/consequences of non-religious responses to the consequences of war • an explanation of the relationship between non-religious perspectives and their responses to the consequences of war • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for</p> <ul style="list-style-type: none"> • judgement on non-religious viewpoints on the consequences of war. <p>Examples of evaluation points</p> <ul style="list-style-type: none"> • one strength of the Utilitarian viewpoint is that it takes into account how the majority of people in society are affected by the consequences of war • a weakness of the Utilitarian viewpoint is that often wars are necessary and may be for the greater good of everyone in the long run. |

[[END OF MARKING INSTRUCTIONS]