



National  
Qualifications  
2022

## 2022 Religious, Moral and Philosophical Studies

### Religious and Philosophical Questions

#### Higher

### Finalised Marking Instructions

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## 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 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:

- links between different components
- links between component(s) and the whole
- links between component(s) and related concepts
- similarities and contradictions
- consistency and inconsistency
- different views/interpretations
- possible consequences/implications
- 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 referenced and relevant source in support of their knowledge and understanding, critical analysis, evaluation or a reasoned view.

**Overview of detailed marking instructions**

**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

Part A – Origins

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to present knowledge and understanding of explanations for the origins of the universe and to analyse and evaluate these explanations.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> <li>• present religious explanations for the origins of the universe, analyse these arguments and make a judgement on whether or not they agree with these arguments; present non-religious explanations, analyse these arguments and make a judgment on whether or not they agree with these explanations.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>. No marks will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of religious views on the origins of the universe</li> <li>• a description of scientific views on the origins of the universe</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Genesis chapter one explains how God created the universe, out of nothing, in six days and rested on the seventh</li> <li>• liberal Christians believe the bible should be taken symbolically or as a metaphor rather than as a word for word literal account</li> <li>• literal Christians believe every word in the Bible to be true and the inerrant Word of God.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of religious explanations about the origins of the universe</li> <li>• analysis of scientific explanations about the origins of the universe</li> <li>• analysis of the evidence used to support religious and scientific views on the origins of the universe</li> <li>• implications/interpretations of relevant sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of believing the Genesis narrative word for word is that this view on origins becomes very easy to comprehend and isn't subject to change over time</li> <li>• this liberal viewpoint means that there is room for scientific views as the six days of creation may have been six stages of time rather than six 24-hour days.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on strengths and weaknesses of religious explanations for the origins of the universe</li> <li>• judgement on strengths and weaknesses of scientific explanations for the origins of the universe</li> <li>• judgement on the extent to which these explanations can be compatible evaluation of sources.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I think literal Christian views on the origins of the universe have many drawbacks, one being that they rely solely on faith and evidence from a book that was written thousands of years ago</li> <li>• I am more likely to believe in liberal Christian views on origins as this view allows for scientific explanations to exist alongside the Genesis story, which backs it up with more secure empirical evidence.</li> </ul>

Part B – The existence of God

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to <b>both</b> the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to present knowledge and understanding about arguments for the existence of God, analyse and evaluate these arguments.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> <li>• present religious arguments for the existence of God, analyse these arguments and make a judgement on whether or not they agree with these arguments;</li> <li>• present non-religious counter-arguments, analyse these arguments and make a judgement on whether or not they agree with these arguments.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of religious arguments for the existence of God</li> <li>• a description of non-religious counter-arguments</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Aquinas argued that the apparent order and complexity in the world is proof of a designer and that this designer is God</li> <li>• literal Christians reject the idea that we were created by random chance or that we exist because of a Big Bang</li> <li>• ‘whatever lacks knowledge cannot move towards an end, unless it be directed by some being’ (Aquinas, Summa Theologica).</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of arguments for the existence of God</li> <li>• analysis of non-religious counter-arguments</li> <li>• analysis of evidence used to support religious and non-religious arguments</li> <li>• implications/interpretations of sources.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>the implication of Aquinas’s quote from Summa Theologica is that everything that exists is controlled by a higher power and this higher power, according to Aquinas, can only be God</li> <li>one consequence of an argument that relies upon God as the designer is that many will claim that God designed a faulty world, for example, a world that is full of suffering and evil and is therefore open to justified criticism.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>judgement on strengths and weaknesses of religious arguments for the existence of God</li> <li>judgement on strengths and weaknesses of non-religious counter-arguments</li> <li>evaluation of sources</li> <li>overall judgement on the question.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>on the one hand, I agree with the design argument for the existence of God because, as a Christian, it fits in with the Genesis stories of creation as these stories clearly paint a picture of design and order as God systematically designed the world one day at a time</li> <li>however, many non-Christians would disagree this religious argument for the existence of God as they would claim that even if the world was designed, it cannot be assumed the designer is God or even a Christian God.</li> </ul>

Part C – The problem of suffering and evil

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to <b>both</b> the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to present knowledge and understanding about explanations for suffering and evil, analyse and evaluate these arguments.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> <li>• present arguments for God being responsible for suffering and evil, analyse these arguments and make a judgement on whether or not they agree with these arguments; present counter arguments; analyse these arguments and make a judgement on whether or not they agree with these arguments.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of arguments that claim God is responsible for suffering and evil</li> <li>• a description of arguments that claim humans are responsible for suffering and evil</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Jews believe that God is benevolent (all-loving), omniscient (all-knowing) and omnipotent (all-powerful)</li> <li>• the Augustinian theodicy claims that God is perfect and created a perfect world without moral or natural evil</li> <li>• ‘Is God willing to prevent evil, but not able?’ Then he is not omnipotent. Is he able, but not willing? Then he is malevolent. Is he both able and willing? Then whence cometh evil? Is he neither able nor willing? Then why call him God?’ – (Epicurus).</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the views that claim God is/is not responsible for suffering and evil</li> <li>• analysis of the evidence used to support views that claim God is/is not responsible for suffering and evil</li> <li>• implications/interpretations of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of belief that God is all loving is it proves that God is not responsible for suffering and evil as he would not sit back and allow his creation to suffer in the way that it does</li> <li>• Genesis 1 claims that ‘. . . <i>God saw everything that he had made, and, behold, it was very good</i>’ therefore implying God was happy with his creation and showed no sign that anything was wrong.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on views that claim God is responsible for suffering and evil</li> <li>• judgement on views that claim God is not responsible for suffering and evil</li> <li>• evaluation of sources</li> <li>• overall judgement on the question.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree, to an extent, that God is responsible for suffering and evil because he was the one who gifted us with free will therefore making it very difficult for humans to do the right thing all the time</li> <li>• in the other hand, I disagree that God is responsible for suffering and evil because humans have the ability to make the right choices at all times, but many chose not to and still blame God for the problems we face in the world.</li> </ul>

Part D – Miracles

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to present knowledge and understanding of religious explanations for miracles, analyse the religious explanations and present a reasoned conclusion on the extent to which they agree with the explanations.</p> <p><b>Possible approaches</b> Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> <li>• present religious explanations for miracles, analyse these explanations and make a judgement on whether or not they agree with these explanations;</li> <li>• present non-religious counterarguments, analyse these arguments and make a judgement on whether or not they agree with these explanations.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt both analysis and evaluation skills. <b>No marks</b> will be awarded for a list.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of miracles</li> <li>• a description of religious explanations for miracles</li> <li>• a description of non-religious counterarguments</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• miracles can be described as an event that cannot be explained by natural laws and which must have been caused by God</li> <li>• an example of a miracle from the Bible is when God spoke to Moses from a bush that was on fire but was not burning up</li> <li>• the philosopher David Hume said that there could be no rational basis for accepting that miracles were real.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of religious explanations for miracles</li> <li>• analysis of non-religious explanations for miracles</li> <li>• analysis of evidence used to support religious and non-religious explanations</li> <li>• implications/interpretations of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• one implication of a miracle account such as the burning bush is that God can do what is seemingly impossible, showing his omnipotence</li> <li>• a consequence of Hume’s view for a religious person might be that they lose faith in miracles because there can no scientific proof to back them up.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on the strengths/weaknesses of religious explanations of miracles</li> <li>• judgement on the strengths/weaknesses of non-religious explanations of miracles</li> <li>• judgement on the extent to which these explanations can be compatible evaluation of sources</li> <li>• overall judgement on the question.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I think a problem with the idea of miracles is that if God is capable of performing a miracle and curing one person’s cancer, then why doesn’t he cure everyone?</li> <li>• some scientists have pointed out that the fine-tuning of the universe is a kind of miracle because it is such an incredible unlikely outcome – which shows that not all miracles need to have been caused by God.</li> </ul>

[END OF MARKING INSTRUCTIONS]