



National
Qualifications
2022

2022 Religious, Moral and Philosophical Studies

World Religion, Morality and Belief

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 4 marks** where the candidate has not attempted either skill in a **10 mark** question. Award a maximum of **8 marks** where the candidate has not attempted either 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.

Note: statement of arguments of different sides of an issue is not evaluation.

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.

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. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of the question is to allow candidates to analyse how Buddhist beliefs about nibbana relate to the practice of meditation.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of what Buddhists believe about nibbana and meditation and an analysis of the relationship between them • analyse what Buddhists believe about nibbana, how they practise meditation and how these are connected • analyse the relationship between nibbana and meditation and how this relates to other Buddhist beliefs and/or practices. <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 the Five Precepts.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of nibbana • a description of meditation • a description of some of the beliefs/practices associated with nibbana and meditation • relevant sources. |

| 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"> • Nibbana is the ultimate goal for a Buddhist and means to blow out or extinguish the three root poisons • there are two main types of meditation; Samanatha meditation to calm the mind and vipassana meditation which allows a Buddhist true insight • according to the Dhammapada, ‘those meditative ones who tread the path are released from the bonds of mara’. <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • the ways in which nibbana and meditation are connected • explanation of sources on nibbana and meditation and/or the relationship between them • the impact of nibbana and nibbana on other beliefs and practices within Buddhism. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • a consequence of Vipassana meditation is that a Buddhist can understand the true nature of reality and reach Nibbana • it was only through the practice of meditation that the Buddha reached Nibbana, this shows that it is impossible to attain Nibbana without meditating • a consequence of mediation is being able to see Reality for how it really is; it is only through that realisation, that one can begin the journey to Nibbana. |

| 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. 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. | 20 | <p>Purpose The purpose of this question is to allow candidates to present knowledge and understanding about the nature of human beings; analyse these beliefs; and evaluate the significance of these beliefs.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • explain what beliefs about the nature of human beings involve for Buddhists, and give a judgement on their significance • identify two of three examples of beliefs about human beings and make a judgement about their relative significance. <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 Buddhist beliefs about Tanha • a description of Buddhist beliefs about Three Root Poisons • a description of Buddhist beliefs about Kamma • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • one Buddhist belief about the nature of human beings is Kamma, which means action and is often described as the law of cause and effect • regarding Tanha, the Buddha said ‘In this world, sorrow falls away from one who overcomes this vile craving that is difficult to get rid of.’ <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing the relationship between different beliefs about the nature of human beings • analysing possible consequences/implications of beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to beliefs about the nature of human beings. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why beliefs about the nature of human beings are significant • counter-arguments on the significance about the nature of human beings. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • beliefs about tanha are significant to a Buddhist because the Buddha explains that when you overcome craving and desire, sorrow and suffering will fall away and this will benefit a Buddhist by helping them reach enlightenment • I believe beliefs about Kamma are significant as a Buddhist believes that their actions come from roots which can either be good or bad, and actions based off good roots will lead to positive Kamma • beliefs about the Three Root Poisons are significant as only by realising their compulsive nature, can Buddhists work to cultivate loving kindness to overcome them. |

Part B – Christianity

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 3. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of the question is to allow candidates to analyse how Christian beliefs about heaven relate to the practice of prayer.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • an explanation of what Christians believe about heaven and prayer and an analysis of the relationship between them • analyse what Christians believe about heaven, how they practise prayer and how these are connected • analyse the relationship between heaven and prayer and how this relates to other Christian beliefs and/or practices. <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 beliefs/practices that are relevant to the question and linked to heaven and/or prayer.</p> <p>Knowledge and understanding – 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of heaven • a description of prayer • a description of some of the beliefs/practices associated with heaven and/or prayer • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Christians believe that heaven is a place where after death they will be rewarded by being in God’s presence for eternity • the Lord’s Prayer is the example that Jesus gave to his followers to show them how they should pray • when Jesus was being crucified he said, ‘Today you’ll be with me in paradise.’ The Gospel according to Luke. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
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| | | | <p>Analysis – 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • the ways in which prayer and beliefs about heaven are connected • explanation of sources on heaven and prayer and/or the relationship between them • the impact of prayer and beliefs about heaven on other beliefs and practices within Christianity. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • The Lord’s Prayer links to beliefs about heaven as it specifically refers to ‘Our father, who is in heaven’ • a consequence of believing in an afterlife in heaven is that Christians will pray to God to ask for forgiveness for things they have done wrong. |

| 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. 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. | 20 | <p>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about the nature of human beings; analyse these beliefs; and evaluate the significance of these beliefs.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • explain what beliefs about the nature of human beings involve for Christians, and give a judgement on their significance • identify two or three examples of beliefs about the nature of human beings and give a judgement about their relative significance. <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 – 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of Christian beliefs about free will • a description of Christian beliefs about sin • a description of Christian beliefs about stewards • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Christians believe that free will is a gift from God that allows human beings to make their own decisions • Christians believe that sin came into the world as a result of Adam and Eve disobeying God in the Garden of Eden • in Genesis it says that God put man in the Garden of Eden ‘to tend and keep it’. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing the relationship between different beliefs about the nature of human beings • analysing possible consequences/implications of beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to beliefs about the nature of human beings. <p>Evaluation – 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why beliefs about the nature of human beings are significant for Christians • counter arguments about the significance of beliefs about the nature of human beings. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • beliefs about the nature of human beings are significant because they allow Christians to see how far they fallen short of God’s standards and emphasis the need for repentance and forgiveness • belief in free will can be argued to be the most significant belief about human nature, because it is the misuse of free will that leads to sin and failure to properly look after God’s earth. |

Part C – Hinduism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 5. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of this question is to allow candidates to analyse how Hindu beliefs about moksha relate to the practice of meditation.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • an explanation of what Hindus believe about moksha and meditation and an analysis of the relationship between them • analyse what Hindus believe about moksha, how they practise meditation and how these are connected • analyse the relationship between moksha and meditation and how this relates to other Hindus beliefs and/or practices. <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 beliefs/practices that are relevant to the question and linked to heaven and/or prayer.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of moksha • a description of meditation • a description of some of the beliefs/practices associated with moksha and meditation • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Hindus believe that moksha is the end of the death and rebirth cycle • meditation is an exercise for the mind, making it remain focused on a single object. • according to the Bhagavad Gita, <i>‘When meditation is mastered, the mind is unwavering like the flame of a lamp in a windless place.’</i> |

| 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 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • the ways in which beliefs about meditation and beliefs about moksha are connected • explanation of sources on moksha and meditation and/or the relationship between them • the impact of meditation and beliefs about moksha on other beliefs and practices within Hindus. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • beliefs about moksha and meditation are related because in order to achieve moksha a Hindu must learn to stop acting out of desires • Moksha can only be attained when a soul is detached and released from desires, which can be achieved through meditation. |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|-----------|---|
| 6. | | 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. | 20 | <p>Purpose The purpose of this question is to allow candidates to present knowledge and understanding on the nature of human beings; analyse these beliefs and judge the significance of this belief.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • explain what beliefs about the nature of human beings involve for Hindus, and give a judgement on their significance • identify two of three examples of beliefs about human beings and make a judgement about their relative significance. <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 Hindu beliefs about atman • a description of Hindu beliefs about jiva • a description of Hindu beliefs about dukkha • a description of Hindu beliefs about avidya • a description of Hindu beliefs about karma • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Hindus believe that all human beings have an atman which is the inner self, spirit or soul • Jiva is any living being, human, animal, insect or microorganism • The Bhagavad Gita tells us, ‘I am the Atman abiding in the heart of all beings. I am also the beginning, the middle, and the end of all beings.’ |

| 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"> • analysing the relationship between different beliefs about the nature of human beings • analysing possible consequences/implications of beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to beliefs about the nature of human beings. <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why beliefs about the nature of human beings are significant • counter-arguments on the significance about the nature of human beings. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • belief about the nature of human beings are significant as it allows Hindus to understand why their atma is trapped in the cycle of samsara • belief about the nature of human beings are significant as only by understanding the concept of avidya can Hindus understand the ignorance that keeps them trapped in the cycle of birth, death and rebirth • belief about the nature of human beings about significant for Hindus because Hindus must understand the consequences of their past harmful actions in order to become free from samsara. |

Part D – Islam

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|--|
| 7. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of the question is to give candidates the opportunity to explain the relationship between Al Jannah and prayer.</p> <p>Possible approaches Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • an explanation of what Muslims believe about Al-Jannah and prayer and an analysis of the relationship between them • analyse what Muslims believe about Al-Jannah, how they practise prayer and how these are connected • analyse the relationship between Al-Jannah and prayer and how this relates to other Muslims beliefs and/or practices. <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 Al Jannah and/or prayer.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of Al Jannah • a description of prayer • a description of some of the beliefs/practices associated with Al Jannah and/or prayer • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Al-Jannah is often referred to as the garden, with lots of fresh cool water • prayer is the second pillar of Islam and it is obligatory that every Muslim prays five times per day • once prayer is ready to begin, the person makes the declaration of faith, ‘There is no God but Allah and Muhammad is his messenger.’ |

| 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"> • the ways in which Al-Jannah and beliefs about heaven are connected • explanation of sources on Al-Jannah and prayer and/or the relationship between them • the impact of prayer and beliefs about Al-Jannah on other beliefs and practices within Islam. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • Al-Jannah and prayer are related as those who dutifully submit to Allah’s will through prayer will be rewarded in Al-Jannah • a consequence of this is that Muslims may be more driven to perform their daily prayers and living in a way that is pleasing to Allah. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|-----------|--|
| 8. | 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. | 20 | <p>Purpose The purpose of this question is to give candidates the opportunity to present knowledge and understanding about the nature of human beings; analyse these beliefs; and evaluate the significance of these beliefs.</p> <p>Possible approaches Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • explains what beliefs about the nature of human beings involve for Muslims, and give a judgement on their significance • identify two or three examples of belief about the nature of human beings and make a judgment about their relative significance. <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 Muslim beliefs about free will • a description of Muslim beliefs about khalifas • a description of Muslim beliefs about suffering • relevant sources. <p>Example of knowledge points:</p> <ul style="list-style-type: none"> • Muslims believe that free will was first misused when Adam and Eve were tempted by Shaytan to eat the forbidden fruit • Muslims believe that human beings are khalifas, which means that Allah entrusted the care of the earth to humans • ‘It is He who has appointed You vicegerent on the earth and exalted some of you in rank above others, so that He may test you by means of what he has given you.’ Surah 6:165. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • an analysis of the relationship between different beliefs about the nature of human beings • possible consequences/implications of Muslim beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to beliefs about the nature of human beings. <p>Evaluation – 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why beliefs about the nature of human beings are significant • counter arguments on the significance of beliefs about the nature of human beings. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • beliefs about khalifas are of huge significance to Muslims as they clearly explain the relationship Muslims should have with other parts of creation – one of nurture and respect • this is positive because it encourages Muslims to live up to their responsibilities to create a more liveable earth for future generations. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|--|
| 9. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of the question is to allow candidates to analyse how Jewish beliefs about the Messiah relates to the practice of Shabbat.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • an explanation of what Jews believe about the Messiah and Shabbat and an analysis of the relationship between them • analyse what Jews believe about the Messiah, how they practice Shabbat and how these are connected • analyse the relationship between the Messiah and Shabbat and how this relates to other Jewish beliefs and/or practices. <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 the Messiah and/or Shabbat.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of the Messiah • a description of Shabbat • a description of some of the beliefs/practices associated with the Messiah and Shabbat • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • the Messiah will be someone who obeys Jewish law and observes all 613 commandments • Shabbat is a day of rest and celebration that begins on Friday at sunset and ends the following evening • Exodus states, ‘Remember the Sabbath day to keep it holy.’ |

| 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"> • the ways in which the Messiah and Shabbat are connected • explanation of sources on the Messiah and Shabbat and/or the relationship between them • the impact the Shabbat and beliefs about the Messiah on other beliefs and practices within Judaism. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • beliefs about the Messiah and Shabbat are connected as it is said that if all of Israel observed a single Shabbat or two Shabbats in a row, the Messiah will come • the coming of the Messiah completes God’s purpose in creation and this links to Shabbat as the purpose of Shabbat is to ensure Jews are reminded that God created the world. |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|-----------|---|
| 10. | | 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. | 20 | <p>Purpose The purpose of this question is to allow candidates to present knowledge and understanding about the nature of human beings; analyse these beliefs and evaluate the significance of these beliefs.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • explain what beliefs about the nature of human beings involve for Jews, and give a judgement on their significance • identify two or three examples of beliefs about the nature of human beings and make a judgement about their relative significance. <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 Jewish beliefs about yetzer harah • a description of Jewish beliefs about yetzer tov • a description of Jewish beliefs about free will • a description of Jewish beliefs about suffering • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Jews believe that they are born with a dual nature known as Yetzer harah and Yetzer tov • Jews believe that humans suffer as a result of people mis-suing their free will, but they are also aware that sometimes suffering is inexplicable • Jews believe that free will is a gift from God and was bestowed upon man and woman upon creation. |

| 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"> • analysing the relationship between different beliefs about the nature of human beings • analysing possible consequences/implications of beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to beliefs about the nature of human beings. <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why beliefs about the nature of human beings are significant • counter arguments on the significance of beliefs of human beings. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • belief in the nature of human beings is significant as it allows Jews to stay close to God and build a relationship with him if you are able to balance your yetzer harah and yetzer tov • belief in suffering is significant as it reminds Jews that, sometimes bad things will happen to them but they must never blame God and instead stay loyal to him as God has a plan for every Jew. |

Part F – Sikhism

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 11. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of this question is to allow candidates to analyse how Sikh beliefs about Gurmukh relate to the practice of sewa.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • an explanation of what Sikhs believe about Gurmukh and sewa and an analysis of the relationship between them • analyse what Sikhs believe about Gurmukh, how they practise sewa and how these are connected • analyse the relationship between Gurmukh and sewa and how this relates to other Sikh beliefs and/or practices. <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 beliefs/practices that are relevant to the question and linked to Gurmukh and/or sewa.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of Gurmukh • a description of sewa • a description of some of the beliefs/practices associated with Gurmukh and/or sewa • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Gurmukh is the state of being completely God-focused at all times • sewa involves carrying out selfless service with no thoughts of personal reward • The Guru Granth Sahib tells Sikhs, <i>‘One who performs selfless service, without thought of reward, shall attain his Lord and Master.’</i> |

| 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"> • the ways in which beliefs about Gurmukh and sewa are connected • explanation of sources on Gurmukh and sewa and/or the relationship between them • the impact of beliefs about Gurmukh and sewa on other beliefs and practices within Sikhism. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • beliefs about Gurmukh and sewa are connected because a Sikh can only act in an altruistic way by carrying out deeds with God in mind • Gurmukh is the state a Sikh reaches before reaching reunion and this requires putting faith into action by performing sewa. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 12. | 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. | 20 | <p>Purpose The purpose of this question is to allow candidates to present knowledge and understanding about the nature of human beings; analyse these beliefs; and evaluate the significance of these beliefs.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • explain what beliefs about the nature of human beings involve for Sikhs, and give a judgement on their significance • identify two of three examples of beliefs about human beings and make a judgement about their relative significance. <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 Sikh beliefs about atma • a description of Sikh beliefs about free will • a description of Sikh beliefs about karma • a description of Sikh beliefs about equality • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Sikhs believe that all human beings have an atma which was once part of God • Sikhs believe that the atma is on a journey through many life-forms to reunite with God • Sikhs believe that we must overcome barriers to reunion in the form of maya (illusion) and haumai (egoism) in order to reunite with God. <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing the relationship between different beliefs about the nature of human beings • analysing possible consequences/implications of beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to beliefs about the nature of human beings. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| | | | <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why beliefs about the nature of human beings are significant • counter-arguments on the significance about the nature of human beings. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • belief about the nature of human beings are significant as it allows Sikhs to understand the barriers which prevent their atma from reuniting with God and work towards overcoming these • belief about the nature of human beings are significant as Sikhs can use their beliefs to understand how they should live their lives in order to reunite with God • belief about the nature of human beings about significant for Sikhs because understanding how free will impacts on karma encourages Sikhs not to misuse their free will, and instead try to live in harmony with God’s Hukam. |

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. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of this question is to give candidates the opportunity to describe reformation and explain the moral issues arising from it.</p> <p>Possible Approaches Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • describe reformation, describe the moral issues arising from it and explain the reasons for those moral issues • an explanation of one or more moral issues arising from reformation and an analysis of these • describe religious/non-religious responses to the moral issues arising from reformation and an analysis of those. <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 reformation • a description of the moral issues arising from reformation • a description of religious and/or non-religious viewpoints • relevant sources. <p>Example knowledge points:</p> <ul style="list-style-type: none"> • reformation is where part of the punishment involves learning about what you have done wrong and resolving not to do it again • reformation could be psychological help to change violent behaviour, for example counselling • a moral issue arising from this is that reforming a criminal requires a high degree of financial investment, paid for by the taxpayer. |

| 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 the moral issues arising from reformation • possible consequences/implications of religious/non-religious responses to the moral issues arising from reformation • possible interpretations/implications of sources. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • an implication of this is that if the reformation fails, then it is money which would have been better spent on public resources which benefit more people • in turn, this money, if spent on education for example, could get to some of the root causes of crime and turn around the lives of disaffected youths who may be veering towards a life of criminality. |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|-----------|---|
| 14. | | 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. | 20 | <p>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about non-custodial sentences; present knowledge and understanding about religious and non-religious responses on non-custodial sentences; and analyse and evaluate these responses.</p> <p>Possible approaches Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • an explanation of non-custodial sentences, an explanation of one or more religious and non-religious views on non-custodial sentences and a judgement on those views • a discussion on whether religious and non-religious views on non-custodial sentences are justified. <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 non-custodial sentences • a description of moral issues arising from non-custodial sentences • a description of religious/non-religious responses to non-custodial sentences • relevant sources. |

| 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 non-custodial sentence is a community payback order which is where an individual is sentenced to carry out a set amount of hours serving their community as a punishment for their crime • one moral issue arising from CPOs is that some people would perceive it to be a soft punishment and not punitive enough • a Christian response to this moral issue is that they would disagree as this punishment allows the offender opportunity to reform – particularly so where it gives the offender the prospect to develop new skills • Reducing Offending, Reducing Inequality is a public health response to justice who would disagree with this as they believe that community based interventions should be used as an alternative to custodial sentences, recognising that prison sentences are largely ineffective. <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • possible implications/consequences of moral issues arising from non-custodial sentences • possible implications/consequences of religious and non-religious responses on non-custodial sentences • an explanation of similarities and/or differences between religious and non-religious responses to non-custodial sentences • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious and non-religious responses to moral issues arising from non-custodial sentences. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I agree with the Christian response to this moral issue arising from non-custodial sentences as I believe that there is no such thing as a lost cause and that, once reformed, individuals should be accepted and included in society • I agree with the Public Health response RORI as it recognises the inequality in Scotland and proposes a more compassionate and cohesive response, where all public services work together to support those most vulnerable and susceptible to committing crime. |

Part B – Morality and relationships

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|----------|---|
| 15. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of this question is to give candidates the opportunity to describe gender inequality and exploitation in the media and explain the moral issues arising from it.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • describe gender inequality and exploitation in the media, describe the moral issues arising from it and explain the reasons for those moral issues • an explanation of one or more moral arising from gender inequality and exploitation in the media and an analysis of these • describe religious/non-religious responses to the moral issues arising from gender inequality and exploitation in the media and an analysis of those. <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 gender inequality and exploitation in the media • a description of moral issues arising from gender inequality and exploitation in the media a description of religious and/or non-religious viewpoints • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • women are under-represented in the workforce across all media sectors, for example fewer reporters, experts and managers • women and girls are objectified in the media, through the ‘male gaze’, a sexualised way of looking that empowers men and objectifies women • according to Paul’s letters in the New Testament, ‘Now as the church submits to Christ, so also wives should submit to their husbands in everything.’ |

| 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 moral issues arising from gender inequality and exploitation in the media • possible consequences/implications of religious/non-religious responses to the moral issues arising from gender inequality and exploitation in the media • possible interpretations/implications of sources. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • a consequence is that women and girls are not seeing themselves represented in powerful or central roles in the media, leading some people to view women and girls as inferior to men • a consequence of sexualising women and girls through the ‘male gaze’ is that it dehumanises women and could lead to low self-esteem, rape, and gender-based violence • as a result of this view, some Christians would support unequal representation in the media because the Bible has set this precedent and some Christians believe that the Bible is the inerrant word of God, and the image of men as superior to women should be mirrored in the media. |

| Question | | General marking instructions for this type of question | Max mark | Detailed marking instructions for this question |
|----------|--|--|-----------|---|
| 16. | | 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. | 20 | <p>Purpose The purpose of this question is to allow candidates to present knowledge and understanding about sexual relationships; present knowledge and understanding about religious and non-religious responses to sexual relationships; analyse and evaluate these responses.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • An explanation of sexual relationships; an explanation of one or more religious and non-religious views on sexual relationships and a judgement on these views. <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 sexual relationships • a description of moral issues arising from sexual relationships • a description of religious and non-religious responses to sexual relationships relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • adultery is when a person has a sexual relationship with someone who is not their spouse/partner • a moral issue arising from adultery is that you may be breaking sacred vows which are often taken before God • The Roman Catholic Church teaches that the act of sex is a way of showing true love and it is through this expression of love that God works to create new life. |

| Question | General marking instructions for this type of question | Max mark | Detailed marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • possible implications/consequences of moral issues arising from sexual relationships • possible implications/consequences of religious and non-religious responses on sexual relationships • an explanation of similarities and/or differences between religious and non-religious responses to sexual relationships • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious and non-religious responses to moral issues arising from sexual relationships. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • as a Christian I believe that marriage takes place in front of God, and the promises are made in front of God, making it a sacred bond between two people, and breaking this bond through adultery cannot be justified • as a humanist I strongly value personal choice and autonomy, and therefore if two consenting adults wish to enter into a sexual relationship outside of marriage, then this should be respected • furthermore, many people in modern society are rejecting the idea of marriage and choosing to live together in a committed relationship and raise families, and should be entitled to do so without the interference of outdated religious viewpoints. |

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. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of this question is to give candidates the opportunity to describe global trading agreements and explain the moral issues arising from them.</p> <p>Candidates may take the following approaches to the question:</p> <ul style="list-style-type: none"> • describe global trading agreements, describe the moral issues arising from them and explain the reasons for those moral issues • an explanation of one or more moral issues arising from global trading agreements and an analysis of these • describe religious/non-religious responses to the moral issues arising from global trading agreements and an analysis of those. <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 global trading agreements • a description of moral issues arising from global trading agreements • a description of religious and/or non-religious viewpoints • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • a global trading agreement is when countries agree on terms that help them trade with each other • The World Trade Organisation Agreements create an international trade legal framework for 164 economies around the world • ‘The (WTO) deals with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible’ (wto.org). |

| 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 the moral issues arising from global trading agreements • possible consequences/implications of religious/non-religious responses to the moral issues arising from global trading agreements • possible interpretations/implications of sources. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • one major concern around global trading agreements is when they are affected by a pandemic such as COVID-19, where countries found themselves struggling with shortages in critical equipment such as medical supplies • another concern surrounding global trading agreements is the impact that they have on domestic businesses. Countries may rather trade for goods at a cheaper cost rather than source them locally where it would be more expensive. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 18. | 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. | 20 | <p>Purpose The purpose of this question is to allow candidates to present knowledge and understanding about charity; present knowledge and understanding about religious and non-religious responses to charity; analyse and evaluate these responses.</p> <p>Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • an explanation of charity, an explanation of one or more religious and non-religious views on charity and a judgement on these views. <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 a charity/charities • a description of moral issues arising from charity • a description of religious/non-religious responses to charity • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • charities help in lots of different ways, but the main ways are by providing direct help, giving information, or raising awareness of an issue • a moral issue arising from charity is the possibility of fraud, for example stealing funds for personal gain • Isaiah 58:10 ‘Feed the hungry and help those in trouble.’ <p>Analysis up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • possible implications/consequences of moral issues arising from charity • possible implications/consequences of religious and non-religious responses to charity • an explanation of similarities and/or differences between religious and non-religious responses to charity • analysis of sources. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious and non-religious responses to charity. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I agree with the Christian response to charity found in Isaiah, as I believe that it is a person’s moral duty to help those who are in need of help and if I have the resources to do this, there is no reason why I shouldn’t offer my help to those who are desperate • however, I also disagree with the Christian response as I feel that if someone has worked very hard for their wealth and they have made better choices than others, surely it is not down to them to support poor people, but rather the Government’s responsibility. |

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. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of the question is to give candidates the opportunity to describe what is meant by assisted dying and explain the moral issues arising from it.</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 assisted dying, describe the moral issues arising from it and explain the reasons for those moral issues • an explanation of one or more moral issues arising from assisted dying and an analysis of these • describe religious/non-religious responses to the moral issues arising from assisted dying and an analysis of those. <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 assisted dying • a description of the moral issues arising from the assisted dying • a description of religious/non-religious responses to assisted dying • relevant sources. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • an example of assisted dying may be getting drugs for someone who is terminally ill and putting those drugs within their reach so they can end their own life • one moral issue raised is that of compassion, as not legalising assisted dying may be seen as showing a lack of compassion towards those who are in pain, are suffering and are facing death • a moral issue arising from assisted dying is the issue of autonomy, as many believe legalising assisted dying would give terminally ill people the choice to make those end of life decisions for themselves. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| | | | <p>Analysis – 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • possible consequences/implications of the moral issues arising from assisted dying • possible comparisons/consequences/implications of religious/non-religious responses to the moral issues arising from assisted dying • possible interpretations/implications of sources. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • in comparison many Christians would disagree that assisted dying shows compassion because the alternative, palliative care, is more wholistic care and therefore it is more compassionate • a consequence of not allowing a dying person to have the autonomy to end their life on their terms is that they have no real control over those difficult decisions, which may be seen as a denial of their human rights. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|---|
| 20. | 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. | 20 | <p>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about consent within organ donation; present knowledge and understanding about religious and non-religious responses to consent within organ donation; and analyse and evaluate these responses.</p> <p>Possible approaches Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • an explanation of consent within organ donation, an explanation of one or more religious and non-religious views on consent within organ donation and a judgement on those views • a discussion on whether religious and non-religious views on consent within organ donation are justified. <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 consent within organ donation • a description of moral issues arising from consent within organ donation • a description of religious/non-religious responses to consent within organ donation • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • presumed consent means you automatically become an organ donor, unless you have told the government/NHS that you do not want to donate your organs when you die • a moral issue arising from presumed consent identified by The Church of Scotland is that it may lead to discrimination against those who might not be aware of the change • Humanists believe that the system in the UK should be a presumed system of consent and have held successful national campaigns to change the law. |

| 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 implications/consequences of moral issues arising from organ donation • possible implications/consequences of religious and non-religious responses to organ donation • an explanation of similarities and/or differences between religious and non-religious responses to organ donation • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious and non-religious responses to consent within organ donation. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • while I agree with the Church of Scotland that the more vulnerable in our society should be protected, I don't believe it should be a barrier to presumed consent as in a soft 'opt out' system family or close friends will be consulted. • the Humanist view is valid because they believe an opt out system will increase the number of organs available for those needing transplants, which will reduce waiting times and save lives. |

Part E – Morality and conflict

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|---|-----------|--|
| 21. | This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer. | 10 | <p>Purpose The purpose of this question is to give candidates the opportunity to describe types of war and explain the moral issues arising from it.</p> <p>Possible Approaches Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • describe different types of war and the moral issues arising from them and explain the reasons for those moral issues • an explanation of one or more moral issues arising from types of war and an analysis of these • describe religious/non-religious responses to the moral issues arising from types of war and an analysis of those. <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 the different types of war • a description of the moral issues arising from types of war • a description of religious/non-religious responses to the moral issues arising from types of war • relevant sources. <p>Example knowledge points</p> <ul style="list-style-type: none"> • in conventional war, weapons such as guns, and battlefield tactics are used between two or more nations in open confrontation • a moral issue is that even in conventional warfare, the loss of life is significant with 9 out of 10 casualties being civilians. |

| 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 the moral issues arising from the different types of war • possible consequences/implications of religious/non-religious responses to the moral issues arising from the types of war. <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • an implication of conventional war is that civilians often have no say in their country going to war which brings into question the morality of innocent people being killed needlessly • a consequence of this is that civilians begin to lose trust in the government to make decisions which are beneficial for all, leading to further unrest and unhappiness in society. |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|-----------|--|
| 22. | 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. | 20 | <p>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about the consequences of war for humans; present knowledge and understanding about religious and non-religious responses on weapons of mass destruction; and analyse and evaluate these responses.</p> <p>Possible approaches Candidates may take the following approach to the question:</p> <ul style="list-style-type: none"> • an explanation of the consequences of war for humans, an explanation of one or more religious and non-religious views on the consequences of war for humans and a judgement on those views • a discussion on whether religious and non-religious views on the consequences of war for humans are justified. <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 for humans • a description of moral issues arising from the consequences of war for humans • a description of religious/non-religious responses to the consequences of war for humans • relevant sources. <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • one consequence of war for humans is death of both combatants and non-combatants • one moral issue arising from the consequences of war for humans is the mass movement and displacement of people within the countries affected by the conflict • many Christians would argue that war should be avoided because life was created by God and is therefore sacred. |

| 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 implications/consequences of moral issues arising from the consequences of war for humans • possible implications/consequences of religious and non-religious responses on the consequences of war for humans • an explanation of similarities and/or differences between religious and non-religious responses to the consequences of war for humans • analysis of sources. <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious and non-religious responses to the consequences of war for humans. <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I agree with the Christian response that human life is sacred and therefore war should be avoided as God created life, and war takes this away indiscriminately • I also agree with the Humanist response that wars should only be used as a last resort because it may be the only solution to stop oppression within a country and save the lives of innocent people. |

[END OF MARKING INSTRUCTIONS]