



National
Qualifications
2026

2026 Religious, Moral and Philosophical Studies

World Religion, Morality and Belief

Higher

Question Paper 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 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, 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	Purpose The purpose of the question is to allow candidates the opportunity to analyse the purpose of following the Five Precepts. Candidates should take the following approach to the question: - describe the practice of following the Five Precepts and analyse its purpose Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the practice and purpose of the Five Precepts. Knowledge and understanding – up to 6 marks may be awarded for: - a description of the Five Precepts - a description of the purpose of following the Five Precepts - a description of beliefs and practices related to the Five Precepts - relevant sources Examples of knowledge points: - The Five Precepts are the Buddhist code of conduct to help people behave in a moral and ethical way - one Precept is to refrain from taking life, including killing animal life - another Precept is to refrain from wrong speech, which would include telling lies or gossiping about anyone Analysis – up to 4 marks may be awarded for: - analysis of the purpose of following the Five Precepts

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of analysis points: - the main aim of a Buddhist is get rid of suffering, and therefore the purpose of following the Five Precepts is to help Buddhists to avoid causing others to suffer through their actions - another consequence of following the Five Precepts is that by reducing unhealthy mental states like greed and delusion, Buddhists can generate skilful karma leading to favourable rebirths - a final purpose of following the Five Precepts is that it can create trust and harmony within the community since people will feel safe when others don't kill or steal

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	Purpose The purpose of this question is to allow candidates to present knowledge and understanding of Buddhist beliefs about the nature of human beings; analyse the beliefs; and evaluate the relevance of the beliefs. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • a description of Buddhist beliefs about Tanha • a description of Buddhist beliefs about the Three Root Poisons • a description of Buddhist practices about Kamma • relevant sources Examples of knowledge points: • one source which relates to Kamma is ‘What we are today comes from our thoughts of yesterday, and our present thoughts build our mind of tomorrow: our life is the creation of our mind’ (Dhammapada 1: 1) • Tanha is the cause of dukkha and results from expecting things to give us permanent happiness • The Three Root Poisons are greed, hatred and delusion, represented by the pig, the snake and the rooster Analysis – up to 5 marks may be awarded for: • analysing possible consequences/implications of Buddhist beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to Buddhist beliefs about the nature of human beings • analysing the relationship between Buddhist beliefs about the nature of human beings and other beliefs/practices Evaluation – up to 5 marks may be awarded for: • judgement on why beliefs about the nature of human beings are relevant • counter-arguments on the relevance of beliefs about the nature of human beings

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • I think kamma is relevant as in realising the law of cause and effect, Buddhists can see how the consequences of their actions are inescapable, and this is something that they must take responsibility for • I agree that tanha is relevant as by understanding the cause of suffering, Buddhists can begin to behave in a skilful way which accumulates positive kamma • I agree that the Three Root Poisons are relevant as by understanding the compulsive nature of these emotions, Buddhists can more carefully consider the intentions and emotions behind their actions

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	Purpose The purpose of the question is to allow candidates to analyse the purpose of practicing Christian action. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to refer to related beliefs/practices that are relevant to Christian action. Knowledge and understanding – up to 6 marks may be awarded for: • description of the Christian action • description of the purpose of Christian action • a description of related beliefs/practices • relevant sources Examples of knowledge points: • Christian action refers to any activity by individuals, churches, or organisations that embodies Christian principles to positively impact society • Christian action involves living out faith through deeds of love, compassion and justice for others • examples of Christian action include charitable work such as organising food banks Analysis – up to 4 marks may be awarded for: • analysis of the purpose of practicing Christian action Examples of analysis points: • one purpose of practicing Christian is that acts of charity, social justice, and community service are seen as ways of serving Christ himself, therefore strengthening the relationship with God • another purpose of practicing Christian action is that by acting with kindness and integrity, Christians can make the message of Jesus more visible to others • finally, practicing Christian action such as protecting creation and promoting reconciliation helps Christians build a world closer to God's kingdom

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	Purpose The purpose of this question is to allow candidates to present knowledge and understanding of Christian beliefs about the nature of human beings; analyse these belief; and evaluate the relevance of these beliefs. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • a description of Christian beliefs about free will • a description of Christian beliefs about sin • a description of Christian beliefs about stewards • relevant sources Examples of knowledge points: • in the story of Adam and Eve in the Garden of Eden (Genesis 3), they exercised free will in disobeying God • sin is actions or attributes that go against God’s will • a steward is someone entrusted by God to manage and care for the resources, responsibilities, and blessings given to them Analysis – up to 5 marks may be awarded for: • analysing possible consequences/implications of Christian beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to Christian beliefs about the nature of human beings • analysing the relationship between Christian beliefs about the nature of human beings and other beliefs/practices Evaluation – up to 5 marks may be awarded for: • judgement on why beliefs about the nature of human beings are relevant • counter-arguments on the relevance of beliefs about the nature of human beings

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • free will is relevant to Christians as it allows them to choose to love and follow God voluntarily. Genuine love and devotion require freedom; without it, faith and obedience would be forced, which is contrary to the relational nature of Christianity • the doctrine of sin remains relevant as it shows the Christian need for salvation. Because sin separates humanity from God, Christians believe that Jesus Christ's life, death, and resurrection were necessary to restore the relationship between God and people • stewardship remains relevant in addressing contemporary issues like environmental care, economic inequality, and ethical use of technology. By applying stewardship principles, Christians can engage meaningfully with today's challenges while honouring their faith

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	Purpose The purpose of the question is to allow candidates to analyse the purpose of following the Three Margas. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the practice and purpose of following the Three Margas. Knowledge and understanding – up to 6 marks may be awarded for: • description of the Three Margas • description of the purpose of following the Three Margas • a description of related beliefs/practices • relevant sources Examples of knowledge points: • Karma Marga is the Path of Action, living righteously through selfless duty without attachment to the results • Bhakti Marga is the Path of Devotion, through prayer, worship and surrender • Jnana Marga is the Path of Knowledge, through meditation, study and insight Analysis – up to 4 marks may be awarded for: • analysis of the purpose of following the Three Margas Examples of analysis points: • the purpose of following the Three Margas is to offer Hindus different ways of moving closer to moksha – whether through action, devotion, or knowledge – depending on their nature and stage of lives • the Three Margas provide different spiritual routes depending on capacity and life circumstances. A consequence of this is that all three paths ultimately lead to freedom from samsara and union with the Divine • by combining the margas, Hindus can find a healthy balance in life. An implication of this is that they can find spiritual growth alongside their daily responsibilities

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	Purpose The purpose of this question is to allow candidates to present knowledge and understanding of Hindu beliefs about the nature of human beings; analyse the beliefs; and evaluate the relevance of the beliefs. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • 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 Examples of knowledge points: • the atman is believed to be a spark of Brahman, the supreme, unchanging, and infinite reality that underlies all existence • Jiva refers to the individual soul or living being that is subject to birth, death, and the cycle of reincarnation • Dukkha describes the inherent suffering or discomfort that arises from attachment to the material world Analysis – up to 5 marks may be awarded for: • analysing possible consequences/implications of Hindu beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to Hindu beliefs about the nature of human beings • analysing the relationship between Hindu beliefs about the nature of human beings and other beliefs/practices Evaluation – up to 5 marks may be awarded for: • judgement on why beliefs about the nature of human beings are relevant • counter-arguments on the relevance of beliefs about the nature of human beings

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • beliefs about the atman remain relevant as it is the innermost essence of every living being, distinct from the body, mind, and emotions. While the physical body is temporary and subject to decay, the Atman is eternal and unchanging • beliefs about karma remain relevant as through understanding karma, Hindus are empowered to act in ways that create positive outcomes, accumulate good karma, and ultimately attain spiritual liberation (<i>moksha</i>) • beliefs about the nature of human beings are relevant for Hindus because Hindus must understand the consequences of their past harmful actions in order to become free from samsara

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	Purpose The purpose of the question is to allow candidates to analyse the purpose of practicing submission. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the practice and purpose of practicing submission. Knowledge and understanding – up to 6 marks may be awarded for: • description of the practice of submission • description of the purpose of practicing submission • a description of related beliefs/practices • relevant sources Examples of knowledge points: • in Islam, submission means the willing surrender and conscious commitment of one's life to the will of Allah (God) • the core of submission is the affirmation, 'There is no God but Allah' • the practice of submission includes the Five Pillars, such as fasting, prayer and pilgrimage, performed in obedience to God's will Analysis – up to 4 marks may be awarded for: • analysis of the purpose of practicing submission Examples of analysis points: • an implication of practicing submission is that Muslims by dedicating their entire life, worship and conduct to Allah, and therefore foregoing their own desires and ego • a consequence of this is that they are recognising Allah as the sole source of power and authority • another consequence is that it encourages Muslims to develop self-control, by overcoming personal weaknesses, urges and fears, in order to ensure meaningful submission to God

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	Purpose The purpose of this question is to allow candidates to present knowledge and understanding of Muslim beliefs about the nature of human beings; analyse the beliefs; and evaluate the relevance of the beliefs. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • a description of Muslim beliefs about free will • a description of Muslim beliefs about khalifas • a description of Muslim practices about suffering • relevant sources Example of knowledge points: • one source which explains khalifas is, ‘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 • Muslims believe you are free to feel, think or desire, the initiative in your inner self is entirely yours; humans have free will gifted to them by Allah • Muslims believe that suffering can be caused by the selfishness and evil of human beings, which can lead to bad decisions Analysis – up to 5 marks may be awarded for: • analysing possible consequences/implications of Muslim beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to Muslim beliefs about the nature of human beings • analysing the relationship between Muslim beliefs about the nature of human beings and other beliefs/practices Evaluation – up to 5 marks may be awarded for: • judgement on why beliefs about the nature of human beings are relevant • counter-arguments on the relevance of beliefs about the nature of human beings

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • belief in khalifas is relevant as how Muslims respond to the level to the authority and responsibility they have, will help determine their fate on the Day of Judgement • I think belief in free will is relevant to Muslims as it highlights that we are in control – that we can listen to our fitrah and be morally righteous or not • I think belief in suffering is less relevant to Muslims as we are often at the mercy of other people's choices, which is a concern in a world where conflict, violence and discrimination are prevalent – things that are often outwith our control

Part E – Judaism

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	Purpose The purpose of the question is to allow candidates the opportunity to analyse the purpose of observing Rosh Hashanah. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the practice and purpose of observing Rosh Hashanah. Knowledge and understanding – up to 6 marks may be awarded for: • description of Rosh Hashanah • description of the purpose of observing Rosh Hashanah • a description of related beliefs/practices • relevant sources Examples of knowledge points: • Rosh Hashanah means ‘head of the year’ and is a special festival that celebrates Jewish New Year • observing Rosh Hashanah involves attending synagogue for special prayers • during Rosh Hashanah, Jews will perform the Tashlich ritual, where sins are cast into water Analysis – up to 4 marks may be awarded for: • analysis of the purpose of observing Rosh Hashanah Examples of analysis points: • the purpose of observing Rosh Hashanah for Jews is that, because it marks the start of a new year in the Jewish calendar, it is a chance for Jews to reflect on the past year and make a fresh spiritual beginning • an implication of this is that Jews can examine their past actions, seek forgiveness from others and commit to improving their behaviour going forward • a further purpose of repentance and self-examination during Rosh Hashanah is that Jews are reminded of their responsibility for their actions and that God will review each person’s deeds and inscribe their fate in the ‘Book of Life’ for the coming year

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	Purpose The purpose of this question is to allow candidates to present knowledge and understanding of Jewish beliefs about the nature of human beings; analyse the beliefs; and evaluate the relevance of the beliefs. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • 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 Example of knowledge points: • Jews believe humans have a dual nature. Yetzer Tov is the positive inclination • there is no expectation that Jews eliminate Yetzer Hara, rather it should not be the dominant inclination • the Torah states in Genesis, ‘The inclination of the heart of man is evil’ Analysis – up to 5 marks may be awarded for: • analysing possible consequences/implications of Jewish beliefs about the nature of human beings • analysing possible interpretations/implications of sources relating to Jewish beliefs about the nature of human beings • analysing the relationship between Jewish beliefs about the nature of human beings and other beliefs/practices Evaluation – up to 5 marks may be awarded for: • judgement on why beliefs about the nature of human beings are relevant • counter-arguments on the relevance of beliefs about the nature of human beings

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • I think beliefs about the nature of humans are relevant in Judaism as it allows Jews to believe that even if they follow their Yetzer Hara impulse, God doesn't write them off. They can atone for that by following their Yetzer Tov impulse in future • furthermore, if you accept that we are sinful in nature, it keeps that in your mind and if you are aware of it, you are in a better position to overcome it • I think beliefs about the nature of human beings are also relevant, as it impacts how you interact with others. If you act selflessly, following the Yetzer Tov impulse, it will benefit your relationship with God and ultimately get you a positive judgement

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	Purpose The purpose of the question is to allow candidates to analyse the purpose of joining the Khalsa. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the practice and purpose of the Khalsa. Knowledge and understanding – up to 6 marks may be awarded for: • description of the Khalsa • description of the purpose of joining the Khalsa • a description of related beliefs/practices • relevant sources Examples of knowledge points: • the Khalsa is the order of initiated Sikhs who are known as ‘saint soldiers’ • when joining the Khalsa, Sikhs must observe the 5Ks – five outward signs of their faith • one of the 5Ks is the kirpan, a dagger which Sikhs must carry at all times, as a symbol of readiness to fight to protect the weak and oppressed Analysis – up to 4 marks may be awarded for: • analysis of the purpose of joining the Khalsa Examples of analysis points: • one purpose of joining the Khalsa is that Sikhs renounce attachment to themselves and their faith. This is because by carrying the kirpan, Sikhs must be prepared to stand up and fight for anyone, regardless of religion or nationality • a consequence of overcoming attachment is that Sikhs are removing a key barrier to reunion, allowing them to generate positive karma and progressing their atma’s journey to God • another purpose of joining the Khalsa is it provides a religious structure and set obligations for Khalsa Sikhs to follow, allowing them to minimise the impact of maya and haumai in their lives

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	Purpose The purpose of this question is to allow candidates to present knowledge and understanding of Sikh beliefs about the nature of human beings; analyse the beliefs; and evaluate the relevance of the beliefs. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • 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 Examples of knowledge points: • Sikhs believe that all living things have an atma, which is the soul • the atma has been separated from God due to ignorance and is now on a journey through many life forms to reunite with God • Guru Arjan, ‘You have been blessed by being born human, it is an opportunity which has been given you to meet the Lord’ Analysis – up to 5 marks may be awarded for: • analysing possible consequences/implications of Sikh beliefs about the nature of human beings • analysing possible interpretations/implications of sources of Sikh beliefs about the nature of human beings • analysing the relationship between Sikh beliefs about the nature of human beings and other beliefs/practices Evaluation – up to 5 marks may be awarded for: • judgement on why beliefs about the nature of human beings are relevant • counter-arguments on the relevance of beliefs about the nature of human beings

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • Atma is relevant to Sikhs as only by understanding the atma can they begin to use their free will correctly, to follow Hukam with the goal of liberating the atma in this lifetime • the belief in karma remains relevant as it shows that Sikhs must be aware of their actions and intentions throughout life. Understanding karma means that Sikhs can start to carry out actions such as praying and performing selfless service, which will help them to stop focusing on themselves and instead focus on God by showing love for God's creation • because karma determines future rebirths, unless Sikhs understand how God wants them to live, and work towards this, they will be trapped in the cycle of birth, death and rebirth and will never achieve liberation

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	Purpose The purpose of this question is to give candidates the opportunity to describe psychological factors of causes of crime and explain the religious responses to moral issues arising from it. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. Knowledge and understanding – up to 6 marks may be awarded for: • a description of psychological factors of causes of crime • a description of moral issues arising from psychological factors of causes of crime • a description of religious viewpoints • relevant sources Examples of knowledge points: • one psychological cause of crime is social alienation, when people feel left out by society • one moral issue raised by social alienation is that some believe society must share responsibility for allowing these instances to occur • the Church of Scotland Cross Reach programme aims to reach out and support people who may be socially alienated to make them feel loved and included in society Analysis – up to 4 marks may be awarded for • consequences/implications of religious responses to the moral issues arising from psychological causes of crime Examples of analysis points: • a consequence of the Church of Scotland's Cross Reach response is that it may help prevent crime by offering compassion, support, and guidance to individuals before they reach crisis point • an impact of this response is the creation of a more hopeful and harmonious community, where people are supported to make positive choices and fewer lives are damaged by crime which reflects the Christian values of forgiveness

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	Purpose The purpose of the question is to allow candidates to present knowledge and understanding about purposes of punishment; present knowledge and understanding about moral issues arising from purposes of punishment; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from purposes of punishment. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • description of purposes of punishment • a description of moral issues arising from purposes of punishment • a description of non-religious responses, beliefs or teachings to moral issues arising from purposes of punishment • relevant sources Examples of knowledge points: • one purpose of punishment is reformation. This involves trying to change some one for the better, to prevent them reoffending • one moral issue arising from reformation is that it doesn't always work, and people do reoffend • Utilitarianism is a consequentialist system of ethics. It states the right thing to do is that which will create the greatest happiness for the greatest number of people Analysis – up to 5 marks may be awarded for: • implications/consequences of moral issues arising from purposes of punishment • implications/consequences of non-religious responses to moral issues arising from purposes of punishment • analysis of sources Evaluation – up to 5 marks may be awarded for: • judgement on non-religious responses to moral issues arising from purposes of punishment

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • I agree with the utilitarian view that the money spent on reformation is worth it. If successful it will lower the number of victims, reduce the prison population and save the taxpayer money • in addition to this, I believe the right thing to do is to spend money and try to reform people to create the greatest happiness. Society can't be happy if we don't try and help people, we need to give people hope • I disagree with the response because justice must be served regardless of whether it creates the greatest happiness. The law applies to everyone equally and should focus on punishment not reform

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	Purpose The purpose of this question is to give candidates the opportunity to describe divorce and explain the religious responses to moral issues arising from it. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. Knowledge and understanding – up to 6 marks may be awarded for: • a description of divorce • a description of the moral issues arising from divorce • a description of religious viewpoints • relevant sources Examples of knowledge points: • divorce refers to the process of terminating a marriage or marital union • one moral issue arising from divorce is that marriage involves a promise or oath to remain together forever, which divorce effectively breaks • Jesus appears to forbid divorce: ‘Anyone who divorces his wife and marries another woman commits adultery against her’ (Mark 10:11) Analysis – up to 4 marks may be awarded for • consequences/implications of religious responses to the moral issues arising from divorce Examples of analysis points: • a consequence of Jesus’ teaching is that the Catholic Church do not allow Catholics to divorce because the couple have made a covenant with God in the sacrament of marriage and that covenant cannot be broken • a further implication of this religious response is that while legal divorce can be recognised according to the laws of the country, neither individual can remarry, as they are still married in the eyes of God and the Church

Question			General marking instructions for this type of question	Max mark	Specific 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	Purpose The purpose of the question is to allow candidates to present knowledge and understanding about gender inequality and exploitation; present knowledge and understanding about moral issues arising from gender inequality and exploitation; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from gender inequality and exploitation. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • a description of gender inequality and exploitation • a description of moral issues arising from gender inequality and exploitation • a description of non-religious responses, beliefs or teachings to moral issues arising from gender inequality and exploitation • relevant sources Examples of knowledge points: • gender inequality and exploitation is evident from the ‘male gaze’, which is a sexualised way of viewing the world that empowers men and objectifies women • this presents a moral issue as objectification involves reducing women to the status of objects, only necessary for (heterosexual) male pleasure • Utilitarianism is a consequentialist moral theory which states that an action can only be ‘good’ if it has ‘good’ results Analysis – up to 5 marks may be awarded for: • implications/consequences of moral issues arising from gender inequality and exploitation • implications/consequences of non-religious responses of moral issues arising from gender inequality and exploitation • analysis of sources Evaluation – up to 5 marks may be awarded for: • judgement on non-religious responses to moral issues arising from gender inequality and exploitation

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • I agree with a utilitarian response to this issue, as given that over half the population are women, the greatest happiness cannot be achieved if gender inequality and exploitation continues and women are only valued for their looks/bodies and denied an identity beyond this • I further agree with utilitarianism as the male gaze dehumanises women and could lead to low self-esteem, rape, and other forms of gender-based violence, which cannot benefit society as a whole

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	Purpose The purpose of this question is to give candidates the opportunity to describe climate change and explain the religious responses to moral issues arising from it. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. Knowledge and understanding – up to 6 marks may be awarded for: • a description of climate change • a description of the moral issues arising from climate change • a description of religious viewpoints • relevant sources Examples of knowledge points: • climate change refers to long-term shifts in temperatures and weather patterns • one moral issue arising from climate change is that it often affects poor and vulnerable populations who live in areas most prone to severe weather events • Pope Francis said, ‘We must hear both the cry of the earth and the cry of the poor’ Analysis – up to 4 marks may be awarded for • consequences/implications of religious responses to the moral issues arising from climate change Examples of analysis points: • a consequence of this belief is that Christian communities may engage in grassroots campaigns, raise awareness about climate issues, and participate in activism that aligns with their faith's call for justice and compassion • a further consequence is that Christians are likely to become more involved in advocating for climate justice, which includes supporting policies that address the disproportionate impact of climate change on vulnerable populations

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	Purpose The purpose of the question is to allow candidates to present knowledge and understanding about social issues; present knowledge and understanding about moral issues arising from social issues; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from social issues. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • a description of social issues • a description of moral issues arising from social issues • a description of non-religious responses, beliefs or teachings to moral issues arising from social issues • relevant sources Examples of knowledge points: • poverty is generally defined as the condition in which individuals or communities lack the financial resources needed to maintain a standard of living that is considered acceptable in society • poverty often results in severe inequality, where certain individuals or groups have limited resources, while others live in relative affluence • Kantian ethics is a deontological ethical theory, which means that it focuses on the morality of actions themselves rather than their consequences Analysis – up to 5 marks may be awarded for: • implications/consequences of moral issues arising from social issues • implications/consequences of non-religious responses of moral issues arising from social issues • analysis of sources Evaluation – up to 5 marks may be awarded for: • judgement on non-religious responses to moral issues arising from social issues

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • I agree with Kant's response to the moral issue as Kant's Categorical Imperative requires that actions be guided by principles that could be universally applied. In the context of poverty, this means that if we believe it is wrong for certain individuals or groups to be denied access to basic necessities, we must also recognise that this principle should apply to everyone, universally • I further agree with Kant as people should always be treated as ends in themselves, not merely as means to an end. In the case of poverty, those living in poverty should not be exploited or marginalised, and their dignity should not be disregarded. Poverty often leads to social exclusion and a denial of human dignity, where individuals are seen as less worthy of care or attention

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	Purpose The purpose of this question is to give candidates the opportunity to describe reproductive uses of embryos and explain the religious responses to moral issues arising from it. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. Knowledge and understanding – up to 6 marks may be awarded for: • a description of reproductive uses of embryos • a description of the moral issues arising from reproductive uses of embryos • a description of religious viewpoints • relevant sources Examples of knowledge points: • reproductive uses of embryos include IVF, in-vitro fertilisation, which is where an embryo is created in a laboratory before being implanted into a uterus • one moral issue arising from reproductive uses of embryos is the question of what to do with spare embryos left over from IVF • ‘before I formed you in the womb, I knew you, and before you were born I consecrated you’ Jeremiah 1:4-5 Analysis – up to 4 marks may be awarded for • consequences/implications of religious responses to the moral issues arising from reproductive uses of embryos Examples of analysis points: • an implication of this quotation is that God, in creating us, already has knowledge of who we are, even at the very beginning stages of life • a further implication of this is that life is sacred from the point of conception, and from this point we are known and loved by God • a consequence of this response is that reproductive uses of embryos should not involve the creation of multiple embryos, as the destruction of embryos can never be justified

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	Purpose The purpose of the question is to allow candidates to present knowledge and understanding about end-of-life care; present knowledge and understanding about moral issues arising from end-of-life care; present religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from end-of-life care. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • a description of end-of-life care • a description of moral issues arising from end-of-life care • a description of non-religious responses, beliefs or teachings to moral issues arising from end-of-life care relevant sources Examples of knowledge points: • end-of-life care exists to improve the quality of life of terminally ill patients • end-of-life care is often seen as holistic care as it includes physical, psychological and spiritual care • one moral issue arising from end-of-life care is the cost, as when money is spent on end of life care it is diverted away from other alternatives Analysis – up to 5 marks may be awarded for: • implications/consequences of moral issues arising end of life care • implications/consequences of non-religious responses of moral issues arising from end-of-life care • analysis of sources Evaluation – up to 5 marks may be awarded for: • judgement on non-religious responses to moral issues arising from end-of-life care

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • I agree with the Kantian response that all people are owed dignity and respect because they are free, rational beings, and therefore should be offered the most compassionate end of life care despite the cost • I further agree with Kantian ethics because acting out of duty is the most just thing we can do; as a society we have a moral duty to care for the most vulnerable and in need, and end of life care ensures that we do so

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	Purpose The purpose of this question is to give candidates the opportunity to describe conventional weapons and explain the religious responses to moral issues arising from it. Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. Knowledge and understanding – up to 6 marks may be awarded for: • a description of conventional weapons • a description of the moral issues arising from conventional weapons • a description of religious viewpoints • relevant sources Examples of knowledge points: • a conventional weapon refers to any weapon that does not use weapons of mass destruction like nuclear, biological, or chemical weapons • conventional weapons include high explosives delivered through bombs or shells, standard small arms and battlefield guns • a Christian response to the use of conventional weapons might be that they are justified as long as they are deployed within the context of a Just War Analysis – up to 4 marks may be awarded for: • consequences/implications of religious responses to the moral issues arising from the use of conventional weapons Examples of analysis points: • an implication of the Christian response is that civilians are less likely to be the victims of these weapons which justifies their use as they reduce risk of innocent people being killed • a consequence of a Christian response to the moral issues arising from the use of conventional weapons is that, while war is a recognised evil, where it is waged within the context of a Just War at least this limits the suffering and injury to combatants

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					a consequence of a Buddhist response the moral issues arising from the use of conventional weapons is that war should be avoided at all costs but, where it is unavoidable, it should be as limited as possible and thus the use of conventional weapons would be acceptable

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	Purpose The purpose of the question is to allow candidates to present knowledge and understanding about consequences of war; present knowledge and understanding about moral issues arising from consequences of war care; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from consequences of war. Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills. Knowledge and understanding – up to 10 marks may be awarded for: • description of consequences of war • description of moral issues arising from consequences of war • a description of non-religious responses, beliefs or teachings to moral issues arising from consequences of war • relevant sources Examples of knowledge points: • one consequence of war is that the warring nations use air raids to try to defeat their enemy • one moral issue arising from this is that innocent civilians can be harmed and killed, and this impacts not only the victims but their extended families and friends • most Humanists believe that war should be used only as a last resort, but that some war can be justified in terms of self-defence or for altruistic reasons Analysis – up to 5 marks may be awarded for: • implications/consequences of moral issues arising from consequences of war • implications/consequences of non-religious responses of moral issues arising from consequences of war • analysis of sources Evaluation – up to 5 marks may be awarded for: • judgement on non-religious responses to moral issues arising from end consequences of war

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Examples of evaluation points: • I agree with the Humanist response that wars should only be used as a last resort and that any conflict which damages innocent civilians is unacceptable because all human life is intrinsically valuable • I further agree with the Humanist response that wars should only be used as a last resort because the ultimate consequence of war (death) is final and cannot be undone

[END OF MARKING INSTRUCTIONS]