



National  
Qualifications  
2023

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# 2023 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 **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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to allow candidates to analyse why Buddhists practice devotion.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>describe the Buddhist practice of devotion and its purpose, analyse the purpose of devotion.</li> </ul> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the practice and purpose of devotion.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>a description of devotion</li> <li>a description of the purpose of devotion</li> <li>a description of some of the beliefs/practices associated with devotion</li> <li>relevant sources.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• a Buddhist would understand devotion as Puja or worship, this can take place alone at home or alongside others at the temple</li> <li>• devotion towards the Buddha is often carried out as a ceremony, where Buddhists will chant or use a mantra repeating sacred Buddhist texts</li> <li>• Buddhists will leave gifts and offerings as part of their devotion to the Buddha, these gifts are often in the form of candles or flowers.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• explanation of the purpose of devotion.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• one purpose of devotion in the temple is for Buddhists to come together as a community and deepen their faith with others who are on a common spiritual journey</li> <li>• a purpose of chanting mantras during devotion is to allow deeper concentration and develop right mindfulness</li> <li>• the purpose of giving flowers as an offering of devotion towards the Buddha reminds a Buddhist of the belief that all things are impermanent, as while the flowers may at first be beautiful, they will eventually wilt and die.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to allow candidates to present knowledge and understanding of beliefs about the Buddha; analyse these beliefs; and evaluate the relevance of these beliefs.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of beliefs about the Buddha</li> <li>• an explanation of these beliefs</li> <li>• a judgement on the relevance of these beliefs.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of Buddhist beliefs about the Buddha</li> <li>• a description of Buddhist beliefs relating to the Buddha</li> <li>• a description of Buddhist practices relating to the Buddha</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• one belief about the Buddha is that early in his life he encountered four things that would change his life forever, these are known as the four sights</li> <li>• Buddhists believe that to become the Buddha, Siddhattha Gotama followed the middle way, a path between the extremes of suffering and pleasure</li> <li>• the Buddhist practice of following the Noble Eightfold Path comes from the Fourth Noble Truth, this was a part of the Buddha’s first ever sermon.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between different beliefs about the Buddha</li> <li>• analysing possible consequences/implications of beliefs about the Buddha</li> <li>• analysing possible interpretations/implications of sources relating to beliefs about the Buddha.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on why beliefs about the Buddha are relevant</li> <li>• counter-arguments on the relevance of beliefs about the Buddha.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• beliefs about the Buddha are relevant as an understanding of the middle way and the Buddha’s journey to spiritual enlightenment gives a practical example for Buddhists to follow in their own search for enlightenment</li> <li>• beliefs about the Buddha may not be relevant, as following the Noble Eightfold Path in its entirety may not be possible for most people where the demands of a job and family life don’t leave enough time for mindfulness and meditation.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to allow candidates to analyse why Christians practice the Eucharist.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• describe the Christian practice of the eucharist and its purpose, analyse the purpose of the eucharist.</li> </ul> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis.</p> <p>It is acceptable for candidates to make reference to beliefs/practices that are relevant to the question and linked to the Eucharist.</p> <p><b>Knowledge and understanding – 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of the Eucharist</li> <li>• a description of the purpose of the Eucharist</li> <li>• a description of some of the beliefs/practices associated with the Eucharist</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Christians will try to celebrate the Eucharist regularly because it was commanded by Jesus</li> <li>• at the Eucharist, Christians will eat a small piece of bread and drink a sip of wine to remember the Last Supper</li> <li>• the wine and bread represent the body and blood of Jesus.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• explanation of the purpose of the eucharist.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• the purpose of the Eucharist is to symbolise the sacrifice of Jesus on the cross which atoned for the sin of Adam and Eve</li> <li>• the purpose of the Eucharist is to remind Christians of the need to follow the example of self-sacrifice Jesus set in giving himself for others</li> <li>• the purpose of the Eucharist is to show an act of unity with each other and with God through worship.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to <b>both</b> the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to allow candidates to present knowledge and understanding of beliefs about the Jesus; analyse these beliefs; and evaluate the relevance of these beliefs.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of beliefs about Jesus</li> <li>• an explanation of these beliefs</li> <li>• a judgement on the relevance of these beliefs.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of Christian beliefs about Jesus</li> <li>• a description of Christian beliefs relating to Jesus</li> <li>• a description of Christian practices relating to Jesus</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Jesus is the founder of the Christian religion – without him there would be no Christianity</li> <li>• everything a Christian believes is based on the life and teachings of Jesus as told through the gospels</li> <li>• Christians believe that, as the Son of God, Jesus has restored humanity’s broken relationship with God.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between different beliefs about Jesus</li> <li>• analysing possible consequences/implications of beliefs about Jesus</li> <li>• analysing possible interpretations/implications of sources relating to beliefs about Jesus.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on why beliefs about Jesus are relevant</li> <li>• counter-arguments on the relevance of beliefs about Jesus.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• beliefs about Jesus are relevant to the Christian faith because he brings about salvation for all humanity</li> <li>• beliefs about Jesus are also relevant because his own life, example and teachings show Christians how they ought to live</li> <li>• although it is God who has created everything, it is Jesus who puts right the sin of Adam and restores the relationship with God making beliefs about Jesus relevant.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of the question is to allow candidates to analyse why Hindus practice puja.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>describe the Hindu practice of puja and its purpose, analyse the purpose of puja.</li> </ul> <p><b>Specific marking instructions</b> A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p>It is acceptable for candidates to make reference to beliefs/practices that are relevant to the question and linked to puja.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>a description of puja</li> <li>a description of the purpose of puja</li> <li>a description of some of the beliefs/practices associated with puja</li> <li>relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>Puja is an act of worship where offerings are made to a Hindu god or goddess, usually on a daily basis</li> <li>Prarthana are prayers that are chanted, sometimes personally or communally during puja</li> <li>in the Bhagavad Gita Lord Krishna says, ‘He who offers me with love and devotion a leaf, a flower, fruit or water, I will accept it wholeheartedly’.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• explanation of the purpose of puja.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• one purpose of Puja is to allow a Hindu follower to strengthen their connection through communication with Brahman</li> <li>• a purpose of personal Puja is to allow a time of focus and concentration which can be used to still and focus the mind</li> <li>• the purpose of practising Puja during significant events, such as a wedding, is that it brings special blessings to those involved.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to allow candidates to present knowledge and understanding of beliefs about Isvara; analyse these beliefs; and evaluate the relevance of these beliefs.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of beliefs about Isvara</li> <li>• an explanation of these beliefs</li> <li>• a judgement on the relevance of these beliefs.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of Hindu beliefs about Isvara</li> <li>• a description of Hindu beliefs relating to Isvara</li> <li>• a description of Hindu practices relating to Isvara</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Isvara is the belief that God can show himself in human form and is not beyond human understanding</li> <li>• Krishna is an avatar of Vishnu, an avatar is an incarnation of a god as a person that appears for an important reason</li> <li>• personal representations of God such as Rama help Hindus understand the differences between good and evil.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between different beliefs about Isvara</li> <li>• analysing possible consequences/implications of beliefs about Isvara</li> <li>• analysing possible interpretations/implications of sources relating to beliefs about Isvara.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on why beliefs about Isvara are relevant</li> <li>• counter-arguments on the relevance of beliefs about Isvara.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• beliefs about Isvara are relevant as understanding that God can appear in human form means that a Hindu can relate to and learn from God rather than God only being a supernatural power that is beyond human experience and understanding</li> <li>• Isvara is relevant to Hindus as during Diwali they remember the story of Rama and Sita and still place oil lamps and lights as a reminder of the lights that guided Rama and Sita back home and the victory of good over evil.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of the question is to allow candidates to analyse the role of the mosque in the lives of Muslims</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• describe the Muslim practices related to the mosque and its purpose, analyse the purpose of the mosque.</li> </ul> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to the purpose of the mosque.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of what the mosque is</li> <li>• a description of the purpose of the mosque in the lives of Muslims</li> <li>• a description of some of the beliefs/practices associated with going to the mosque</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• in Muslim countries mosques are found everywhere which makes it accessible for Muslims to attend the five daily prayers</li> <li>• in the West mosques are often part of Islamic centres that also contain teaching and community facilities</li> <li>• the qibla wall is the wall in a mosque indicating the direction of Mecca to ensure Muslims face the Kaaba</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• explanation of the purpose of the mosque.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• the purpose of community worship in the Mosque is to bring Muslims together in their beliefs and in turn strengthen their faith</li> <li>• an implication of this purpose is that it enables ummah to grow; this sense of brotherhood and sisterhood allows Muslims to reinforce their belief in the Shahadah</li> <li>• a consequence of this might be that it gives Muslims collective accountability in their worship of Allah alone, preventing them from committing the ultimate sin of shirk.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to allow candidates to present knowledge and understanding of beliefs about Muhammad; analyse these beliefs; and evaluate the relevance of these beliefs.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of beliefs about Muhammad</li> <li>• an explanation of these beliefs</li> <li>• a judgement on the relevance of these beliefs.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of Muslim beliefs about Muhammad</li> <li>• a description of Muslim beliefs relating to Muhammad</li> <li>• a description of Muslim practices relating to Muhammad</li> <li>• relevant sources.</li> </ul> <p><b>Example of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Muslims believe that Muhammad is the final prophet of Allah; this means that he sealed off all further communication from God</li> <li>• Muslims view Muhammad as a role model, but they do not worship him and Allah’s word in the Qur’an holds the ultimate authority</li> <li>• Muslims view Muhammad as the perfect Muslim; this is evident in the moral life he lived and the fact he was chosen by Allah as the final prophet.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between different beliefs about Muhammad</li> <li>• analysing possible consequences/implications of beliefs about Muhammad</li> <li>• analysing possible interpretations/implications of sources relating to beliefs about Muhammad.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on why beliefs about Muhammad are relevant</li> <li>• counter-arguments on the relevance of beliefs about Muhammad.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• belief in Muhammad as the perfect Muslim is highly relevant as it gives Muslims a role model to revere and emulate in their individual conduct and living, which can be supported by the hadith and sunnah</li> <li>• I think beliefs about Muhammad are less relevant as, for many ordinary Muslims, they may feel that they can never live up to Muhammad’s example and may feel inadequate and that their conduct is less pleasing to Allah.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to allow candidates to analyse the role of the synagogue in the lives of Jews.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>describe the Jewish practice related to the synagogue and its purpose, analyse the purpose of the synagogue.</li> </ul> <p><b>Specific marking instructions:</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis.</p> <p>It is acceptable for candidates to make reference to related beliefs/practices that are relevant to the question and linked to the purpose of the synagogue.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>a description of the purpose of the synagogue in the lives of Jews</li> <li>a description of what the synagogue is</li> <li>a description of some of the beliefs/practices associated with going to the synagogue</li> <li>relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>the synagogue is the centre of the Jewish religious community where Jewish people come together to pray</li> <li>the synagogue is also a place of study and education, social and charitable work, as well as a social centre</li> <li>one feature of the synagogue is the new tamid, a sanctuary light, which hangs from the ceiling and is always on.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>explanation of the purpose of going to the synagogue.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• one purpose of going to the synagogue for Jews is to strengthen their yetzer tov, which helps them improve their relationship with God</li> <li>• another purpose of going to the synagogue is to increase the chances of the Messiah coming as it is said he will come if Israel observes a single Shabbat properly</li> <li>• another purpose of going to the synagogue is to meet a potential partner and this is important as it allows the Jewish faith to continue to grow.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to allow candidates to present knowledge and understanding of beliefs about the Covenant; analyse these beliefs; and evaluate the relevance of these beliefs.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of beliefs about Covenant</li> <li>• an explanation of these beliefs</li> <li>• a judgement on the relevance of these beliefs.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of Jewish beliefs about Covenant</li> <li>• a description of Jewish beliefs relating to Covenant</li> <li>• a description of Jewish practices relating to Covenant</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• the covenant between God and Jews is the basis for the idea of the Jews as the chosen people</li> <li>• the first covenant was made between Abraham and God and consists of three parts: the promised land, the promise of the descendants and the promise of blessing and redemption</li> <li>• the second covenant was between Moses and God and where God revealed the 10 commandments to Moses on Mount Sinai.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between different beliefs about Covenant</li> <li>• analysing possible consequences/implications of beliefs about Covenant</li> <li>• analysing possible interpretations/implications of sources relating to beliefs about Covenant.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on why beliefs about Covenant are relevant</li> <li>• counter-arguments on the relevance of beliefs about Covenant.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• the covenant remains relevant to Jews today as they still follow brit milah which is part of the Abrahamic covenant. This is where God asked Abraham to remove his foreskin and the foreskin of all Jewish boys after him and it is a sign of Jewish identity</li> <li>• the covenant remains relevant today as many Jews continue to follow and live by the 10 commandments and it is their moral compass on how they live their lives which brings them closer to God.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of the question is to allow candidates to analyse why Sikhs practice simran.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• describe the Sikh practice of simran and its purpose, analyse the purpose of Simran.</li> </ul> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis.</p> <p>It is acceptable for candidates to make reference to beliefs/practices that are relevant to the question and linked to simran.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of simran</li> <li>• a description of the purpose of simran</li> <li>• a description of some of the beliefs/practices associated with simran</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Simran is the Sikh term for prayer and means meditating on God’s name at all times</li> <li>• Simran is practised by repeating one of the names for God or repeating the Mool Mantra, either out loud or in their mind</li> <li>• the purpose of simran is to practice keeping God in mind at all times.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• explanation of the purpose of Simran.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• by practising simran and keeping God in mind at all times, Sikhs will begin to act in a more selfless way</li> <li>• this means that Sikhs will be better able to avoid the temptations of maya and Haumai through completing selfless actions</li> <li>• as a result, Sikhs will generate positive karma which will move their atma closer to reunion with God.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to allow candidates to present knowledge and understanding of beliefs about the Five Evils; analyse these beliefs; and evaluate the relevance of these beliefs.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of beliefs about the Five Evils</li> <li>• an explanation of these beliefs</li> <li>• a judgement on the relevance of these beliefs.</li> </ul> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of Sikh beliefs about the Five Evils</li> <li>• a description of Sikh beliefs relating to the Five Evils</li> <li>• a description of Sikh practices relating to the Five Evils</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• the Guru Granth Sahib often refers to five evils, ‘vices’ or ‘thieves’ which human beings should try to control</li> <li>• these evils lead the soul away from God and ‘steal’ the unique opportunity to reunite with God</li> <li>• pride is regarded as the worst of the Five Evils as it makes humans forget that God is responsible for everything they are/have.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between different beliefs about the Five Evils</li> <li>• analysing possible consequences/implications of beliefs about the Five Evils</li> <li>• analysing possible interpretations/implications of sources relating to beliefs about the Five Evils.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on why beliefs about the Five Evils are relevant</li> <li>• counter-arguments on the relevance of beliefs about the Five Evils.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• beliefs about the Five Evils are extremely relevant for Sikhs because they are the root cause of maya and Haumai, the negative aspects of human nature which keeps us trapped in the endless cycle of birth, death and rebirth</li> <li>• however, beliefs about the Five Evils may be irrelevant because as long as Sikhs focus on developing virtues, such as compassion, selflessness and truthful living, their chance to reunite with God cannot be stolen by the Five Evils.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>10</b>	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to describe protection and explain the non-religious responses to moral issues arising from it.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• describe protection, describe moral issues arising from protection, non-religious viewpoints and analyse non-religious responses to these.</li> </ul> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of protection</li> <li>• a description of the moral issues arising from protection</li> <li>• a description of non-religious viewpoints, beliefs or teachings</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• protection is a purpose of punishment where a sentence is passed to protect and keep safe wider society – for example, prison</li> <li>• one moral issue arising from protection is that the protection may only last as long as the sentence – meaning society is once again at risk from harm following their release</li> <li>• one non-religious response comes from Utilitarians, who would carefully consider the long-term consequences, trying to achieve the greatest happiness for the greatest number.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of non-religious responses to the moral issues arising from protection</li> <li>• possible interpretations/implications of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• one implication of this response to the moral issue is that Utilitarians may favour an element of the protective punishment to ensure a more effective deterrent</li> <li>• a consequence of this response may be that the sentence could be harsher, or even that the sentence may incorporate rehabilitation</li> <li>• in turn ensuring the offender left prison more skilled, qualified, and intent on living a crime-free life – ensuring better protection to society in the long term.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to allow candidates to present knowledge and understanding about capital punishment; present knowledge and understanding about moral issues arising from capital punishment; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from capital punishment.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of capital punishment</li> <li>• an explanation of the moral issues arising from capital punishment</li> <li>• one or more religious responses to moral issues arising from capital punishment</li> <li>• a judgement on these religious responses.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of capital punishment</li> <li>• a description of moral issues arising from capital punishment</li> <li>• a description of religious responses, beliefs or teachings to moral issues arising from capital punishment</li> <li>• relevant sources.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• capital punishment is the execution of an offender after being sentenced to death for a crime by a court of law</li> <li>• one moral issue arising from capital punishment is that it involves the taking of human life which goes against the UN declaration Article 3 that we all have the right to life</li> <li>• a religious response to this is that many Christians would be concerned by this moral issue as they agree with right to life as they believe we are all made in the image of God, meaning all life has inherent value.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible implications/consequences of moral issues arising from capital punishment</li> <li>• possible implications/consequences of religious responses of moral issues arising from capital punishment</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on religious responses to moral issues arising from capital punishment.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree with the Christian response as I believe we are all better than our worst acts and that our lives should not be taken, but rather we should be given the chance to reform and become a better person</li> <li>• furthermore, I agree with this response as I think executing individuals means that they are denied the opportunity to fulfil their God-given purpose on earth – exemplified by reformed criminals who go on to do great things.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to describe the purposes of sex and explain the non-religious responses to moral issues arising from it.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>describe the purposes of sex, describe moral issues arising from the purposes of sex, describe non-religious viewpoints and analyse non-religious responses to these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>a description of the purposes of sex</li> <li>a description of the moral issues arising from the purposes of sex</li> <li>a description of non-religious viewpoints, beliefs or teachings</li> <li>relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>one purpose of sex is reproduction which is when two people have sex in order to have children</li> <li>one moral issue arising from reproduction as a purpose of sex is that not everyone wants to, or is able to reproduce, but still chooses to have sex</li> <li>humanists value autonomy and personal freedom and believe that sex should be consensual.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of non-religious responses to the moral issues arising from the purposes of sex</li> <li>• possible interpretations/implications of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of this viewpoint is that just because couples do not want to or cannot have children, they should not be confined to sexless relationships</li> <li>• a further implication of this viewpoint is that consensual sex is a way of sharing intimacy with a partner and should not be associated with procreating</li> <li>• an implication of the humanist view is that society should provide sex education and contraception, which will lead to fewer STIs, unwanted pregnancies and other social problems.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to allow candidates to present knowledge and understanding about gender inequality and exploitation in society; present knowledge and understanding about moral issues arising from gender inequality and exploitation in society; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from gender inequality and exploitation in society.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of gender inequality and exploitation in society</li> <li>• an explanation of the moral issues arising from gender inequality and exploitation in society</li> <li>• one or more religious responses to moral issues arising from gender inequality and exploitation in society</li> <li>• a judgement on these religious responses.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of gender inequality and exploitation in society</li> <li>• a description of moral issues arising from gender inequality and exploitation in society</li> <li>• a description of religious responses, beliefs or teachings to moral issues arising from gender inequality and exploitation in society</li> <li>• relevant sources.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• patriarchy is a term used to describe the system of gender-based hierarchy in society which assigns most power and higher value to men.</li> <li>• when women are referred to in the Bible, they are to be found in roles which perpetuate patriarchal dominance, for example, various wives, daughters and prostitutes</li> <li>• ‘women should remain silent in the churches. They are not allowed to speak, but must be in submission, as the law says.’ 1st Corinthians.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on religious responses to moral issues arising from gender inequality and exploitation in society</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I reject the view that because the Bible is believed to be the direct word of God, free from all error, then we should unconditionally accept toxic, misogynistic views about women</li> <li>• in my view, this liberal Christian response to gender stereotypes and gender-based violence is valid because they acknowledge that the Bible should not be taken at face value because although the text was written in a time where these views were the norm, they are not reflective of the standards of today so should not be followed word for word</li> <li>• I strongly disagree with this Christian response because it is an archaic viewpoint, that some religious people are desperate to cling onto because it maintains a status quo, with men having power and women being dependant.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to describe resource management and explain the non-religious responses to moral issues arising from it.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• describe resource management, describe moral issues arising from resource management, describe non-religious viewpoints and analyse non-religious responses to these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of resource management</li> <li>• a description of the moral issues arising from resource management</li> <li>• a description of non-religious viewpoints, beliefs or teachings</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• humanism is a non-religious viewpoint where people will form their views on moral issues through gathering evidence, using reason and thinking critically</li> <li>• the world’s natural resources are part of resource management and examples of natural resources are oil, gas and coal</li> <li>• there are many moral issues surrounding the use of natural resources, one important one is that these resources are finite which means we need an alternative to ensure the sustainability of Earth.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of non-religious responses to the moral issues arising from resource management</li> <li>• possible interpretations/implications of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• humanists believe that the actions of human beings pose a massive threat to the world and as a result, they believe that they should preserve as much biodiversity as possible</li> <li>• humanist Society Scotland has adopted and supports the Earth Charter and has a group of Eco-Humanists who focus on radical solutions for preventing climate chaos</li> <li>• utilitarians believe that it is in the best interests of the majority to maintain resources for present and future generations.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to allow candidates to present knowledge and understanding about poverty; present knowledge and understanding about moral issues arising from poverty; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from poverty.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of poverty</li> <li>• an explanation of the moral issues arising from poverty</li> <li>• one or more religious responses to moral issues arising from poverty</li> <li>• a judgement on these religious responses.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of poverty</li> <li>• a description of moral issues arising from poverty</li> <li>• a description of religious responses, beliefs or teachings to moral issues arising from poverty</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• someone in the UK might be considered to be relatively poor if they live on less than the average UK income. (BBC Bitesize)</li> <li>• many Christians believe people should use their wealth to help those who have less than they have, following the teaching of Jesus</li> <li>• one moral issue arising from poverty is that, according to UNICEF, 22,000 children die each day due to poverty.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible implications/consequences of moral issues arising from poverty</li> <li>• possible implications/consequences of religious responses of moral issues arising from poverty</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on religious responses to moral issues arising from poverty.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree with the Christian response to the moral issue of children living in poverty as I think that those who have money have a moral duty to help those living in their own communities and look out for one another</li> <li>• I also agree with the Muslim response to the moral issue of children living in poverty as one of the pillars of Islam, Zakat is a form of obligatory charity that has the potential to end poverty across many communities.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to describe beating heart donation and explain the non-religious responses to moral issues arising from it.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>describe beating heart donation, describe moral issues arising from beating heart donation, describe non-religious viewpoints and analyse non-religious responses to these.</li> </ul> <p><b>Specific marking instructions</b> A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>a description of beating heart donation</li> <li>a description of the moral issues arising from beating heart donation</li> <li>a description of non-religious viewpoints, beliefs or teachings</li> <li>relevant sources.</li> </ul> <p><b>Examples of developed knowledge points:</b></p> <ul style="list-style-type: none"> <li>beating heart donation is when a ventilator takes over the breathing process after brain stem death</li> <li>one moral issue comes from the ‘dead donor rule’ which means vital organs can only be taken after death, which begs the question, is the patient actually dead?</li> <li>humanists make decisions based on reason, empathy and concern for others rather than looking to a supernatural being for guidance.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of non-religious responses to the moral issues arising from beating heart donation</li> <li>• possible interpretations/implications of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• a consequence of this Humanist viewpoint is that it will be up to the family of the donor to make the decision of whether the patient is actually dead</li> <li>• one implication of this Humanist response is that leaving it up to the family to decide may mean that a patient could stay on a ventilator indefinitely using up key medical resources that could be used more responsibly</li> <li>• a consequence of this Utilitarian viewpoint is that allowing beating heart donation means that the organs are seen to be more viable and the transplant is therefore more likely to be successful for the recipient.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	<b>20</b>	<p><b>Purpose</b> The purpose of the question is to allow candidates to present knowledge and understanding about voluntary and non-voluntary euthanasia; present knowledge and understanding about moral issues arising from voluntary and non-voluntary euthanasia; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from voluntary and non-voluntary euthanasia.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of voluntary and non-voluntary euthanasia</li> <li>• an explanation of the moral issues arising from voluntary and non-voluntary euthanasia</li> <li>• one or more religious responses to moral issues arising from voluntary and non-voluntary euthanasia</li> <li>• a judgement on these religious responses.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of voluntary and non-voluntary euthanasia</li> <li>• a description of moral issues arising from voluntary and non-voluntary euthanasia</li> <li>• a description of religious responses, beliefs or teachings to moral issues arising from voluntary and non-voluntary euthanasia</li> <li>• relevant sources.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• non-voluntary euthanasia is when someone is unable to make a decision about their condition and someone else, usually a medical professional will make the decision for them</li> <li>• a moral issue arising from non-voluntary euthanasia is that a medical professional has a responsibility to sustain life at all costs rather than choose to end a life</li> <li>• one Christian response is to oppose all types of euthanasia arguing that dying is a natural process and those that are ill and most vulnerable deserve special care and protection at all times.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible implications/consequences of moral issues arising from voluntary and non-voluntary euthanasia</li> <li>• possible implications/consequences of religious responses of moral issues arising from voluntary and non-voluntary euthanasia</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on religious responses to moral issues arising from voluntary and non-voluntary euthanasia</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree with this Christian response to non-voluntary euthanasia, because if patients believed that some healthcare professionals viewed euthanasia as a treatment for their illness, they would feel more anxious and some would avoid hospitals completely</li> <li>• on the other hand there are drawbacks with this Christian response as if a patient is going through intolerable pain or suffering, non-voluntary euthanasia could be seen as an act of compassion as it puts an end to any suffering that will only get worse.</li> </ul>

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. <b>4 marks</b> are available for analysis. <b>A maximum of 6 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to describe the consequences of war for the economy and explain the non-religious responses to moral issues arising from it.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>describe the consequences of war for the economy, describe moral issues arising from the consequences of war for the economy, describe non-religious viewpoints and analyse non-religious responses to these.</li> </ul> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis.</p> <p><b>Knowledge and understanding – up to 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>a description of the consequences of the war for the economy</li> <li>a description of the moral issues arising from consequences of the war for the economy</li> <li>a description of non-religious viewpoints, beliefs or teachings</li> <li>relevant sources.</li> </ul> <p><b>Example knowledge points</b></p> <ul style="list-style-type: none"> <li>one consequence of war for the economy is that it can result in widespread poverty as the normal economic functioning of a country is disrupted</li> <li>one moral issue arising from this is that the disruption to economic activity will have consequences for education and health as reductions to national income will inevitably result in less public investment</li> <li>a non-religious response to this is from Utilitarians, who believe that the moral thing to do is that which will bring about the greatest happiness for the greatest number, at the same time reducing suffering.</li> </ul>

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			<p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible consequences/implications of non-religious responses to the moral issues arising from the consequences of the war for the economy</li> <li>• possible interpretations/implications of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• a consequence of the Utilitarian viewpoint is that they would be concerned about the impact on public services as they benefit the majority of society</li> <li>• an implication of this response is that they might be less likely to support a war if the long-term economic impact led to less happiness for the majority – and may be vocal in their dissent</li> <li>• a consequence of this may be pressure to consider alternatives to war – such as diplomacy – and less likelihood to invest in a war which will ultimately affect services and cause poverty.</li> </ul>

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. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to allow candidates to present knowledge and understanding about alternatives to war; present knowledge and understanding about moral issues arising from alternatives to war; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from alternatives to war.</p> <p><b>Candidates should take the following approach to the question:</b></p> <ul style="list-style-type: none"> <li>• a description of alternatives to war</li> <li>• an explanation of the moral issues arising from alternatives to war</li> <li>• one or more religious responses to moral issues arising from alternatives to war</li> <li>• a judgement on these religious responses.</li> </ul> <p><b>Specific marking instructions</b> Marks will be capped at <b>8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both analysis and evaluation skills</b>.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of alternatives to war</li> <li>• a description of moral issues arising from alternatives to war</li> <li>• a description of religious responses, beliefs or teachings to moral issues arising from alternatives to war</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• economic sanctions are preventive, non-violent measures which allow the EU to respond swiftly to political challenges against a targeted country, group or individual</li> <li>• one moral issue arising from this is that sanctions can build resentment and lead to aggressive acts, such as Hitler’s response to the sanctions that were imposed on Germany after WWI</li> <li>• one religious response to this moral issue comes from Christians who want to avoid war but would also be concerned where sanctions were excessive or even scapegoated a country.</li> </ul>

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			<p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• possible implications/consequences of moral issues arising from alternatives to war</li> <li>• possible implications/consequences of religious responses of moral issues arising from alternatives to war</li> <li>• analysis of sources.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• judgement on religious responses to moral issues arising from alternatives to war.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree with the Christian response as I too think all options should be exhausted before war, but I also believe that there are many countries who abuse their power and bully less powerful countries into submitting to their will</li> <li>• I disagree with the Christian response as I think there are some individuals and countries who are intent on conflict and need to be dealt with in the most severe way possible to thwart their ambition.</li> </ul>

[END OF MARKING INSTRUCTIONS]