



National  
Qualifications  
2024

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# **2024 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. <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 Buddhists belong to the Sangha.</p> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> 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 sangha.</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 sangha</li> <li>• a description of the purpose of the sangha</li> <li>• a description of some of the beliefs/practices associated with sangha</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• The Sangha is the term used for those who are followers of the Buddha, which can comprise of both monastic and lay members</li> <li>• lay members of the Sangha are just ordinary people who don't wear any special clothes but do follow the Buddhist way of life</li> <li>• the initial purpose of the Sangha was so that Buddha could ensure that the Dhamma (his teachings) were preserved and not lost after his death.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of Sangha.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of this purpose is that generations of Buddhists to come will be able to follow a way of life which will help develop their morality and let them live more fulfilled lives</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> <li>• a consequence of this is that living a moral life means an accumulation of positive kamma, which will enhance spiritual progress and bring Buddhists closer to the ultimate goal of Nibbana</li> <li>• an implication of the purpose of the monastic sangha is that they support other monks and nuns with their spiritual journeys, impacting on wider society as they become less selfish and more compassionate.</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 Three Marks of Existence; analyse these beliefs; and evaluate the significance of these beliefs.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills.</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 Three Marks of Existence</li> <li>• a description of Buddhist beliefs relating to the Three Marks of Existence</li> <li>• a description of Buddhist practices relating to the Three Marks of Existence</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Anicca is the doctrine of impermanence</li> <li>• Anatta is the doctrine of no self</li> <li>• Dukkha means all life is suffering</li> <li>• “These grey-white dried bones, like dried empty gourds thrown away at the end of summer.” (Dhammapada 11: 148)</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the relationship between different beliefs about the Three Marks of Existence</li> <li>• analysis of consequences/implications of beliefs about the Three Marks of Existence</li> <li>• analysis of interpretations/implications/consequences of sources relating to beliefs about the Three Marks of Existence.</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 the Three Marks of Existence are significant.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I think beliefs about dukkha are significant as they explain the human condition meaning that we can work towards an understanding of the roots of this dissatisfaction and be more mindful in how we live</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> <li>• I think beliefs about anicca are significant as by understanding impermanence, we begin to see the true nature of Reality and the world for how it really is, rather than how things appear to be</li> <li>• I think beliefs about anatta are significant as once we realise there is no permanent self, we stop putting ourselves at the centre and behave in a more selfless and compassionate way.</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.	10	<p><b>Purpose</b> The purpose of the question is to allow candidates to analyse why Christians belong to the Christian community.</p> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to make reference to beliefs/practices that are relevant to the question and linked to the Christian community.</p> <p><b>Knowledge and understanding – 6 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of Christian community</li> <li>• a description of the purpose of the Christian community</li> <li>• a description of some of the beliefs/practices associated with Christian community</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Christians gather regularly for worship services where they sing hymns and listen to sermons together</li> <li>• one example of a Christian community in Scotland is the Iona Community which was founded in 1938 and is a significant spiritual and educational centre</li> <li>• one purpose of the Christian community is to worship and honour God together, expressing gratitude, reverence, and adoration for Him.</li> </ul> <p><b>Analysis – 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• explanation of the purpose of the Christian community.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of the purpose of community worship is that Christians can work together to deepen their relationship with God and offer themselves in service</li> <li>• an implication of the purpose of Christian community is that it creates a sense of belonging, where individuals can find acceptance, love, and accountability within a community of like-minded believers</li> <li>• an important purpose of the Christian community is that it serves as a catalyst for spreading the message of Christianity to the world.</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 God; analyse these beliefs; and evaluate the importance of these beliefs.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills.</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 God</li> <li>• a description of Christian beliefs relating to God</li> <li>• a description of Christian practices relating to God</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Omnipotence: God is all-powerful</li> <li>• Omniscience: God is all-knowing</li> <li>• Omnipresence: God is present everywhere</li> <li>• “Even the very hairs of your head are all numbered” Matthew 10.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the relationship between different beliefs about God</li> <li>• analysis of consequences/implications of beliefs about God</li> <li>• analysis of interpretations/implications/consequences of sources relating to beliefs about God.</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 God are significant.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I think that beliefs about God continue to be significant to Christians because they believe that God is the ultimate source of meaning and purpose in life</li> <li>• beliefs about God are significant for Christians because they believe that human existence finds its fullest significance when it is aligned with God's will and purposes</li> <li>• I also think that beliefs about God are significant to Christians because Christians believe that God offers salvation and the promise of eternal life through faith in Jesus Christ.</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 the purpose of dharma for Hindus.</p> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to make reference to beliefs/practices that are relevant to the question and linked to meditation.</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 dharma</li> <li>• a description of the purpose of dharma</li> <li>• a description of some of the beliefs/practices associated with dharma</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Dharma is the duty that every Hindu should perform in their life</li> <li>• The dharma of Brahmins is studying, teaching, and performing religious rituals</li> <li>• social dharma encompasses the responsibilities and obligations individuals have towards their family, community, and society.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of dharma.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of the purpose of dharma is that guides individuals in making righteous choices and actions that promote harmony and justice in society</li> <li>• A consequence of the purpose of dharma is that by adhering to their prescribed duties and responsibilities, Hindus contribute to maintaining balance and harmony in the universe</li> <li>• a further consequence of following their individual dharma is that Hindus can attain higher states of consciousness and liberation from the cycle of birth and death.</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 God; analyse these beliefs; and evaluate the importance of these beliefs.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills.</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 God</li> <li>• a description of Hindu beliefs relating to God</li> <li>• a description of Hindu practices relating to God</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Brahman is the supreme cosmic power</li> <li>• Brahman is believed to be the source and essence of everything in the universe</li> <li>• Brahman often described as beyond human comprehension</li> <li>• “At your command moves the mighty wheel of time” Vedas.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the relationship between different beliefs about God</li> <li>• analysis of consequences/implications of beliefs about God</li> <li>• analysis of interpretations/implications/consequences of sources relating to beliefs about God.</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 God are significant.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• Hindu beliefs about God are significant because they provide a foundation for devotion and worship in Hinduism</li> <li>• beliefs about God are significant for Hindus because worshipping and offering prayers to deities allows individuals to express their love, gratitude, and reverence towards the divine</li> <li>• I agree that beliefs about God as significant because they offer insights into the qualities and virtues embodied by the deities, providing guidance on how to live a virtuous and meaningful life.</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 why Muslims practice the Five Pillars.</p> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> 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 question and linked to the purpose of prayer.</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 Five Pillars</li> <li>• a description of the purpose of the Five Pillars</li> <li>• a description of some of the beliefs/practices associated with the Five Pillars</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• one of the Five Pillars is Shahadah, the statement of faith</li> <li>• Hajj is the fifth pillar of Islam, the pilgrimage to Mecca</li> <li>• the purpose of Hajj is to be spiritually cleansed as Muslims are able to confess their sins on the plains of Arafat and seek Allah’s forgiveness.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of the Five Pillars.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of this purpose is that on their return from Mecca, Muslims can start a fresh page and live a life in accordance with God’s will</li> <li>• a consequence of this is that they are following the Straight Path and likely to be rewarded by God for this in the afterlife</li> <li>• an implication of the purpose of prayer is that Muslims can live with the belief that God is with them through all of life’s hurdles – that they do not face suffering alone.</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 God; analyse these beliefs; and evaluate the significance of these beliefs.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills.</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 God</li> <li>• a description of Muslim beliefs relating to God</li> <li>• a description of Muslim practices relating to God</li> <li>• relevant sources.</li> </ul> <p><b>Example of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Omnipotence: God is all-powerful</li> <li>• Omniscience: God is all-knowing</li> <li>• Omnipresence: God is present everywhere</li> <li>• “Surely Allah alone is the creator of all things and he is the One, the Most Supreme” Surah 13:17.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• Analysis of the relationship between different beliefs about God</li> <li>• Analysis of consequences/implications of beliefs about God</li> <li>• Analysis of interpretations/implications/consequences of sources relating to beliefs about God.</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 God are significant.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I think this belief about God is significant as it highlights to Muslims their important role as khaliphas and their duty to look after God's creation in a way that is pleasing to Him</li> <li>• I think this belief about God is a significant belief as it reassures Muslims that God has mapped their life out for them and that all suffering they endure is but a mere test of faith</li> <li>• I think this belief about God is a significant belief as it gives Muslims a moral focus and the will to do good as the promise of an eternal life with God in the afterlife is so great.</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.	10	<p><b>Purpose</b> The purpose of the question is to allow candidates to why Jews observe Yom Kippur.</p> <p><b>Specific marking instructions:</b> <b>A maximum of 4 marks</b> 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 question and linked to the purpose of observing Yom Kippur.</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 observing Yom Kippur</li> <li>• a description of some of the beliefs/practices associated with observing Yom Kippur</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Yom Kippur is the holiest day in the Jewish calendar</li> <li>• Yom Kippur falls ten days after Rosh Hashanah</li> <li>• the purpose of Yom Kippur is to repent and seek forgiveness.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of observing Yom Kippur.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of observing Yom Kippur is that it allows Jews to recognise their shortcomings and commit to positive change</li> <li>• a consequence of observing Yom Kippur is that it gives Jews time to focus on the spiritual aspects of life, setting aside worldly concerns and distractions</li> <li>• an implication of observing Yom Kippur is that it reminds Jews that God is merciful and forgiving and offers the possibility of forgiveness for those who genuinely seek it.</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 God; analyse these beliefs; and evaluate the importance 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 God</li> <li>• an explanation of these beliefs</li> <li>• a judgement on the importance 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 God</li> <li>• a description of Jewish beliefs relating to God</li> <li>• a description of Jewish practices relating to God</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Omnipotence: God is all-powerful</li> <li>• Omniscience: God is all-knowing</li> <li>• Omnipresence: God is present everywhere</li> <li>• ‘Hear, O Israel: The Lord our God, the Lord is one’ (Deuteronomy 6:4).</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the relationship between different beliefs about God</li> <li>• analysis of consequences/implications of beliefs about God</li> <li>• analysis of interpretations/implications/consequences of sources relating to beliefs about God.</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 God are significant.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I think that beliefs about God are significant because the covenant establishes a special bond between God and the Jewish people, highlighting their unique role and responsibilities within his plan.</li> <li>• Jewish beliefs about God are significant because God serves as a source of comfort, solace, and hope for Jews in times of difficulty, pain, or loss.</li> <li>• However, the belief that God is omnibenevolent is less significant for some Jews because they may have experienced very challenging life experiences, personal hardships, or traumatic events which has led them to question God's nature.</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.	10	<p><b>Purpose</b> The purpose of the question is to allow candidates to analyse the purpose of kirt karna.</p> <p><b>Specific marking instructions</b> <b>A maximum of 4 marks</b> will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to make reference to beliefs/practices that are relevant to the question and linked to kirt karna.</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 kirt karna</li> <li>• a description of the purpose of kirt karna</li> <li>• a description of some of the beliefs/practices associated with kirt karna</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• an example of kirt karna would be working in an industry which helps people, such as the medical or teaching professions</li> <li>• Sikhs should avoid working in any industries which cause harm to the environment or living things – such as the tobacco or alcohol industry</li> <li>• a purpose of kirt karna is to allow Sikhs to worship God through serving God’s creation.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the purpose of kirt karna.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• a consequence of engaging in kirt karna is that it promotes integrity, fairness, and social responsibility within Sikhs</li> <li>• an implication of kirt karna is that it encourages Sikhs to be self-sufficient and self-reliant</li> <li>• a further consequence of kirt karna is that by engaging in productive work, individuals can fulfil their own needs and support themselves and their families.</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 Sikh beliefs about God; analyse these beliefs; and evaluate the significance of these beliefs.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills.</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 God</li> <li>• a description of Sikh beliefs relating to God</li> <li>• a description of Sikh practices relating God</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Sikhs believe that God is the creator and sustainer of the universe and everything in it</li> <li>• God is pure spirit and cannot be experienced through the five senses</li> <li>• God exists in every living thing in the form of the atma</li> <li>• “There is but One God; Truth is His Name” Guru Granth Sahib.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the relationship between different beliefs about God</li> <li>• analysis of consequences/implications of beliefs about God</li> <li>• analysis of interpretations/implications/consequences of sources relating to beliefs about God.</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 God are significant.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• beliefs about God are significant because they inspire Sikhs to develop a deep sense of devotion and engage in worship in order to become closer to God</li> <li>• this belief about God is significant for Sikhs because it reminds them of religious equality, as there is only one God for all faiths</li> <li>• this belief about God is significant because it ensures that Sikhs practice social equality, as all humans are part of God.</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.	10	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to describe custodial sentencing and analyse the religious responses to moral issues arising from this.</p> <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 custodial sentencing</li> <li>• a description of the moral issues arising from custodial sentencing</li> <li>• a description of religious viewpoints</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• a custodial sentence is a fixed prison sentence given to the offender which is decided by the court</li> <li>• one moral issue raised by custodial sentencing is that many people continue to reoffend after release from prison</li> <li>• ‘The Lord hears the needy and does not despise his captive people.’ Psalm 69:33</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• consequences/implications of religious responses to the moral issues arising from custodial sentences</li> <li>• interpretations/implications/consequences of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• this source could be interpreted to suggest that God cares for those who are vulnerable or in need of salvation and so would be concerned where a sentence caused an individual to be in a cycle of re-offending</li> <li>• a consequence of this is that His compassion extends to those in prison as we are all made in His image, capable of change and deserving of second chances.</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.	20	<p><b>Purpose</b> The purpose of the question is to allow candidates to present knowledge and understanding about causes of crime; present knowledge and understanding about moral issues arising from causes of crime; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from causes of crime.</p> <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 causes of crime</li> <li>• a description of moral issues arising from causes of crime</li> <li>• a description of non-religious responses to moral issues arising from causes of crime relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• A psychological cause of crime is addiction.</li> <li>• One moral issue is that many of those who commit crime as a result of substance misuse have previously experienced trauma in their lives.</li> <li>• Immanuel Kant believed in the categorical imperative; that an action is morally good if driven by moral duty and applicable in all situations.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• implications/consequences of moral issues arising from causes of crime</li> <li>• implications/consequences of non-religious responses of moral issues arising from causes of crime</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 non-religious responses to moral issues arising from causes of crime.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree with the Kantian response to this moral issue as I believe that we are all imperfect and that our worst acts do not define us; those whose adversity leads to addiction and crime should be shown compassion</li> <li>• furthermore, I think this type of approach forces us to look inwards as a society and work together to find the solutions to the inequity in society which gives rise to these problems</li> <li>• I disagree with this response as I believe that there is still an element of choice for addicts and individuals need to take responsibility and seek alternatives from organisations that exist to help people suffering from trauma and addiction.</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 sexual relationships, the moral issues arising from sexual relationships, and analyse the religious responses to these moral issues.</p> <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 sexual relationships</li> <li>• a description of the moral issues arising from sexual relationships</li> <li>• a description of religious viewpoints</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• one moral issue arising from sexual relationships is underage sex, where two people under the legal age of consent engage in sexual activity</li> <li>• this is a moral issue because many young people engage in sex due to peer pressure before they are physically or emotionally ready</li> <li>• although the Bible does not specify an age of consent, it does claim that sex should take place within marriage.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• consequences/implications of religious responses to the moral issues arising from sexual relationships</li> <li>• interpretations/implications/consequences of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of this Christian viewpoint is that because the purpose of sex is procreation, not pleasure, sex should take place within a marriage, and not between underage people</li> <li>• when marrying you are making a promise to God, as well as to each other, and as a result, by being unfaithful to your spouse you are turning your back on God and devaluing the sacred oath you have made</li> <li>• a consequence of the Christian belief that sex is an act of love is that sex without consent is an act violence and should be condemned.</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 marriage; present knowledge and understanding about moral issues arising from marriage; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from marriage.</p> <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</b> analysis <b>and</b> evaluation skills.</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 marriage</li> <li>• a description of moral issues arising from marriage</li> <li>• a description of non-religious responses to moral issues arising from marriage</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Arranged marriage is a type of marital union where the bride and groom are primarily selected by individuals other than the couple themselves.</li> <li>• Arranged marriages are different from forced marriage because the bride and groom give their consent to their family ‘choosing’ their partner.</li> <li>• Utilitarianism is the greatest happiness for the greatest number of people.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• implications/consequences of moral issues arising from marriage</li> <li>• implications/consequences of non-religious responses of moral issues arising from marriage</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 non-religious responses to moral issues arising from marriage.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I strongly agree with the utilitarian viewpoint to this issue because arranged marriages can facilitate alliances between families, who will support the marriage and help the couple through any difficulties they may experience, as it is in their best interest to do so</li> <li>• I also agree that arranged marriages can often promote the greatest happiness as families will often look beyond initial, superficial attraction and select a match based on shared values and culture</li> <li>• I disagree to some extent with the utilitarian viewpoint, as while the majority may be happy with the match, the individuals within the couple may have had their personal choice removed which goes against the principle of utility.</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 trading inequalities and analyse religious responses to moral issues arising from them.</p> <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 trading inequalities</li> <li>• a description of the moral issues arising from trading inequalities</li> <li>• a description of religious viewpoints</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• an example of a trading inequality happens in trading relationships with imbalances in power between buyers and sellers</li> <li>• a moral issue arising from this trading inequality is that it can create opportunities for exploitation, where the strong take advantage of the weak</li> <li>• Christians may reflect on the life and teachings of Jesus, who consistently spoke out against injustice in the Gospels.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• consequences/implications of religious responses to the moral issues arising from trading inequalities</li> <li>• interpretations/implications/consequences of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• a consequence of the Christian response to the moral issue of is that Christians who actively oppose unjust trade practices may find themselves at odds with individuals or communities that prioritise economic interests over ethical considerations</li> <li>• however, by advocating for justice, fairness, and ethical conduct, Christians can raise awareness about the consequences of exploitation, and contribute to the broader movement for economic justice and equitable trade practices.</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.	20	<p><b>Purpose</b> The purpose of the question is to allow candidates to present knowledge and understanding about environmental issues; present knowledge and understanding about moral issues arising from environmental issues; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from environmental issues.</p> <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 environmental issues</li> <li>• a description of moral issues arising from environmental issues</li> <li>• a description of non-religious responses to moral issues arising from environmental issues</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• rising global temperatures lead to more frequent and severe heatwaves, extreme weather event and sea-levels rising</li> <li>• one moral issue arising from climate change is that the actions we take today, or fail to take, have long-term consequences for the well-being and quality of life of future generations</li> <li>• Kant would argue that the moral worth of an action is dependant on duty and whether it can be universalised.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• implications/consequences of moral issues arising from environmental issues</li> <li>• implications/consequences of non-religious responses of moral issues arising from environmental issues</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 non-religious responses to moral issues arising from environmental issues.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree with Kant's response to the moral issue as by recognising the moral duty to address climate change, he reflects a concern for the well-being and rights of those who will inherit the planet</li> <li>• I also agree with Kant's perspective because he acknowledges the interconnectedness of humanity and the inherent worth and dignity of all individuals because climate change affects vulnerable populations, threatening human dignity</li> <li>• finally, I agree with Kant because climate change is a global issue that affects all of humanity, disregarding national boundaries and therefore something that we all need to address and work together to ensure the planet is protected for future generations.</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 end of life care, the moral issues arising from end-of-life care and analyse religious responses to these moral issues.</p> <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 end-of-life care</li> <li>• a description of the moral issues arising from end-of-life care</li> <li>• a description of religious viewpoints</li> <li>• relevant sources.</li> </ul> <p><b>Example knowledge points</b></p> <ul style="list-style-type: none"> <li>• palliative care exists to improve the quality of life of terminally ill patients</li> <li>• it is often seen as holistic care as it includes physical, psychological and spiritual care</li> <li>• one moral issue arising from end-of-life care is the cost, as when money is spent on palliative care it is diverted away from other alternatives.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• consequences/implications of religious responses to the moral issues arising from end-of-life care</li> <li>• interpretations/implications/consequences of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of the Christian belief that all life is sacred is that people's intrinsic value continues up to their dying day.</li> <li>• a consequence of this is that money should always be spent on palliative care as those who require this care are most vulnerable and must be treated with respect up until their dying day, regardless of the cost</li> <li>• a further consequence of this belief is that Christian organisations will fund hospice care as part of Christian action, in order to ensure that no one is left to die in pain or suffering as a result of lack of funding.</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.	20	<p><b>Purpose</b> The purpose of the question is to allow candidates to present knowledge and understanding about use of embryos; present knowledge and understanding about moral issues arising from use of embryos; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from use of embryos.</p> <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 use of embryos</li> <li>• a description of moral issues arising from use of embryos</li> <li>• a description of non-religious responses to moral issues arising from use of embryos</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• one use of embryos is in IVF which is a medical procedure used to allow infertile or same sex couples to conceive</li> <li>• in vitro means ‘in glass’, and conception takes place in a laboratory, before the embryo is placed into the uterus</li> <li>• one moral issue arising from using embryos to create life via IVF is often more embryos are created than inserted, meaning life is created only to be destroyed.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• implications/consequences of moral issues arising from use of embryos</li> <li>• implications/consequences of non-religious responses of moral issues arising from use of embryos</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 non-religious responses to moral issues arising from use of embryos.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree with the utilitarian perspective which states that creation of life through IVF has the potential to maximise happiness and minimise pain for the majority of people because increasing numbers of people are choosing to have children later in life and IVF allows them the freedom to make this choice</li> <li>• furthermore, I agree that the surplus embryos created during IVF were not created to be implanted anyway – if the choice is between creating and researching or not creating at all, the GHP applies in creating extra embryos to give couples a better chance of conceiving</li> <li>• however, the utilitarian perspective discounts the happiness of those who regard embryos as actual life from the point of conception, and will struggle with the destruction of unused embryos.</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 justifications for war, the moral issues arising from justification for war, and analyse religious responses to these moral issues.</p> <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 justifications for war</li> <li>• a description of the moral issues arising from justifications for war</li> <li>• a description of religious viewpoints</li> <li>• relevant sources.</li> </ul> <p><b>Example knowledge points</b></p> <ul style="list-style-type: none"> <li>• one justification for war is self-defence which is the use of force or military action by a nation or group to protect itself from an imminent threat</li> <li>• a moral issue arising from self-defence as justification for war is the question of proportionality and the potential for unintended harm</li> <li>• within Christian tradition, the principles of just war theory provide guidelines for determining the proportionality and justifiability of force in self-defence during war.</li> </ul> <p><b>Analysis – up to 4 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• consequences/implications of religious responses to the moral issues arising from justifications for war</li> <li>• interpretations/implications/consequences of sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of the Christian perspective using the Just War Theory is that if a war meets the set criteria, violence may be considered morally justified for self-defence purposes</li> <li>• however, there are many Christians who reject the use of violence and may argue that Jesus' teachings, such as "turn the other cheek" and "love your enemies," call for nonviolent responses even in situations of self-defence</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> <li>Christians, particularly those who embrace pacifism typically seek alternative means to address aggression and promote peace, such as diplomacy or negotiation.</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 modern armaments; present knowledge and understanding about moral issues arising from modern armaments; present non-religious beliefs/viewpoints; and analyse and evaluate non-religious responses to moral issues arising from modern armaments.</p> <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</b> analysis and evaluation skills.</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 modern armaments</li> <li>• a description of moral issues arising from modern armaments</li> <li>• a description of non-religious responses to moral issues arising from modern armaments</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• one modern armament is a weapon of mass destruction, such as nuclear weapon</li> <li>• one moral issue arising from a nuclear weapon is their immense destructive potential as they are capable of causing widespread devastation</li> <li>• according to Kant, morality is based on the concept of duty and the adherence to universal moral principles.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• implications/consequences of moral issues arising from modern armaments</li> <li>• implications/consequences of non-religious responses of moral issues arising from modern armaments</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 non-religious responses to moral issues arising from modern armaments.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree with Kant's perspective as possessing or deploying WMD goes against the exercise of moral autonomy, as it involves acting out of self-interest, rather than acting based on moral duty</li> <li>• I also agree with Kant's perspective on the moral issue as he emphasises the inherent value and dignity of human beings. Weapons of mass destruction, by their very nature, cause immense harm, indiscriminately targeting and endangering human lives</li> <li>• I disagree with the Utilitarian viewpoint because the use of WMDs, including the long term consequences, could never be deployed in the best interests of the majority of people as a result of its destructive nature.</li> </ul>

[END OF MARKING INSTRUCTIONS]



National  
Qualifications  
2024

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# **2024 Religious, Moral and Philosophical Studies**

## **Religious and Philosophical Questions**

### **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 the skill in a **20 mark** question.

In this question paper the following skills are assessed:

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

### (i) **Knowledge and understanding**

Knowledge and understanding involves presenting relevant and accurate content. Award a knowledge and understanding mark where a candidate presents a relevant and accurate point which may include:

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

### (ii) **Analysis**

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

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

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

**(iii) Evaluation**

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

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

**Use of sources**

Award marks where candidates use a referenced and relevant source in support of their knowledge and understanding, critical analysis, evaluation or a reasoned view.

**Overview of detailed marking instructions**

**Knowledge, analysis and evaluation questions (20 marks)**

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

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

## Marking instructions for each question

### Part A – Origins

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.			This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to <b>both</b> the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to present knowledge and understanding about scientific explanations for the origins of life and to analyse and evaluate these arguments. Candidates may also present, analyse and evaluate religious explanations of the origins of life.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills.</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 scientific explanations of the origins of life</li> <li>• a description of religious explanations of the origins of life</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• The Theory of Evolution suggests that all living organisms have gradually adapted to their environments through a process called natural selection</li> <li>• when animals with advantageous traits have more offspring, those traits become more common in the population over time</li> <li>• evidence for evolution comes from various sources, including fossils, which are the remains or traces of ancient organisms that have been preserved in rocks.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the evidence used to support scientific explanations of the origins of life</li> <li>• analysis of evidence used to support religious explanations of the origins of life</li> <li>• analysis of different viewpoints/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 analysis points:</b></p> <ul style="list-style-type: none"> <li>• one implication of the theory of evolution is that it removes the need for a creator God as life becomes a product of blind chance rather than intelligent design</li> <li>• a consequence of this is that life may be seen as lacking in meaning and purpose, which may lead to feelings of hopelessness.</li> </ul> <p><b>Evaluation – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• supported judgements on the scientific/religious explanations for the origins of life.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>• I agree to an extent with the scientific explanation for the origins of life as it uses a range of empirical evidence for the diversity of species and the processes through which species have evolved over time</li> <li>• however, I have concerns around this theory as while fossil records provide valuable evidence for evolutionary patterns, there are gaps which cast doubt over the validity of this theory.</li> </ul>

## Part B – The existence of God

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.			This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to <b>both</b> the question and the answer.	20	<p><b>Purpose</b> The purpose of this question is to give candidates the opportunity to present knowledge and understanding about non-religious arguments against the existence of God, and to analyse and evaluate these arguments. Candidates may also present, analyse and evaluate religious arguments for the existence of God.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills.</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 non-religious views which challenge the existence of God</li> <li>• a description of religious arguments for the existence of God</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Hume challenged the existence of God by saying that just because we can point to a first cause doesn't mean that this first cause is God</li> <li>• The Big Bang challenges the existence of God by identifying a starting point for the origins of the universe which does not require God.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of non-religious views which challenge the existence of God</li> <li>• analysis of religious arguments for the existence of God</li> <li>• analysis of different viewpoints/relevant sources</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of all non-religious arguments is that science uses evidence that can be tested rather than relying on faith</li> <li>• an implication of the theory of evolution is that life on earth has no clear purpose as the theory shows there was no design process involved in the beginning of life.</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>supported judgements on the non-religious challenges to the existence of God.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>I agree with non-religious arguments because the Big Bang theory offers an explanation for the origins of the Universe which doesn't rely on supernatural causes but has clear evidence to support it</li> <li>I agree that arguments on evolution provide better evidence for the apparent design in the Universe than those supporting God, as they answer the question of suffering within the world without having to explain why a loving God would have made such a world.</li> </ul>

## Part C – The problem of suffering and evil

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.			This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to <b>both</b> the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to present knowledge and understanding about responsibility for suffering and evil, analyse this and present a reasoned conclusion on whether responsibility lies with humans or God.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt <b>both</b> analysis and evaluation skills.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of arguments that claim human beings are responsible for suffering and evil</li> <li>• a description of arguments that suggest that God is responsible for suffering and evil</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• Augustine’s theodicy states that God created the perfect world, but God gave humans free will and they chose to disobey God.</li> <li>• Much of the evil and suffering in the world, such as earthquakes and tsunamis, is clearly natural in origin.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of the arguments that claim human beings are responsible for suffering and evil</li> <li>• analysis of the arguments that claim God is responsible for suffering and evil</li> <li>• analysis of different viewpoints/relevant sources</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• a consequence of the Christian belief that God has given humanity free will is that we must accept that people will act in ways which harm others and bring about suffering and evil</li> <li>• an implication of Augustine’s theodicy is that it takes no account of the existence of natural evil, which is not a result of human choices.</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>supported judgements on the extent to which responsibility for suffering and evil lies with humans.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>I disagree that human beings are responsible for evil and suffering because much of the suffering experienced in the world is clearly natural and thus not humanity's responsibility</li> <li>I disagree that human beings are solely responsible for evil and suffering as if God is all powerful, all knowing and all loving, then surely God has to take some responsibility for the existence of evil and suffering.</li> </ul>

## Part D – Miracles

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.			This question focuses on knowledge, analysis and evaluation. <b>5 marks</b> are available for analysis and <b>5 marks</b> are available for evaluation. <b>A maximum of 10 marks</b> are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to present knowledge and understanding of non-religious views on miracles. Candidates may also present, analyse and evaluate religious explanations for miracles.</p> <p><b>Specific marking instructions</b> Marks will be <b>capped at 8 knowledge and understanding marks</b> if a candidate fails to attempt both analysis and evaluation skills.</p> <p><b>Knowledge and understanding – up to 10 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• a description of miracles</li> <li>• a description of non-religious explanations for miracles</li> <li>• a description of religious explanations for miracles</li> <li>• relevant sources.</li> </ul> <p><b>Examples of knowledge points:</b></p> <ul style="list-style-type: none"> <li>• miracles can be described as an event that cannot be explained by natural laws and which must have been caused by God</li> <li>• Hume argued that miracles cannot happen because they break the laws of nature, which is impossible.</li> </ul> <p><b>Analysis – up to 5 marks may be awarded for:</b></p> <ul style="list-style-type: none"> <li>• analysis of non-religious views on miracles</li> <li>• analysis of religious views on miracles</li> <li>• analysis of different viewpoints/relevant sources.</li> </ul> <p><b>Examples of analysis points:</b></p> <ul style="list-style-type: none"> <li>• an implication of modern understandings of how the world works is that miracles can often be explained by empirical evidence</li> <li>• one consequence of believing in miracles might be that people lose faith in God as scientific explanations remove the need for divine intervention.</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>supported judgements on non-religious views on miracles.</li> </ul> <p><b>Examples of evaluation points:</b></p> <ul style="list-style-type: none"> <li>I disagree with non-religious views on miracles because while it is possible to explain a miracle using modern science, it is still God using his infinite power to bring about good</li> <li>however even if we accept that some things seem miraculous, the non-religious view is more credible since it offers empirical evidence for its conclusions.</li> </ul>

[END OF MARKING INSTRUCTIONS]