



National
Qualifications
SPECIMEN ONLY

S864/76/11

**Religious, Moral and
Philosophical Studies
World Religion, Morality and Belief**

Date — Not applicable

Duration — 2 hours 15 minutes

Total marks — 60

SECTION 1 — WORLD RELIGION — 30 marks

Attempt ONE Part.

SECTION 2 — MORALITY AND BELIEF — 30 marks

Attempt ONE Part.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



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SECTION 1 — WORLD RELIGION

Attempt ONE Part

PARTS

- A. Buddhism *page 03*
- B. Christianity *page 04*
- C. Hinduism *page 05*
- D. Islam *page 06*
- E. Judaism *page 07*
- F. Sikhism *page 08*

SECTION 2 — MORALITY AND BELIEF

Attempt ONE Part

PARTS

- A. Morality and justice *page 09*
- B. Morality and relationships *page 10*
- C. Morality, environment and global issues *page 11*
- D. Morality, medicine and the human body *page 12*
- E. Morality and conflict *page 13*

SECTION 1 — WORLD RELIGION — 30 marks

Part A — Buddhism

Attempt all the questions in this part if you have studied **Buddhism**.

1. Analyse the relationship between beliefs about tanha and the Three Root Poisons. 10
2. Evaluate the significance of living according to the Eightfold Path. 20

[NOW GO TO SECTION 2 on *page 09*]

SECTION 1 — WORLD RELIGION — 30 marks

Part B — Christianity

Attempt all the questions in this part if you have studied **Christianity**.

- | | |
|--|----|
| 3. Analyse the relationship between beliefs about free will and sin. | 10 |
| 4. Evaluate the significance of living according to the gospels. | 20 |

[NOW GO TO SECTION 2 on *page 09*]

SECTION 1 — WORLD RELIGION — 30 marks

Part C — Hinduism

Attempt all the questions in this part if you have studied **Hinduism**.

- | | |
|--|----|
| 5. Analyse the relationship between beliefs about avidya and dukkha. | 10 |
| 6. Evaluate the significance of living according to the Dharma. | 20 |

[NOW GO TO SECTION 2 on *page 09*]

SECTION 1 — WORLD RELIGION — 30 marks

Part D — Islam

Attempt all the questions in this part if you have studied Islam.

- | | |
|--|----|
| 7. Analyse the relationship between beliefs about free will and suffering. | 10 |
| 8. Evaluate the significance of living according to the Five Pillars. | 20 |

[NOW GO TO SECTION 2 on *page 09*]

SECTION 1 — WORLD RELIGION — 30 marks

Part E — Judaism

Attempt all the questions in this part if you have studied **Judaism**.

9. Analyse the relationship between beliefs about free will and suffering. **10**
10. Evaluate the significance of living according to the Commandments'. **20**

[NOW GO TO SECTION 2 on page 09]

SECTION 1 — WORLD RELIGION — 30 marks

Part F — Sikhism

Attempt all the questions in this part if you have studied **Sikhism**.

- | | |
|---|----|
| 11. Analyse the relationship between beliefs about free will and karma. | 10 |
| 12. Evaluate the significance of living according to the Gurus'. | 20 |

[NOW GO TO SECTION 2 on *page 09*]

SECTION 2 — MORALITY AND BELIEF — 30 marks

Part A — Morality and justice

Attempt all the questions in this part if you have studied **Morality and justice**.

13. Analyse non-religious responses to moral issues arising from custodial sentences. **10**
14. *'Of all the purposes of punishment, reformation is the most important.'*
Evaluate religious responses to this statement. **20**

[Turn over

SECTION 2 — MORALITY AND BELIEF — 30 marks

Part B — Morality and relationships

Attempt all the questions in this part if you have studied **Morality and relationships**.

15. Analyse non-religious responses to moral issues arising from gender inequality in society. 10
16. *'Of all the issues relating to marriage, divorce is the most important.'*
Evaluate religious responses to this statement. 20

SECTION 2 — MORALITY AND BELIEF — 30 marks

Part C — Morality, environment and global issues

Attempt all the questions in this part if you have studied **Morality, environment and global issues**.

17. Analyse non-religious responses to moral issues arising from charity. 10
18. *'Of all the environmental issues, climate change is the most important.'*
Evaluate religious responses to this statement. 20

[Turn over

SECTION 2 — MORALITY AND BELIEF — 30 marks

Part D — Morality, medicine and the human body

Attempt all the questions in this Part if you have studied **Morality, medicine and the human body**.

19. Analyse non-religious responses to moral issues arising from end-of-life care. 10
20. *'Of all the issues, relating to organ donation, presumed consent is the most important.'*
Evaluate religious responses to this statement. 20

SECTION 2 — MORALITY AND BELIEF — 30 marks

Part E — Morality and conflict

Attempt all the questions in this part if you have studied **Morality and conflict**.

21. Analyse non-religious responses to moral issues arising from smart weapons.
22. *'Of all the consequences of war, consequences for the environment are the most important.'*

Evaluate religious responses to this statement.

20

[END OF SPECIMEN QUESTION PAPER]



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**Religious, Moral and
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World Religion, Morality and Belief**

Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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General marking principles for Higher Religious, Moral and Philosophical Studies

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Award marks where candidates give points of knowledge without specifying the context, unless it is clear that they do not refer to the context of the question. Award a maximum of **4 marks** where the candidate has not attempted either skill in a **10 mark** question. Award a maximum of **8 marks** where the candidate has not attempted either skill in a **20 mark** question.

In this question paper the following skills are assessed:

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

(i) Knowledge and understanding

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

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

(ii) Analysis

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

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

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

(iii) Evaluation

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

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

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

Use of sources

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

Overview of detailed marking instructions

Knowledge and analysis questions (10 marks) - Award up to a maximum of 6 marks for each developed point of knowledge used to support the analysis. To gain a knowledge mark, points must be:

- relevant to the question
- accurate
- developed (by providing additional information, exemplification, reasons or evidence)
- used to respond to the demands of the question (that is, analyse).

Award up to **4 marks** for analytical comments.

Knowledge, analysis and evaluation questions (20 marks) - Award up to a maximum of 10 marks for each developed point of knowledge used to support the analysis and evaluation. To gain a knowledge mark, points must be:

- relevant to the question
- accurate
- developed (by providing additional information, exemplification, reasons or evidence)
- used to respond to the demands of the question (that is, analyse).

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

Marking instructions for each question

SECTION 1 – WORLD RELIGION

Part A – Buddhism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to analyse how Buddhist beliefs about tanha and the Three Root Poisons relate to one another.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • explain what Buddhists believe about tanha and the Three Root Poisons and how these are connected • analyse the relationship between tanha and the Three Root Poisons • analyse the relationship between tanha and the Three Root Poisons and other Buddhist beliefs and practices. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to related beliefs/practices in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> • describing tanha and the Three Root Poisons • describing related beliefs/practices • an understanding of the impact these may have • sources relating to tanha and the Three Root Poisons. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • tanha is desire or craving, which can be both physical and mental • the Three Root Poisons (greed, hatred and ignorance) fuel the Wheel of Samara. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> • the ways in which beliefs about tanha and the Three Root Poisons are connected • reference to sources on the beliefs or their relationship • the impact of these beliefs on other beliefs and practices within Buddhism.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>The purpose of the question is to allow candidates to evaluate the significance of living according to the Eightfold Path.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • explain what living according to the Eightfold Path involves for Buddhists and give a judgement on whether or not this is significant • identify two or three examples of living according to the Eightfold Path and give a judgement about whether or not these examples are significant • explain Buddhist beliefs and practices relating to the Eightfold Path and give a judgement about whether or not these are significant. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> • describing the main features of the Eightfold Path • describing Buddhist beliefs about living according to the Eightfold Path • describing Buddhist practices related to living according to the Eightfold Path • sources relating to the Eightfold Path. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • the Eightfold Path is a set of practices that help Buddhists to achieve enlightenment • Buddhists believe that by following the Eightfold Path they are able to relieve the suffering of others and be rewarded in their next life.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • analysing the relationship between Buddhist beliefs and practices related to living according to the Eightfold Path • analysing possible consequences/implications of living according to the Eightfold Path <p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • evaluating the significance of living according to the Eightfold Path for Buddhists • giving a judgement on the significance of living according to the Eightfold Path • insert evaluating counter-arguments about the significance of living according to the Eightfold Path.

Part B – Christianity

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to analyse how Christian beliefs about free will and sin relate to one another.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • analyse what Christians believe about free will and sin and how these are connected • analyse the relationship between free will and sin and how this relates to other Christian beliefs about the human condition • analyse the relationship between free will and sin and other Christian beliefs and practices. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to related beliefs/practices in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> • describing free will and sin • describing related beliefs/practices • an understanding of the impact these may have • sources relating to free will and sin. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • Christians believe that free will is a gift from God bestowed on human beings • Christians believe that all humans are capable of committing sin, which is an act or offence against God’s will. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> • the ways in which the beliefs about free will and sin are connected • reference to sources on the beliefs or their relationship • the impact of these beliefs on other beliefs and practices within Christianity.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		<p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p>	<p>The purpose of the question is to allow candidates to evaluate the significance of living according to the Gospels.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • explain what living according to the Gospels involves for Christians, and give a judgement on whether or not this is significant • identify two or three examples of living according to the Gospels and give a judgement about whether or not these examples are significant • explain Christian beliefs and practices relating to the Gospels, and give a judgement about whether or not these are significant. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> • describing the main features of the Gospels • describing Christian beliefs about living according to the Gospels • describing Christian practices related to living according to the Gospels • sources relating to the Gospels. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • the Gospels are the first four books of the New Testament which are the main source of information on the life of Jesus • for Christians, the Gospels are important because they give an account of how Jesus lived his life, the teachings of Jesus and how Jesus wants us to live.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • analysing the relationship between Christian beliefs and practices related to living according to the Gospels • analysing possible consequences/implications of living according to the Gospels <p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • evaluating the significance of living according to the Gospels for Christians • giving a judgement on the significance of challenges presented by living according to the Gospels • insert evaluating counter-arguments about the significance of living according to the Gospels.

Part C – Hinduism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to analyse how Hindu beliefs about avidya and dukkha relate to one another.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • analyse what Hindus believe about avidya and dukkha and how these are connected • analyse the relationship between avidya and dukkha and how this relates to other Hindu beliefs about the human condition • analyse the relationship between avidya and dukkha and other Hindu beliefs and practices. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to related beliefs/practices in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> • describing Hindu beliefs about avidya and dukkha • describing related beliefs/practices • an understanding of the impact these beliefs may have • sources relating to avidya and dukkha. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • avidya is usually translated as ‘incorrect understanding’ and is the concept of delusion or ignorance of the Self • dukkha is physical, mental or emotional pain and suffering and is an inescapable part of life. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> • the ways in which the beliefs about avidya and jiva are connected • reference to sources on the beliefs or their relationship • the impact of these beliefs on other beliefs and practices within Hinduism.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	<p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p>	20	<p>The purpose of the question is to allow candidates to evaluate the significance of living according to the Dharma.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • explain what living according to dharma involves for Hindus and give a judgement on whether or not this is significant • identify two or three examples of living according to Dharma and give a judgement about whether or not these examples are significant • explain Hindu beliefs and practices relating to Dharma and give a judgement about whether or not these are significant. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> • describing the main features of Dharma • describing Hindu beliefs about living according to Dharma • describing Hindu practices relating to living according to Dharma • sources relating to Dharma. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • Dharma means ‘duty’, ‘virtue’ or ‘morality’ and refers to the power which upholds society and the universe • in Hinduism, the main purpose in life is to act virtuously and ethically throughout your life, and repay debts owed to God and other human beings.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • analysing the relationship between Hindu beliefs and practices related to living according to Dharma • analysing possible consequences/implications of living according to Dharma <p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • evaluating the significance of living according to Dharma for Hindus • judgement on the significance presented by living according to Dharma • insert evaluating counter-arguments about the significance of living according to Dharma.

Part D – Islam

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to analyse how Muslim beliefs about free will and suffering relate to one another.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • analyse what Muslims believe about free will and suffering and how these are connected • analyse the relationship between free will and suffering and how this relates to other Muslim beliefs about the human condition • analyse the relationship between free will and suffering and other Muslim beliefs and practices. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to related beliefs/practices in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> • describing Muslim beliefs about free will and suffering • describing related beliefs/practices • an understanding of the impact these may have • sources relating to free will and suffering. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • Muslims believe that free will is a gift from God bestowed on human beings • Muslims believe that suffering exists as a result of sin, and that human beings are accountable for the suffering they experience. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> • the ways in which beliefs about free will and suffering are connected • reference to sources on the beliefs or their relationship • the impact of these beliefs on other beliefs and practices within Islam.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>The purpose of the question is to allow candidates to evaluate the significance of living according to the Five Pillars.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • explain what living according to the Five Pillars involves for Muslims and give a judgement on whether or not this is significant • identify two or three examples of living according to the Five Pillars and give a judgement about whether or not these examples are significant • explain Muslim beliefs and practices relating to the Five Pillars and give a judgement about whether or not these are significant. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> • describing the main features of the Five Pillars • describing Muslim beliefs about living according to the Five Pillars • describing Muslim practices relating to living according to the Five Pillars • sources relating to the Five Pillars. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • the Five Pillars are five obligations which Muslims must uphold in order to live a good and responsible life according to Islam • Muslims believe that carrying out the Five Pillars provides a framework for their lives and shows that they are putting their faith first.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> explaining the relationship between Muslim beliefs and practices related to living according to the Five Pillars possible consequences/implications of living according to the Five Pillars <p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> evaluating the significance of living according to the Five Pillars for Muslims giving a judgement on the significance of living according to the Five Pillars evaluating counter-arguments about the significance of living according to the Five Pillars.

Part E – Judaism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.		10	<p>The purpose of the question is to allow candidates to analyse how Jewish beliefs about free will and suffering relate to one another.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • analyse what Jews believe about free will and suffering and how these are connected • analyse the relationship between free will and suffering and how this relates to other Jewish beliefs about the human condition • analyse the relationship between free will and suffering and other Jewish beliefs and practices. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to related beliefs/practices in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> • describing Jewish beliefs about free will and suffering • describing related beliefs/practices • an understanding of the impact these beliefs may have • sources relating to free will and suffering. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • Jews believe that when God created humans he gave them free will so they could choose whether to worship him or not and make the choice between good and evil actions • Jews believe that suffering is part of the human condition and that sometimes suffering is inexplicable. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> • the ways in which beliefs about free will and suffering are connected • reference to sources on the beliefs or their relationship • the impact of these beliefs on other beliefs and practices within Judaism.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.		This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>The purpose of the question is to allow candidates to evaluate the significance of living according to the Commandments.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • explain what living according to the Commandments involves for Jews and give a judgement on whether or not this is significant • identify two or three examples of living according to the Commandments and give a judgement about whether or not these examples are significant • explain Jewish beliefs and practices relating to the Commandments and give a judgement about whether or not these are significant. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> • describing the main features of the Commandments • describing Jewish beliefs about living according to the Commandments • describing Jewish practices relating to living according to the Commandments • sources relating to the Commandments. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • the Commandments, or mitzvah, come from God and are a set of religious and ethical guidelines intended for Jewish people to observe • Jews believe that the Commandments are a blessing and that they should be observed in gratitude for God saving the Jews from slavery in Egypt.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • explaining the relationship between Jewish beliefs and practices related to living according to the Commandments • possible consequences/implications of living according to the Commandments <p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • evaluating significance of living according to the Commandments for Jews • giving a judgement on the significance of living according to the Commandments • evaluating counter-arguments about the significance of living according to the Commandments.

Part F – Sikhism

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to analyse how Sikh beliefs about free will and karma relate to one another.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • analyse what Sikhs believe about free will and karma and how these are connected • analyse the relationship between free will and karma and how this relates to other Sikh beliefs about the human condition • analyse the relationship between free will and karma and other Sikh beliefs and practices. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to related beliefs/practices in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> • describing Sikh beliefs about free will and karma • describing related beliefs/practices • an understanding of the impact these beliefs may have • sources relating to free will and karma. <p>Examples of developed knowledge marks:</p> <ul style="list-style-type: none"> • Sikhs believe that free will is a gift from God bestowed upon all human beings • Sikhs believe that karma is a natural law of cause and effect and means that all our actions have consequences. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> • the ways in which beliefs about free will and karma are connected • reference to sources on the beliefs or their relationship • the impact of these beliefs on other beliefs and practices within Sikhism.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.		This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>The purpose of the question is to allow candidates to evaluate the significance of living according to the Gurus</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • explain what living according to the Gurus involves for Sikhs and give a judgement on whether or not this is significant • identify two or three examples of living according to the Gurus and give a judgement about whether or not these examples are significant • explain Sikh beliefs and practices relating to the Gurus, and give a judgement about whether or not these are significant. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> • describing the main beliefs about the Gurus • describing Sikh beliefs about living according to the Gurus • describing Sikh practices relating to living according to the Gurus • sources relating to the Gurus. <p>Examples of developed knowledge points:</p> <ul style="list-style-type: none"> • Sikhs believe that there were Ten Human Gurus who were all incarnations of the same atma • Sikhs believe that the Gurus were role models who lived their faith and led by example, showing Sikhs how they should live. <p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • explaining the relationship between Sikh beliefs and practices related to living according to the Gurus • possible consequences/implications of living according to the Gurus

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • evaluating the significance of living according to the Gurus for Sikhs • giving a judgement on the significance presented by living according to the Gurus • evaluating counter-arguments about the significance of living according to the Gurus.

SECTION 2 – MORALITY AND BELIEF

Part A – Morality and justice

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to explain why the subject of custodial sentences raises moral issues, and to analyse non-religious responses to these issues.</p> <p>Possible approach:</p> <ul style="list-style-type: none"> Describe two or three moral issues arising from custodial sentences and analyse non-religious responses to these. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> describing examples of custodial sentences, for example: ‘One example of custodial sentencing is prison, which is when a person spends a certain amount of time locked away from the rest of society’ describing moral issues arising from custodial sentences, for example: ‘A moral issue arising from custodial sentences is that many criminals go on to re-offend after they have been released from custodial sentences’ describing religious/non-religious viewpoints/responses to moral issues arising from custodial sentences, for example: ‘One Christian response to this moral issue would be that custodial sentences should do much more to reform criminals’ sources relating to these. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> analysing the implications of non-religious viewpoints/responses to the moral issues arising from custodial sentences analysing possible consequences of non-religious viewpoints/responses to the moral issues arising from custodial sentences.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.		This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>The purpose of the question is to allow candidates to evaluate religious responses to whether reformation is the most important purpose of punishment.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> describe reformation as a purpose of punishment, describe moral issues arising from reformation as a purpose of punishment, evaluate religious responses to reformation as a purpose of punishment describe reformation as a purpose of punishment, describe moral issues arising from reformation as a purpose of punishment, evaluate religious responses to reformation as a purpose of punishment, compare relative importance of other purposes of punishment, and evaluate religious responses to these. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that reformation is the most important purpose of punishment, reformation is not the most important purpose of punishment, or that reformation is of equal importance to other purposes of punishment.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> describing reformation as a purpose of punishment, for example: ‘Reformation is when the purpose of punishment is to try to change the criminal so that they do not commit further crimes’ describing religious/non-religious beliefs/viewpoints about reformation as a purpose of punishment, for example: ‘Utilitarians would say that reformation is an important purpose of punishment as it ensures that society is protected from further crime and that the criminal can be reintegrated into society, ensuring the greatest happiness for many’ describing other purposes of punishment.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • analysing possible moral issues arising from reformation as a purpose of punishment • analysing possible implications of reformation as a purpose of punishment • explaining the relationship between religious/non-religious beliefs/viewpoints and their responses to reformation as a purpose of punishment. <p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • giving a judgement on whether reformation is the most important purpose of punishment • analysing counter-arguments about the importance of other purposes of punishment • giving a judgement on religious/non-religious beliefs/viewpoints about reformation as the most important purpose of punishment.

Part B – Morality and relationships

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.		10	<p>The purpose of the question is to allow candidates to analyse why gender inequality in society raises moral issues and to analyse non-religious responses to these issues.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • Describe two or three moral issues arising from gender inequality in society and analyse non-religious responses to these. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to other types of gender inequality in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> • describing gender inequality in the media, for example: ‘One example of gender inequality in the media is the way in which women are portrayed as being housewives who are responsible for bringing up the children and keeping the house in order’ • describing related moral issues arising from gender inequality in the media, for example: ‘A moral issue arising from gender inequality in the media is that women being shown in this stereotypical way puts pressure on them to conform to outdated societal expectations’ • describing religious/non-religious viewpoints/responses to moral issues arising from gender inequality in the media, for example: ‘One Christian response to this moral issue would be that gender inequality in the media is acceptable because...’ • sources relating to these.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> • analysing the implications of non-religious viewpoints/responses to the moral issues arising from gender inequality in society • analysing possible consequences of non-religious viewpoints/responses to the moral issues arising from gender inequality in society.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.		This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>The purpose of the question is to allow candidates to evaluate religious responses to whether divorce is the most important issue relating to marriage.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> describe divorce, describe moral issues arising from divorce, evaluate religious responses to divorce describe divorce, describe moral issues arising from divorce, evaluate religious responses to divorce, compare relative importance of other issues relating to marriage, and evaluate religious responses to these. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that divorce is the most important issue relating to marriage, divorce is not the most important issue relating to marriage, or that divorce is of equal importance to other issues relating to marriage.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> describing divorce, for example: ‘Divorce is the legal termination of a marriage after a marriage has broken down’ describing religious beliefs/viewpoints about divorce, for example: I tell you that anyone who divorces his wife, except for marital unfaithfulness, and marries another woman commits adultery. Matthew 19:9 describing other issues relating to marriage. <p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> possible moral issues arising from divorce possible implications of divorce implications/consequences of religious responses to divorce

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • giving a judgement on religious responses to whether divorce is the most important issue relating to marriage • evaluating counter-arguments about the importance of other issues relating to marriage • giving a judgement on religious responses to other more important issues relating to marriage.

Part C – Morality, environment and global issues

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to analyse why charity raises moral issues and to analyse non-religious responses to these issues.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • Describe two or three moral issues arising from charity and analyse non religious responses to these. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to other social issues in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> • describing the concept of charity, for example: ‘Charity is the voluntary act of giving help, usually in the form of money, to those in need and is often distributed by organisations set up for this purpose’ • describing related moral issues arising from charity, for example: ‘A moral issue arising from charity is that charity often targets the symptoms of poverty, not the causes’ • describing non-religious viewpoints/responses to moral issues arising from charity, for example: ‘According to Alliance Magazine, charitable giving stems from ethical concerns which are not founded in religious belief.’ • sources relating to these. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> • analysing the implications of non-religious viewpoints/responses to the moral issues arising from charity • analysing possible consequences of non-religious viewpoints/responses to the moral issues arising from charity.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.	<p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p>	20	<p>The purpose of the question is to allow candidates to evaluate religious responses to whether climate change is the most important environmental issue.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • describe climate change, describe moral issues arising from climate change, evaluate religious responses to climate change • describe climate change, describe moral issues arising from climate change, evaluate religious responses to climate change, compare relative importance of other environmental issues, and evaluate religious responses to these. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that climate change is the most important environmental issue, climate change is not the most important environmental issue, or that climate change is of equal importance to other environmental issues.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> • describing climate change, for example: ‘Climate change is a large-scale, long-term shift in the world’s weather patterns as a result of natural and man-made factors’ • describing religious beliefs/viewpoints about climate change, for example: ‘Climate change represents one of the principal challenges facing humanity in our day’ Pope Francis • describing other environmental issues. <p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • possible moral issues arising from climate change • possible implications of climate change • implications/consequences of religious responses to climate change.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • giving a judgement on religious responses to whether climate change is the most important environmental issue • evaluating counter-arguments about the importance of other environmental issues • giving a judgement on religious responses to other more important environmental issues.

Part D – Morality, medicine and the human body

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
19.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to analyse why end-of-life care raises moral issues and to analyse non-religious responses to these issues.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> Describe two or three moral issues arising from end-of-life care and analyse non-religious responses to these. <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to other end-of-life issues in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> describing end-of-life care, for example: ‘End-of-life care can involve palliative care, which aims to make terminally ill patients as comfortable as possible by managing their pain and supporting them and their families’ describing related moral issues arising from end-of-life care, for example: ‘A moral issue arising from end-of-life care is that while modern pain relief is very effective, it does not take away all physical or emotional pain experienced by those who are in the process of dying’ describing non-religious viewpoints/responses to moral issues arising from end of life care, for example: ‘According to the Humanist Society Scotland’s Last Rights Charter, everyone should have the right to access palliative care should they require it.’ sources relating to these. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> analysing the implications of non-religious viewpoints/responses to the moral issues arising from end-of-life care analysing possible consequences of non-religious viewpoints/responses to the moral issues arising from end-of-life care.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20.	<p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p>	20	<p>The purpose of the question is to allow candidates to evaluate religious responses to whether presumed consent is the most important issue relating to organ donation.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> • describe presumed consent, describe moral issues arising from presumed consent, evaluate religious responses to presumed consent • describe presumed consent, describe moral issues arising from presumed consent, evaluate religious responses to presumed consent, compare relative importance of other issues relating to organ donation, and evaluate religious responses to these. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that presumed consent is the most important issue relating to organ donation, presumed consent is not the most important issue relating to organ donation, or that presumed consent is of equal importance to other issues relating to organ donation.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> • describing presumed consent, for example: ‘Presumed consent is a system of organ donation by which everyone is automatically registered to donate their organs, unless they choose to opt out’ • describing religious beliefs/viewpoints about presumed consent, for example: Little is known on this, but research in the UK found Muslim representatives to be supportive of organ donation but opposed to presumed consent on ethical grounds, due to the perception it undermines individual choice. Govt. Wales, Religious Beliefs and attitudes to organ donation • describing other issues relating to organ donation.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • possible moral issues arising from presumed consent • possible implications of presumed consent implications/consequences of religious responses to presumed consent <p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • giving a judgement on religious responses to whether presumed consent is the most important issue relating to organ donation • evaluating counter-arguments about the importance of other issues relating to organ donation • giving a judgement on religious responses to other more important issues relating to organ donation.

Part E – Morality and conflict

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.	This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>The purpose of the question is to allow candidates to analyse why the use of smart weapons raises moral issues, and to analyse non-religious responses to these issues.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> Describe two or three moral issues arising from smart weapons and analyse non-religious responses to these <p>Award a maximum of 4 marks where candidates do not include analysis.</p> <p>Candidates can refer to other modern armaments in their answer.</p> <p>Knowledge and understanding – award up to 6 marks for:</p> <ul style="list-style-type: none"> describing smart weapons, for example: ‘Smart weapons are weapons such as drones which are guided by lasers and other means and are known for their incredible accuracy’ describing related moral issues arising from use of smart weapons, for example: ‘A moral issue arising from the use of smart weapons is that these weapons lack a moral conscience and could carry out attacks on innocent civilians’ describing non-religious viewpoints/responses to moral issues arising from use of smart weapons, for example: “A humanist perspective on smart weapons would be positive because they are less indiscriminate than WMD, which target far more people.” sources relating to these. <p>Analysis – award up to 4 marks for:</p> <ul style="list-style-type: none"> analysing the implications of non-religious viewpoints/responses to the moral issues arising from use of smart weapons analysing possible consequences of non-religious viewpoints/responses to the moral issues arising from the use of smart weapons.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.	<p>This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.</p>	20	<p>The purpose of the question is to allow candidates to evaluate religious responses to whether consequences for the environment, are the most important consequence of war.</p> <p>Possible approaches:</p> <ul style="list-style-type: none"> describe consequences for the environment, describe moral issues arising from consequences for the environment, evaluate religious responses to consequences for the environment describe consequences for the environment, describe moral issues arising from consequences for the environment, evaluate religious responses to consequences for the environment, compare relative importance of other consequences of war, and evaluate religious responses to these. <p>Award a maximum of 8 marks where candidates do not include analysis and evaluation.</p> <p>Candidates can argue that consequences for the environment are the most important consequence of war, consequences for the environment are not the most important consequence of war, or that consequences for the environment are of equal importance to other consequences of war.</p> <p>Knowledge and understanding – award up to 10 marks for:</p> <ul style="list-style-type: none"> describing consequences to the environment, for example: ‘One consequence for the environment is that the military uses a massive amount of fossil fuels, both in research and in fuelling vehicles and weapons during war’ describing religious beliefs/viewpoints about consequences to the environment, for example: ‘In the Islamic law of war, the protection of the natural environment surfaces as one of two major concerns, alongside the protection of civilians.’ Humanitarian Law & Policy describing other consequences of war.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Analysis – award up to 5 marks for:</p> <ul style="list-style-type: none"> • possible moral issues arising from consequences to the environment • possible implications of consequences to the environment • implications/consequences of religious responses to consequences to the environment <p>Evaluation – award up to 5 marks for:</p> <ul style="list-style-type: none"> • giving a judgement on religious responses to whether consequences to the environment is the most important consequence of war • evaluating counter-arguments about the importance of other consequences of war • giving a judgement on religious responses to other more important consequences of war.

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Amend question paper and marking instructions in RMPS SQP to reflect current marking style.