



**2013 Religious Studies**

**Standard Grade General**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2013

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment Team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment Team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## **Part One: General Marking Principles for Religious Studies Standard Grade General**

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.*

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific 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/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Religious Studies Standard Grade General**

*The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.*

#### **1. GENERAL RUBRIC:**

The answers outlined are indicative but not exhaustive. Marks should be given for alternative correct information (KU) or valid supporting reasons (E).

Note: in Evaluation answers, marks are not given for the stating of opinion but for the reasons that support the opinion. At ‘F’ and ‘G’ in Evaluation, up to 2 marks for a valid reason. At ‘C’ an exceptionally well-argued point can gain 3 marks.

## Part Two: Marking Instructions for each Question

### Religious Studies Standard Grade 2013 – General Level

#### Section A – Christianity

- 1 (a) 

Jesus told a parable. A man was travelling from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. <p style="text-align: right;">(Luke 10:30) (adapted)</p>
---

**Explain what happened next.**

**4 KU**

- a Priest comes along the road, and when he sees him he passes by **(2)**
- a Levite comes along the road, and when he sees him he passes by too **(2)**
- a Samaritan comes along the road, and when he sees him he has compassion **(2)**
- the Samaritan binds up his wounds and pours on oil and wine **(2)**
- he puts him on his donkey and takes him to an inn **(2)** and looks after him **(1)**
- he pays the innkeeper (2 denarii) to continue to take care of the man and says he'll return and pay him whatever extra he spends **(3)**

**2 marks for each point given.**

**A simple point which is not developed may attract 1 mark.**

- (b) **What could Christians do to follow the lesson of this parable in today's world?**

**4 KU**

- they will help people in need/trouble **(1)**
- they won't put following religion "to the letter" before helping people in need **(2)** **(+1 available for referring to the Priest and Levite's religious need to avoid ritual impurity.)**
- they will see no difference between people and treat everyone as their neighbour **(2)**
- they will be willing to help people who might have traditionally been seen as an enemy or an outcast **(2)** **(+1 available for a contemporary example.)**

**2 marks for each point given.**

**A simple point which is not developed may attract 1 mark.**

(c) **Do you think Jesus was a wise teacher?  
Give two reasons for your answer.**

**4 EV**

**Yes**

- if everyone followed Jesus' teaching to be loving and forgiving, there would be no need for conflict in the world **(2)**
- Parables are a good way to teach people because they are memorable and have a simple message/moral **(2)**
- using stories is a clever way of criticising people or behaviour indirectly **(2)**
- 2000 years after he was born people are still trying to live by the principles he taught **(2)**
- Modern examples of people who have 'followed' Jesus' teaching and changed the world eg Martin Luther King **(2)**

**No**

- Jesus' teaching about loving your enemy seems unfair/unjust and goes against human nature **(2)**
- "turning the other cheek" means people get away with treating you badly and can take advantage of you **(2)**
- Jesus seemed to go out of his way to annoy the Jewish and Roman authorities (eg overturning the tables of the traders and money changers in the Temple court **+1**) and he ended up dead **(2)**
- people have lost their lives because of following Jesus teaching **(2)**

**2 marks for each reason given, (must relate to idea of "wise")  
A simple point which is not developed may attract 1 mark.**

**2 (a) Explain how Communion is celebrated in one Christian tradition.**

**4 KU**

**Church of Scotland**

- members of the congregation are invited to approach the "holy table" **(2)**
- Elders bring the bread and wine into the church and place them on the table **(2)** while a Psalm is sung **(+1)**
- the congregation recites the creed **(2)**
- cloths which cover the bread and wine are removed by the Minister **(2)**
- reading from 1 Corinthians about the institution of Communion at the Last Supper **(2)**
- prayers to thank God and consecrate the bread and wine **(2)**
- bread is broken **(1)**
- cup is raised **(1)**
- Jesus words at the Last Supper are quoted **(2)**
- Minister takes the bread and wine first, then gives it to the elders and then to the people **(2)**
- people are served by elders and eat and drink in their seats **(2)**
- sometimes a shared cup is used, and sometimes individual small glasses **(2)**
- some bread and wine may be taken to housebound members **(2)**

**(a) (Cont.)**

**Roman Catholic**

- Priest has to conduct service, but lay people can assist **(2)**
- before taking communion people confess their sins **(2)** and repeat the creed **(1)**
- bread on paten and wine in chalice are placed on the altar **(2)**
- bread is in the form of “unleavened” wafers – without yeast – like bread at the Last Supper **(2)**
- the Priest offers the bread and wine to God and prays that they are acceptable to Him **(2)**
- incense may be swung over the bread and wine **(2)**
- the Priest washes his hands as a sign of the need to be spiritually clean **(2)**
- Epiclesis – invocation of God to send the Holy Spirit to change the bread and wine into the true body and blood of Christ **(2)**
- Elevation – Priest holds the bread and wine up for all to see and a bell is rung **(2)** this is when the bread and wine are believed to transubstantiate **(+1)**
- Priest recalls the words and actions of Jesus at the Last Supper **(2)**
- as bread is broken the congregation sings the Agnus Dei – “Lamb of God” **(2)**
- Priest eats and drinks the bread and wine first **(2)**
- people approach the altar and are given breads only, or bread and wine **(2)**
- as they are given the bread the Priest says “The body of Christ” **(2)**
- some of the bread and wine is taken to people who are ill and couldn’t come to the church **(2)**
- left over bread and wine are consumed by the Priest **(2)**

**Episcopalian**

- Priest conducts the service, but lay people can assist **(2)**
- before taking communion people confess their sins **(2)** and repeat the creed **(1)**
- lay people place the bread and wine on the altar **(2)** along with other gifts, eg money **(+1)**
- wine is poured into the chalice and a little water is added **(2)**
- a little water is poured over the Priest’s hands – a symbolic washing **(2)**
- there is a prayer of thanksgiving and consecration **(2)**
- the bread/wafer is broken **(1)**
- as bread is broken the Priest says “Christ our Passover is sacrificed for us ...” **(2)**
- Congregation repeats the Lord’s Prayer before the bread and wine are distributed **(2)**
- people approach the altar and are given the bread and wine **(2)**
- as they are given the bread the Priest says “The body of Christ, given for you” **(2)**
- some of the bread and wine is taken to people who are ill and couldn’t come to church **(2)**
- left over bread and wine are consumed by the Priest **(2)**

**(a) (Cont.)**

Allow descriptions of less formal communion services in some independent churches which might involve: hymns and readings focusing on Jesus' death, prayers of thanks for the bread and wine, passing bread and wine from person to person, servers drawn from the congregation. Allow also specific celebrations in other traditions (including First Communion).

**2 marks for each point given.**

**A simple point which is not developed may attract 1 mark.**

**(b) "Communion is about feeling closer to other Christians."  
"Communion is about feeling closer to God."**

**4 EV**

**What do you think?**

**Give two reasons for your answer.**

**Closer to other Christians**

- people come together to share the bread and wine, and are bound together by this common experience **(2)**
- in communion Christians express their common belief about Jesus death and its importance **(2)**
- infirm people who are visited with the bread and wine are enabled to feel included with fellow Christians **(2)**
- a shared cup can reinforce the idea that communion is about bringing people together **(2)**
- St Paul's idea – "As there is one bread, so we who are many are one body" **(2)**

**Closer to God**

- as Christians take communion they are reminded of Jesus' death on the cross for them, and they feel especially thankful to God **(2)**
- Communion recalls the event which Christians believe bridged the gap between God and people **(2)**
- for Roman Catholic Christians Jesus (God in flesh) is truly present with them in the bread and wine **(2)**
- for many Christians Communion is a sacrament, therefore a channel for God's presence or blessing **(2)**

**Both**

- Communion is about the body of Christ (the church) coming together to enjoy communion with God, so it isn't one or the other **(2)**
- Candidates may also offer arguments from both sides

**2 marks for each reason given.**

**A simple point which is not developed may attract 1 mark.**

(c)



**Who do you agree with?**

**Give two reasons for your answer.**

**4 EV**

**Meghan**

- Jesus said the church was his body on earth, so it's wrong that it is so divided **(2)**
- there is more that unites Christians than divides them **(2)**
- in the Kingdom of God Christians should be showing that they love and accept each other in spite of differences **(2)**
- a united church would help break down prejudice/misunderstandings between different denominations **(2)**

**Ramsay**

- there are plenty of opportunities for different churches to come together without losing their distinctiveness **(2)**
- one style doesn't fit all – it's good for people to have a choice, eg formal over informal **(2)**
- there are areas of genuine difference among Christians which would make it hard for one church to work. **(2)** (Additional marks available for explaining some areas of disagreement, eg role of women, views on sexuality, views on approaches to worship, theology etc)

**2 marks for each reason given.**

**A simple point which is not developed may attract 1 mark.**

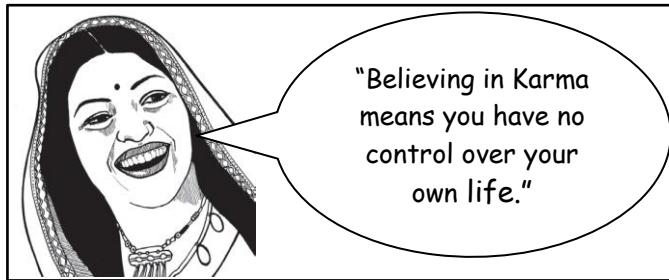
## Section B – Hinduism

3 (a) Explain what Hindus mean by the law of Karma.

4 KU

- a natural law/law of cause and effect (2)
- a law that determines a person's destiny (2)
- total effect of a person's actions (2)
- good deeds performed in this life that dictate a person's form in the next life (2)
- references to path of Karma acceptable (2)

(b)



Do you agree with Ravi?  
Give two reasons for your answer.

4 EV

**Yes**

- this life is the result of a previous life/lives (2)
- everything is predetermined (2)
- no escaping the consequences of your actions (2)

**No**

- it allows a person to take control/ensure they gain good karma (2)
- it allows a person to secure a better rebirth (2)

(c) There are four castes in Hinduism.  
Describe the duties of Hindus from two of these castes.

4 KU

Brahmins – priest and teachers (2)  
Kshatriyas – rulers and fighters (2)  
Vaishyas – farmers, skilled workers, traders (2)  
Shudras – unskilled workers (2)

Accept untouchables – the most menial jobs, street cleaners/handling meat (2)

**Candidates must describe the duties to get more than 1 mark. 1 mark can be given for stating the caste**



- (d) For over 50 years it has been illegal for anyone in India to treat people differently because of caste. Should Hindus have to follow this law? Give two reasons for your answer. 4 EV

No

- religious laws should transcend (2)
- caste system maintains the order of things (2)
- people are in a caste because of their own doing/karma (2)

Yes

- religion should not oppress (2)
- the caste system is immoral (2)
- the caste system is discriminatory (2)
- the caste system perpetuates poverty and inequality (2)

Any reasonable answer accepted

- 4 (a) Hindus believe in life after death. What happens at a Hindu funeral to show this belief? 4 KU

- cremation – to release the atman/soul (2)
- fire is lit underneath the skull – cracks the skull to release the atman (2)
- 10 days of ceremonies to help the soul find a new body (2)
- eldest son offers rice/milk every day in case the soul returns to trouble the family (2)
- eldest son offers rice/milk every day in case the soul cannot find a new home (2)
- prayers for the soul of the departed (2)
- a final meeting of sympathy on the 11<sup>th</sup> day marks the time when the soul can pass to another body (2+)
- readings from the Bhagavad-Gita about rebirth (2)



Who do you agree with? Give two reasons for your answer. 4 EV

Ramesh

- grief cannot be restricted to a dictated period of time (2)
- people experience stages of grief – these need to be acknowledged before a person can heal (2)
- every individual is different and deals with grief in their own way (2)

Louise

- grief should be experienced/dealt with then life moves on (2)
- people can become overly consumed by grief (2)

Any reasonable answer accepted

## Section C – Islam

5 (a) **State four rules of the fast during the month of Ramadan.** 4 KU

- no food or drink during daylight hours (1)
- no smoking during daylight hours (1)
- no sexual activities during daylight hours (1)
- to continue daily life as normal as possible (1)
- increase in prayer (1)
- increase in reading of the Qur'an (1)
- certain people exempt (1), specific examples get marks.
- no backbiting or gossiping (1)
- improved moral behaviour/thought (1)
- increased religious/spiritual activity (1)

(b) **How does fasting show Submission?** 4 KU

- through the sacrifice of bodily desires, Submitting to the will of God not their own wants and needs (2)
- through increase prayer/reading of the Qur'an – more time is devoted to religious activities (2)
- not to take everything for granted – increase awareness that all things come from God (2)
- constantly reminded through the hardship of the fast that life is a test of Submission to God (2)

**Any other reasonable answer**

(c) **Some children start fasting at the age of 10 or 11. Do you think this is a good age to start fasting? Give two reasons for your answer.** 4 EV

**Yes**

- mini fasts at this age are good preparation for the full fast (2)
- able to start to take responsibility for their own religious practice (2)
- entering phase of adolescence – good to establish this religious practice early (2)
- able to understand fully the nature and purpose of the fast at this age (2)

**No**

- body still developing – may develop health problems (2)
- still too young to fully understand the nature/purpose of the fast (2)
- may be completing fast for the wrong reasons – family pressure, to lose weight (2)

**Any other reasonable answer**

**6 (a) Describe what happens during a Muslim funeral.**

**4 KU**

- body washed **(1)** at least three times **(2)**
- body washed by spouse or by someone of the same sex **(2)**
- hair (and beard) perfumed **(1)**
- parts of body which touch the floor during prayer are perfumed **(2)**
- body wrapped in white cloth **(1)** three pieces for a man **(2)** five pieces for a woman **(3)** body may be wrapped in ihram if they have been on Hajj **(2)**, Kafan **(1)**
- head is left uncovered **(1)**
- usually only men attend the actual funeral **(1)**
- funeral prayer is led by the imam **(1)** asking for forgiveness for this person's sins **(2)**
- body is buried **(1)** head faces the right **(2)** facing Mecca **(3)**
- coffin not necessary **(1)** but if required lid is left off if possible **(2)**
- grave filled with handfuls of earth **(1)**
- passages from the Qur'an are recited **(1)**
- as mourners leave the graveside, they will turn and recite the Shahadah **(2)**

**(b) "A funeral can strengthen a Muslim's belief."**

**Do you agree?**

**4 EV**

**Give two reasons for your answer.**

**Yes**

- last act of Submission on the person's behalf **(2)**
- brings the fleeting span of human life on earth into sharp contrast with the promise of eternal life **(2)**
- reiterates the message that God is Judge and Compassionate **(2)**
- reminder that human life is a test of Submission **(2)**
- provides comfort to mourners that the person is ready for the Day of Judgement **(2)**

**No**

- as women do not usually attend provides little comfort or spiritual relief for them **(2)**
- funeral a ritual – the loss of a loved one may be too strong to allow increased belief **(2)**

**Any other reasonable answer**



**Who do you agree with?  
Give two reasons for your answer.**

**4 EV**

**Rashid**

- sign of respect **(1)** allowing time to grieve and remember the person **(2)**
- mourning is an individual experience – cannot be fitted into a prescribed time frame **(2)**
- five stages of grief so is important mourner has opportunity to express them **(2)**

**Iqra**

- do not wallow too much – may harm the mourner and will not allow them to get on with daily life **(2)**
- the living who are left behind are more important now – death is 'final' **(2)**
- why mourn when there is the promise of a better place – Paradise **(2)**

**Any other reasonable answer**

## Section D – Judaism

7 (a) What do Jews mean by the “Commandments”?

4 KU

- The 613 (1) Mitzvah contained in the Torah (2)
- includes the Ten Commandments (1) (max +2 for giving examples)
- some are positive, telling Jews what to do, others are negative telling them what not to do (2)
- given by God to Moses on Mount Sinai (2)
- keeping the commandments is the Jews’ side of the Covenant with God (2)
- their purpose is to enable Jews to live a disciplined life (2)
- Commandments cover every aspect of life eg food, dress, how to observe festivals, crime and punishment (max 3)

**2 marks available for each point given.**

**A simple point which is not developed may attract 1 mark.**

(b)

Never forget these commands that I am giving you today. Write them on the door-posts of your houses and on your gates.  
(Deuteronomy 6:6,9)

**Describe what Jews do to follow this commandment.**

4 KU

- they fix a mezuzah to the right hand door posts of their houses/ workplaces (2)
- should be fixed to upper third of the doorpost, and if possible with the top slanted towards the room (2)
- Mezuzah is a parchment scroll with verses from the Torah/ Deuteronomy written on it (2)
- prepared by a qualified scribe using a quill pen (2)
- it is handled very carefully as it is considered Torah (2)
- sometimes contained within a decorative case (some people use clear plastic so they can see the mezuzah) (2)
- fixed to doorposts of every room except the bathroom and toilet (2)
- checked every few years by a scribe to ensure writing remains clear (2)

**2 marks available for each point given.**

**A simple point which is not developed may attract 1 mark.**

- (c) **“Sticking to the commandments isn’t what matters. God is more interested in what’s in your heart.”**  
**Would Jews agree?**  
**Give two reasons for your answer.**

4 EV

**Yes**

- Jews should concern themselves most with principles/spirit of law, and adapt rules to suit modern times **(2)**
- going through the motions of religion is pointless if you don’t mean it **(2)**
- the Midrash identifies the Golden Rule as the most important commandment, so love is what God wants most **(2)**
- there may be situations where breaking a commandment might be a lesser of two evils, eg telling a lie to save a life **(2)**

**No**

- even if the rules don’t seem to make sense, Jews need to keep them because they are a test of their love for God and their faithfulness **(2)**
- observing the commandments is important because it binds the community together **(2)**
- keeping the commandments is the Jews side of the covenant agreement with God, so central **(2)**
- obedience to God’s commands means you are doing the right thing – what you feel doesn’t come into it **(2)**
- keeping the commandments is how Jews are able to point the rest of the world to God, so vital **(2)**

**2 marks available for each reason given (differences between Orthodox and Reformed acceptable).**

**A simple point which is not developed may attract 1 mark.**

- 8 (a) **How do Jewish funerals show respect for the dead?**

4 KU

- Shemira (guarding/watching) – body is never left alone **(2)**
- Onan (immediate mourners) are forbidden to drink wine, eat meat or indulge in luxury **(2)**
- Onan are exempt from the positive commandments so they can give full attention to the deceased **(2)**
- Chevra Kaddisha (burial society) prepare the body – men wash men, women wash women **(2)**
- Tachrichim – body is dressed in a white shroud of linen or wool **(2)** and tallit if deceased is male **(+1)**
- mourners make a tear in their clothes (pocket, collar) to represent the tear of death in their lives (sometimes done by the Rabbi) **(2)** reformed Jews wear a torn black ribbon **(+1)**
- the son of the deceased recites the Kaddish at the start of the ceremony **(2)**
- Jewish law requires a tombstone so that the dead won’t be forgotten (usually in Hebrew or Jewish symbols) **(2)**

**Acceptable answers need to be ways of showing respect. Don’t accept open casket, embalming or use of cosmetics as these are forbidden.**

**2 marks available for each point given. A simple point which is not developed may attract 1 mark.**

- (b) **“A funeral can strengthen a Jew’s belief.”**  
**Do you agree?**  
**Give two reasons for your answer.**

**4 EV**

**Yes**

- prayers and blessings give comfort to mourners and allow them to express their hope of something beyond death **(2)**
- the funeral service acknowledges that death is part of God’s plan as he gives life and takes it away **(2)**
- reciting the blessing, “Blessed is the one true Judge” reaffirms Belief about the nature of God **(2)**
- reciting the Kaddish helps shift focus to praising to God (and looking for His Kingdom) **(2)**

**No**

- being confronted with suffering and death can challenge a person’s belief in a caring God **(2)**
- it might be difficult for mourners to feel thankful to God for taking life away **(2)**
- mourners may be consumed with their loss and unable to give much thought to their faith **(2)**

**2 marks available for each reason given.**

**A simple point which is not developed may attract 1 mark.**

(c)



**Who do you agree with?  
Give two reasons for your answer.**

**4 EV**

**Jacob**

- people need time to adjust fully to life without a loved one **(2)**
- it recognizes the importance of the person who had died/shows respect **(2)**
- relieves people of the need to “put on a brave face” **(2)**
- a special time for people to be together and comfort each other **(2)**

**Miriam**

- life goes on and people should get on with their lives and not waste them mourning someone who is gone **(2)**
- dwelling on death and loss for a long time is negative and depressing **(2)**
- everyone is different – some cope best by returning to a normal routine **(2)**

**Neither**

- mourning is a very individual thing, so it shouldn't be prescribed **(2)**

**2 marks available for each reason given.**

**A simple point which is not developed may attract 1 mark**



## Section E –Issues of Belief and Morality

9 (a) Explain what science says about the beginning of the universe. 4 KU

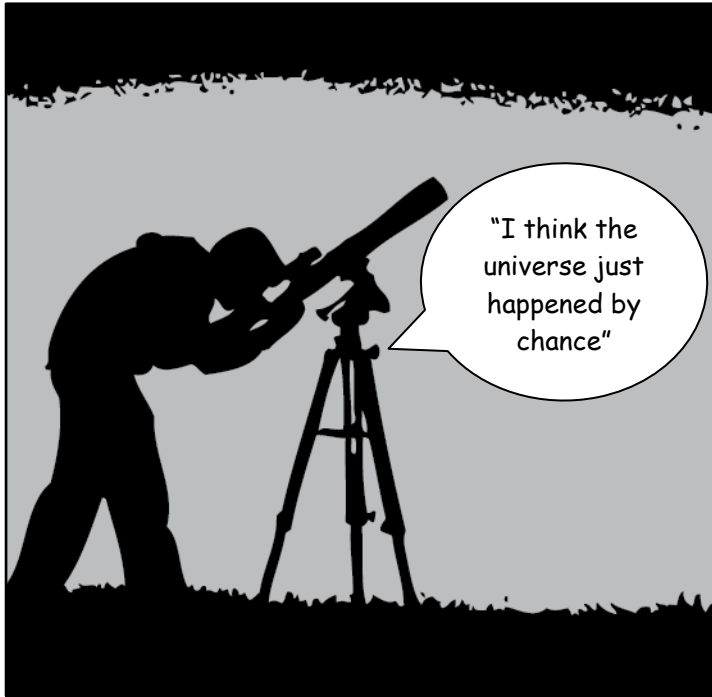
- 13.7 billion years ago (1) all of the matter and energy in the universe is condensed into a singularity (2)
- there is no space or time as we know it (1)
- the singularity explodes with tremendous force and energy and matter are blasted out (2) this makes time and space (+1)
- in the heat of the explosion Hydrogen atoms fuse to make Helium atoms (2)
- gravity makes matter come together to form stars (2)
- within stars hydrogen and helium fuse to make heavier elements (2)
- 10 billion years ago galaxies have formed, including the Milky Way (2)
- 4.6 billion years ago a star in the Milky Way goes supernova (2)
- dust and debris are pulled into the gravity of big meteorites forming planets (2)
- planets are pulled together by gravity into orbits around stars including our sun (2)
- big bang (1)
- billions of years (1)

**2 marks for each point given.**

**1 mark allocated to 13.7 billion years ago.**

**A simple point which is not developed may attract 1 mark.**

(b)



**What do you think?  
Give two reasons for your answer.**

**4 EV**

**Agree**

- the Big Bang theory has no need for God, so it is reasonable to assume that it just happened **(2)**
- the early universe was quantum, therefore very unpredictable, so the Big Bang may have happened by chance**(2)**
- even though we live in a very unlikely universe, it's not impossible that it just happened. Like a lottery winner, we are just lucky to be here **(2)**
- in the "oscillating universe" model the universe eternally expands and contracts so it doesn't require a cause/mover **(2)**

**Disagree**

- the Big Bang theory can't account for why the initial explosion happened – it needs a reason/explanation **(2)**
- things don't just happen – they are caused – so the universe needs a cause (God?) **(2)**
- too much evidence of design and purpose for the universe to be an accident **(2)** **(+1** for examples of regularity or purpose in the universe)
- scripture/revelation says that the universe was made by God, and God's word can be trusted**(2)**

**Up to 4 marks available where candidates fully employ a cosmological or teleological argument to support their view.**

**Not sure**

- because this is an ultimate question there is no evidence either way, so best to remain agnostic about it **(2)**

**2 marks for each reason given.**

**A simple point which is not developed may attract 1 mark.**

- (c) **“If God didn’t make everything, life has no meaning.”**  
**Do you agree?**  
**Give two reasons for your answer.**

**4 EV**

**Agree**

- being created means we know we matter and that God cares about what happens to us **(2)**
- the universe is just made of stuff/matter which is incapable of caring about us and gives us no sense of purpose **(2)**
- if we weren’t made by God there is no soul or afterlife so nothing to work towards or to look forward to **(2)**

**Disagree**

- even if we just happened, we are incredibly unlikely. This can give us deep sense of wonder about our existence **(2)**
- knowing our short lives are all we have can make us feel very lucky/privileged and determined to make the best of the time we have **(2)**
- people give life meaning by the choices they make, eg to care for others or make a difference in the world **(2)**

**2 marks for each reason given.**

**A simple point which is not developed may attract 1 mark.**

**4 KU**

- 10 (a) Explain why a person might ask for euthanasia.**

- they have terminal illness and don’t want to have to suffer pain as the illness progresses **(2)**
- they may not want to live if they have to be dependent on others to meet all of their basic needs **(2)** they may feel like this robs them of dignity **(+1)**
- they may want to take some control of what happens to them rather than leaving nature to run its course **(2)**
- they may want to free loved ones from the burden of having to care for them if they are dying or very ill **(2)**
- some people suffering from severe mental illness feel life is intolerable and want to end it, even though they are not terminally ill **(2)**
- their condition might make it impossible for them to end their own life, eg paralysis **(2)**
- with loved ones nearby, it might be seen as a more gentle way of ending your life than suicide which is potentially a lonely and distressing way to die **(2)**

**2 marks for each point given.**

**A simple point which is not developed may attract 1 mark.**

(b) Give two religious reasons why a person might be against euthanasia.

4 KU

- it is not for us to decide when we die – only God can decide when our life ends (2)
- Euthanasia is killing, therefore wrong as killing is forbidden in holy scriptures (2)
- Mortal Sin idea (1) if developed (2)
- caring for others is not a burden – it is a duty, a service, a way of bringing about the Kingdom of God (2)
- life is special/sacred/holy – the sanctity of life means it should be preserved/treasured no matter what (2)

2 marks for each reason given.

A simple point which is not developed may attract 1 mark.

(c)



Who do you agree with?

Give two reasons for your answer.

4 EV

**Mary**

- personal integrity – people should be free to act in accordance with their conscience (2)
- even if we take guidance from outside sources, in the end we choose for ourselves whether or not to accept it (2)
- People have conflicting views on moral issues, so who do you believe? (2)
- weighing up arguments and considering evidence for yourself is a mature and responsible way of deciding what's moral (2)

**Alastair**

- people are broken/damaged (eg at Fall) and therefore cannot get morality right without God's help (2)
- God is good so He can be trusted to show you the right way to live (2)
- God knows more than any human and is therefore in a better position to know what we should do (2)
- For a religious person, following God's guidance might ensure a good afterlife/reward (2)

2 marks for each reason given. References to specific moral issues are allowed.

A simple point which is not developed may attract 1 mark.

[END OF MARKING INSTRUCTIONS]