



National
Qualifications
2025

2025 Religious, Moral and Philosophical Studies

World Religion, Morality and Belief

Higher

Question Paper Finalised Marking Instructions

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General marking principles for Higher Religious, Moral and Philosophical Studies

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

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

In this question paper the following skills are assessed:

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

(i) **Knowledge and understanding**

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

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

(ii) **Analysis**

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

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

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

(iii) Evaluation

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

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

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

Use of sources

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

Overview of detailed marking instructions

Knowledge, analysis and evaluation questions (20 marks)

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

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

Marking instructions for each question

Section 1 – World religion

Part A – Buddhism

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.			This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>Purpose The purpose of the question is to allow candidates to analyse the ways in which tanha and the Three Root Poisons are related.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to refer to related beliefs/practices that are relevant to tanha and the Three Root Poisons.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of tanha • a description of the Three Root Poisons • a description of related beliefs/practices • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Tanha is the basic cause of dukkha and results from expecting possessions to give us permanent happiness • the Three Root Poisons are greed, hatred and delusion, represented by the pig, the snake and the rooster • one source which describes tanha is: ‘If a man watches not for Nirvana, his cravings grow like a creeper, and he jumps from death to death like a monkey in the forest from one tree without fruit to another’ (Dhammapada 24: 334) <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysis of the relationship between tanha and the Three Root Poisons <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • one way in which the beliefs are related is that tanha and the Three Root Poisons are fruitless pursuits; tanha and the TRP can never be fulfilled and are ongoing – once we get the object of our desire, we remain unhappy and continue to crave more

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> • an implication of this is that we behave in an unenlightened way, creating negative Kamma and becoming further away from the ultimate goal of Nibbana • a consequence of the accumulation of negative Kamma is that it keeps us bound to the cycle of Samsara, potentially giving us a poorer rebirth outwith the human realm

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>Purpose The purpose of this question is to allow candidates to present knowledge and understanding of the practice of meditation; analyse the practice; and evaluate the relevance of the practice.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of meditation • a description of Buddhist beliefs relating to meditation • a description of Buddhist practices relating to meditation • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • ‘meditate, do no delay. . . lest you later regret it.’ The Buddha • meditation is not an end in itself – it is just one of the many means helping you along on your quest for Enlightenment • Samatha meditation is linked most closely to the Theravada tradition and is thought of as ‘calming’ meditation • Vipassana Meditation is the focussed concentration on the Reality of things, leading to a real insight into the ways things really are <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing possible consequences/implications of practicing meditation • analysing possible interpretations/implications of sources relating to meditation • analysing the relationship between meditation and other beliefs/practices <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why practicing meditation is relevant <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I think that meditation is relevant to Buddhists today as by training the mind to be calm and focus on how Reality really is, Buddhists can live a more balanced life which isn’t fuelled by tanha and the Three Root Poisons • I agree that this is relevant as it allows you to live in the example of the Buddha, a role model of exemplary practice for most Buddhists and a being to aspire to be like

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> I think vipassana meditation is relevant especially to monks and nuns who have the time to perfect this practice in their daily lives and achieve great spiritual awareness

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>Purpose The purpose of the question is to allow candidates to analyse the ways in which sin and stewards are related.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to refer to related beliefs/practices that are relevant to sin and stewards.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • description of sin • description of stewards • a description of related beliefs/practices • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • sin is understood as an action that goes against God’s will • a steward is someone who is entrusted with the responsibility of caring for something that belongs to God • 1 Peter, ‘Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms’ <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysis of the relationship between sin and stewards <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • sin and stewardship are connected as failing to care for the environment, which God has made Christians stewards of, can be seen as a sin of neglect or misuse of God’s creation • being a good steward involves being honest and trustworthy. When a person engages in sinful behaviour, like greed or dishonesty, it undermines their ability to be a faithful steward

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.			This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>Purpose The purpose of this question is to allow candidates to present knowledge and understanding of the practice of worship; analyse the practice; and evaluate the relevance of the practice.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of worship • a description of Christian beliefs relating to worship • a description of Christian practices relating to worship • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Christian worship is centred on honouring and glorifying God • Worship can take many forms, including singing hymns, praying and participating in sacraments like communion or baptism. • Christian worship is often a communal activity. While personal worship is important, gathering together as a church is a key aspect of worship in Christianity. • Psalm, ‘Come, let us bow down in worship, let us kneel before the Lord our Maker’ <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing possible consequences/implications of practicing worship • analysing possible interpretations/implications of sources relating to worship • analysing the relationship between worship and other beliefs/practices <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why practicing worship is relevant <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • one reason worship is relevant to Christians is that it strengthens their relationship with God as Christians are able to express their love and gratitude for God, which deepens their faith and helps them stay connected to Him

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> one reason worship might not seem relevant to some Christians is if they feel disconnected from traditional practices or rituals. If worship becomes a routine, lacking personal meaning or emotional engagement, it may feel empty or irrelevant

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>Purpose The purpose of the question is to allow candidates to analyse the ways in which dukkha and avidya are related.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to refer to related beliefs/practices that are relevant to dukkha and avidya.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of dukkha • a description of avidya • a description of related beliefs/practices • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • dukkha refers to the experience of suffering, pain, or dissatisfaction • avidya means ignorance or misunderstanding of the true nature of reality • Bhagavad Gita, ‘You have a right to perform your duty, but not to the fruits of your actions. Never be attached to the results of your activities nor be attached to inaction’ <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysis of the relationship between dukkha and avidya <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • Avidya is seen as the fundamental cause of dukkha as avidya leads individuals to mistakenly identify with their physical body, mind, and ego, rather than recognising their true self, the Atman, which is eternal and one with Brahman • this ignorance causes attachment to worldly desires and outcomes, leading to dissatisfaction, pain, and suffering when those desires are not fulfilled or when people experience loss. As long as one remains in a state of avidya, they are trapped in the cycle of suffering in samsara

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.			This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>Purpose The purpose of this question is to allow candidates to present knowledge and understanding of the practice of worship; analyse the practice; and evaluate the relevance of the practice.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of worship • a description of Hindu beliefs relating to worship • a description of Hindu practices relating to worship • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • many Hindus perform daily puja at home, which may involve, setting up a small altar with images or idols of deities • visiting a temple is an important aspect of Hindu worship where they participate in collective prayers and rituals • Hindu festivals often involve elaborate worship rituals such as Diwali where Hindus worship Goddess Lakshmi for prosperity, lighting lamps, and performing rituals at home and in temples • undertaking pilgrimages to sacred sites is a form of worship, many Hindus would visit Varanasi which is considered sacred for its association with Lord Shiva <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing possible consequences/implications of practicing worship. • analysing possible interpretations/implications of sources relating to worship • analysing the relationship between worship and other beliefs/practices <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why practicing worship is relevant <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • one reason worship is relevant to Hindus is that it plays a significant role in the cultural and social fabric of Hindu communities. Participating in communal worship during festivals, ceremonies, and temple activities strengthens bonds among individuals and families

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> another reason why worship is relevant to Hindus is by participating in worship, Hindus believe they can receive blessings, protection, and divine grace, which are essential for navigating life's challenges

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>Purpose The purpose of the question is to allow candidates to analyse the ways in which suffering and khalifas are related.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to refer to related beliefs/practices that are relevant to suffering and khalifas.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of suffering • a description of khalifas • a description of related beliefs/practices • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Muslims believe that suffering can be caused by the selfishness and evil of human beings, which can lead to bad decisions. • Muslims believe that the misuse of free will could lead to suffering, ‘Then when they went wrong, Allah let their hearts go wrong. . .’ Surah 61: 5 • Muslim belief in khalifas highlights that Muslims are the pinnacle of Allah’s creation with special responsibilities. • one source which describes khalifas is, ‘It is He who has appointed You vicegerent on the earth and exalted some of you in rank above others, so that He may test you by means of what he has given you.’ Surah 6:165 <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysis of the relationship between suffering and khalifas <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • one way in which suffering and khalifas are related is that failing to live as a khalifa will ultimately lead to suffering since you are not responding to the authority given by Allah to promote good and stop evil • an implication of this is that individuals will stray further from the Straight Path, which will negatively affect them on the Day of Judgement

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> another way in which the two beliefs are related is that those who live up to Allah's expectations of them as khalifas are living in a way pleasing to Him, in turn, facing less suffering in this life and the eternal one to follow

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>Purpose The purpose of this question is to allow candidates to present knowledge and understanding of the practice of worship analyse this practice; and evaluate the relevance of this practice.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of worship • a description of Muslim beliefs relating to worship • a description of Muslim practices relating to worship • relevant sources <p>Example of knowledge points:</p> <ul style="list-style-type: none"> • one type of individual worship is the use of prayer beads, which can be used during personal or formal prayers. Muslims may recite the 99 names of Allah at this time • another type of individual worship is Qur'an recitation; many Muslims will recite the Qur'an to strengthen their faith and help them stay on the Straight Path. • some Muslims may worship by turning to their Imam, who can guide them on their personal prayer journey helping them organise their daily prayer ritual • many Muslims take part in community worship, which is Friday prayers at the mosque, where Muslims will be led in prayer by the Imam <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing the relationship between worship and different beliefs. • analysing possible consequences/implications of worship • analysing possible interpretations/implications of sources relating to worship <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why practicing worship is relevant <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • worship is highly relevant as it allows Muslims to experience ummah (brotherhood of Islam), in turn, bringing them closer to Allah and stronger in their faith

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> • I think worship is relevant to Muslims as dua, in particular, allows Muslims to call on Allah for guidance and support in hard times • In some ways, I think worship can be less relevant for Muslims living in the West who may find it difficult to meet expectations around worship in the midst of a secular, non-Muslim society with very different pressures and expectations

Part E – Judaism

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.			This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>Purpose The purpose of the question is to allow candidates to analyse the ways in which yetzer harah and suffering are related.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to refer to related beliefs/practices that are relevant to yetzer harah and suffering.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of yetzer harah • a description of suffering • a description of related beliefs/practices • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Yetzer harah is a term for mankind's inclination to do evil, driven by selfishness • examples of yetzer harah could be the desire to eat non – Kosher food, to steal, or to break any other mitzvot • The Talmud says suffering is an 'affliction of love', and many believe it is a process that leads to purification <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysis of the relationship between yetzer harah and suffering <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • one way yetzer harah and suffering are linked, is one leads to the other. By giving in to your selfish inclination and sinning, it damages your relationship with God, which is a form of suffering • they are also related as Adam and Eve followed their yetzer harah inclination to disobey God. This led to them to suffer in the form of pain during childbirth and toil for food • another link is that some believe you can limit suffering by avoiding acting on your yetzer harah inclination. By following yetzer tov instead, you are more likely to do the right thing and limit suffering as you aren't giving in to yetzer harah

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>Purpose The purpose of this question is to allow candidates to present knowledge and understanding of the practice of worship; analyse the practice; and evaluate the relevance of the practice.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of worship • a description of Jewish beliefs relating to worship • a description of Jewish practices relating to worship • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Jews worship communally in the Synagogue, led by a Rabbi. This usually involves reading the Torah and prayer • worship, especially worshipping one God, is a mitzvah that goes back to the covenant with Abraham • the Torah commands Jews to worship God alone and keep the Sabbath holy, in the 10 Commandments <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing the relationship between worship and different beliefs • analysing possible consequences/implications of worship • analysing possible interpretations/implications of sources relating to worship <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why practicing worship is relevant <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I think that worship is relevant in Judaism as it helps Jews build a personal relationship with God, which is relevant for how they live their lives in accordance with the mitzvot • furthermore, it is relevant as Jews hope to get a positive judgement from God when they die. By worshipping him and keeping the covenant, they are more likely to get a good judgement which makes it relevant to every Jew

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> I think worship is relevant as it is part of keeping the community together. This provides continuity which is vital to keep the faith going or there will be no Jewish community left, to worship

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>Purpose The purpose of the question is to allow candidates to analyse the ways in which atma and free will are related.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis. It is acceptable for candidates to refer to related beliefs/practices that are relevant to atma and free will.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • description of atma • description of free will • a description of related beliefs/practices • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • atma refers to our non-physical self or soul • free will is a gift from God specific to human beings • Guru Granth Sahib, ‘You have been blessed by being born human, it is an opportunity which has been given you to meet the Lord’ <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysis of the relationship between atma and free will <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • atma and free will are related because our atma is on a journey through millions of life forms to reunite with God, and can only do this once in human form due to the gift of free will and our ability to use our moral conscience to follow God’s Hukam • a consequence of misusing free will is that we will fail to generate positive karma and our atma will remain trapped in the cycle of birth, death and rebirth, prevented from ever reuniting with God

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>Purpose The purpose of this question is to allow candidates to present knowledge and understanding of the practice of worship; analyse the practice; and evaluate the relevance of the practice.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of worship • a description of Sikh beliefs relating to worship • a description of Sikh practices relating to worship • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • Sikhs worship God through sewa, acts of selfless service performed in the Gurdwara and in the community • Sikhs also worship God by meditating on God's name, for example chanting 'Waheguru' • Sikhs should worship God through their choice of job, avoiding any work that harms any aspect of God's creation and instead trying to do good • Sikhs should also worship by donating time, money or expertise to help those around them. This is called vand chakkana <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • analysing possible consequences/implications of practicing worship • analysing possible interpretations/implications of sources relating to worship • analysing the relationship between worship and other beliefs/practices <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on why practicing worship is relevant • counter-arguments on the relevance of practicing worship <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • worship holds deep relevance for Sikhs because it is a central expression of their devotion to God. This is because it is seen as a way to connect the soul to God and experience divine presence and spiritual bliss

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> worship is relevant to Sikhs because it centres around the Guru Granth Sahib, and by singing, reciting and reflecting on its hymns, Sikhs gain wisdom and guidance in their daily lives

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>Purpose The purpose of this question is to give candidates the opportunity to describe deterrence and explain the non-religious responses to moral issues arising from it.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of deterrence • a description of moral issues arising from deterrence • a description of non – religious viewpoints • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • deterrence is when people are punished with the aim of preventing reoffending, or putting people off offending in the first place • one moral issue raised by deterrence is that it may lead to overly harsh sentences in order to prevent future crime, causing fear in society • utilitarians believe in the Greatest Happiness Principle which states the right thing to is that which will create the greatest amount of happiness for the greatest number of people <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • consequences/implications of non-religious responses to the moral issues arising from deterrence <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • a consequence of the Utilitarian response is they may be in favour of deterrence as it if it reduces crime, it will create the greatest happiness for society • an impact of this response could be lower crime rates, fewer victims and a decreased prison population, making the majority happy

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>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about responses to crime; present knowledge and understanding about moral issues arising from responses to crime; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from responses to crime.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of responses to crime • a description of moral issues arising from responses to crime • a description of religious responses, beliefs or teachings to moral issues arising from responses to crime • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • one response to crime are custodial sentences. This is often imprisonment, which involves losing your freedom for a period of time • one moral issue is that short term prison sentences don't allow for reformation, so reoffending rates are high • In Hebrews it says, 'Remember those in prison as if you were in there with them' <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • implications/consequences of moral issues arising from causes of crime • implications/consequences of religious responses to moral issues arising from causes of crime • analysis of sources <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious responses to moral issues arising from causes of crime <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I agree with the response from Hebrews, as all people deserve help and compassion, and if I were in prison, I would want to receive the support I needed to turn my life around and avoid crime

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> • In addition to this, prison time should be used to reflect on your wrongdoings, and if you are locked up, you will have a lot of time to do this • I disagree with the response because people are given prison sentences for a reason and the focus should be on punishment, not helping them. It's the victims who deserve support and compassion

Part B – Morality and relationships

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.			This question focuses on knowledge and analysis. 4 marks are available for analysis. A maximum of 6 marks are available for knowledge and understanding that is relevant to both the question and the answer.	10	<p>Purpose The purpose of this question is to give candidates the opportunity to describe forced marriage and explain the non-religious responses to moral issues arising from it.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of forced marriage • a description of the moral issues arising from forced marriage • a description of non-religious viewpoints • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • a forced marriage is where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into the marriage • one moral issue arising from forced marriage is that the physical pressure might take the form of threats or violence (including sexual violence) • one non-religious viewpoint is Kantian ethics, which is deontological meaning that it focuses on the inherent nature of actions rather than their consequences <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • consequences/implications of non-religious responses to the moral issues arising from forced marriage <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • an implication of the Kantian response is that forced marriage will never be the result of a Good Will because a family has a duty to protect its daughters and forcing them to marry someone against their will, often using threats or violence, does not fulfil this duty • a further implication of the Kantian response is that forced marriage is not compatible with the Categorical Imperative as forcing someone to do something is not respecting their personhood, and treating them as a means to an end, rather than an end in their own right

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>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about relationships; present knowledge and understanding about moral issues arising from relationships; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from relationships.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of relationships • a description of moral issues arising from relationships • a description of religious responses, beliefs or teachings to moral issues arising from relationships • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • one issue arising from sexual relationships is underage sex, which is sex before the legal age of consent (16 in the UK) • one moral issue arising from this is young people are often pressured into having sex by their peers or other influences such as the media, before they are ready, leading to STDs, unwanted pregnancy and low self-esteem • one religious response to this is Christianity and one Christian belief is that sex should take place between two consenting adults and as an expression of love <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • implications/consequences of moral issues arising from relationships • implications/consequences of religious responses of moral issues arising from relationships • analysis of sources <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious responses to moral issues arising from relationships <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I agree with the Christian view that sex should only take place between consenting adults, as children under the age of 16 are not intellectually or emotionally mature enough to cope with a sexual relationship or deal with the potential consequences of unsafe sex

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> however, I disagree with the Christian view to some extent that people should be in love to have sexual relationships – this is an outdated and unrealistic expectation in today’s society, as adults should be free to choose to have sex for pleasure outside of a loving relationship especially with the availability of contraceptives

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>Purpose The purpose of this question is to give candidates the opportunity to describe biodiversity and explain the non-religious responses to moral issues arising from it.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of biodiversity • a description of the moral issues arising from biodiversity • a description of non-religious viewpoints • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • biodiversity refers to the variety of life forms on Earth, encompassing the diversity of species, ecosystems, and genetic variation within species • one moral issue arising from biodiversity is changes in temperature and weather patterns affect species distributions, migration patterns, and ecosystem dynamics • one non-religious viewpoint is Humanists who advocate for using reason, critical thinking, and evidence-based approaches to understand the world and make decisions <p>Analysis – up to 4 marks may be awarded for</p> <ul style="list-style-type: none"> • consequences/implications of non-religious responses to the moral issues arising from biodiversity <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • humanists may argue that biodiversity has intrinsic value beyond its value to humans. They recognise that all living organisms play a role in the ecosystem and contribute to the overall health of the planet • humanists often emphasise the moral obligation of humans to protect biodiversity. Therefore, it is essential to act ethically and responsibly to preserve ecosystems and the diverse species within them for future generation

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.			This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about economic issues; present knowledge and understanding about moral issues arising from economic issues; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from economic issues.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of economic issues • a description of moral issues arising from economic issues • a description of religious responses, beliefs or teachings to moral issues arising from economic issues • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • one economic issue in the world today is the uneven distribution of income and wealth among individuals or groups within a society • one moral issue arising from this is when a small percentage of the population holds a disproportionate amount of wealth, it creates barriers for others to access essential opportunities, such as quality education, healthcare, and stable employment • one religious response to this is Christianity and central to Christian ethics are the teachings of Jesus – key moral teachings include the Golden Rule, <i>Do unto others as you would have them do unto you</i> <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • implications/consequences of moral issues arising from economic issues • implications/consequences of religious responses of moral issues arising from economic issues • analysis of sources <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious responses to moral issues arising from economic issues

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I disagree with the Christian response as while the Christian response encourages compassion, there can be a tendency for some individuals or groups to focus on charitable giving rather than advocating for systemic change. Acts of charity, while important, may not address the root causes of income inequality • agree with the Christian response as the Christian response to income inequality emphasises compassion, empathy, and a sense of community. By advocating for the well-being of others, the teachings of Jesus encourage individuals to look beyond their self-interests and contribute to the welfare of those who are marginalised

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>Purpose The purpose of this question is to give candidates the opportunity to describe the therapeutic use of embryos and explain the non-religious responses to moral issues arising from it.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of the therapeutic use of embryos • a description of the moral issues arising from the therapeutic use of embryos • a description of non-religious viewpoints • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • embryos can be used for therapeutic purposes because embryos contain stem cells – cells which have the ability to become any type of cell in the human body • stem cells can be taken from an early stage embryo, before differentiation begins (5-10 days) and grown and used to replace diseased tissues and organs in the body • a moral issue arising from the therapeutic use of embryos is that the process involves the destruction of the embryo, which many people class as a living being • utilitarianism is an ethical theory which prioritises pleasure over pain, and promotes the greatest pleasure for the greatest number of people <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • consequences/implications of non-religious responses to the moral issues arising from the therapeutic use of embryos <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • an implication of the utilitarian response is that it is our capacity to feel pleasure and pain that makes us human, and because embryos are not sentient they cannot be considered ‘actual’ people

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> furthermore, the therapeutic use of embryos aims to save or better the lives of actual human beings, thus promoting the greatest happiness for the greatest number in society

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20.			This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about organ donation; present knowledge and understanding about moral issues arising from organ donation; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from organ donation.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of organ donation • a description of moral issues arising from organ donation • a description of religious responses, beliefs or teachings to moral issues arising from organ donation • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • many different forms of human bodily material may be donated for the treatment of others, or for research that aims to improve medical treatment in future • a moral issue arising from organ donation is that living donors may be pressured by family members to donate organs to a sick relative, and may feel too guilty to refuse this • ‘it is not morally acceptable if the donor or his proxy has not given explicit consent. Moreover, it is not morally admissible to bring about the disabling mutilation or death of a human being, even in order to delay the death of other persons.’ The Catechism of the Catholic Church <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • possible implications/consequences of moral issues arising from organ donation • possible implications/consequences of religious responses of moral issues arising from organ donation • analysis of sources <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious responses to moral issues arising from organ donation

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I agree with the Christian view that explicit consent must be given before organ donation can take place. This is because human beings should always be treated with dignity and respect and manipulating someone into donating an organ through guilt is always morally wrong • I also agree with this because there is a risk involved in donating an organ as a living donor; this could result in pain, discomfort and even death, therefore no one should ever feel pressurised into donating organs

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>Purpose The purpose of this question is to give candidates the opportunity to describe weapons of mass destruction and explain the non-religious responses to moral issues arising from it.</p> <p>Specific marking instructions A maximum of 4 marks will be awarded where candidates fail to attempt analysis.</p> <p>Knowledge and understanding – up to 6 marks may be awarded for:</p> <ul style="list-style-type: none"> • a description of weapons of mass destruction • a description of moral issues arising from the use of weapons of mass destruction • a description of non-religious responses to these moral issues • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • weapons of mass destruction include nuclear weapons and biological and chemical agents • a utilitarian response to the use of WMD might be that although many will be killed by the use of these weapons, they might shorten a war and thus end a conflict which could have killed many more • a humanist response to the use of WMD would be that they are never justified as they are an unacceptable threat to humanity and the loss of civilian life they cause is unjustifiable <p>Analysis – up to 4 marks may be awarded for:</p> <ul style="list-style-type: none"> • consequences/implications of non-religious responses to the moral issues arising from the use of weapons of mass destruction <p>Examples of analysis points:</p> <ul style="list-style-type: none"> • an implication of a moral issue arising from the use of WMD is that civilians are likely to be the main victims of these weapons which brings into question the morality of innocent people being killed needlessly • a consequence of a utilitarian response to the use of WMD in war is that, if each combatant nation uses them in an effort to defeat their enemy, this could lead to massive and uncontrolled loss of life

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> a consequence of a humanist response to the use of WMD might be that it leaves one nation at the mercy of an enemy who is prepared to use them

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.			This question focuses on knowledge, analysis and evaluation. 5 marks are available for analysis and 5 marks are available for evaluation. A maximum of 10 marks are available for knowledge and understanding that is relevant to both the question and the answer.	20	<p>Purpose The purpose of the question is to allow candidates to present knowledge and understanding about conflict; present knowledge and understanding about moral issues arising from conflict; present religious beliefs/viewpoints; and analyse and evaluate religious responses to moral issues arising from conflict.</p> <p>Specific marking instructions Marks will be capped at 8 knowledge and understanding marks if a candidate fails to attempt both analysis and evaluation skills.</p> <p>Knowledge and understanding – up to 10 marks may be awarded for:</p> <ul style="list-style-type: none"> • description of different types of conflict • description of the moral issues arising from conflict • description of religious responses to the moral issues arising from conflict • relevant sources <p>Examples of knowledge points:</p> <ul style="list-style-type: none"> • one moral issue arising from conflict is that innocent civilians can be harmed and killed as the warring nations use air raids to try to defeat their enemy • one moral issue arising from this is that family relationships and individuals' lives can be destroyed • a religious response to this might be that war can only ever be fought according to the principles of the Just War Theory <p>Analysis – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • possible implications/consequences of religious responses of moral issues arising from conflict <p>Evaluation – up to 5 marks may be awarded for:</p> <ul style="list-style-type: none"> • judgement on religious responses to moral issues arising from conflict <p>Examples of evaluation points:</p> <ul style="list-style-type: none"> • I disagree with the Christian pacifist response as I believe that such a response to people such as Hitler would give evil regimes free reign to invade and occupy other nations • I agree with the Just War Theory as I think that, while there are occasions where war is inevitable, it should be fought as ethically as is possible

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					I believe that it is too easy to justify war instead of trying to find diplomatic solutions to the issues which arise between nations

[END OF MARKING INSTRUCTIONS]