



2011 Religious, Moral and Philosophical Studies

Higher – Paper 1

Finalised Marking Instructions

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2011 Religious, Moral and Philosophical Studies
Higher Paper 1

Topic 1

Question 1 – Crime and Punishment

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

| Assessment objective | Generic Requirements |
|-----------------------------|--|
| Knowledge and Understanding | <ul style="list-style-type: none"> Accurate, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology. |
| Analysis and Evaluation | <ul style="list-style-type: none"> Analysis of concepts, processes, evidence, etc is shown. Evaluation is balanced and informed. |

| Question No. | Question: 1 | | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|-------------|--|--|--|
| 1 (a) | Q | To what issue does the Euthyphro Dilemma refer? | | |
| | MI | <p><i>Marking Instructions: No marks for simply writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Source of morality Are actions right in themselves? Are actions right because God commands them? Examples from the story Implications of the issue Examples from 'real life'. | 4 | |

| | | | | |
|-------|-------------|--|---|---|
| 1 (b) | Q MI | <p>In Kantian Ethics, what is the Categorical Imperative?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the Categorical Imperative should be accompanied by an explanation to gain a mark</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Moral absolute • Universal law • Examples can be used • Humans reason can work it out from nature • One of the key principles alongside not using people as a means to an end and assuming the role of lawmaker. | 3 | |
| 1 (c) | Q MI | <p>Give a description of the sources of religious morality.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the source of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Sacred writings • Human reason • Deity • Prophecy • Religious leaders. | 3 | |
| 1 (d) | Q MI | <p>Evaluate a religious viewpoint you have studied on the purposes of punishment.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Scriptural teaching on the issue • The teachings of religious tradition on the issue • The use of human reason on the issue • Views of religious groups on the issue. | | 4 |

| Question No. | | Question: 2 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|--|--|---|
| 2 (a) | Q | Describe one case of an individual who has been sentenced to death. | 3 | |
| | MI | <p><i>Marking Instructions: Candidates may choose any case they have studied.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Who and where • What crime was • Info about crime • How CP was done/still on death row. | | |
| 2 (b) | Q | Describe UN Declarations that are relevant to Capital Punishment. | 3 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list. Each example should be accompanied by an explanation to gain a mark. Candidates may write about one or more of the articles.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Article 1: All human beings are born free and equal in dignity. This is denied by CP • Article 3: Everyone has the right to life. CP takes this away • Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. By its nature, CP is all of these. | | |
| 2 (c) | Q | <p>“Regardless of what the UN says, any nation should have the right to take the lives of murderers.”</p> <p>Explain two reasons why some people disagree with this statement.</p> | | 6 |
| | MI | <p><i>Marking Instructions: A maximum of three marks for each reason. Where more reasons are given then the best two should receive the marks. Candidates should not receive marks for KU used in questions 2(a) and (b). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular criticisms of the viewpoint.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • All human life is special • Question of proof/certainty • Inhumane process • Brutalizes any society. | | |

| Question No. | | Question: 3 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|--|--|--------------|
| 3 (a) | Q | Describe what community service involves. | 4 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list of community service activities. Each point about community service should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Offender is sentenced to serve a community project • Set hours • Learn skills • Supervised at all times • Giving something to community. | | |
| 3 (b) | Q | <p>“Society will never improve if offenders are given sentences such as community service.”</p> <p>Evaluate at least one secular viewpoint on this statement.</p> | | |
| | MI | <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum number of marks available for each point. There is no limit to the number of responses that may be covered.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Agreement with the statement • Disagreement with the statement • Implications of the statement • Positive impact of the statement • Negative impact of the statement • Moral issues surrounding the statement. | | |
| Total | | | 20 KU | 20 AE |

Topic 2 – Gender

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

| Assessment objective | Generic Requirements |
|-----------------------------|--|
| Knowledge and Understanding | <ul style="list-style-type: none"> Accurate, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology. |
| Analysis and Evaluation | <ul style="list-style-type: none"> Analysis of concepts, processes, evidence, etc is shown. Evaluation is balanced and informed. |

| Question No. | | Question: 1 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|--|--|--|
| 1 (a) | Q | To what issue does the Euthyphro Dilemma refer? | | |
| | MI | <p><i>Marking Instructions: No marks for simply writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Source of morality Are actions right in themselves? Are actions right because God commands them? Examples from the story Implications of the issue Examples from 'real life'. | 4 | |

| | | | | |
|-------|-------------|---|---|---|
| 1 (b) | Q MI | <p>In Kantian Ethics, what is the Categorical Imperative?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the Categorical Imperative should be accompanied by an explanation to gain a mark</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Moral absolute • Universal law • Examples can be used • Humans reason can work it out from nature • One of the key principles alongside not using people as a means to an end and assuming the role of lawmaker. | 3 | |
| 1 (c) | Q MI | <p>Give a description of the sources of religious morality.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the source of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Sacred writings • Human reason • Traditions • Deity • Prophecy • Religious leaders. | 3 | |
| 1 (d) | Q MI | <p>Evaluate a religious viewpoint you have studied on gender issues in the UK.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Scriptural teaching on the issue • The teachings of religious tradition on the issue • The use of human reason on the issue • Views of religious groups on the issue. | | 4 |

| Question No. | | Question: 2 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|--|--|--|
| 2 (a) | Q | What causes poor health in women in the developing world? | 3 | |
| | MI | <p><i>Marking Instructions: Candidates may choose any health issue they have studied.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Lack of medical facilities • Poor hygiene • Infant mortality • AIDs • Lack of water • Health problems arising from warfare • Education • Violence • Health care. | | |
| 2 (b) | Q | Describe the situation regarding the education of females in the developing world. | 3 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list. Each example should be accompanied by an explanation to gain a mark. Candidates may write about one or more situations.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Lack of education generally • Education targeted at boys • Adult female illiteracy • Lack of opportunities in work & careers • Experience is beyond most • Stereotyping – girls educated for domestic roles. | | |
| 2 (c) | Q | “Education is the main barrier to equality for women in the developing world.” | | |
| | MI | <p>Explain two reasons why some people disagree with this statement.</p> <p><i>Marking Instructions: A maximum of three marks for each reason. Where more reasons are given then the best two should receive the marks. Candidates should not receive marks for KU used in questions 2(a) and (b). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular criticisms of the viewpoint.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Domestic roles offer some protection to women • Lack of employment in the developing world means that women have an important role • Women keep the social network together • Women are main source of educating children. | | |

| Question No. | | Question: 3 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|---|--|--------------|
| 3 (a) | Q | Describe the changing role of women in the workplace in the UK. | 4 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list of changing roles. Each point about changing roles should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • More women in managerial positions • Girls being educated equal or beyond boys • Maternity no longer needs results in career breaks • Changes in law – equal pay & equal opportunities • Changing expectations. | | |
| 3 (b) | Q | <p>“Traditionally, men have gone out to work and women have had a more domestic role-this benefits UK society.”</p> <p>Evaluate at least one secular viewpoint on this statement.</p> | | 10 |
| | MI | <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. There is no limit to the number of responses that may be covered.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Agreement with the statement • Disagreement with the statement • Implications of the statement • Positive impact of the statement • Negative impact of the statement • Moral issues surrounding the statement. | | |
| | | Total | 20 KU | 20 AE |

Topic 3 – Global Issues

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

| Assessment objective | Generic Requirements |
|-----------------------------|--|
| Knowledge and Understanding | <ul style="list-style-type: none"> Accurate, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology. |
| Analysis and Evaluation | <ul style="list-style-type: none"> Analysis of concepts, processes, evidence, etc is shown. Evaluation is balanced and informed. |

| Question No. | | Question: 1 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|-------------|--|--|--|
| 1 (a) | Q MI | <p>To what issue does the Euthyphro Dilemma refer?</p> <p><i>Marking Instructions: No marks for simply writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Source of morality Are actions right in themselves? Are actions right because God commands them? Examples from the story Implications of the issue Examples from ‘real life’. | 4 | |

| | | | | |
|-------|-------------|---|---|---|
| 1 (b) | Q MI | <p>In Kantian Ethics, what is the Categorical Imperative?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the Categorical Imperative should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Moral absolute • Universal law • Examples can be used • Humans reason can work it out from nature • One of the key principles alongside not using people as a means to an end and assuming the role of lawmaker. | 3 | |
| 1 (c) | Q MI | <p>Give a description of the sources of religious morality.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the source of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Sacred writings • Human reason • Deity • Prophecy • Religious leaders. | 3 | |
| 1 (d) | Q MI | <p>Evaluate a religious viewpoint you have studied on the global distribution of wealth and resources.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Scriptural teaching on the issue • The teachings of religious tradition on the issue • The use of human reason on the issue • Views of religious groups on the issue. | | 4 |

| Question No. | | Question: 2 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|---|--|---|
| 2 (a) | Q | Describe the causes of global warming. | 3 | |
| | MI | <p><i>Marking Instructions: Candidates may choose any cause(s) they have studied.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • CO₂ emissions • Deforestation • Landfill pollution • Reliance on fossil fuels • Possibly part of natural cycle of earth. | | |
| 2 (b) | Q | Describe international responses to the problem of global warming. | 3 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list. Each response should be accompanied by an explanation to gain a mark. Candidates may write about one or more responses.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Kyoto • Copenhagen 2009 • EU emissions targets • Recycling schemes • Global emissions targets • International legislation • The work of NGOs • G8,20 etc summits • UN actions and policies. | | |
| 2 (c) | Q | <p>“Responses to the problem of global warming are ‘too little too late’.”</p> <p>Explain two reasons why some people disagree with this statement.</p> | | 6 |
| | MI | <p><i>Marking Instructions: A maximum of three marks for each reason. Where more reasons are given then the best two should receive the marks. Candidates should not receive marks for KU used in questions 2(a) and (b). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular criticisms of the viewpoint.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • eg emissions targets are stringent • Scientific evidence for GW is recent • Still some doubt about GW • Other pressing issues, eg poverty • Uncertain if it is too late • At least there has been a response. | | |

| Question No. | | Question: 3 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|--|--|-------|
| 3 (a) | Q | Describe what is meant by globalisation. | 4 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list of globalisation activities. Each point about globalisation should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Global village • Multinational corporations • International banking & finance • Media & communications • Travel and mobility of population. | | |
| 3 (b) | Q | <p>“Globalisation benefits the rich more than it does the poor.”</p> <p>Evaluate at least one secular response to this statement.</p> | | |
| | MI | <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. There is no limit to the number of responses that may be covered.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Agreement with the statement • Disagreement with the statement • Implications of this statement • Positive impact of the statement • Negative impact of the statement • Moral issues surrounding the statement. | | |
| Total | | | 20 KU | 20 AE |

Topic 4 – Medical Ethics

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

| Assessment objective | Generic Requirements |
|-----------------------------|--|
| Knowledge and Understanding | <ul style="list-style-type: none"> Accurate, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology. |
| Analysis and Evaluation | <ul style="list-style-type: none"> Analysis of concepts, processes, evidence, etc is shown. Evaluation is balanced and informed. |

| Question No. | | Question: 1 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|-------------|--|--|--|
| 1 (a) | Q MI | <p>To what issue does the Euthyphro Dilemma refer?</p> <p><i>Marking Instructions: No marks for simply writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Source of morality Are actions right in themselves? Are actions right because God commands them? Examples from the story Implications of the issue Examples from ‘real life’. | 4 | |

| | | | | |
|-------|-------------|--|---|---|
| 1 (b) | Q MI | <p>In Kantian Ethics, what is the Categorical Imperative?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the Categorical Imperative should be accompanied by an explanation to gain a mark</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Moral absolute • Universal law • Examples can be used • Humans reason can work it out from nature • One of the key principles alongside not using people as a means to an end and assuming the role of lawmaker. | 3 | |
| 1 (c) | Q MI | <p>Give a description of the sources of religious morality.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the source of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Sacred writings • Human reason • Traditions • Deity • Prophecy • Religious leaders. | 3 | |
| 1 (d) | Q MI | <p>Evaluate a religious viewpoint you have studied on the use of embryos.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Scriptural teaching on the issue • The teachings of religious tradition on the issue • The use of human reason on the issue • Views of religious groups on the issue. | | 4 |

| Question No. | | Question: 2 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|--|--|---|
| 2 (a) | Q | Describe the UK laws regarding voluntary euthanasia. | 3 | |
| | MI | <p><i>Marking Instructions: Candidates may choose any health issue they have studied.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Illegal • England – assisted suicide illegal • Scotland – no suicide law, it is murder/culpable homicide • punishable by 14 years in prison. | | |
| 2 (b) | Q | Describe the Netherlands' law on voluntary euthanasia. | 3 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list. Each example should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Legal but only if strict criteria are met • Still a criminal offence if strict criteria are not met • Age limit • Medical procedure • Unbearable suffering • Persistent request • Legal, social and medical check ups • Alternatives explained. | | |
| 2 (c) | Q | <p>“Euthanasia laws provide adequate protection for everyone involved in it.”</p> <p>Explain two reasons why some people disagree with this statement.</p> | | 6 |
| | MI | <p><i>Marking Instructions: A maximum of three marks for each reason. Where more reasons are given then the best two should receive the marks. Candidates should not receive marks for KU used in questions 2(a) and (b). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular criticisms of the viewpoint.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • UK laws don't protect from pain • Euthanasia goes on in many forms so there is no protection • Controversy over the use of the Liverpool Care Pathway (deep sedation and removal of nutrition) shows a lack of protection • Inadequate end of life care • Euthanasia cases regularly appear in court – stressful for all. | | |

| Question No. | | Question: 3 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|---|--|--------------|
| 3 (a) | Q | What reasons might there be for selecting a human embryo? | 4 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list of reasons. Each point about them should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Designer babies • Prevention of hereditary genetic conditions • Prevention of congenital conditions • Health issues with mother • Economic reasons • Eugenics. | | |
| 3 (b) | Q | <p>“Embryo selection is morally right in all cases.”</p> <p>Evaluate at least one secular viewpoint on this statement.</p> | | 10 |
| | MI | <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is minimum or maximum number of marks available for each point. There is no limit to the number of responses that may be covered.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Agreement with the statement • Disagreement with the statement • Implications of the statement • Positive impact of the statement • Negative impact of the statement • Moral issues surrounding the statement. | | |
| Total | | | 20 KU | 20 AE |

Topic 5 – War and Peace

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

| Assessment objective | Generic Requirements |
|-----------------------------|--|
| Knowledge and Understanding | <ul style="list-style-type: none"> Accurate, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology. |
| Analysis and Evaluation | <ul style="list-style-type: none"> Analysis of concepts, processes, evidence, etc is shown, and/or Evaluation is balanced and informed. |

| Question No. | | Question: 1 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|--|--|--|
| 1 (a) | Q | To what issue does the Euthyphro Dilemma refer? | | |
| | MI | <p><i>Marking Instructions: No marks for simply writing the story. The issue addressed by the story must be stated.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Source of morality Are actions right in themselves? Are actions right because God commands them? Examples from the story Implications of the issue Examples from 'real life'. | 4 | |

| | | | | |
|-------|-------------|---|---|---|
| 1 (b) | Q MI | <p>In Kantian Ethics, what is the Categorical Imperative?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the Categorical Imperative should be accompanied by an explanation to gain a mark</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Moral absolute • Universal law • Examples can be used • Humans reason can work it out from nature • One of the key principles alongside not using people as a means to an end and assuming the role of lawmaker. | 3 | |
| 1 (c) | Q MI | <p>Give a description of the sources of religious morality.</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about the source of religious morality should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Sacred writings • Human reason • Traditions • Deity • Prophecy • Religious leaders. | 3 | |
| 1 (d) | Q MI | <p>Evaluate a religious viewpoint you have studied on different responses to war.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i> <i>A wide variety of answers is possible here. Candidates may refer to the following broad areas. Candidates may refer to any issue within the topic area identified:</i></p> <ul style="list-style-type: none"> • Scriptural teaching on the issue • The teachings of religious tradition on the issue • The use of human reason on the issue • Views of religious groups on the issue. | | 4 |

| Question No. | | Question: 2 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|---|--|--|
| 2 (a) | Q | Describe what makes a weapon “conventional.” | 3 | |
| | MI | <p><i>Marking Instructions: Candidates may choose any weapon/ treaty/accord they have studied.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • It is not banned by International Conventions • It has ordinary ammunition and impact • It is manageable and controllable in terms of its target • It is used by most nations eg machine-guns, warships, grenades. | | |
| 2 (b) | Q | What is meant by “weapons of mass destruction”? | 3 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list. Each example should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Weapons that are capable of a high order of destruction • Nuclear weapons eg weapons that produce explosive energy through nuclear fission reactions alone, like atomic bombs • Biological weapons. Weapons that use a living organism or natural poison to injure or kill, like anthrax • Chemical weapons. WMD that use a poisonous chemical to injure or kill, like Sarin. | | |
| 2 (c) | Q | “The possession of weapons of mass destruction is the best way to maintain peace.” | | |
| | MI | <p>Explain two reasons why some people disagree with this statement.</p> <p><i>Marking Instructions: A maximum of three marks for each reason. Where more reasons are given then the best two should receive the marks. Candidates should not receive marks for KU used in questions 2(a) and (b). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates are at liberty to use either or both religious and secular criticisms of the viewpoint.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • World has been at war since 1945 • Deterrent has not stopped terrorism • Race for deterrents cause insecurity • Could precipitate war eg Iran, N. Korea • Financial implications • Potential loss of life • Intent as bad as use • Breach of international conventions. | | |

| Question No. | | Question: 3 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|---|--|--------------|
| 3 (a) | Q | What forms might conscientious objection take? | 4 | |
| | MI | <p><i>Marking Instructions: No marks for simply writing a list of conscientious objector's actions. Each point about them should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • No involvement in war at any level, even if you face jail • No armed combat but assist in other ways eg help medical staff • Express your views through campaigning eg lobbying MPs • Petitions • Marches. | | |
| 3 (b) | Q | <p>“Conscientious objection cannot be right when faced with aggression.”</p> <p>Evaluate at least one secular viewpoint on this statement.</p> | | |
| | MI | <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is minimum or maximum number of marks available for each point. There is no limit to the number of responses that may be covered.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Agreement with the statement • Disagreement with the statement • Implications of the statement • Positive impact of the statement • Negative impact of the statement • Moral issues surrounding the statement. | | |
| Total | | | 20 KU | 20 AE |

Section 2 – Belief & Science

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

| Assessment objective | Generic Requirements |
|-----------------------------|--|
| Knowledge and Understanding | <ul style="list-style-type: none"> Accurate, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology. |
| Analysis and Evaluation | <ul style="list-style-type: none"> Analysis of concepts, processes, evidence, etc is shown, and/or Evaluation is balanced and informed. |

| Question No. | | Question: 1 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|---|--|--|
| 1 (a) | Q | Describe the Teleological Argument for the existence of God. | | |
| | MI | <p><i>Marking Instructions: No marks for simply stating that the teleological argument is the design argument. Each point should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> An argument for the existence of God or a creator based on perceived evidence of order, purpose, design, or direction, or some combination of these, in nature A posteriori argument Reasoning of Aquinas Reasoning of Paley Subsequent developments Use of analogies. | 4 | |

| | | | | |
|-------|----|--|---|---|
| 1 (b) | Q | <p>What evidence from nature is used to support this argument?</p> | | |
| | MI | <p><i>Marking Instructions: No marks for simply listing. Each point should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The changing seasons • The lifestyle of animals and birds • The intricate organisms of the human body and how it all fits and works together | 4 | |
| 1 (c) | Q | <p>Explain how evidence from nature might be used to challenge the Teleological Argument.</p> | | |
| | MI | <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b). Candidates are not expected to write six separate points but may do so if they wish. As a general guide candidates may write 2-3 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Nature is chaotic • Evolution • The existence of suffering and evil • The role of chance in nature • The views of notable individuals • The assumption of order in nature being imposed by cultural influences. | | 6 |

| Question No. | | Question: 2 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|---|--|---|
| 2 (a) | Q | Describe the Cosmological Argument. | 4 | |
| | MI | <p><i>Marking Instructions: No marks for simply stating that the cosmological argument is the first cause argument. Each point should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Causation • Motion • Contingency • Change. | | |
| 2 (b) | Q | To what extent is the Big Bang Theory compatible with the Cosmological Argument? | | 4 |
| | MI | <p><i>Marking Instructions: It is important to note that candidates are not required to write four different points in this answer. As a general guide candidates may write 1-2 points of varying depths. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may agree or disagree with the question.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Big Bang suggests a beginning • No pre-existing matter • Something cannot come out of nothing • Something had to cause Big Bang • Big Bang is open to the same basic challenge as the existence of God – if nothing can come from nothing, who caused the Big Bang? | | |

| Question No. | | Question: 3 | Approx Marks weightings: 50% KU– 50% AE | |
|--------------|----|--|--|--|
| 3 (a) | Q | What method is used by scientists to investigate the world around us? | 4 | |
| | MI | <p><i>Marking Instructions: Candidates must explain the terms used to gain a mark. No marks for a simple list.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • A four stage process of...Observation, Hypothesis, Experiment, Verification • Inductive and deductive reasoning • Verification • Falsifiable. | | |
| 3 (b) | Q | In what ways do Christians believe God reveals himself to human beings? | 4 | |
| | MI | <p><i>Marking Instructions: No marks for simply stating general/ special revelation. Candidates should provide either examples or explanations of different kinds of revelation to gain full marks.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>General Revelation ‘revelatio relis’</p> <ul style="list-style-type: none"> • Nature. • Reason. <p>Special Revelation ‘revelatio verbalis’</p> <ul style="list-style-type: none"> • Bible. • Jesus. • Biblical figures. • Miracles. | | |
| 3 (c) | Q | “The main difference between scientific method and revelation is that science is able to prove what it claims.” | | |
| | MI | <p>To what extent do you agree with this statement?</p> <p><i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in questions 3(a) and 3(b). Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> | | |

| | | | | |
|--|--|---|--------------|--------------|
| | | <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <p>Scientific Method</p> <ul style="list-style-type: none"> Looks to understand the 'HOW' questions of the nature of reality Can provide data which can be independently tested by other scientists Has the capacity to change as new ideas, information become available. <p>Religious Method</p> <ul style="list-style-type: none"> Many beliefs are not provable and more open to subjectivism, lack of evidence can be a problem. Who knows if it's really true? Humans can misinterpret experiences May see religious views as being superior to scientific ones. <p>Disagree</p> <p>Scientific Method</p> <ul style="list-style-type: none"> Cannot answer questions about meaning and purpose or values about how we should act or behave or on what basis Can give no idea of God Tends to approach reality in a reductive rather than a holistic manner so can be too narrow. <p>Religious Method</p> <ul style="list-style-type: none"> Tends to deal with the WHY questions and the search for meaning, value and purpose in life Issues of faith go beyond the needs of science Looks for an overall 'big picture' which incorporates all aspects of the world and not just the scientific, observable ones – looks for ultimate causes and explanations Is more holistic and all embracing – especially at a philosophical level Deals with persons, beliefs, values etc which all have vital bearing on how we live. | | |
| | | Total | 20 KU | 20 AE |

10

[END OF MARKING INSTRUCTIONS]