

X213/301

NATIONAL
QUALIFICATIONS
2007

FRIDAY, 25 MAY
1.00 PM – 2.45 PM

RELIGIOUS, MORAL
AND PHILOSOPHICAL
STUDIES
HIGHER
Paper 1

There are two Sections in this paper:

Section 1 – Morality in the Modern World

Section 2 – Christianity: Belief and Science

You should answer **two** questions from Section 1: Question 1 and **one** from **either**

Question 2 – Gender **or**

Question 3 – Crime and Punishment **or**

Question 4 – Medical Ethics **or**

Question 5 – War and Peace.

Section 2 has **one** mandatory question.

The skills of knowledge and understanding (KU) and analysis and evaluation (AE) are being assessed in this paper. When answering each question you should note the number of marks allocated to each skill as indicated after each part of the question.



SECTION 1

Marks Code

Morality in the Modern World

You **must** answer **Question 1 (a) – (c)** and **one** other question (**either 2 or 3 or 4 or 5**)

Question 1

Instructions: Answer **all** parts of the question **(a) – (c)**. The number of marks available can be found at the end of each question. You should use these as a guide to the amount of detail you should include in your answer.

- | | | |
|--|-------------|-----------|
| (a) Describe the Euthyphro dilemma. | 4 | KU |
| (b) What is the Golden Rule? | 2 | KU |
| (c) What are the key features of Utilitarian ethics? | 4 | KU |
| | (10) | |

Question 2 – Gender

Marks Code

Reminder: You should answer this question if you have studied *Gender Issues* in the *Morality in the Modern World* Unit.

Instructions: Read the extract below then answer **all** parts of the question **(a) – (d)**. The number of marks available for each part of the question is indicated. You should use this as a guide to the amount of detail you should include in your answer.

Extract

“Throughout the twentieth century there were many developments in the UK that aimed to change the traditional economic relationships that exist between the sexes. Women are still earning less than men—but the gap is closing all the time.”

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| (a) In what ways were women economically disadvantaged in the past? | 4 | KU |
| (b) How might economic equality between the sexes benefit men? | 4 | AE |
| (c) How successful have the guidelines provided by the Equal Opportunities Commission been in improving the economic situation of women? | 6 | 2KU
4AE |
| (d) “ <i>Economic inequality between men and women is morally unjustifiable.</i> ” | | |
| (i) Describe two possible religious responses to this statement. | | |
| (ii) Assess the strengths and weaknesses of these responses. | 16 | 4KU
12AE |
| | (30) | |

[Turn over

Question 3 – Crime and Punishment

Marks Code

Reminder: You should answer this question if you have studied **Crime and Punishment** in the *Morality in the Modern World Unit*.

Instructions: Read the following Case Study then answer **all** parts of the question **(a) – (d)**. The number of marks available for each part of the question is indicated. You should use this as a guide to the amount of detail you should give in your answer.

Case Study

“One of the most controversial cases in Britain was that of Timothy Evans. It raised a number of moral issues which ultimately led to the abolition of capital punishment in the United Kingdom. However, today, in the light of other prominent cases, some sections of society are once again calling for the reintroduction of the death penalty.”

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|--|------|-------------|
| (a) Describe the main events surrounding the case of Timothy Evans. | 3 | KU |
| (b) How helpful is the United Nations Declaration of Human Rights in addressing the issue of Capital Punishment? | 5 | 2KU
3AE |
| (c) “ <i>All methods of execution are immoral.</i> ”
How might a non-religious person respond to this view? | 6 | 2KU
4AE |
| (d) “ <i>It is difficult to see how any religious person could justify capital punishment.</i> ”
(i) Describe two religious viewpoints supporting capital punishment.
(ii) What do you consider to be the strengths and weaknesses of each of the viewpoints? | 16 | 4KU
12AE |
| | (30) | |

Question 4 – Medical Ethics

Marks Code

Reminder: You should answer this question if you have studied **Medical Ethics** in the *Morality in the Modern World Unit*.

Instructions: Read the following Case Study then answer **all** parts of the question **(a) – (d)**. The number of marks available for each part of the question is indicated. You should use this as a guide to the amount of detail you should give in your answer.

Case Study

John, 27, is permanently paralysed from the neck down as the result of a very bad car accident. He will be paralysed for the rest of his life and he does not want to live like this.

He has asked to be allowed to die.

- | | | |
|--|------|-------------|
| (a) Describe the differences between voluntary and involuntary euthanasia. | 4 | KU |
| (b) Explain how the UK Law on euthanasia could apply in John's case. | 6 | 2KU
4AE |
| (c) How helpful would the BMA guidelines on euthanasia be in this case? | 5 | 2KU
3AE |
| (d) (i) What is meant by the term "sanctity of life"? | | |
| (ii) " <i>Safeguarding the sanctity of life is more important than preserving the quality of life.</i> " | | |
| Discuss the religious and moral implications of this statement. | 15 | 3KU
12AE |
| | (30) | |

[Turn over

Question 5 – War and Peace

Marks Code

Reminder: You should answer this question if you have studied *War and Peace* in the *Morality in the Modern World Unit*.

Instructions: Read the following Case Study then answer **all** parts of the question **(a) – (e)**. The number of marks available for each part of the question is indicated. You should use this as a guide to the amount of detail you should give in your answer.

Case Study

A young man, who describes himself as a conscientious objector, has refused to serve in the armed forces. He says, “I am not religious, I am objecting on moral grounds—besides which my country has made no attempt to avoid war by negotiation.”

- | | | |
|---|------|-------------|
| (a) State two consequences this young man might face in his community because of his refusal to serve in the armed forces. | 2 | KU |
| (b) Describe the role of negotiation as a response to aggression. | 3 | KU |
| (c) What “moral grounds” might this young man have for his refusal to serve? | 4 | AE |
| (d) How successful has the United Nations Charter been in limiting the harmful effects of war? | 6 | 2KU
4AE |
| (e) “ <i>We have a duty to defend our nation, if it is attacked.</i> ” | | |
| (i) Describe two religious responses to this view. | | |
| (ii) How effectively can religious people defend this view? | 15 | 4KU
11AE |
| | (30) | |

[END OF SECTION 1]

SECTION 2

Marks Code

Christianity: Belief and Science

Instructions: Read the following extract then answer **all** parts of the question **(a) – (g)**. The number of marks available for each question is indicated. You should use these as a guide to the amount of detail you should give in your answer.

Extract

Modern science says that we inhabit a small planet in a solar system near the edge of one galaxy of stars which is only one of many millions of galaxies. The planet has existed for about five billion years and human life evolved from simpler forms of life before emerging around two million years ago. When our planet eventually dies it will not be an event of any importance to the universe which will go on existing for billions more years.

- | | | |
|--|------|------------|
| (a) What evidence might science put forward to support evolutionary theory? | 5 | KU |
| (b) The extract suggests that humans are insignificant. Describe Christian views on the importance of humans in the universe. | 5 | KU |
| (c) In what ways does the scientific method differ from revelation? | 4 | KU |
| (d) What are the main points of Paley's design argument? | 4 | KU |
| (e) Why do some Christians insist on a literal understanding of the Genesis creation stories? | 6 | AE |
| (f) What objections do some Christians raise against a literal understanding of the Genesis creation stories? | 6 | AE |
| (g) " <i>Revelation and evolutionary theory both contribute to a full understanding of the origins of human life.</i> "
Explain how scientists might respond to this statement. | 10 | 3KU
7AE |
| | (40) | |

[END OF SECTION 2]

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