



2007 Religious, Moral and Philosophical Studies

Higher – Paper 1

Finalised Marking Instructions

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**2007 Religious, Moral and Philosophical Studies
Higher Paper 1**

Section 1 – Morality in the Modern World

Question 1

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
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. 		
		KU	AE
(a) Describe the Euthyphro dilemma.	<p>A maximum of 2 marks for an account of the dilemma. A maximum of 2 marks for formula.</p> <p>Other points may include eg:</p> <ul style="list-style-type: none"> • concerns the origin of morality • a description of the context • centres around the issue of what it is that makes an action right or good • are actions good in themselves or are they good because an external authority (eg God) commands them? • Socrates implies that actions are good in themselves • Formula – “Is what is good loved by the Gods...”. 	4	
(b) What is the Golden Rule?	<p>KU may include eg:</p> <ul style="list-style-type: none"> • treat others in the same way that you would want them to treat you • examples from specific religions or philosophical traditions may be referred to • it may be noted that it is found in all religious traditions and cited by humanist or other non-religious thinkers. 	2	
(c) What are the key features of Utilitarian ethics?	<p>A description of the ideas of Bentham, Mill, Singer, eg:</p> <ul style="list-style-type: none"> • Utilitarian ethics focus on consequences of actions rather than actions themselves • good actions promote the greatest happiness/pleasure of the greatest number • based on the assumption/idea that happiness/pleasure is the desired end of all human activity • Act/Rule distinction • Teleological as opposed to deontological. 	4	
Total		10	

Question 2 – Gender

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
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. 		
		KU	AE
(a) In what ways were women economically disadvantaged in the past?	<ul style="list-style-type: none"> • Financially dependent on men. • Equal opportunities in education/training. • Limited promotion prospects. • Career or family – not both. • Barred from ‘men’s jobs’. 	4	
(b) How might economic equality between the sexes benefit men?	<ul style="list-style-type: none"> • Less pressure to be ‘breadwinner’. • More freedom for leisure/time with family. • Increased family income. • Breaks down barriers between the sexes. • Opportunities for men to share in traditionally female roles. 		4
(c) How successful have the guidelines provided by the Equal Opportunities Commission been in improving the economic situation of women?	<ul style="list-style-type: none"> • Vision for fairer society. • Campaigns on range of gender equality issues. • Raises public awareness of issues. • But only deals with sex discrimination. • Needs better funding. • Could be more independent of government. • Pay gap and glass ceiling still exist. • Could be more vocal in political debate. 	2	4

	KU	AE
<p>(d) “Economic inequality between men and women is morally unjustifiable.”</p> <p>N.B. The two parts are aimed at helping candidates to structure their answers and not to state mark allocation for each part. Candidates can use KU and AE in both parts.</p> <p>(i) Describe two possible religious responses to this statement.</p> <p>Candidates must refer to specific religious teaching and viewpoint(s) dealing with the issue of economic equality/inequality between men and women. Points must relate to the different viewpoints found in either one or two religions. A maximum of 4 marks may be awarded for straightforward description of teachings and viewpoint(s).</p> <p>(ii) Assess the strengths and weaknesses of these responses.</p> <ul style="list-style-type: none"> • different interpretations of scripture • teachings of different founders/leaders • influence of leading devotees and/or organisations within the religion • different traditions expressing a variety of views • weightings given to scripture, tradition, contemporary views • place of individual conscience in decision-making • historic/cultural development of a religion. 	4	12
Total	10	20

Question 3 – Crime and Punishment

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
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. 		
		KU	AE
<p>(a) Describe the main events surrounding the case of Timothy Evans.</p> <ul style="list-style-type: none"> • Stayed in the same building as Christie the mass murderer. • Not very clever and he was prone to telling lies. • Police found the bodies of his wife and child in the building. • Confessed to the murders after lengthy questioning. • Evidence unreliable. • Police omitted evidence that might have helped him. • Tried and sentenced to death. • He was executed. • Christie later confessed to the murder of Beryl Evans and many others. • Christie was executed. • Later Evans was pardoned. 		3	
<p>(b) How helpful is the United Nations Declaration of Human Rights in addressing the issue of Capital Punishment?</p> <ul style="list-style-type: none"> • It states that Capital Punishment removes human dignity. • Nobody has the right to take away another person’s life, not even governments. • Capital Punishment and all the appeals is a form of mental torture and so wrong. • All human beings are born equal and should be treated with respect. • The very act of execution is degrading. • Could be said to be unhelpful because seems one sided. • Gives very clear guidance. 		2	3
<p>(c) “All methods of execution are immoral.”</p> <p>How might a non-religious person respond to this view?</p> <p>Maximum of 2 marks for describing methods of execution.</p> <ul style="list-style-type: none"> • No method of execution can be shown beyond doubt not to cause pain. • States that carry out execution are performing legal murder – this is immoral. • Some non-religious people may quote the Golden Rule. • Non-religious people might agree that to kill is wrong. • Where people are permitted to view the execution is even more immoral. • Removal of human dignity is immoral. • Leaving no room for new evidence of innocence. • Some might argue it is not what they deserve. • Some might argue it is too lenient and so not morally acceptable. • Once execution has been carried out the state may be reluctant to accept they have killed an innocent person. 		2	4

	KU	AE
<p>(d) “It is difficult to see how any religious person could justify capital punishment.”</p> <p>N.B. The two parts are aimed at helping candidates to structure their answers and not to state mark allocation for each part. Candidates can use KU and AE in both parts.</p> <p>(i) Describe two religious viewpoints supporting capital punishment.</p> <p>Allow for well-developed description of ONE.</p> <p>Examples should be from either two separate religions or from different viewpoints held within one religion.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • Buddhists believe that all killing is wrong because it opposes parts of the eightfold path. Specific examples could be cited. • Judaism might argue that it was correct because the OT states that there should be an eye for an eye. • They might also argue that the OT also states that the Ten Commandments says thou shalt not kill. • Christians might take a similar stance and groups within might take opposing stances. <p>Marks should be awarded for being able to name the viewpoint and identifying the group that would hold such a viewpoint.</p> <p>(ii) What do you consider to be strengths and weaknesses of each of the viewpoints?</p> <p>The candidates should be able to develop arguments showing how various viewpoints are argued by differing groups. They should be credited for expressing opinions on the strengths and weaknesses of those stances.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • The Buddhist argument might be a strength in that it might result in less wars • It might be a weakness in the face of terrorism or dictators • Ghandi argued the an eye for an eye results in the whole world being blind • Candidates might argue for or against the idea of Shariah Law. That it is barbaric or that it might serve as a deterrent • The concept of forgiveness might be argued as a strength or a weakness related to certain stances and viewpoints • The concept of reformation is important and a strength in many religions • Is such a concept present in capital punishment • Some religions argue that judgement belongs to God <p>A good answer would include examples of both strengths and weaknesses. Full marks could not be gained for citing one side or the other.</p>		
Total	4	12
	11	19

Question 4 – Medical Ethics

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
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. 		
		KU	AE
<p>(a) Describe the differences between voluntary and involuntary euthanasia.</p> <p>Voluntary</p> <ul style="list-style-type: none"> Patient requests action to end his/her life. Request that life-saving treatment be withdrawn. Patient is in full knowledge that this will lead to death. <p>Involuntary</p> <ul style="list-style-type: none"> Life ended without the patient’s consent. Patient is too sick, weak or unconscious to make decision for themselves. 		4	
<p>(b) Explain how the UK Law on euthanasia could apply in John’s case.</p> <ul style="list-style-type: none"> For all euthanasia to be justified it must be part of medical practice. It is still officially illegal in the UK although there is no direct law dealing with euthanasia. UK Law does not allow us to kill a human to end their suffering. Patient’s consent does not provide a defence for the doctor in the UK. Anyone assisting deliberate euthanasia would be liable for murder, which may be reduced to manslaughter on the basis of diminished responsibility. Seen as an extension of the Suicide Act of 1961 – which permits a person to have autonomy to choose to take his/her own life. Forbids the involvement of a third party. Although illegal to take another’s life, some doctors may practice a form of “passive” euthanasia to ease a person’s suffering. 		2	4

	KU	AE
<p>(c) How helpful would the BMA guidelines on euthanasia be in this case?</p> <ul style="list-style-type: none"> • BMA does not support voluntary euthanasia. • BMA guidelines are there to protect and help the doctors. • They allow a consistency in decision making where there has been a grey area before. • They help to standardise the situation so that every doctor is working within the same framework. • Guidelines help to reassure patients and family that these difficult decisions are made thoughtfully and sensitively. • Maintain close discussion with relatives. • BMA sees a difference in actively terminating a life and treating a patient in a manner that in the end will result in death. • Supports the doctor in their duty to ensure that a patient dies with dignity and with as little suffering as possible. • Hippocratic oath to preserve life and to develop the correct doctor-patient relationship, which is to guide and inform the patient's choices. • Have to be very careful as any decision made about euthanasia cannot be reversed. 	2	3

	KU	AE
<p>(d) (i) What is meant by the term “sanctity of life”?</p> <p>N.B. The two parts are aimed at helping candidates structure their answers, and not to state mark allocation for each part. Candidates can use KU and AE in both parts.</p> <ul style="list-style-type: none"> • Sanctity is defined in the dictionary as ‘Sacred or inviolability’ • Human life is sacred and cannot be treated lightly • Anything that threatens a human life is questioning the sanctity of life • Sanctity of life issues include Abortion and Euthanasia which are about the ending of life • Many religious people believe that only God has the right to take away life <p>(ii) “Safeguarding the sanctity of life is more important than preserving the quality of life.”</p> <p>Discuss the religious and moral implications of this statement.</p> <ul style="list-style-type: none"> • Sanctity of life. • Issue of personhood. • The image of God. • Only God can take life away. • Life is a gift from God. • Murder. • Quality of life. • Personal autonomy. • The rights of a person, individual freedom of choice. • When is life not worth living? • How much suffering should a person be allowed to endure? • It allows a person to make a choice to die with dignity. • If euthanasia is legalised would this not lead to a slippery slope or wedge argument. • There will always be those who exploit a weaker rule. • What begins with good intentions may end in an undesirable result. • Autonomy has limits – no one can be allowed to undermine the rights of another. • Recognising the right to die would have a knock on effect for the rest of society. • Societies’ attitudes to death would change, as would their attitude to old age, illness and disability. • It would undermine the patient’s trust in doctors. 	3	12
Total	11	19

Question 5 – War and Peace

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
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. 		
		KU	AE
<p>(a) State two consequences this young man might face in his community because of his refusal to serve in the armed forces.</p> <ul style="list-style-type: none"> • Dismissed from his job. • Arrested, tried and jailed. • Beaten up in the street. • Ostracised by the community. 		2	
<p>(b) Describe the role of negotiation as a response to aggression.</p> <ul style="list-style-type: none"> • Process involving dialogue/bargaining with a view to finding terms of agreement to resolve conflict. • Gives peace a chance. • One way to explore all peaceful means before considering violent conflict as a last resort. • Sometimes only means available to weakest. 		3	
<p>(c) What “moral grounds” might this young man have for his refusal to serve?</p> <ul style="list-style-type: none"> • Conscience tells him it is wrong to take innocent lives. • War is unjust – it causes innocent suffering. • No situation can be improved by violence. • Violence only breeds more violence. • The damaging effects of war are too high a price to pay for victory. 			4
<p>(d) How successful has the United Nations Charter been in limiting the harmful effects of war?</p> <p>Candidates may refer to a number of articles in the Charter including 39, 41, 42, 51, 53. They may also illustrate points by reference to specific historical examples.</p> <ul style="list-style-type: none"> • Origin of U.N/Purpose of U.N. • Provides an agreed framework for international law on war. • Has the support of powerful member states and their forces. • Allows economic and diplomatic sanctions to be employed to enforce its decisions • Has power to use UN forces to restore international peace and security, if sanctions prove ineffective. • Recommendations may be ignored. • Sanctions may aggravate problem for ordinary civilians. • Time consuming and bureaucratic. 		2	4

	KU	AE
<p>(e) <i>“We have a duty to defend our nation, if it is attacked.”</i></p> <p>N.B The two parts are aimed at helping candidates to structure their answers, and not to state mark allocation for each part. Candidates can use KU and AE in both parts.</p> <p>(i) Describe two religious responses to this view.</p> <p>Candidates may choose to describe responses from two different religions or two different responses from one religion.</p> <p>Max of 4 marks for only one religious response.</p> <ul style="list-style-type: none"> • Two main frameworks within Christianity, ie Just War theory, consistent pacifism • 3 conditions of Just War theory laid down by St Thomas Aquinas in 13th century ie War must only be started and controlled by state/ruler; must be a just cause; those attacked deserve it; war must be fought to promote good or avoid evil. Peace and justice must be restored afterwards • 2 conditions added later, ie war must be last resort; all other possible ways of solving problem must be tried; must be proportionality in the way the war is fought <p>Max of 2 marks for listing the 5 conditions.</p> <ul style="list-style-type: none"> • Christian pacifists, eg the Quakers would argue we have a higher duty to God to protect and preserve human life • Seed of Christ in the heart of every individual • All children of God • Violence is incompatible with Jesus’ teaching • Sermon on Mount teaches to love enemies and forgive persecutors; ‘turn the other cheek; meet evil with good • Conditions that support Jihad in Islam, ie Only called for by a religious leader; in defence of Islam; in order to overthrow oppressive rulers; to preserve ability to live and worship freely • Jihad is about defence not aggression • Buddhism places great emphasis on non-violence at every level • The Buddha taught it is necessary to act non-violently and non-co-operatively in the face of violence • Evil to be actively opposed by non-violent means <p>(ii) How effectively can religious people defend this view?</p> <p>Candidates must relate points to specific religious teaching and to different viewpoints found in 1/2 religions.</p> <p>Arguments based on effective defence:</p> <ul style="list-style-type: none"> • war being just • historical/cultural development of a religion • God endorsing war • scriptural justification of war • relevant teachings of founder, leaders, reports, recommendations etc • responsibility for community, nation, religion. 		

	KU	AE
<p>Arguments based on ineffective defence:</p> <ul style="list-style-type: none"> • traditions of pacifism within religion • scriptural justification for non-violence • sanctity or value of life • inconsistent with teachings on care of environment • inappropriate in a nuclear age. 	4	11
Total	11	19

Section 2: Christianity: Belief and Science

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

<i>Assessment objective</i>	<i>Generic Requirements</i>		
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. 		
		KU	AE
<p>(a) What evidence might science put forward to support evolutionary theory?</p> <p>Candidates should be given credit for the evidence used in any one basic outline or more than one of the following areas.</p> <ul style="list-style-type: none"> • Big Bang theory. • Theories of evolution/Darwin's discoveries. • Discoveries in astronomy. • Discoveries in cosmology. • Discoveries in biology. • Archaeological evidence/Palaeontological evidence. 		5	
<p>(b) The extract suggests that humans are insignificant. Describe Christian views on the importance of humans in the universe.</p> <ul style="list-style-type: none"> • Humans are at the centre of creation. • Universe created for human beings. • God reveals himself to human beings. • God has a special role for human beings. • God loves human beings more than anything else. • God has given human beings a special purpose. • God has allowed human beings to have a relationship with him. • God has imbued human beings with soul. 		5	
<p>(c) In what ways does the scientific method differ from revelation?</p> <p>N.B. Differences will be implied in description of both</p> <ul style="list-style-type: none"> • Scientific method depends on observation, hypothesis, prediction and verification. • Observes the concrete. • Open to change. • Open to verification. • Truths revealed are true until something better comes along. • Objective. <p>Revelation</p> <ul style="list-style-type: none"> • Interpretation of events is important. • Truths are eternal. • Does not submit to usual rules of verification. • Faith required. • Subjective. 		4	

	KU	AE
<p>(d) What are the main points of Paley’s design argument?</p> <ul style="list-style-type: none"> • Outline of Paley’s argument for full marks. • The conclusion that the watch had been designed and made would not be weakened if one had never seen a watch before. • The existence of a designer and maker of the watch would not be negated if the watch went wrong on occasions or did not work at all. • The fact that the watch had been designed and made would not be negated if there were parts of the watch whose workings were not understood. • Something as complex as a watch could not appear out of nowhere. • Same applies to the universe and life forms. <p>Candidates’ answers will revolve around these ideas and relate them to the universe. In fact replace ‘watch’ with ‘universe’ in the above!</p>	4	
<p>(e) Why do some Christians insist on a literal understanding of the Genesis creation stories?</p> <ul style="list-style-type: none"> • God revealed his word to humans. • God’s word is infallible. • Why would God not speak the truth in the Bible? • God’s word is plain and simple. • Science contradicts Biblical understanding of creation. • If you question one part of the Bible you have to question it all. • The Bible is timeless; truths apply to all ages. • The evidence for the Big Bang and evolution is by no means conclusive. 		6
<p>(f) What objections do some Christians raise against a literal understanding of the Genesis creation stories?</p> <ul style="list-style-type: none"> • Views of scientists who are Christians, eg Peacocke; Polkinghorne – theistic evolution. • Bible has to be seen in its cultural context. • Bible is a record of spiritual experience. • Bible is not a science book. • Bible authors did not write it as science. • Interpretation could be inconsistent – which bits should be literal and which should be symbolic. • Ancient people taught through myths and stories, Bible does that. • Literal interpretation can quickly discredit the Bible. • Outline of non-literal interpretation plus analysis. 		6

	KU	AE
<p>(g) <i>“Revelation and evolutionary theory both contribute to a full understanding of the origins of human life.”</i></p> <p>Explain how scientists might respond to this statement.</p> <p>Credit can be given for a description of either or both the Big Bang theory and evolutionary theories for KU. The Big Bang providing it is in the context of evolution.</p> <p>KU</p> <ul style="list-style-type: none"> • Revelation. • Big Bang theory • Theories of evolution – This will be acceptable even though candidates will have covered this in part (a). <p>AE</p> <p>Points against the statement</p> <ul style="list-style-type: none"> • Revelation is at odds with evolution. • Revelation does not account for much scientific data. • Science deals in facts not emotions and beliefs. • Revelation always wants to bring God into the debate. • What other explanation is there? – life is here ... end of story. • Science does not make absolute statements – it has the humility to be tentative in its assertions. • Science has nothing to say about revelation and vice versa. • Creation scientists would be uncomfortable with statement. • Creation scientists would go for Noahaic Flood explanation of evolutionary evidence. <p>Points for the statement</p> <ul style="list-style-type: none"> • More to human origins than scientific facts. • Evolutionary theory is full of belief too. • Revelation can explain the purpose behind our existence, science cannot do this. • Revelation looks for purpose not causes – universe is full of cause and purpose. • World can be interpreted in more than just a factual way. • Literalists should be discounted, most Christians do not see revelation in this way and can therefore accept aspects of evolution. • Evidence of design in evolution. • Anthropic principle could be discussed. • Religion and science ask complimentary questions. • Many Christians accept discoveries of science. • Christians use science to attach purpose to causes. • Science uses religion to attach causes to purpose. • The statement is extreme, there is plenty of agreement in between extremes. 	3	7
Total	21	19

[END OF MARKING INSTRUCTIONS]