



2009 Religious, Moral and Philosophical Studies

Higher – Paper 1

Finalised Marking Instructions

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**2009 Religious, Moral and Philosophical Studies
Higher Paper 1**

Section 1 – Morality in the Modern World

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.

<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 issues and viewpoints is shown. • Evaluation is balanced and informed.

<i>Question No.</i>		<i>Question: 1</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
(a)	Q MI	What is moral autonomy? <ul style="list-style-type: none"> • What is morally right or wrong is independent of a person's religious beliefs • Using reason to decide what is morally right or wrong • Doing things your own way not just following a set of rules 	2	
(b)	Q MI	Describe the key features of Kantian Ethics. <ul style="list-style-type: none"> • Do right without any reference to rules or emotions • Uses human reason • Do duty • Categorical Imperative = can my act be universalised? • Never use others as a means to an end • Act as if you are a law-maker 	4	
(c)	Q MI	What are the main features of Virtue Ethics? <ul style="list-style-type: none"> • Pursuit of happiness • Human excellence • Human reasoning • What makes a person good – vs – what makes an action good • What sort of person we should be – vs – what we should do • The virtues that lead to/enable us to live a good life • Four Cardinal Virtues – vs – Seven Capital Vices • Temperance, Courage, Gentleness, Liberality, Magnificence, Humour, Behaving acceptably in good company • The Golden Mean • McIntyre – moral choice = the moral person not the moral action 	4	
Total			10 KU	

Question 2 – Gender 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.

<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 issues and viewpoints is shown. • Evaluation is balanced and informed.

<i>Question No.</i>	<i>Question: 2</i>		<i>Approx Marks weightings: 50% KU – 50% AE</i>	
		Men have traditionally held the positions of authority and respect within society in general. This situation also exists in the workplace and religious communities in particular. While the situation for many women has changed dramatically in recent decades, traditional attitudes to gender roles still persist. Gender stereotypes are hard to shift!		
(a)	Q	Describe two ways in which children can be affected by gender stereotyping.		
	MI	<p>Candidates should state two effects and then explain or give an example of them to gain full marks. One mark for naming the two effects.</p> <ul style="list-style-type: none"> • Choice of toys and games • Different expectations • Household chores • Choice of media • Role at home 	4	
(b)	Q	Explain two moral issues raised by the gender stereotyping of males.		
	MI	<p>Two issues should be covered and a brief explanation of each included. No credit should be given if candidates explain more than two issues. The best two should be awarded the marks. Each issue covered may gain a maximum of three marks. Issues may include:</p> <ul style="list-style-type: none"> • Prejudice eg discrimination in employment • Human Rights eg denial of freedom in education, employment, role in the family • Limiting opportunities eg in employment, in traditional female roles like healthcare and hospitality • Limiting choices eg in lifestyle, education, careers • Unfair expectations eg emotional, social • Exploitation eg financially, sexually • Implications for women eg undermines traditional role 		4

		<ul style="list-style-type: none"> • Men expect women to live up to media stereotypes and vice versa • Pressure on women to live up to media stereotypes • Utilitarian arguments • Kantian arguments • Aristotelean arguments 		10
		Total	10 KU	20 AE

Question 3 – 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.

<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 issues and viewpoints is shown. • Evaluation is balanced and informed.

<i>Question No.</i>	<i>Question: 3</i>		<i>Approx Marks weightings: 50% KU– 50% AE</i>	
	<p>Johnny Quimby was sentenced to death in Texas for the brutal murder of his wife. He had planned the prolonged attack. After sentencing him to death the judge stated that Quimby was a cold and heartless murderer who deserved the death sentence because of the way he planned and carried out the murder.</p>			
(a)	Q	Describe two ways in which punishment provides protection.	4	
	MI	<p>Candidates should state two ways and then explain or give an example of them to gain full marks. One mark for naming the two ways.</p> <ul style="list-style-type: none"> • Offender is removed from society if imprisonment is used • Offender removed to protect the public from further offences • Offender removed from society to protect the rights of all • Offender removed from society to protect himself from himself • Society protected as a consequence of punishment 		
(b)	Q	Explain two moral issues raised by using punishment for the purpose of reformation.		4
	MI	<p>Two issues should be covered and a brief explanation of each included. No credit should be given if candidates cover more than two issues. The best two should be awarded marks. Each issue covered may gain a maximum of three marks. Issues may include:</p> <ul style="list-style-type: none"> • Justice may not be seen to be done • No punishment for the wrong doing • Absence of retribution • High level of re-offending • Not a deterrent • Element of forgiveness • Removes responsibility for crime 		

Question 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.

Assessment objective	<i>Candidates should know what War and peace is and be able to explain different viewpoints and arguments for and against this issue from religiously guided belief and beliefs that are independent of religion.</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.

Question No.		<i>Question: 4</i> Raymond has been paralysed from the neck down for many years. He can talk and is aware of everything that is going on around him. He has decided that he wishes to die. He does not want to drag out his death. He wants his doctors to inject him with a fatal dose of drugs so that he may die quickly and with dignity.	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
(a)	Q MI	<p>Describe two forms of euthanasia</p> <p>Candidates should state the forms and then explain or give an example of them to gain full marks. One mark for naming the two forms.</p> <ul style="list-style-type: none"> • Voluntary • Involuntary • Passive • Active • Physician assisted suicide 	4	
(b)	Q MI	<p>Explain two moral issues raised by the case study above.</p> <p>Two issues should be covered and a brief explanation of each included. No credit should be given if candidates cover more than two issues. The best two should be awarded marks. Each issue covered may gain a maximum of three marks. Issues may include:</p> <ul style="list-style-type: none"> • Rights of the patient • Rights of medical staff • Quality v. Quantity of life • Responsibility of administering euthanasia • Value of human life • Dignity v. Preservation of life • Need for legislation • Decision making in euthanasia 		4

(c)	Q MI	<p>“Asking medical staff to perform euthanasia is unacceptable.”</p> <p>How far do you agree? You should refer to at least one religious viewpoint.</p> <p>Answers here can be very broad and may include discussion of the following areas. <i>Answers that do not refer to a religious viewpoint may gain a maximum of four marks:</i></p> <ul style="list-style-type: none"> • BMA views • Euthanasia lobbying groups’ views • Hippocratic Oath • Problem of professional conscience • Problem of responsibility • Fear of misdiagnosis • Impact on relationships • Fear of litigation • Changes purpose of medical care 		6
(d)	Q MI	<p>In what ways do the Human Fertilisation and Embryo Authority (HFEA) guidelines regulate human genetic engineering?</p> <ul style="list-style-type: none"> • Licences IVF and donor insemination treatments – prevents illegal fertilisation, thus research • Licences embryo research – can determine what research can take place • Regulates storage of sperm and eggs – can limit the amount of research that can be done • Provides guidelines on the law for those involved – make people aware of their responsibilities • Inspection of facilities – can unearth dubious practices/ research • Monitors activities of scientists – as above 	6	
(e)	Q MI	<p>“Genetic engineering takes interference with nature too far.”</p> <p>Evaluate this statement with reference to at least two viewpoints you have studied.</p> <p>Answers can be very broad and may include some of the points below. Answers that do not refer to at least two viewpoints may gain a maximum of six marks.</p> <ul style="list-style-type: none"> • God’s purpose in everything • Embryo experiments • Status of the embryo • Uniqueness of each human • Human life as a commodity • Reduces opportunity for compassion • Devalues the disabled • God’s design devalued • Promotes humans to role of creator – that is God’s role • Natural Law • Divine Command Theory • Utilitarian arguments • Kantian arguments • Aristotilean arguments 		10
Total			10 KU	20 AE

Question 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.

Assessment objective	Candidates should know what War and peace is and be able to explain different viewpoints and arguments for and against this issue from religiously guided belief and beliefs that are independent of religion.
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.	<p style="text-align: center;"><i>Question: 5</i></p> <p>“These acts should reinforce the resolve of member states, reflected in the Millennium Declaration, to strive for the elimination of weapons of mass destruction, to take concerted action in the field of conventional weapons, to end the illicit traffic in small arms and light weapons, and to rid the world of landmines...”</p> <p>Opening statement by Committee Chair Andre Eros of Hungary, October 8, 2001 General debate of the UN First Committee.</p>		<p style="text-align: center;"><i>Approx Marks weightings: 50% KU–50% AE</i></p>	
(a)	Q	Describe two types of weapons of mass destruction.		
	MI	<p>Candidates should state the types and then explain or give an example of them to gain full marks. One mark for naming the two types.</p> <ul style="list-style-type: none"> • Description of nuclear weapons • Description of biological weapons • Description of chemical weapons 	4	
(b)	Q	Explain two moral issues raised by the use of weapons of mass destruction.		
	MI	<p>Two issues should be covered and a brief explanation of each included. No credit should be given if candidates cover more than two issues. The best two should be awarded marks. Each issue covered may gain a maximum of three marks. Issues may include:</p> <ul style="list-style-type: none"> • Loss of life • Risk of global destruction • Indiscriminate use • Unpredictability of effects • After effects • Financial costs • Impact on the environment • Cost of developing effective use 		4

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.

<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 issues and viewpoints is shown. • Evaluation is balanced and informed.

<i>Question No.</i>	<i>Question: 1</i>	<i>Approx Marks weightings:</i> 50% KU– 50% AE
(a)	<p>Q</p> <p>What do Christians understand by ‘revelation’?</p> <p>MI</p> <ul style="list-style-type: none"> • God reveals something about Himself • Eg Moses Mt Sinai • Special and General revelation • Through nature • Through scripture • Ultimate revelation in Christ 	4
(b)	<p>Q</p> <p>Explain one limitation of scientific method and one limitation of revelation.</p> <p>MI</p> <p>Maximum of 2 marks if only the limitations of scientific method or revelation are described.</p> <p>Scientific method</p> <ul style="list-style-type: none"> • Not 100% proof, open to future revision • Cannot answer ‘why’ questions • Senses can be deceived • Based on assumptions <p>Revelation</p> <ul style="list-style-type: none"> • Relies on faith • Cannot be repeated • Cannot be verified by others • Subjective 	4

(c)	Q MI	<p>Describe the account of the creation of human beings in Genesis 2.</p> <ul style="list-style-type: none"> • Man created first from dust • God breathes life into him • Woman created from Adam's rib • Adam needed a partner • None suitable for Adam • Adam put into a deep sleep • Final act of creation 	4	
(d)	Q MI	<p>Describe evolutionary theory.</p> <ul style="list-style-type: none"> • 'Survival of the fittest' • 'Natural selection' • Random mutations occur • Some individuals have characteristics which make them better suited to their environment • Makes them more likely to survive to adulthood • Advantageous characteristics passed on through reproduction etc 	6	
(e)	Q MI	<p>Explain two ways in which evolutionary theory might challenge Christian beliefs.</p> <p>Maximum of four marks if only one way is described. Candidates giving more than two ways should receive marks for the best two ways described.</p> <ul style="list-style-type: none"> • Contradiction in timespan. 6 days vs. billions of years • Fixity of species. Evolved from other species vs. placed on earth in final form • Challenges the importance of humans. Created in the 'image of the beast' rather than the 'image of God' • Selfishness of survival of the fittest goes against Christian morality eg blessed are the poor • Evidence to back up evolution, faith required for Christian belief • Removes the need for God • Tension illustrated in the Huxley/Wilberforce debate • God as designer • Nature of God • Veracity of the Bible 	6	

(f)	Q MI	<p>Describe the Big Bang theory.</p> <ul style="list-style-type: none"> • Occurred billions of years ago • Space and time began with the Big Bang • Nothing before the Big Bang • Density • Rapid heat • Massive explosion • Rapid expansion • Gas and dust • Gradual development • Spontaneous 	6	
(g)	Q MI	<p><i>“The Big Bang Theory makes it impossible for Christians to believe that God is responsible for the origin of the universe.”</i></p> <p>To what extent do you agree with this statement?</p> <ul style="list-style-type: none"> • Depends. Different interpretations of Genesis 1 • Creationists would argue the Bible is without error • They would argue the Big Bang is only a theory • Some see science as a trick from the devil • Science has been wrong in the past; it could be about this too • Others don’t see a contradiction • Big Bang could be God’s method of revelation • Bible should be seen in context, meaningful truth as well as factual truth • Genesis tells us God is behind the creation of the universe and science tells us how He did it • Genesis story begins with simplicity, developing to final stage of complex, special human beings. Science mirrors this pattern • Science asks ‘How’, religion asks ‘Why’. Together it could be argued they offer a more holistic view of the universe • Others may agree with the statement. Science has empirical evidence to support its explanation; Christians have to rely only on faith • Timescale. Evidence tells us the universe is approx 13.7 billion years old thus disproving the Genesis 6 day account • Religion tells us God created the world for us, however science would question our importance compared with the vastness of the universe • Why can’t the Big Bang be the First Cause? • If Christians argue the Big Bang must have been caused by something else, how do they respond to the question of what caused God? 		10
			20 KU	20 AE

[END OF MARKING INSTRUCTIONS]