Advanced Higher
Course
Specification

Advanced Higher Religious, Moral and Philosophical Studies

Course code:	C864 77
Course assessment code:	X864 77
SCQF:	level 7 (32 SCQF credit points)
Valid from:	session 2019–20

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information required to deliver the course.

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Contents

Course overview

This course consists of 32 SCQF credit points, which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	90	3 hours
Component 2: project–dissertation	50	see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the Higher Religious, Moral and Philosophical Studies course or equivalent qualifications and/or experience prior to starting this course.	♦ degree courses in theology, religious studies, philosophy, medicine, law, social sciences, and social subjects or related areas ♦ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course allows candidates to extend the knowledge and skills they may have gained from a range of different subjects, or from experiences in Religious, Moral and Philosophical Studies courses at lower levels.

The course explores how religion, morality and philosophy are at the core of human history and culture. Candidates develop an understanding of the significance and continuing impact of these subjects on the world today. They apply skills, knowledge and understanding to a range of religious, moral and philosophical questions, and learn to critically evaluate how these questions affect people's lives and values. Candidates explore their understanding of different viewpoints and beliefs, and develop and apply insights into a variety of viewpoints. They also explore challenges to these viewpoints.

Purpose and aims

The course enables candidates to deepen their understanding of significant ethical, theological and philosophical themes, and of society's religious and social diversity.

Candidates:

♦ develop in-depth knowledge and understanding of arguments and responses to a range of religious, moral and philosophical issues arising from the philosophy of religion, medical ethics and religious experience

♦ analyse and evaluate perspectives, arguments and evidence

♦ carry out self-directed independent research into a religious, moral or philosophical question or issue

♦ develop accuracy and attention to detail when carrying out independent research

Who is this course for?

This course is suitable for a wide range of candidates, including those who wish to achieve a greater understanding of religious, moral and philosophical issues and their contribution to society, both past and present.

Course content

Candidates develop and apply a range of cognitive skills across three areas of study:

♦ philosophy of religion
♦ medical ethics
♦ religious experience

Each area offers opportunities for candidates to focus on particular skills, and has flexibility in the topics they can study.

The course encourages active learning. Throughout the course, candidates take a broad overview of the beliefs, values or viewpoints of more than one religion.

Candidates study two of the three areas of study — one mandatory and one optional.

Philosophy of religion — mandatory
Candidates develop skills to critically evaluate a range of issues arising from the philosophy of religion. They develop in-depth knowledge and understanding of key arguments and responses to these arguments.

Medical ethics — optional
Candidates develop skills to critically evaluate a range of issues involving medical ethics. They develop in-depth knowledge and understanding of the issues, and of religious and other responses to them, including the philosophical reasoning behind these responses.

Religious experience — optional
Candidates develop skills to critically evaluate a range of issues concerning religious experience, and of religious and other responses to them. They develop in-depth knowledge and understanding of different perspectives on religious experience.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

♦ demonstrating an in-depth knowledge and understanding of issues arising from philosophy of religion, medical ethics and religious experience
♦ analysing and evaluating arguments and evidence
♦ justifying appropriate research issues
♦ using a wide range of sources to research a question or issue
♦ organising, presenting and referencing findings using an appropriate referencing system

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

Philosophy of religion — mandatory

Candidates develop in-depth knowledge and understanding of arguments surrounding the existence of God, and responses to them.

Candidates:

♦ analyse arguments surrounding the existence of God

♦ analyse responses to these arguments

♦ evaluate the arguments and responses

Philosophy of religion — mandatory		
Cosmological argument and responses	**Teleological argument and responses**	**Atheism and responses**
♦ Aquinas: argument from motion, contingency, causation ♦ Leibniz: principle of sufficient reason ♦ Kalam argument ♦ philosophical responses ♦ scientific responses ♦ religious responses	♦ Aquinas: argument from design ♦ Paley: argument from design ♦ argument from intelligent design ♦ philosophical responses ♦ scientific responses ♦ religious responses	♦ the improbability of God ♦ incoherence of the God of classical theism ♦ presumption of atheism ♦ philosophical responses ♦ scientific responses ♦ religious responses

Medical ethics — optional

Candidates develop in-depth knowledge and understanding of issues surrounding medical ethics, and religious and non-religious responses to them.

Candidates:

♦ analyse religious and non-religious arguments surrounding issues in medical ethics

♦ analyse responses to these arguments

♦ evaluate the arguments and responses

Medical ethics — optional		
Beginning of life	**Organ transplants**	**End of life**
♦ sanctity of life ♦ treatment and use of embryos ♦ abortion ♦ religious responses ♦ non-religious responses	♦ sanctity of life ♦ organ procurement ♦ organ allocation ♦ religious responses ♦ non-religious responses	♦ sanctity of life ♦ end-of-life care: medical and social care ♦ assisted dying ♦ religious responses ♦ non-religious responses

Religious experience — optional

Candidates develop in-depth knowledge and understanding of the nature of religious experience, and religious and non-religious responses to religious experience.

Candidates:

♦ analyse religious and non-religious arguments surrounding religious experience

♦ analyse responses to these arguments

♦ evaluate the arguments and responses

Religious experience — optional		
Understandings of religious experience	**Faith perspectives**	**Alternative accounts of religious experience**
♦ James' ideas about religious experience ♦ Otto's ideas about religious experience ♦ Swinburne's ideas about religious experience	♦ mystical experiences ♦ conversion experiences ♦ miracles ♦ sensory experiences ♦ personal relationship ♦ meditative experiences	♦ psychological accounts of religious experience ♦ scientific accounts of religious experience ♦ sociological accounts of religious experience

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and are available on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1   Literacy

1.1   Reading
1.2   Writing

4   Employability, enterprise and citizenship

4.6   Citizenship

5   Thinking skills

5.3   Applying
5.4   Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information in this course specification.

The course assessment meets the purposes and aims of the course by addressing:

♦ breadth — drawing on knowledge and skills from across the course
♦ challenge — requiring greater depth or extension of knowledge and/or skills
♦ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

♦ demonstrate breadth of skills, knowledge and understanding from across all areas of the course
♦ demonstrate challenge and application through independent research related to an appropriate religious, moral or philosophical question or issue
♦ draw on, extend and apply the skills, knowledge and understanding gained during the course

Course assessment structure: question paper

Question paper   90 marks

The question paper has 90 marks out of a total of 140 marks for the course assessment.

The question paper allows candidates to demonstrate their depth of knowledge and understanding and apply their skills. Candidates demonstrate the following skills, knowledge and understanding:

♦ in-depth knowledge and understanding of questions or issues arising from:
 — philosophy of religion
 — religious experience
 — medical ethics
♦ analysing and evaluating arguments and evidence

The question paper has two sections:

♦ section 1: philosophy of religion
♦ section 2:
 — part A: medical ethics
 — part B: religious experience

Candidates must complete section 1 and either part A or part B of section 2.

Section 1: philosophy of religion (45 marks) — mandatory
Candidates answer one essay question from a choice of two (30 marks), and three questions in response to a source (15 marks).

Candidates then complete **either** part A or part B of section 2.

Section 2: part A — medical ethics (45 marks) — optional
Candidates answer one essay question from a choice of two (30 marks), and three questions in response to a source (15 marks).

or

Section 2: part B — religious experience (45 marks) — optional
Candidates answer one essay question from a choice of two (30 marks), and three questions in response to a source (15 marks).

Sampling
The question paper samples from the content outlined in the 'course content' section. **The full range of mandatory content of the course is assessed over a number of years**. There is no set pattern for rotating the mandatory content, and so the same content may be assessed in subsequent years. Candidates gain marks for the relevant knowledge and understanding they use in answering the question. This may vary, depending on the focus of learning and teaching in different centres.

Setting, conducting and marking the question paper
SQA sets and marks the question paper. It is conducted in centres under conditions specified for external examinations by SQA.

Candidates have 3 hours to complete the question paper.

Specimen question papers for Advanced Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers. The specimen papers also include marking instructions.

Course assessment structure: project–dissertation

Project–dissertation   50 marks
The dissertation has 50 marks out of a total of 140 marks for the course assessment.

Candidates carry out independent research and apply their skills, knowledge and understanding within the context of a dissertation on a religious, moral or philosophical question or issue.

Candidates:

♦ choose an appropriate religious, moral or philosophical question or issue to research

♦ use a wide range of sources in the research and presentation of the dissertation

♦ present relevant, in-depth factual knowledge

♦ draw information together coherently

♦ analyse arguments and evidence with reference to sources

♦ evaluate arguments and evidence with reference to sources

♦ present supported and coherent conclusions to the question or issue

Dissertation overview

Candidates identify a complex religious, moral or philosophical question or issue which allows them to research a wide range of views. They research the question or issue, and record and organise their response to address it.

Teachers and lecturers should provide reasonable guidance on the types of question or issue that enable candidates to meet all the requirements of the dissertation. They may also guide candidates on the likely availability and accessibility of resources for their chosen question or issue. Candidates work on their dissertation with minimum support from teachers and lecturers.

Setting, conducting and marking the dissertation

Centres manage the dissertation within SQA guidelines. It is conducted under some supervision and control. Candidates produce the evidence for assessment independently in time to meet a submission date set by SQA.

Evidence is submitted to SQA for external marking. SQA quality assures all marking.

Assessment conditions

Time

Candidates carry out the dissertation over a period of time. Candidates should start their dissertation when they have developed the necessary skills, knowledge and understanding.

Supervision, control and authentication

The dissertation is conducted under some supervision and control. This means that candidates may complete part of the work outwith the learning and teaching setting, but teachers and lecturers should put in place processes to:

♦ monitor progress

♦ ensure the work is the candidate's own and plagiarism has not taken place

Teachers and lecturers should also put in place mechanisms to authenticate candidate evidence, for example:

♦ regular checkpoint or progress meetings with candidates

♦ short spot-check personal interviews

♦ checklists which record activity and/or progress

Candidates can work in groups to research their dissertation. However, teachers and lecturers must ensure that the completed dissertation is the candidate's own work.

Resources

There are no restrictions on the resources that candidates may access while producing their dissertation.

Reasonable assistance

Candidates must carry out the assessment independently. However, they can receive reasonable assistance before the formal assessment process takes place. The term 'reasonable assistance' is used to balance the need for support with the need to avoid giving too much help. If candidates need more than what is thought to be 'reasonable assistance', they may not be ready for assessment, or they may have been entered for the wrong level of qualification.

Teachers and lecturers can give reasonable assistance on a generic basis to a class or group of candidates (for example, advice on meeting submission dates). Teachers and lecturers can also give reasonable assistance to candidates on an individual basis. However, helping candidates on a one-to-one basis in the context of something they have already produced or demonstrated could become support for assessment and may go beyond reasonable assistance.

If a candidate seeks clarification on the wording of a brief, or specification, or instructions for the assessment, teachers and lecturers should clarify it for the whole class.

Teachers and lecturers can give input and advice to allow candidates to progress to the next stages of the assessment.

Evidence to be gathered

The following evidence is required for this assessment:

♦ candidate's completed dissertation

Volume

3,000–4,000 words

If the word count exceeds the maximum by more than 10%, a penalty is applied.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

♦ [Advanced Higher Religious, Moral and Philosophical Studies subject page](#)

♦ [Assessment arrangements web page](#)

♦ [Building the Curriculum 3–5](#)

♦ [Guide to Assessment](#)

♦ [Guidance on conditions of assessment for coursework](#)

♦ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)

♦ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)

♦ [Educational Research Reports](#)

♦ [SQA Guidelines on e-assessment for Schools](#)

♦ [SQA e-assessment web page](#)

♦ [SCQF website: framework, level descriptors and SCQF Handbook](#)

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. Please read these course support notes in conjunction with the course specification and the specimen question paper and coursework.

Approaches to learning and teaching

At Advanced Higher, candidates are expected to work independently. Teachers and lecturers should encourage candidates to use an enquiring, critical and problem-solving approach to their learning, and provide opportunities to develop research, evaluation and analytical skills. Some approaches to learning and teaching suggested for Higher may also apply at Advanced Higher.

Candidates could engage in a variety of learning activities, for example:

♦ researching information rather than receiving information from their teacher or lecturer
♦ using active and open-ended learning activities such as research, case studies and presentation tasks
♦ making accurate and relevant searches for information on the internet and selecting trustworthy websites as sources of information
♦ engaging in wide-ranging independent reading
♦ recording in a systematic way the results of research and independent investigation from different sources
♦ presenting findings/conclusions of research and investigation activities to a group
♦ participating in group work with peers and using collaborative learning opportunities to develop teamwork skills
♦ participating in informed debate and discussion with peers where they can demonstrate skills in constructing and sustaining lines of argument
♦ drawing conclusions from complex information gathered from a combination of different media sources, such as television, radio, internet broadcasts, newspaper articles, lectures/talks, books and other relevant sources

There are opportunities throughout the course to make links between aspects of knowledge and understanding across sections, depending on the topics and issues studied.

Sequence of delivery
There is no recommended teaching order for the sections in the course. Different combinations or orderings of delivery are appropriate in different contexts. This is for centres to manage.

Analysing
Analysis — breaking down factual information — is a pivotal skill at Advanced Higher. Analysis can follow knowledge and understanding; excellent knowledge and understanding is often, in fact, analysis. Similarly, analysis frequently precedes evaluation. Analysis includes:

♦ making connections
♦ explaining the background
♦ predicting consequences
♦ identifying implications
♦ interpreting sources and viewpoints

Evaluating

Evaluation is perhaps the most challenging skill at Advanced Higher. Evaluation requires candidates to discuss the quality of any positions taken. This involves:

♦ making a supported judgement on an issue

♦ making a supported judgement on the effects, impact or significance of an issue

♦ presenting a case for or against a position and providing supporting reasons for this

♦ making judgements on the quality of positions taken on issues

Preparing for course assessment

In the course assessment, candidates draw upon, extend and apply the skills, knowledge and understanding they have learned during the course. Information in the course specification about the assessment of added value is mandatory.

The course assessment has two components:

Question paper
♦ Section 1: philosophy of religion
♦ Section 2:
  — Part A religious experience
  — Part B medical ethics

Dissertation

The dissertation gives candidates an opportunity to undertake independent research. Performance in the dissertation has been shown to be good where candidates:

♦ answer open-ended questions

♦ choose familiar issues within the course

♦ have a clear structure

♦ use more than two sources

♦ avoid obscure issues or topics

At Advanced Higher level a significant amount of learning is self-directed. Candidates should be able to demonstrate initiative and work on their own. Teachers and lecturers should exercise caution in the level of support they give. However, they can support candidates when they encounter difficulties, and by offering consultation on:

♦ the topic

♦ issues related to the topic

♦ validity of the topic

♦ appropriate sources

Developing skills for learning, skills for life and skills for work

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on the approach centres use to deliver the course. This is for individual teachers and lecturers to manage.

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

Skills for learning, skills for life and skills for work	Suggested approaches for learning and teaching
1 Literacy	**1.1 Reading** Candidates may read, analyse and evaluate a variety of texts, including religious texts, academic journals, newspaper reports and online articles. They learn to express reasoned views about the viewpoints they study, developing the ability to read critically and evaluate ideas. **1.2 Writing** Teachers and lecturers should encourage candidates to develop the skill of extended writing. The requirements to draw detailed, reasoned and well-structured conclusions and present findings about factual and theoretical elements of religious, moral and philosophical topics or issues provide an ideal opportunity for candidates to undertake extended writing.
4 Employability, enterprise and citizenship	**4.6 Citizenship** Issues of citizenship permeate the course. Candidates gain an appreciation of the impact of religious and philosophical beliefs on people's lives. Studying beliefs, values and viewpoints that may challenge their own helps candidates to appreciate the religious, cultural and social diversity of society.

5	Thinking skills	**5.3 Applying**
		At Advanced Higher level candidates need to apply their knowledge and understanding of religious and philosophical beliefs and viewpoints. Analysis is a pivotal skill at Advanced Higher. The focus in analysis is on breaking down factual information, and includes:
		♦ making connections
		♦ explaining the background
		♦ predicting consequences
		♦ identifying implications
		♦ interpreting sources and viewpoints
		5.4 Analysing and evaluating
		Evaluation expects candidates to discuss the quality of any positions taken. This involves:
		♦ making a supported judgement on an issue
		♦ making a supported measurement of the effects, impact or significance of an issue
		♦ presenting a case for or against a position
		♦ commenting on the quality of positions taken on issues

Philosophy of religion

Topic: cosmological argument and responses	Typical focus
♦ Aquinas: argument from motion, contingency, causation	Aquinas' proposition that since infinite chains of causes are impossible the universe must have a first uncaused cause
♦ Leibniz: principle of sufficient reason	Leibniz's proposition that the universe has an explanation
♦ Kalam argument	Al-Ghazali's argument on the impossibility of infinity and further development of the argument by modern writers like William Lane Craig
♦ philosophical responses	The criticism and support offered by philosophers for each of the approaches to the cosmological argument
♦ scientific responses	The criticism and support offered by science for each of the approaches to the cosmological argument
♦ religious responses	The criticism and support offered by theologians for each of the approaches to the cosmological argument

Topic: teleological argument and responses	Typical focus
♦ Aquinas: argument from design	Aquinas' proposition that, since the universe has apparent design — and complexity requires design — the universe must have a designer
♦ Paley: argument from design	Paley's analogical argument from design
♦ argument from intelligent design	The proposition that modern scientific discoveries provide evidence of authentic design
♦ philosophical responses	The criticism and support offered by philosophers for each of the approaches to the teleological argument
♦ scientific responses	The criticism and support offered by science for each of the approaches to the teleological argument
♦ religious responses	The criticism and support offered by theologians for each of the approaches to the teleological argument

Topic: atheism	Typical focus
♦ the improbability of God	The proposition from atheists that the existence of God is highly improbable
♦ incoherence of the God of classical theism	The proposition from atheists that both internally and externally the God of classical theism is incoherent
♦ presumption of atheism	The proposition from atheists that atheism should be presumed, since theists make the claim of existence while atheists make no claim
♦ philosophical responses	The criticism and support offered by philosophers for each of the central arguments of atheism
♦ scientific responses	The criticism and support offered by scientists for each of the central arguments of atheism
♦ religious responses	The criticism and support offered by theologians for each of the central arguments of atheism

Medical ethics

Topic: beginning of life	Typical focus
♦ sanctity of life	This overarching issue looks at the principle of the sanctity of life from a religious, philosophical, moral and medical point of view
♦ treatment and use of embryos	The range of treatment and uses of embryos, including uses related to IVF, saviour siblings, embryo research and family planning
♦ abortion	Topics where interesting issues might arise include UK law, the rights of the embryo, the mother and the father, and abortion rights worldwide
♦ religious responses	Centres often cover two or three responses from religion, either from within one religion or across more than one religion
♦ non-religious responses	Centres often cover two or three responses from non-religious sources. Most frequently, centres cover a range of views that exhibit opposition, agreement and concurrence with religious views.

Topic: organ transplants	Typical focus
♦ organ procurement	This covers the different sources of organs, including organ donation, beating heart and non-beating heart donors, living donors, the sale of organs, and synthetic organs or xenografting
♦ organ allocation	This covers the criteria used for allocating organs and the moral issues raised. Areas of focus are health, wealth, age, prognosis and cost
♦ sanctity of life	This overarching issue looks at the principle of the sanctity of life from a religious, philosophical, moral and medical point of view
♦ religious responses	Teachers and lecturers often cover two or three responses from religion, either from within one religion or across more than one religion
♦ non-religious responses	Centres often cover two or three responses from non-religious sources. Most frequently, teachers and lecturers cover a range of views which exhibit opposition, agreement and concurrence with religious views.

Topic: end of life	Typical focus
♦ forms of end-of-life care: medical and social care	The ageing population has created significant issues in the debate about end-of-life care. Medical care refers to care for those at the end of their lives who have a life-shortening condition, whereas social care refers to those at the end of their life who have a long-term degenerative condition. Areas of focus include hospice-type palliative care, and care home approaches.
♦ forms of euthanasia	The standard forms of voluntary, non-voluntary and involuntary euthanasia are covered under this heading, along with passive and active euthanasia
♦ forms of assisted suicide	This covers UK law and the issues arising from assisted suicide, physician-assisted suicide and assisted suicide from organisations like Dignitas or individuals offering the service
♦ sanctity of life	This overarching issue looks at the principle of the sanctity of life from a religious, philosophical, moral and medical point of view
♦ religious responses	Teachers and lecturers often cover two or three responses from religion, either from within one religion or across more than one religion
♦ non-religious responses	Teachers and lecturers often cover two or three responses from non-religious sources. Most frequently, they cover a range of views which exhibit opposition, agreement and concurrence with religious views.

Religious experience

Topic: understandings of religious experience	Typical focus
♦ James' ideas about religious experience	The focus is usually on the main categories identified by James, including healthy-mindedness, the sick soul, conversion, saintliness and mysticism
♦ Otto's ideas about religious experience	Key ideas relate to Otto's explanations of the numinous, *mysterium tremendum* and *mysterium fascinans*
♦ Swinburne's ideas about religious experience	This covers Swinburne's different types of experience, for example experiences that can and can't be described in ordinary language
Topic: faith perspectives	**Typical focus**
♦ mystical experiences	There are two types of mystical religious experiences: conscious and voluntary experiences which are gradual, and involuntary and unconscious which are sudden. Centres are encouraged to use one or two case studies of those who have encountered a mystical experience.
♦ conversion experiences	There are three types of conversions: intellectual, moral and social. Centres are encouraged to explore one or more of these forms of conversion, as well as focus on one or two case studies.
♦ miracles	The issue of miracles being seen as religious experience can be explored through studying the definitions of miracles, CS Lewis, Hume, and scriptural and non-scriptural miracles

♦ sensory experiences	Religious experiences are gained through sensory experiences such as art, music, self-denial and self-mortification. This area involves exploring community experiences such as the Toronto Blessing. Again, there is overlap with other aspects of this section.
♦ personal relationship	This overarching theme runs through religious experience in that religious experiences invariably say something about an individual's relationship with God
♦ meditative experiences	'Meditative' is a generic term used to describe meditation, prayer, and spiritual ecstasy in all its forms
Topic: alternative accounts of religious experience	**Typical focus**
♦ psychological accounts of religious experience	This relates primarily to the work of Freud and Jung. There is likely to be overlap with scientific accounts of religious experience in this area.
♦ scientific accounts of religious experience	Koren and Persinger's God helmet often features here, along with discoveries in neuroscience and its offshoots which introduce religious experience into this branch of science. The area of evolution and religion is generating considerable interest.
♦ sociological accounts of religious experience	The classic works of Marx, Durkheim, Weber and Bryan Wilson are considered here. The latter two pay particular attention to the impact of secularisation and how much it reveals about religious experience.

Appendix 2: source-based questions

Each section of the question paper has three source-based questions. The questions use unseen sources. The source is usually in the form of a brief quotation and links to topics in the area of study that have not been covered in either of the essay questions.

There are three types of source question. Candidates must complete all three. The three types are:

♦ knowledge and understanding
♦ analysis
♦ evaluation

Knowledge and understanding questions (5 marks)
This type of question asks candidates to describe in their own words the issue or perspective outlined in the source provided.

Candidates should read the source carefully, in context with the 'knowledge and understanding' question, and describe the issue or perspective outlined in the source.

Example:
'But this does not prove, that every being must be preceded by a cause; no more than it follows, because every husband must have a wife, that therefore every man must be marry'd. The true state of the question is, whether every object, which begins to exist, must owe its existence to a cause: and this I assert neither to be intuitively nor demonstratively certain…'
(David Hume, from 'Treatise on Human Nature', 1738)

Example question
Describe what is meant by the cosmological argument. (5 marks)

Example answer:
The cosmological argument is mainly attributed to St Thomas Aquinas (1225-1274). It starts from the existence of the universe and from this attempts to prove the existence of a necessary being who caused everything in the universe. The argument is *a posteriori*: it draws on experience from the material world. The argument is also known as 'Aquinas' third way'; the argument from contingency and necessity. Aquinas began by pointing out that all things in the world are contingent on other things for their existence. He then argued that if there was once nothing, nothing could come out of it, therefore something necessary (not contingent) must exist: God.

Analysis questions (5 marks)
This type of question asks candidates to break down the information within the source. Candidates should make connections between the perspective outlined in the source and the area of study. They should also identify and explain consequences and implications of the perspective outlined in the source.

Example question
Analyse this source. (5 marks)

Example answer:
This quote by Hume challenges the cosmological argument. Hume is questioning whether every 'thing' needs to be explained in terms of a cause. According to the cosmological argument 'nothing comes from nothing', but Hume is challenging this premise. Hume's views were supported by Bertrand Russell who argued that just because we see individual things as having a cause, this does not mean that the whole world process has a cause. He argued that, while every human being has a mother, this does not mean that the whole human race has a mother. There is no contradiction in saying that the universe is just there and that is the end of the matter. An implication of this source is that we could argue that the universe does not need to have a final cause; the universe could be the cause of its own existence.

Evaluation questions (5 marks)
This type of question asks candidates to make judgements on the quality of the position taken in the source, and make a supported judgement on the issue or area of study as a whole.

Example question
Evaluate this source. (5 marks)

Example answer:
I agree to some extent with Hume's perspective in this source. Hume is correct to cast doubt on the assumption that every object which begins to exist must have a cause: this is supported today by modern quantum physics. In sub-atomic physics, for example, scientists argue that particles like electrons may come into existence without any particular cause. There is not necessarily a hard-and-fast rule in modern quantum physics that all events have causes, especially at the sub-atomic level, and this was the initial condition of the origin of the universe. This is called the Principle of Indeterminacy, and strongly supports Hume's criticism of the cosmological argument. However, I would also agree with Frederick Copleston that the universe is ultimately intelligible and needs some kind of explanation as to why it exists rather than does not exist. Hume does not provide any sort of meaningful answer to this question.

Appendix 3: suggested resources

[Date accessed: August 2019]

Philosophy of religion: cosmological argument and responses

Introduction to the cosmological argument

♦ www.philosophyofreligion.info/theistic-proofs/the-cosmological-argument

Aquinas: argument from motion, contingency, causation

♦ http://philosophy.lander.edu/intro/aquinas.shtml
♦ Part 1: www.youtube.com/watch?v=yyiNbJlqcJo
♦ Part 2: www.youtube.com/watch?v=WLKwImYuEKU
♦ www.allaboutphilosophy.org/cosmological-argument.htm
♦ www.scandalon.co.uk/philosophy/cosmological_aquinas.htm
♦ http://philosophy.lander.edu/intro/motion.shtml
♦ http://philosophy.lander.edu/intro/aquinas.html
♦ http://philosophy.lander.edu/intro/necessity.shtml
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Leibniz: principle of sufficient reason

♦ www.scandalon.co.uk/philosophy/sufficient_reason.htm
♦ www.youtube.com/watch?v=s2ULF5WixMM

Kalam argument

♦ www.iep.utm.edu/religion/#SH4b

Philosophical responses

♦ www.scandalon.co.uk/philosophy/cosmological_hume_kant.htm
♦ www.scandalon.co.uk/philosophy/cosmological_russell_copleston.htm
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♦ www.reasonablefaith.org/the-big-bang
♦ www.telegraph.co.uk/news/worldnews/the-pope/11192802/Pope-Francis-says-Big-Bang-theory-and-evolution-compatible-with-divine-Creator.html

Philosophy of religion: teleological argument and responses

Introduction to the teleological argument

- https://plato.standford.edu/entries/teleological-arguments
- www.iep.utm.edu/design

Aquinas: argument from design

- http://philosophy.lander.edu/intro/aquinas.shtml
- https://philosophy.lander.edu/intro/governance.shtml
- www3.nd.edu/~jspeaks/courses/2008-9/10100-spring/_LECTURES/6%20-%20design%20argument.pdf

Paley: argument from design

- http://philosophy.lander.edu/intro/paley.shtml
- https://www.iep.utm.edu/design
- www.scandalon.co.uk/philosophy/teleological.htm

Argument from intelligent design

- www.britannica.com/topic/intelligent-design
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Philosophical responses

- www.scandalon.co.uk/philosophy/teleological_hume.htm
- www.qcc.cuny.edu/socialsciences/ppecorino/intro_text/Chapter%203%20Religion/Teleological.htm
- https://courses.lumenlearning.com/sanjacinto-philosophy/chapter/teleological-argument-criticisms
- www.scandalon.co.uk/philosophy/teleological_mill_darwin.htm

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- www.open.edu/openlearn/history-the-arts/history/history-science-technology-and-medicine/history-science/brief-history-evolution
- www.open.edu/openlearn/nature-environment/natural-history/the-science-evolution/content-section-0

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- https://www.reasonablefaith.org/writings/popular-writings/science-theology
- www.reasonablefaith.org/fine-tuning-argument
- www.philosophytalk.org/blog/fine-tuning-argument-god

Philosophy of religion: atheism

Atheism

- https://www.amazon.co.uk/s?k=atheism+RMPS+advanced+higher+laura+crichton&i=stripbooks&ref=nb_sb_noss

Improbability of God

- www.richarddawkins.net/2014/06/the-improbability-of-god

Incoherence of the God of classical theism

- www.patheos.com/blogs/tippling/2015/06/03/classical-theism-gods-characteristics-shown-as-incoherent

Presumption of atheism

- http://homes.chass.utoronto.ca/~ekremer/resources/Flew%20The%20Presumption%20of%20Atheism.pdf
- www.youtube.com/watch?v=pKo7FBUBhKQ

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- www.iep.utm.edu/atheism
- https://plato.stanford.edu/entries/atheism-agnosticism
- www.iep.utm.edu/evil-log
- https://plato.stanford.edu/entries/evil
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Scientific responses

- https://www.youtube.com/watch?v=HdPzOWlLrbE

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- www.iep.utm.edu/atheism
- www.existence-of-god.com/arguments-for-atheism.html
- www.youtube.com/watch?v=g99OnASBQno&feature=youtu.be
- www.iep.utm.edu/atheism
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- www.youtube.com/watch?v=KayBys8gaJY
- http://en.wikipedia.org/wiki/Russell%27s_teapot
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Medical ethics: beginning of life

Sanctity of life

- www.bbc.com/bitesize/guides/zqnpjty/revision/1
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- www.bpas.org/abortion-care/abortion-treatments
- www.bbc.co.uk/news/magazine-35980195
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- www.bbc.co.uk/ethics/abortion
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- www.christian.org.uk/theology/apologetics/the-sanctity-of-life/embryo-experiments
- https://embryo-ethics.smd.qmul.ac.uk/key-facts/embryo-and-religion
- https://news.harvard.edu/gazette/story/2007/03/stem-cells-through-a-religious-lens
- https://jme.bmj.com/content/30/6/607

Non-religious responses

- https://humanism.org.uk/humanism/humanism-today/humanists-talking/humanist-discussion-on-embryo-research

Medical ethics: organ transplants

Organ procurement

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- www.organdonation.nhs.uk
- https://nhsbtdbe.blob.core.windows.net/umbraco-assets-corp/4250/thepotentialimpactofanoptoutsystemfororgandonationintheuk.pdf
- http://news.bbc.co.uk/1/hi/health/7733190.stm
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- www.nhsbt.nhs.uk/what-we-do/transplantation-services/organ-donation-and-transplantation
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- www.bbc.co.uk/news/health-30060301

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- www.catholiceducation.org/en/science/ethical-issues/play-it-again-organ-donation.html
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- www.ncbi.nlm.nih.gov/pmc/articles/PMC4478599
- https://thinklearnlive.wordpress.com/2014/02/20/you-cant-bring-them-with-you-virtue-ethics-organ-donation
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Medical ethics: end of life

End-of-life care: medical and social care

- www.nhpco.org
- www.nhs.uk/conditions/end-of-life-care
- www.hospiceuk.org/what-we-offer/clinical-and-care-support/what-to-expect/what-happens-when-someone-is-dying/changes-in-the-last-days-of-life
- www.nhs.uk/news/medical-practice/new-guidelines-on-end-of-life-care-published-by-nice
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- www.legalcheek.com/lc-journal-posts/assisted-dying-will-the-uk-ever-alter-the-law
- https://blogs.bmj.com/bmj/2019/01/30/religious-and-non-religious-people-share-objections-to-assisted-suicide

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- http://rcchurch.com/uploads/The%20Catechism%20of%20the%20Catholic%20Church%20on%20Euthanasia%20and%20Assisted%20Suicide.pdf
- www.churchofscotland.org.uk/speak_out/health_and_well-being/end_of_life
- www.bmj.com/content/351/bmj.h4481/rr-1
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- www.humanism.scot/last-rights
- www.inquiriesjournal.com/articles/1183/kant-and-mill-on-physician-assisted-suicide
- https://digitalcommons.acu.edu/cgi/viewcontent.cgi?article=1049&context=dialogue
- www.utilitarian.net/singer/by/200508--.htm

Religious experience: understandings of religious experience

James' ideas about religious experience

♦ https://revisionworld.com/a2-level-level-revision/religious-studies/philosophy-religion/religious-experience/william-james-argument
♦ www.psywww.com/psyrelig/james/toc.htm
♦ www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDUQFjAD&url=http%3A%2F%2Fwww.alevelphilosophy.co.uk%2Fhandouts_religion%2FJamesAndFreudReligiousExperience.doc&ei=mKnPU8DQGrPY7Abpq4GoCg&usg=AFQjCNGCiML__-1SALVPDP-eWJA9NFFcoA&bvm=bv.71667212,d.ZGU

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♦ https://philosophydungeon.weebly.com/scholar-otto.html
♦ https://getrevising.co.uk/revision-notes/rudolph-otto-and-religious-experience
♦ www.britannica.com/biography/Rudolf-Otto

Swinburne's ideas about religious experience

♦ http://resources.r9paul.org/ASA2/RS/Essays/Philos_ReligiousExperience.pdf
♦ https://infidels.org/library/modern/richard_gale/swinburne_argument.html
♦ http://www.youtube.com/watch?v=PTGg4mWosgI

Religious experience: faith perspectives

Mystical experiences

♦ www.bodysoulandspirit.net/mystical_experiences/read/visitors/new_submissions.shtml
♦ http://www.sofn.org.uk/sofia/84mystical.html
♦ http://www.qcc.cuny.edu/SocialSciences/ppecorino/PHIL_of_RELIGION_TEXT/CHAPTER_5_ARGUMENTS_EXPERIENCE/Mystical_Experiences.htm

Conversion experiences

♦ https://new.exchristian.net/2010/09/my-conversion-experience.html
♦ www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml
♦ https://philosophydungeon.weebly.com/types-of-religious-experience.html

Miracles

♦ http://news.bbc.co.uk/1/hi/magazine/4902332.stm
♦ www.iep.utm.edu/miracles
♦ http://www.christiancourier.com/articles/5-what-does-the-bible-say-about-miracles

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- https://revisionworld.com/a2-level-level-revision/religious-studies/philosophy-religion/religious-experience/different-forms-religious-experience
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- www.allaboutphilosophy.org/religious-experience-faq.htm
- https://revisionworld.com/a2-level-level-revision/religious-studies/philosophy-religion/religious-experience/different-forms-religious-experience

Meditative experiences

- https://thoughtbrick.com/meditation/powerful-spiritual-experiences-in-meditation
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- https://revisionworld.com/a2-level-level-revision/religious-studies/philosophy-religion/religious-experience/different-forms-religious-experience

Religious experience: alternative accounts of religious experience

Psychological accounts of religious experience

- https://plato.stanford.edu/entries/ludwig-feuerbach
- www.freud.org.uk/learn
- https://core.ac.uk/download/pdf/96773514.pdf
- www.psychologytoday.com/gb/blog/out-the-darkness/201309/can-neuroscience-explain-human-experience

Scientific accounts of religious experience

- http://jonlieffmd.com/blog/extraordinary-mental-states-5-spiritual-and-religious-experiences
- http://discovermagazine.com/2006/dec/god-experiments
- www.andrewnewberg.com

Sociological accounts of religious experience

- http://durkheim.uchicago.edu/Summaries/forms.html
- www.marxists.org/archive/marx/works/subject/religion
- www.youtube.com/watch?v=U1ITR8V90qU
- http://tere.org/assets/downloads/secondary/pdf_downloads/ALevel/SociologyAttack.pdf

Administrative information

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History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix 1. Source-based questions added as appendix 2. Suggested resources added as appendix 3.	August 2019

Note: please check SQA's website to ensure you are using the most up-to-date version of this document.