



2014 Religious, Moral and Philosophical Studies

Advanced Higher

Finalised Marking Instructions

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Part One: General Marking Principles for Religious Moral and Philosophical Studies Advanced Higher

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Religious Moral and Philosophical Studies Advanced Higher

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

SECTION A

Philosophy of Religion

Question	Expected Answer(s)	Max Mark	Additional Guidance
1.	<p>Examples of areas covered:</p> <ul style="list-style-type: none"> • Description of the cosmological arguments of Aquinas and Kalam • Criticisms of the above by Hume and Russell <ul style="list-style-type: none"> (a) that infinite series are possible (b) that the universe may have come into existence uncaused • An account of modern scientific theories of cosmology ie Big Bang. • Analysis and Evaluation may include discussion of whether an infinite series requires a cause outside the series • The extent to which modern scientific theories of cosmology support the cosmological argument • The best candidates will distinguish between traditional and contemporary forms of the argument and counter-argument and draw on a range of sources which might include Davies, Swinburne, Hawking, Hick and others • Teleological Argument may be included – design is why God must have created it. <p>Come to a personal conclusion based on the analysis and evaluation carried out.</p>	30	

Question	Expected Answer(s)	Max Mark	Additional Guidance
2.	<p>Examples of areas covered:</p> <ul style="list-style-type: none"> • Definition of atheism • Explanation of the problem of evil: man-made evil and natural evil • Explanation of the impact of the problem of evil on traditional theism: <ul style="list-style-type: none"> God's goodness and power is not compatible with the evils of the world God's omnipotence cannot be maintained in the face of evil God is aware of evil but cannot prevent it from happening • Analysis and evaluation of theodicies formed in response to atheist arguments: Iranaeus, Swinburne, Hick, Mackie • Analysis and evaluation of the freewill defence • Discussion of the position that other atheist arguments such as the presumption of atheism or the internal/external coherence of God are more convincing than the problem of evil. <p>Come to a personal conclusion based on the analysis and evaluation carried out.</p> <p>Candidates can disagree with the statement and select other arguments as more convincing.</p>	30	

SECTION B

Religious Experience

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.		<p>Examples of areas covered:</p> <ul style="list-style-type: none"> • Numinous • Buber – encounter with the Eternal Thou • Different categories are easier to define and breakdown • James’ four characteristics of mystical experiences • Otto’s <i>Mysterium tremendum et fascinans</i> • Hardy and Hay’s categories and core elements • Ineffability causes difficulty • Differing religious beliefs on what counts as an experience and what is being experienced • Cultural variations 	30	
2.		<p>Examples of areas covered:</p> <ul style="list-style-type: none"> • Definition of conversion and case studies • Place of conversion stories in holy books • Conversion is a prerequisite for some religious communities • Complication of conversions to atheism • Status of religious experience as a whole within different religions and traditions • Analysis of the importance of other categories eg near death experiences, mystical experiences and visions 	30	

SECTION C

Medical Ethics

Question	Expected Answer(s)	Max Mark	Additional Guidance
1.	<p>Examples of areas covered:</p> <ul style="list-style-type: none"> • Current UK law • Views of personhood/status of embryo • Definition of beginning of life • Divine will and purpose • Playing God • Sanctity of life • Slippery slope • Rights of unborn vs. mothers rights – ownership of body • Reasons for abortion • Doctor – patient relationship • Compassion • Economic considerations 	30	
2.	<p>Examples of areas covered:</p> <ul style="list-style-type: none"> • Methods of procurement • Sources of organs • Types of donor • Rights of donors • Hippocratic oath/obligations of medical staff/obligations of next of kin • UK law • Religious teachings on organ donation • Secular teachings on organ donation • Body autonomy • Economic considerations 	30	

[END OF MARKING INSTRUCTIONS]