



National  
Qualifications  
2016

---

## **2016 Religious, Moral and Philosophical Studies**

### **Advanced Higher**

### **Finalised Marking Instructions**

© Scottish Qualifications Authority 2016

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



## General Marking Principles for Advanced Higher Religious, Moral and Philosophical Studies

*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 detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Where a candidate violates the rubric of the paper and answers both optional 30-mark questions in a Section/Part, all responses should be marked and the better mark recorded.
- (e) Use the full range of marks available for each question.
- (f) The Detailed Marking Instructions are not an exhaustive list. Other relevant points should be credited.
- (g) For credit to be given, points must be relevant to the question asked.

In the question paper the following skills are assessed:

- analysis
- evaluation
- structuring and sustaining a line of argument

All questions will require candidates to integrate these skills with their knowledge, in response to the question or statement. Questions will be based on the following command words:

- '[Statement].’ Discuss.
- ‘Critically evaluate.’
- ‘To what extent.’

<b>16-18</b>	The essay is clearly focussed on the question at all times	<b>13-15</b>	The essay is clearly focussed on the question, but, at times refers generally to the topic rather than the question	<b>10-12</b>	The essay is focussed on the question at times but drifts into general comments about the topic.	<b>7-9</b>	The essay is focussed more on the topic rather than the question	<b>4-6</b>	The essay is focussed more on the topic than on the question and has information that lacks relevance	<b>0-3</b>	The essay lacks relevance to both the question and/or the topic
	<ul style="list-style-type: none"> <li>• KU is consistently in depth, accurate and relevant.</li> </ul>		KU is mainly in depth, accurate and relevant.		KU has inconsistent depth but is mainly accurate and relevant.		KU lacks depth overall but is mainly accurate and relevant.		KU lacks depth overall and has issues with accuracy or relevance.		KU is superficial and is not consistently accurate or relevant.
	<ul style="list-style-type: none"> <li>• There is clear evidence that the candidate has drawn together relevant and appropriate information from a range of specific sources or perspectives.</li> </ul>		There is clear evidence that the candidate has drawn together mainly relevant and appropriate information from some specific sources or perspectives.		There is some evidence that the candidate has drawn together relevant and/or appropriate information but references to sources and perspectives tend to be more general and limited		There is evidence that the candidate has attempted to draw together relevant and/or appropriate information but references to sources and perspectives are general in nature and limited		There is some evidence that the candidate has attempted to draw together relevant and/or appropriate information but references to sources and perspectives are brief, undeveloped and general in nature		The essay lacks evidence of sources and perspectives and those used lack relevance and accuracy

<b>16-18</b>	<ul style="list-style-type: none"> <li>The analysis clearly identifies specific issue(s) related to the question.</li> </ul>	<b>13-15</b>	The analysis identifies specific issue(s) related to the question but the depth is uneven at times.	<b>10-12</b>	The analysis identifies a mix of specific and general issue(s) that are related to the question and there is insufficient depth and explanation of them	<b>7-9</b>	The analysis identifies some general issue(s) related to the question and there is insufficient depth or explanation	<b>4-6</b>	The analysis identifies a few issue(s) but they are not clearly related to the question and coverage is superficial.	<b>0-3</b>	Any analysis often fails to identify issues and those that have been identified are not clearly related to the question and superficial.
	<ul style="list-style-type: none"> <li>The explanation of issues takes account of a range of clearly identified perspectives and demonstrates a clear understanding of their relevance to the question.</li> </ul>		The explanation of issues takes account of some perspectives and demonstrates a good understanding of their relevance to the question.		The issues are explained and there is evidence of some understanding of their relevance to the question which is general in nature at times.		The issues are explained and there is evidence of some understanding of their relevance to the question at times but which is generally superficial.		The issues are briefly explained but there is evidence of some understanding of their relevance to the topic but not to the question.		There is evidence of some understanding of the topic but not the question.

11-12	<ul style="list-style-type: none"> <li>The evaluation is insightful, valid and clearly reasoned.</li> </ul>	9-10	The evaluation is valid, may be insightful and is mainly clearly reasoned.	7-8	The evaluation is valid but not consistently and clearly reasoned.	5-6	The evaluation is valid but not clearly reasoned and lacks sufficiency	3-4	There is limited valid evaluation but it is not clearly reasoned and lacks sufficiency	0-2	The evaluation either lacks validity or relevance to the issue/question.
	<ul style="list-style-type: none"> <li>It has relevant judgements on the issues and/or perspectives on the issues.</li> </ul>		It has mainly relevant judgements on the issues and/or perspectives on the issues.		It has some relevant judgements on the issues and/or perspectives on the issues.		It has relevant judgements on the issues and/or perspectives on the issues however, it is simply a judgement with brief reasoning.		It may have judgements on the issues but there is some brief reasoning behind them.		
	<ul style="list-style-type: none"> <li>Conclusions have successfully been woven throughout the essay/drawn at the conclusion of the essay.</li> </ul>		Mainly clear conclusions have been drawn.		There has been some attempt to draw conclusions but they lack depth.		There has been some attempt to draw brief conclusions but they lack depth.		Conclusions may be restricted to closing comments.		

Detailed Marking Instruction for each question

Section 1 - Philosophy of Religion

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
1.	25-30 A sophisticated answer that is clearly relevant to the question. KU is in depth, accurate and relevant. There is clear evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis clearly identifies issue(s) related to the question. The explanation of issues takes account of a number of clearly identified perspectives and demonstrates a clear understanding of their relevance to the question. The evaluation is insightful, valid and clearly reasoned. It has relevant judgements on the issues and/or perspectives on the issues. Conclusions have successfully been woven throughout the essay/drawn at the conclusion of the essay.	30	<p><b>Purpose</b> The purpose of this question is to debate whether Aquinas’s Cosmological Arguments only prove a first cause of the universe and not of God.</p> <p><b><u>Specific instructions</u></b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Aquinas’s Cosmological Arguments, e.g. Motion, Cause and Contingency.</li> <li>• Impossibility of infinite regress, e.g. it is irrational for humans to think of an infinite chain of regression in regards to anything, let alone the creation of the universe.</li> <li>• Inductive reasoning using an <i>a posteriori</i> argument</li> <li>• Tradition theistic Concept of God, e.g. an eternal being who created the world.</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>19-24 A good answer that is clearly relevant to the question. KU is mainly in depth, accurate and relevant. There is some evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis identifies issue(s) related to the question but the depth is uneven. The explanation of issues takes account of a number of perspectives and demonstrates some understanding of their relevance to the question. The evaluation may be insightful, valid and clearly reasoned at times. It has mainly relevant judgements on the issues and/or perspectives on the issues. Conclusions have been drawn but lack depth at times.</p> <p>13-18 A borderline answer that is relevant to the question. KU has inconsistent depth but is mainly accurate and relevant. There is some evidence that the candidate has included relevant and appropriate information. The essay has an over-dependence on description. The analysis identifies issue(s) related to the question but coverage is superficial. The issues are explained and there is evidence of some understanding of their relevance to the question which is often superficial. The evaluation is valid but not clearly reasoned. It has some relevant judgements on the issues and/or perspectives on the issues. There has been some attempt to draw conclusions but they lack depth</p>		<p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The similarities between the Cosmological Arguments and the God of classical theism. God is all powerful (omnipotent) and almighty and he has the ability to cause the universe.</li> <li>• The consequences of the Big Bang Theory offering an alternative first cause of the Universe. Yet the Big Bang doesn't claim that the first cause of the universe is God.</li> <li>• The relative importance of Hume's questions: why should a necessary being be called 'God'. Why can't we think of the physical or material world itself as necessarily existing? Such a universe would then be the cause of its own existence.</li> <li>• The consequences of JL Mackie's argument that there is no proof that the initial cause of the universe is a necessary being. Equally, the creator of the universe could well be a necessary being, but not the Christian God; it could be Allah, or even the multiple Gods of Hinduism.</li> </ul> <p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• The strengths of inductive reasoning: inductive arguments begin with something that we can observe. Aquinas's arguments use observation that we can see that the Universe exists.</li> <li>• One weakness of these arguments is that Aquinas already has a strong belief in God, instead of proving God's existence, he is trying to enhance his already established faith in God. He fails to be objective in his argument.</li> <li>• It is in fact a valid claim to have infinite chain of regression, Aquinas weakens his arguments as he contradicts himself by denying the infinite yet argues that God is infinite.</li> <li>• The usefulness of Stephen Hawking's argument is that, at best, the Cosmological Arguments claim a deist God. The idea or concept of God may be necessary to explain why the world initially got started but does not explain the continuing involvement of God in the development and existence of the world as many religious people would still claim.</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>7-12 A weak answer that lacks relevance to the question. KU lacks depth and is not consistently accurate or relevant. The essay is mainly descriptive. The analysis identifies a few issue(s) but they are not clearly related to the question and coverage is superficial. The issues are briefly explained but there is evidence of some understanding of their relevance to the topic but not to the question. There is limited valid evaluation but it is not clearly reasoned. It has some judgements on the issues. There has been some attempt to draw conclusions but they lack depth.</p> <p>0-6 A poor answer that lacks relevance to the question. KU is superficial and is not consistently accurate or relevant. The essay is almost entirely descriptive. Any analysis often fails to identify issues and those that have been identified are not clearly related to the question and superficial. There is evidence of some understanding of the topic but not the question. There evaluation is either absent, invalid or not clearly reasoned. It may have judgements on the issues but there is no clear reasoning behind them. Conclusions may be restricted to closing comments.</p>		

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
2.	25-30A sophisticated answer that is clearly relevant to the question. KU is in depth, accurate and relevant. There is clear evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis clearly identifies issue(s) related to the question. The explanation of issues takes account of a number of clearly identified perspectives and demonstrates a clear understanding of their relevance to the question. The evaluation is insightful, valid and clearly reasoned. It has relevant judgements on the issues and/or perspectives on the issues. Conclusions have successfully been woven throughout the essay/drawn at the conclusion of the essay.	30	<p><b>Purpose</b> The purpose of the question is to debate whether the criticisms that are used against the Cosmological Arguments are successful in disproving its claims.</p> <p><b><u>Specific instructions</u></b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Aquinas’s First Cause Argument, e.g. Motion, Cause, Contingency</li> <li>• The Kalam Cosmological Argument, e.g. the universe has a beginning in time.</li> <li>• The Principle of Sufficient Reason, e.g. the work of Gottfried Leibniz.</li> <li>• Modern developments of the Cosmological Argument, e.g. the works of William Lane Craig, JL Mackie, Ed Miller.</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• The similarities between scientific discoveries and the Cosmological arguments. Science has shown beyond a reasonable doubt that our universe does in fact have a beginning, the Cosmological arguments state that the Universe has a beginning.</li> <li>• Implications of the Big Bang Theory as a criticism against the Cosmological Arguments, the Big Bang is the first cause.</li> <li>• The consequences of David Hume’s criticism that we have no experience of universes being made and it is simply not possible to argue from causes within the universe to causes of the universe as a whole.</li> <li>• Aquinas’s arguments rest on assumptions which are no longer widely held, the idea that one thing can only be brought about by another thing does not always follow.</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>19-24A good answer that is clearly relevant to the question. KU is mainly in depth, accurate and relevant. There is some evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis identifies issue(s) related to the question but the depth is uneven. The explanation of issues takes account of a number of perspectives and demonstrates some understanding of their relevance to the question. The evaluation may be insightful, valid and clearly reasoned at times. It has mainly relevant judgements on the issues and/or perspectives on the issues. Conclusions have been drawn but lack depth at times.</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• The weakness of the Aquinas’s Cosmological as exposed by David Hume. Hume uses ‘The Fallacy of Composition’ to weaken the Cosmological Argument. While it can be argued that everything in the universe does have a cause, it does not essentially mean that the universe itself has a cause; the fact that everything which humans can observe can be explained by a standard cause, this doesn’t mean that the universe can be explained in the same way.</li> <li>• Hume’s views are strengthened by Bertrand Russell who argued that just because we see individual things as having a cause, this doesn’t mean that the creation of the universe has a cause. He argued that every human being has a mother this does not mean that the whole human race has a mother.</li> <li>• The importance of Bertrand Russell argument that states ‘the universe is just there, and that’s all there is to say.’ This weakens the cosmological argument by stating that it is a brute fact which just has to be accepted.</li> <li>• The strength of Paul Davies’s response to the Cosmological arguments by saying that one unseen God is a more complete explanation that many unseen universes thus showing that Davies regards the cosmological arguments as being a probable explanation that God is the cause of nature.</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>13-18 A borderline answer that is relevant to the question. KU has inconsistent depth but is mainly accurate and relevant. There is some evidence that the candidate has included relevant and appropriate information. The essay has an over-dependence on description. The analysis identifies issue(s) related to the question but coverage is superficial. The issues are explained and there is evidence of some understanding of their relevance to the question which is often superficial. The evaluation is valid but not clearly reasoned. It has some relevant judgements on the issues and/or perspectives on the issues. There has been some attempt to draw conclusions but they lack depth.</p> <p>7-12 A weak answer that lacks relevance to the question. KU lacks depth and is not consistently accurate or relevant. The essay is mainly descriptive. The analysis identifies a few issue(s) but they are not clearly related to the question and coverage is superficial. The issues are briefly explained but there is evidence of some understanding of their relevance to the topic but not to the question. There is limited valid evaluation but it is not clearly reasoned. It has some judgements on the issues. There has been some attempt to draw conclusions but they lack depth.</p>		

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>0-6 A poor answer that lacks relevance to the question. KU is superficial and is not consistently accurate or relevant. The essay is almost entirely descriptive. Any analysis often fails to identify issues and those that have been identified are not clearly related to the question and superficial. There is evidence of some understanding of the topic but not the question. There evaluation is either absent, invalid or not clearly reasoned. It may have judgements on the issues but there is no clear reasoning behind them. Conclusions may be restricted to closing comments.</p>		

## Section 2 - Part A - Religious Experience

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
3.	25-30 A sophisticated answer that is clearly relevant to the question. KU is in depth, accurate and relevant. There is clear evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis clearly identifies issue(s) related to the question. The explanation of issues takes account of a number of clearly identified perspectives and demonstrates a clear understanding of their relevance to the question. The evaluation is insightful, valid and clearly reasoned. It has relevant judgements on the issues and/or perspectives on the issues. Conclusions have successfully been woven throughout the essay/drawn at the conclusion of the essay.	30	<p><b>Purpose</b> The purpose of the question is to allow candidates to explore the religious experience argument for the existence of God.</p> <p><b><u>Specific instructions</u></b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Scale of religious experiences may provide adequate proof e.g. occurs across gender, time, age, culture, and continents</li> <li>• People changing their whole lives as a result offers proof e.g. St Paul, Malcolm X</li> <li>• Problem of conflicting accounts of religious experiences e.g. some experiences point to multiple deities or spirits while others point to one Supreme God</li> <li>• Secular challenges offering natural rather than supernatural explanations e.g. physiological, psychological and sociological explanations</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Relative importance: Religious experiences can provide empirical evidence for God whereas other proofs rely on philosophical arguments</li> <li>• Links: James and Jung both looked to the change in people's lives after their experiences as a measure of proof and authenticity</li> <li>• Similarities: There are flaws and limitations with both religious and secular answers to this question</li> <li>• Different views: Not all religions believe in a personal God so not even all religious believers would see religious experience as a valid proof for the existence of God</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>19-24A good answer that is clearly relevant to the question. KU is mainly in depth, accurate and relevant. There is some evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis identifies issue(s) related to the question but the depth is uneven. The explanation of issues takes account of a number of perspectives and demonstrates some understanding of their relevance to the question. The evaluation may be insightful, valid and clearly reasoned at times. It has mainly relevant judgements on the issues and/or perspectives on the issues. Conclusions have been drawn but lack depth at times.</p> <p>13-18A borderline answer that is relevant to the question. KU has inconsistent depth but is mainly accurate and relevant. There is some evidence that the candidate has included relevant and appropriate information. The essay has an over-dependence on description. The analysis identifies issue(s) related to the question but coverage is superficial. The issues are explained and there is evidence of some understanding of their relevance to the question which is often superficial. The evaluation is valid but not clearly reasoned. It has some relevant judgements on the issues and/or perspectives on the issues. There has been some attempt to draw conclusions but they lack depth.</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Weaknesses: They can be said to only offer limited proof since their nature as spontaneous one off events mean they cannot be verified. This means they cannot provide proof in the conventional way of being subject to the scientific method</li> <li>• Importance: Perhaps they offer no concrete proof to others but they are solid proof for the person or people who had the direct experience. Swinburne’s principles of credulity and testimony would further support this</li> <li>• Usefulness: Certain categories of religious experience may offer more convincing proof than others. Stigmata, for example, do not rely on testimony alone. Other people, including doctors and scientists, can examine the marks and determine whether or not they have been self-inflicted</li> <li>• Validity: The dramatic change in people may prove something had to have happened. For example, Paul going from a Pharisee who had status to a Christian who had none. However, others may feel that while they can accept an event of some sort occurred they may believe it is too much of a leap to conclude it is definitely a God or divine being that was behind it</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>7-12 A weak answer that lacks relevance to the question. KU lacks depth and is not consistently accurate or relevant. The essay is mainly descriptive. The analysis identifies a few issue(s) but they are not clearly related to the question and coverage is superficial. The issues are briefly explained but there is evidence of some understanding of their relevance to the topic but not to the question. There is limited valid evaluation but it is not clearly reasoned. It has some judgements on the issues. There has been some attempt to draw conclusions but they lack depth.</p> <p>0-6 A poor answer that lacks relevance to the question. KU is superficial and is not consistently accurate or relevant. The essay is almost entirely descriptive. Any analysis often fails to identify issues and those that have been identified are not clearly related to the question and superficial. There is evidence of some understanding of the topic but not the question. There evaluation is either absent, invalid or not clearly reasoned. It may have judgements on the issues but there is no clear reasoning behind them. Conclusions may be restricted to closing comments.</p>		

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
4.	25-30 A sophisticated answer that is clearly relevant to the question. KU is in depth, accurate and relevant. There is clear evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis clearly identifies issue(s) related to the question. The explanation of issues takes account of a number of clearly identified perspectives and demonstrates a clear understanding of their relevance to the question. The evaluation is insightful, valid and clearly reasoned. It has relevant judgements on the issues and/or perspectives on the issues. Conclusions have successfully been woven throughout the essay/drawn at the conclusion of the essay.	30	<p><b>Purpose</b> The purpose of the question is to determine whether conversion is a necessary component of religious experiences.</p> <p><b><u>Specific instructions</u></b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Definition e.g. conversion is to change from one set of beliefs or religion to another and can be sudden or gradual</li> <li>• James’ views e.g. conversion unifies the divided self, positive emotions generated from conversion can lead to the practical consequences of asceticism, strength of soul, purity and charity</li> <li>• Freud’s views e.g. conversion is a way of resolving inner conflict and preventing a neurotic breakdown</li> <li>• Durkheim’s views e.g. collective effervescence can draw people into a conversion, people convert due to pressure to conform and the desire to belong</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Consistency: Conversions feature in sacred texts of all the main world religions but so do other categories of religious experience</li> <li>• Links: Conversions are still reported around the world today but so are other categories of religious experience</li> <li>• Implications: Some people have multiple conversions, like Malcolm X</li> <li>• Contradictions: Not all conversion leads to religious faith, some lead to loss of faith</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>19-24 A good answer that is clearly relevant to the question. KU is mainly in depth, accurate and relevant. There is some evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis identifies issue(s) related to the question but the depth is uneven. The explanation of issues takes account of a number of perspectives and demonstrates some understanding of their relevance to the question. The evaluation may be insightful, valid and clearly reasoned at times. It has mainly relevant judgements on the issues and/or perspectives on the issues. Conclusions have been drawn but lack depth at times.</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Weakness: People can be brought up within a faith and then have a religious experience that confirms it. No change of beliefs has occurred here, only a confirmation and greater insight into already held beliefs, so conversion cannot be said to be essential</li> <li>• Relevance: If God is omniscient He will know what form of experience is necessary to help that person. For some this may be a conversion, but for others a different category may be more appropriate</li> <li>• Weakness: Hardy's research ended up finding 100 classifications of religious experience so it is not possible to say the single element of conversion is essential</li> <li>• Significance: Ultimately all faiths will place different emphasis on the importance of conversion. For example, converts to orthodox Judaism have a formal conversion process to go through which must be approved by a beit din (rabbinic court)</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>13-18 A borderline answer that is relevant to the question. KU has inconsistent depth but is mainly accurate and relevant. There is some evidence that the candidate has included relevant and appropriate information. The essay has an over-dependence on description. The analysis identifies issue(s) related to the question but coverage is superficial. The issues are explained and there is evidence of some understanding of their relevance to the question which is often superficial. The evaluation is valid but not clearly reasoned. It has some relevant judgements on the issues and/or perspectives on the issues. There has been some attempt to draw conclusions but they lack depth.</p> <p>7-12 A weak answer that lacks relevance to the question. KU lacks depth and is not consistently accurate or relevant. The essay is mainly descriptive. The analysis identifies a few issue(s) but they are not clearly related to the question and coverage is superficial. The issues are briefly explained but there is evidence of some understanding of their relevance to the topic but not to the question. There is limited valid evaluation but it is not clearly reasoned. It has some judgements on the issues. There has been some attempt to draw conclusions but they lack depth.</p>		

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>0-6 A poor answer that lacks relevance to the question. KU is superficial and is not consistently accurate or relevant. The essay is almost entirely descriptive. Any analysis often fails to identify issues and those that have been identified are not clearly related to the question and superficial. There is evidence of some understanding of the topic but not the question. There evaluation is either absent, invalid or not clearly reasoned. It may have judgements on the issues but there is no clear reasoning behind them. Conclusions may be restricted to closing comments.</p>		

Section 2 - Part B - Medical Ethics

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
5.	25-30 A sophisticated answer that is clearly relevant to the question. KU is in depth, accurate and relevant. There is clear evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis clearly identifies issue(s) related to the question. The explanation of issues takes account of a number of clearly identified perspectives and demonstrates a clear understanding of their relevance to the question. The evaluation is insightful, valid and clearly reasoned. It has relevant judgements on the issues and/or perspectives on the issues. Conclusions have successfully been woven throughout the essay/drawn at the conclusion of the essay.		<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to discuss the role of palliative care in relation to end of life care and as a possible alternative to euthanasia.</p> <p><b><u>Specific instructions</u></b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Legal and medical background surrounding palliative care and euthanasia, eg Suicide Act (1961), Margo’s law</li> <li>• Non-religious and religious issues relating to palliative care and euthanasia, eg allocation of, and access to resources in relation to palliative care, bodily autonomy, divine will, the value of suffering</li> <li>• Non-religious and religious viewpoints relating to palliative care and euthanasia, eg Church of Scotland report on ‘End of Life Issues’ 2009, Dignitas, T. Pratchett, J. Wyatt, P. Badham, M. Warnock, P. Singer</li> <li>• Relevant contemporary case studies, eg Tony Nicklinson</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Connections between the palliative and human rights, eg the right to self determination</li> <li>• Consequences of current legislation surrounding palliative care and euthanasia, eg those who are able bodied are legally able to end their lives whereas those who do not possess the ability cannot</li> <li>• Views and interpretations of religious teaching relating to palliative care and euthanasia, eg whether euthanasia would interfere with God’s divine plan and whether there is value in dying</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>19-24 A good answer that is clearly relevant to the question. KU is mainly in depth, accurate and relevant. There is some evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis identifies issue(s) related to the question but the depth is uneven. The explanation of issues takes account of a number of perspectives and demonstrates some understanding of their relevance to the question. The evaluation may be insightful, valid and clearly reasoned at times. It has mainly relevant judgements on the issues and/or perspectives on the issues. Conclusions have been drawn but lack depth at times.</p> <p>13-18 A borderline answer that is relevant to the question. KU has inconsistent depth but is mainly accurate and relevant. There is some evidence that the candidate has included relevant and appropriate information. The essay has an over-dependence on description. The analysis identifies issue(s) related to the question but coverage is superficial. The issues are explained and there is evidence of some understanding of their relevance to the question which is often superficial. The evaluation is valid but not clearly reasoned. It has some relevant judgements on the issues and/or perspectives on the issues. There has been some attempt to draw conclusions but they lack depth.</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of protecting the vulnerable, eg those who are not able bodied may feel devalued by society</li> <li>• Weaknesses of outcome based philosophies, eg no one can accurately predict the effectiveness of palliative care for an individual</li> <li>• Discussion relating to difficulties of interpreting scripture, eg whilst life has a clear value within many religions, relieving suffering and compassion also has precedent</li> <li>• Other relevant evaluative comments, eg the status quo is clearly unacceptable as the palliative care system is not meeting the needs of all patients</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>7-12 A weak answer that lacks relevance to the question. KU lacks depth and is not consistently accurate or relevant. The essay is mainly descriptive. The analysis identifies a few issue(s) but they are not clearly related to the question and coverage is superficial. The issues are briefly explained but there is evidence of some understanding of their relevance to the topic but not to the question. There is limited valid evaluation but it is not clearly reasoned. It has some judgements on the issues. There has been some attempt to draw conclusions but they lack depth.</p> <p>0-6 A poor answer that lacks relevance to the question. KU is superficial and is not consistently accurate or relevant. The essay is almost entirely descriptive. Any analysis often fails to identify issues and those that have been identified are not clearly related to the question and superficial. There is evidence of some understanding of the topic but not the question. There evaluation is either absent, invalid or not clearly reasoned. It may have judgements on the issues but there is no clear reasoning behind them. Conclusions may be restricted to closing comments.</p>		

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
6.	<p>25-30 A sophisticated answer that is clearly relevant to the question. KU is in depth, accurate and relevant. There is clear evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis clearly identifies issue(s) related to the question. The explanation of issues takes account of a number of clearly identified perspectives and demonstrates a clear understanding of their relevance to the question. The evaluation is insightful, valid and clearly reasoned. It has relevant judgements on the issues and/or perspectives on the issues. Conclusions have successfully been woven throughout the essay/drawn at the conclusion of the essay.</p> <p>19-24 A good answer that is clearly relevant to the question. KU is mainly in depth, accurate and relevant. There is some evidence that the candidate has drawn together relevant and appropriate information from a range of sources or perspectives. The analysis identifies issue(s) related to the question but the depth is uneven. The explanation of issues takes account of a number of perspectives and demonstrates some understanding of their relevance to the question. The evaluation may be insightful, valid and clearly reasoned at times. It has mainly relevant judgements on the issues and/or perspectives on the issues. Conclusions have been drawn but lack depth at times.</p>	30	<p><b>Purpose</b> The purpose of the question is to give candidates the opportunity to explore moral issues relating to euthanasia.</p> <p><b><u>Specific instructions</u></b></p> <p><b>Knowledge and Understanding may include:</b></p> <ul style="list-style-type: none"> <li>• Legal and medical background surrounding euthanasia, eg Suicide Act (1961), Margo’s law</li> <li>• Non-religious and religious issues relating to euthanasia, eg patient autonomy, value of life, role of doctors and healthcare professionals, divine will, slippery slope arguments</li> <li>• Non-religious and religious viewpoints relating to euthanasia, eg Church of Scotland report on ‘End of Life Issues’ 2009, Dignitas</li> <li>• Relevant contemporary case studies</li> </ul> <p><b>Analysis may include:</b></p> <ul style="list-style-type: none"> <li>• Connections between patient autonomy and the sanctity of life, eg whether an individual choosing to die violates the sanctity of life</li> <li>• Consequences of legalising euthanasia, eg whether the legalisation of euthanasia would create a ‘slippery slope’ where some may feel pressurised to die</li> <li>• Views and interpretations of the purpose of medical care, eg whether the health care system should be involved in helping to end life</li> </ul>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>13-18 A borderline answer that is relevant to the question. KU has inconsistent depth but is mainly accurate and relevant. There is some evidence that the candidate has included relevant and appropriate information. The essay has an over-dependence on description. The analysis identifies issue(s) related to the question but coverage is superficial. The issues are explained and there is evidence of some understanding of their relevance to the question which is often superficial. The evaluation is valid but not clearly reasoned. It has some relevant judgements on the issues and/or perspectives on the issues. There has been some attempt to draw conclusions but they lack depth.</p> <p>7-12 A weak answer that lacks relevance to the question. KU lacks depth and is not consistently accurate or relevant. The essay is mainly descriptive. The analysis identifies a few issue(s) but they are not clearly related to the question and coverage is superficial. The issues are briefly explained but there is evidence of some understanding of their relevance to the topic but not to the question. There is limited valid evaluation but it is not clearly reasoned. It has some judgements on the issues. There has been some attempt to draw conclusions but they lack depth.</p>		<p><b>Evaluation may include:</b></p> <ul style="list-style-type: none"> <li>• Importance of protecting the vulnerable, eg those with disabilities may be feel devalued by the state acknowledging that some lives may not be worth living</li> <li>• Positive consequences of allowing euthanasia, eg individuals are given a right to self determination</li> <li>• Problems with the interpretation of religious scripture, eg whether an all loving God would see value in suffering</li> </ul> <p>Other relevant evaluative comments, eg cost effectiveness of end of life care</p>

Question	General marking instructions for this question	Max marks	Specific Marking Instructions for this question
	<p>0-6 A poor answer that lacks relevance to the question. KU is superficial and is not consistently accurate or relevant. The essay is almost entirely descriptive. Any analysis often fails to identify issues and those that have been identified are not clearly related to the question and superficial. There is evidence of some understanding of the topic but not the question. There evaluation is either absent, invalid or not clearly reasoned. It may have judgements on the issues but there is no clear reasoning behind them. Conclusions may be restricted to closing comments.</p>		

[END OF MARKING INSTRUCTIONS]