



2013 Religious Moral and Philosophical Studies

Advanced Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2013

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.

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>To what extent does evolutionary biology undermine design arguments for the existence of God?</p> <p>Your answer <u>may</u> include:</p> <ul style="list-style-type: none"> • a description of design arguments • a description of evolutionary theory • analysis and evaluation of the impact of evolution on design arguments • personal and reasoned conclusions throughout. <ul style="list-style-type: none"> • Key points of design arguments • Variations of developments of design arguments • Explanation of evolutionary theory • Impact of modern scientific discoveries on evolution • Probability of design • Intelligent design • Named philosophers | (30) | |
| 2 | <p>“The atheist’s grounds for disbelief are stronger than the theist’s grounds for belief.”</p> <p>Do you agree?</p> <p>Your answer <u>may</u> include:</p> <ul style="list-style-type: none"> • a description of the atheist position on the existence of God • a description of the theist position on the existence of god • an analysis and evaluation of their respective arguments • personal and reasoned conclusions throughout. <ul style="list-style-type: none"> • Presumption of atheism • Inductive reasoning • Criticisms of the atheist/theist position • Criticism/support for coherence of God • Suffering and evil • Named philosophers/apologists | (30) | |

Section B – Religious Experience

| Question | Expected Answer/s | Max Mark | Additional Guidance |
|----------|--|----------|---------------------|
| 1 | <p>How convincing are secular explanations for religious experience?</p> <p>Your answer <u>may</u> include:</p> <ul style="list-style-type: none"> • a description of what is meant by religious experiences • analysis of different secular explanations for religious experiences • evaluation of these secular explanations • personal and reasoned conclusions throughout. <ul style="list-style-type: none"> • Types/examples of religious experience • Psychological explanations • Sociological explanations • Physiological explanations • Evaluation of these explanations • Core religious experiences • Objectivity and subjectivity | (30) | |
| 2 | <p>Can religious experience be defined?</p> <p>Your answer <u>may</u> include:</p> <ul style="list-style-type: none"> • a description of attempts to describe religious experience • an analysis of attempts to define religious experience • an evaluation of the success of these definitions • personal and reasoned conclusions throughout. <ul style="list-style-type: none"> • Difficulty of definitions • Categories of experience • Classifications of experiences • Evaluations of James, Otto, AHRC • Evaluations of more contemporary researchers • Core religious experiences • Objectivity and subjectivity | (30) | |

Section C – Medical Ethics

| Question | Expected Answer/s | Max Mark | Additional Guidance |
|----------|--|----------|---------------------|
| 1 | <p>Is buying and selling organs morally acceptable?</p> <p>Your answer <u>may</u> include:</p> <ul style="list-style-type: none"> • a description of the current position on the sale and purchase of organs • a description of the moral issues related to the sale and purchase of organs • an analysis and evaluation of the arguments on both sides of the debate • personal and reasoned conclusions throughout. <ul style="list-style-type: none"> • Current situation on the sale and purchase of organs • Sources of organs • UK law • International law • Religious teaching on organ donation • Secular teaching on organ donation • Autonomy/heteronomy • Economic considerations | (30) | |

Section C – Medical Ethics (continued)

| Question | Expected Answer/s | Max Mark | Additional Guidance |
|----------|---|----------|---------------------|
| 2 | <p>Do you agree that the right to voluntary euthanasia is a mark of a caring society?</p> <p>Your answer <u>may</u> include:</p> <ul style="list-style-type: none"> • a description of the moral issues related to voluntary euthanasia • a description of the moral issues related to the alternatives to voluntary euthanasia • an analysis and evaluation of the arguments on both sides of the debate • personal and reasoned conclusions throughout. <ul style="list-style-type: none"> • Case studies • UK laws • Personhood • Autonomy • Religious and secular views on voluntary euthanasia • Religious and secular views on the alternatives • Care v. killing • Quality of life • Respect for rights | (30) | |

[END OF MARKING INSTRUCTIONS]