

2012 Religious, Moral and Philosophical Studies

Higher Paper 1

Finalised Marking Instructions

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2012 Religious, Moral and Philosophical Studies
Higher Paper 1

Section 1 – Morality in the Modern World

Topic 1 – Crime and Punishment

Specific Marking Information

Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark

Analysis and Evaluation – Approximately 50% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	Generic requirements
Knowledge and understanding	<ul style="list-style-type: none"> Accurate, relevant and detailed knowledge of content is demonstrated. The information is presented in a coherent manner. Information is communicated effectively using accurate terminology
Analysis and evaluation	<ul style="list-style-type: none"> Analysis of issues and viewpoints is shown Evaluation is balanced and informed.

Question No.	Question: 1	Approx Marks weightings: 50% KU– 50%AE	
1.(a)	<p>Q What issues concerning morality does the Euthyphro Dilemma raise?</p> <p>MI <i>Marking Instructions: Any reference to the story must relate to the issue.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> Is God the source of morality? Is man the source of morality? Is there a higher authority for morality than God? Omnipotence of God Does God act arbitrarily? 	4	

1.(b)	Q MI	<p>What are the key principles of Utilitarian Ethics?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Consequentialist ethical system • Actions are good if they have good consequences • Pleasure and pain • Based on the principle of the greatest good • Act Utilitarianism – principles applied to a particular situation <p>Rule Utilitarianism – principles applied as general rules based on past experience.</p>	4	
1.(c)	Q MI	<p>Describe two purposes of punishment.</p> <p><i>Marking Instructions: A maximum of two marks per purpose of punishment:</i></p> <ul style="list-style-type: none"> • Deterrence • Reformation • Retribution • Protection. 	4	
1.(d)	Q MI	<p>Explain Utilitarian views on the purpose of punishment.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point, a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • General good of society • Limiting crime for majority to lessen unhappiness • Increasing good through reformation • Families taken into account • Financial considerations. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q MI	<p>Describe what is meant by “economic causes of crime”.</p> <p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Stealing to survive/feed lifestyle • Depression – might turn to drugs • Poor education – unemployment – poverty – more crime • Poor housing areas – local criminal lifestyles. 	4	
2.(b)	Q MI	<p>“Economic causes of crime raise many moral concerns”. Explain two of these concerns.</p> <p><i>Marking Instructions: A maximum of three marks is available for each viewpoint. Where candidates write more than two viewpoints the best two should receive the marks. There is no requirement that the viewpoints should be conflicting or from different religions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Cycle of poverty • Society’s attitude to poverty • Utilitarian concerns • Religious concerns • Kantian concerns. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	Q MI	<p>Describe religious teaching on the death penalty.</p> <p><i>Marking Instructions: Candidates are not required to write four different points nor are they expected to give more than one religious teaching. Candidates may, however, give examples of several religious teachings.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The sanctity of life • The use of violence • Humans as agents of God's justice • Compassion • Teaching from tradition • Teaching from scripture. 	4	
3.(b)	Q MI	<p>“A religious person should never support the death penalty.” How far do you agree?</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may refer to both religious and secular views on this statement. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Religious statements on capital punishment • Religious support of offenders • Religious teachings on forgiveness • Religious teachings on retribution and justice • Sanctity of Life • Religion and human rights. <p>Disagree</p> <ul style="list-style-type: none"> • Not an issue that should concern religion • Ambiguous religious teachings on capital punishment • Cultural and moral development of the world. 		10
Total			20 KU	20 AE

Topic 2 – Gender

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	Generic Requirements
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence, etc is shown. • Evaluation is balanced and informed.

Question No.	Question: 1	Approx Marks weightings: 50% KU– 50%AE
1.(a)	<p>Q</p> <p>What issues concerning morality does the Euthyphro Dilemma raise?</p> <p>MI</p> <p><i>Marking Instructions: Any reference to the story must relate to the issue.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Is God the source of morality? • Is man the source of morality? • Is there a higher authority for morality than God? • Omnipotence of God • Does God act arbitrarily? 	4

1.(b)	Q MI	<p>What are the key principles of Utilitarian Ethics?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Consequentialist ethical system • Actions are good if they have good consequences • Pleasure and pain • Based on the principle of the greatest good • Act Utilitarianism – principles applied to a particular situation • Rule Utilitarianism – principles applied as general rules based on past experience. 	4	
1.(c)	Q MI	<p>Describe two gender issues in the United Kingdom.</p> <p><i>Marking Instructions: A maximum of two marks per gender issue</i></p> <ul style="list-style-type: none"> • Stereotyping • Roles • Equal Opportunities 	4	
1.(d)	Q MI	<p>Explain Utilitarian views on gender issues affecting men and women in the United Kingdom.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point, a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Issues and situations should be judged in terms of their possible outcomes • Principle of greatest happiness for greatest number should be applied (eg UK laws, equal opportunities at work) • Pain and unpleasantness should be avoided (eg sexism, denial of opportunities) • Application of Act/Rule Utilitarian principles depending on the situation. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU– 50% AE	
2.(a)	Q	Describe what is meant by the trafficking of females.	4	
	MI	<p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Human rights issue • Major activity of organised crime • Most trafficking involves females • Involves coercion and abduction • Slavery and sexual exploitation • UN protocols. 		
2.(b)	Q	“The trafficking of females raises many moral concerns.” Explain two of these concerns.	6	
	MI	<p><i>Marking Instructions: A maximum of three marks is available for each viewpoint. Where candidates write more than two viewpoints the best two should receive the marks. There is no requirement that the viewpoints should be conflicting or from different religions.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Lack of consent of the individual • Abuse and exploitation involved in sex trafficking • Discrimination against and unequal treatment of women and girls • Lack of respect for human rights • Religious concerns • Concerns arising from secular moral stances. 		

Question No.		Question: 3	Approx Marks weightings: 50% KU– 50% AE	
3.(a)	Q MI	<p>Describe religious teaching on the empowerment of women.</p> <p><i>Marking Instructions: Candidates are not required to write four different points nor are they expected to give more than one religious teaching. Candidates may, however, give examples of several religious teachings.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Equality of the sexes • Role of women • Justice • Teaching from tradition • Teaching from scripture. 	4	
3.(b)	Q MI	<p>“A religious person should always support the empowerment of women.” How far do you agree?</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may refer to both religious and secular views on this statement. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Created equal • Religious teachings on equality • Example of religious figures in dealings with women. <p>Disagree</p> <ul style="list-style-type: none"> • Goes against tradition • Disrupts natural roles of males and females • Religion is practically involved in empowering women • Role of significant individuals. 		10
Total			20 KU	20 AE

Topic 3 – Global Issues

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
 No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.
 The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.
 Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.
 Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence, etc is shown. • Evaluation is balanced and informed.

<i>Question No.</i>	<i>Question: 1</i>	<i>Approx Marks weightings: 50% KU– 50% AE</i>	
1.(a)	<p>Q</p> <p>What issues concerning morality does the Euthyphro Dilemma raise?</p> <p><i>MI</i></p> <p><i>Marking Instructions: Any reference to the story must relate to the issue.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Is God the source of morality? • Is man the source of morality? • Is there a higher authority for morality than God? • Omnipotence of God • Does God act arbitrarily? 	4	

1.(b)	Q MI	<p>What are the key principles of Utilitarian Ethics?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Consequentialist ethical system • Actions are good if they have good consequences • Pleasure and pain • Based on the principle of the greatest good • Act Utilitarianism – principles applied to a particular situation • Rule Utilitarianism – principles applied as general rules based on past experience. 	4	
1.(c)	Q MI	<p>Describe two causes of global warming.</p> <p><i>Marking Instructions: A maximum of two marks per cause.</i></p> <ul style="list-style-type: none"> • Pollution • Fossil fuels • Industrialisation • Failure to agree to protocols • Globalisation. 	4	
1.(d)	Q MI	<p>Explain Utilitarian views on global warming.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point, a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Not current world population that will suffer • Life as a whole is what matters not just human life – all need to be protected from global warming issues • Pollution required to maintain levels of happiness with high standards of living • Fewer people directly affected by pollution than are affected • Application Act Utilitarian principles • Application of Rule Utilitarian principles. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q	Describe what is meant by “stewardship of the environment”.		
	MI	<p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Humans responsibility for stewardship of the environment • The teachings of religious traditions on stewardship • Practical actions and stewardship • Political actions and stewardship • Personal responsibility for stewardship. 	4	
2.(b)	Q	“Poor stewardship of the environment raises many moral concerns.” Explain two of these concerns.		
	MI	<p><i>Marking Instructions: A maximum of three marks for each concern. Where more reasons are given then the best two should receive the marks. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates are at liberty to use either or both religious and secular moral concerns raised</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Obligations to future generations • Ownership of the environment • Responsibility of all nations • Obligations to other life on the planet • Financial implications of effective stewardship • Moral obligations placed on humans by God to care for the environment. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	Q MI	<p>Describe religious teaching on the distribution of the world's wealth and resources.</p> <p><i>Marking Instructions: Candidates are not required to write four different points nor are they expected to give more than one religious teaching. Candidates may, however, give examples of several religious teachings.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Equality • Stewardship • Compassion • Teaching from tradition • Teaching from scripture. 	4	
3.(b)	Q MI	<p>“A religious person should always support a fairer distribution of the world's wealth and resources.” How far do you agree?</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point a mark should be awarded. Candidates may refer to both religious and secular views on this statement. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Religious teaching on moral obligations to others • Religious teaching on equality • Practical response of religion to inequality. <p>Disagree</p> <ul style="list-style-type: none"> • Charity begins at home • Religion and capitalism • Religious teaching on poverty. 		10
Total			20 KU	20 AE

Topic 4 – Medical Ethics

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

Assessment objective	Generic Requirements
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence, etc is shown. • Evaluation is balanced and informed.

Question No.	Question: 1	Approx Marks weightings: 50% KU – 50% AE	
1.(a)	<p>Q</p> <p>What issues concerning morality does the Euthyphro Dilemma raise?</p> <p>MI</p> <p><i>Marking Instructions: Any reference to the story must relate to the issue.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Is God the source of morality? • Is man the source of morality? • Is there a higher authority for morality than God? • Omnipotence of God • Does God act arbitrarily? 	4	

1.(b)	Q MI	<p>What are the key principles of Utilitarian Ethics?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Consequentialist ethical system • Actions are good if they have good consequences • Pleasure and pain • Based on the principle of the greatest good • Act Utilitarianism – principles applied to a particular situation • Rule Utilitarianism – principles applied as general rules based on past experience. 	4	
1.(c)	Q MI	<p>Describe two uses of human embryos.</p> <p><i>Marking Instructions: A maximum of two marks per use.</i></p> <ul style="list-style-type: none"> • IVF • Research • PGD/PGS • Saviour Siblings • Stem cell research 	4	
1.(d)	Q MI	<p>Explain Utilitarian views on the uses of human embryos.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Application of The Greatest Happiness Principle • The embryo does not suffer • Stem cells are used to find cures for diseases • More pleasure created than pain? 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q MI	<p>Describe what is meant by “voluntary euthanasia”.</p> <p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers</i></p> <ul style="list-style-type: none"> • Physician assisted death • Request from patient for assistance in dying • Easy/painless death • Applies to terminally ill or those with poor quality of life • Examples may be given. 	4	
2.(b)	Q MI	<p>“Voluntary euthanasia raises many moral concerns.” Explain two of these concerns.</p> <p><i>Marking Instructions: A maximum of three marks for each concern. Where more reasons are given then the best two should receive the marks. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates are at liberty to use either or both religious and secular moral concerns raised</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The value of human life • Rights of the patient • Concern for medical staff administering euthanasia • Dignity of life • Quality -v- quantity. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	Q	Describe religious teaching on the status of the embryo.		
	MI	<p><i>Marking Instructions: Candidates are not required to write four different points nor are they expected to give more than one religious teaching. Candidates may, however, give examples of several religious teachings.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The sanctity of life • Definitions of life • Rights of embryo • Doctors' duties • Teaching from tradition • Teaching from scripture. 	4	
3.(b)	Q	“A religious person should never support interference with human embryos.” How far do you agree?		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates may refer to both religious and secular views on this statement. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • Human life is unique • Life is a gift from God • Scientists are ‘playing God’ • IVF used as a means for same sex couples to have children • Religious teachings can be given to support view. <p>Disagree</p> <ul style="list-style-type: none"> • Technology can relieve the suffering of infertility • Parents right to have a child • In an ever increasing secular world, religion is irrelevant • Moral duty to use technology to create life when nature fails • Free will/choice • Religious views can be given against IVF. 		10
Total			20 KU	20 AE

Topic 5 – War and Peace

Specific Marking Information

**Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark**

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.
No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.
The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.
Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.
Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence, etc is shown, and/or • Evaluation is balanced and informed.

<i>Question No.</i>	<i>Question: 1</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
1.(a)	<p>Q</p> <p>What issues concerning morality does the Euthyphro Dilemma raise?</p> <p>MI</p> <p><i>Marking Instructions: Any reference to the story must relate to the issue.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Is God the source of morality? • Is man the source of morality? • Is there a higher authority for morality than God? • Omnipotence of God • Does God act arbitrarily? 	4	

1.(b)	Q MI	<p>What are the key principles of Utilitarian Ethics?</p> <p><i>Marking Instructions: No marks for simply writing a list. Each point about Utilitarian Ethics should be accompanied by an explanation to gain a mark.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Consequentialist ethical system • Actions are good if they have good consequences • Pleasure and pain • Based on the principle of the greatest good • Act Utilitarianism – principles applied to a particular situation • Rule Utilitarianism – principles applied as general rules based on past experience. 	4	
1.(c)	Q MI	<p>Give two reasons why a country would declare war.</p> <p><i>Marking Instructions: A maximum of two marks per reason.</i></p> <ul style="list-style-type: none"> • Land • Resources • Pre-emptive strike • Historical reasons • Racism • Self-defence • Breach of treaties. 	4	
1.(d)	Q MI	<p>Explain Utilitarian views on the morality of war.</p> <p><i>Marking Instructions: Candidates should not receive marks for KU used in question 1(b) and (c). Candidates are not expected to write four separate points but may do so if they wish. As a general guide candidates may write 1-2 points with varying depths for each. Where new KU is introduced and used to make an AE point, a mark should be awarded</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Launching an attack would be acceptable if it produces more happiness overall • The benefit gained from any response has to outweigh the pain caused by those who are killed, injured or bereaved in the process • Negotiation would be preferable as people on both sides would be happier if there is no bloodshed • Strengthening your defences would be appropriate as it may make your enemy back down, thus preventing the loss of lives and making a happier society. 		4

Question No.	Question: 2		Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q MI	<p>What is understood by the term “biological weapons”?</p> <p><i>Marking Instructions: No marks for writing a list. It is possible for candidates to identify four points and where this is the case each point should be accompanied by an explanation. Candidates may decide to describe fewer points in varying depths, but no maximum or minimum number of marks should be applied for each one. Candidates may illustrate their description by using examples.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Weapons that release biological agents when they explode • Weapons that use a living organism or natural poison to injure or kill • They aim to incapacitate or kill through the spread of disease • Explain examples like anthrax • They take out your enemies but leave the infrastructure intact. 	4	
2.(b)	Q MI	<p>“Biological weapons raise many moral concerns.” Explain two of these concerns.</p> <p><i>Marking Instructions: A maximum of three marks for each concern. Where more reasons are given then the best two should receive the marks. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates are at liberty to use either or both religious and secular moral concerns raised</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Inhumane • Indiscriminate • Not proportional • Not acceptable under the Geneva Conventions • Racial discrimination: nanotechnology being used to develop weapons that will target certain races • Damage to livestock and environment. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	Q	Describe religious teaching on the morality of war.		
	MI	<p><i>Marking Instructions: Candidates are not required to write four different points nor are they expected to give more than one religious teaching. Candidates may, however, give examples of several religious teachings.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • The sanctity of life • The use of violence • The right to self defence • Just War theories (from various religions) • Teaching from tradition • Teaching from scripture. 	4	
3.(b)	Q	“A religious person should never fight in a war.” How far do you agree?		
	MI	<p><i>Marking Instructions: Candidates should not receive marks for KU used in question 3(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates may refer to both religious and secular views on this statement. Candidates are not expected to write 10 separate points. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Disagree</p> <ul style="list-style-type: none"> • Sacred texts’ support of warfare • Concerns of religious leaders/organisations on issues arising from war • Just War Theories from different religious traditions • Pacifism does not always lead to justice. <p>Agree</p> <ul style="list-style-type: none"> • Conflicting teachings in sacred texts on methods of war • Conflicting messages from notable religious individuals or groups on the acceptability of killing • Religious pacifism. 		10
Total			20 KU	20 AE

SECTION 2 – Christianity: Belief and Science

Specific Marking Information

***Weighting of Questions: Knowledge and Understanding – Approximately 50% of mark
Analysis and Evaluation – Approximately 50% of mark***

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

Where candidates refer to appropriate sacred writings credit will be given. As a general guide a relevant and appropriate reference (which can be paraphrased or verbatim) will gain one mark. Where it is clearly applied to a concept or point it will receive a further mark. There is no limit on the number of references that can be used in an answer. However, relevance and appropriateness is essential.

No marks to be awarded where candidates simply provide a list. Any terms listed must be accompanied by a brief explanation to gain a mark.

The bullet points under the questions are a guide as to the areas that candidates may discuss in their answers. The examples are neither mandatory nor exhaustive. Markers are expected to use their professional judgement and experience to determine the appropriateness of the information used by candidates.

Where candidates introduce new KU into an AE answer to make or support a point, credit should be given.

Candidates should not be awarded marks for KU which has been used elsewhere within a question.

<i>Assessment objective</i>	<i>Generic Requirements</i>
Knowledge and Understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and Evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence, etc is shown, and/or • Evaluation is balanced and informed.

<i>Question No.</i>	<i>Question: 1</i>	<i>Approx Marks weightings: 50% KU – 50% AE</i>	
1.(a)	<p>Q</p> <p>What is meant by “revelation” in the Christian tradition?</p> <p><i>MI</i></p> <p><i>Marking Instructions: No marks for simply listing. No marks for simply stating General and Special revelation.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • God’s way of communicating with Christians. • Awareness of certain aspects of the world of nature • Knowledge given to people by a divine/supernatural agent, eg God • General Revelation - description • Special Revelation - description • Examples of General/Special Revelation. 	6	

1.(b)	Q	<p>Why do some people consider Christian revelation to be limited?</p>		
	MI	<p><i>Marking Instructions: No marks for simply listing. Each point should be accompanied by an explanation to gain a mark. Candidates should not receive marks for KU used in question 1(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates are not expected to write four separate points. As a general guide candidates may write 1-2 points with varying depths for each.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Depends on personal faith • Not testable by observation • Variety of interpretations • Historicity is questioned • Can be down to a matter of opinion. 		4

Question No.		Question: 2	Approx Marks weightings: 50% KU – 50% AE	
2.(a)	Q	Describe the Cosmological Argument.		
	MI	<p><i>Marking Instructions: It is acceptable for candidates to describe the stages and/or to describe the nature of the Cosmological Argument</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • A posteriori argument • Argument which claims to identify God as the first cause of the universe • Argument from Causation • Argument from Motion • Argument from Contingency • Argument from Change. 	6	
2.(b)	Q	<p>“There is no contradiction between the Cosmological Argument and scientific explanations for the origins of the universe.”</p> <p>How far do you agree?</p>		
	MI	<p><i>Marking Instructions: It is important to note that candidates are not required to write six different points in this answer. Credit should be given where candidates have expanded upon the points they have made. As a general guide candidates may write 2-3 points with varying depths for each. Candidates should not receive marks for KU used in question 2(a). Where new KU is introduced and used to make an AE point, a mark should be awarded. Candidates may agree or disagree with the question. There is no requirement that a balanced answer be given.</i></p> <p><i>Suggested areas covered in answers:</i></p> <p>Agree</p> <ul style="list-style-type: none"> • God could have caused the Big Bang. • It is open to the same basic challenge as the existence of God – if nothing can come from nothing, who caused the Big Bang? • Both give a complete picture of the Universe • Big Bang suggests a beginning. <p>Disagree</p> <ul style="list-style-type: none"> • It provides an alternative ‘first cause’ to God. • It is based on scientific evidence and not faith – it can be proved. • Dealing with two different types of knowledge – how/why. 		6

Question No.		Question: 3	Approx Marks weightings: 50% KU – 50% AE	
3.(a)	Q MI	<p>Describe the process of evolution.</p> <p><i>Marking Instructions: No marks for simply listing. Each point should be accompanied by an explanation to gain a mark</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Survival of the fittest • Random mutation • Natural selection • Small changes over time. 	5	
3.(b)	Q MI	<p>How does Genesis chapter 2 describe the creation of human beings?</p> <p><i>Marking Instructions: Candidates may simply tell the story of Genesis 2. Where candidates confuse or combine the story with Genesis 1 no marks should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • Adam created before Eve • Created in the Garden of Eden • No suitable partners • Adam lonely • Put Adam in a deep sleep • Created Eve out of rib and dust • Adam named Eve. 	3	

3.(c)	Q	<p>“It is possible to accept evolution and to believe that God created human life.” How far would Christians agree with this statement?</p>		
	MI	<p><i>Marking Instructions: It is important to note that candidates are not required to write ten different points in this answer. As a general guide it is likely that candidates will write points with varying depths of explanation. There is no minimum or maximum number of marks available for each point. Credit should be given where candidates have expanded upon the points they have made. Candidates should not receive marks for KU used in questions 3(a) and 3(b). Where new KU is introduced and used to make an AE point, a mark should be awarded.</i></p> <p><i>Suggested areas covered in answers:</i></p> <ul style="list-style-type: none"> • ‘Fixity of Species’ -vs- ‘Natural Selection’ • ‘How’ -vs- ‘Why’. <p>Agree</p> <ul style="list-style-type: none"> • Creative process with God behind it • Shows power of God and enhances belief • Anthropic principle supports existence of an intelligent designer • Acceptance by Christians that there is random chance but that the rules were formulated by God. <p>Disagree</p> <ul style="list-style-type: none"> • Does not see humans as different from other life forms • The idea of God as creator seems to be left out if life developed in a natural way – no ‘guiding hand’ • Meaning, Value and Purpose? • Survival of the fittest seems to go against the idea of a loving God. 		10
		Total	20 KU	20 AE

[END OF MARKING INSTRUCTIONS]