

Annual Examinations for Secondary Schools 2021

YEAR 11

ETHICS

MARKING SCHEME

1. Fill in the blanks with the correct word from the following. (5 marks)

The meaning and **value** of human life are defined differently between different cultures, religions and humanist outlooks. All **religions** believe that life is God’s creation and that all living creatures are God’s creatures, so when it comes to questions about the value of human life, believers are guided by the sacred **texts** and traditional interpretations of them. On the other hand, Humanists do not believe in divine intervention, so they tend to be guided by **science** and reason. For example, when discussing euthanasia, the religious viewpoint is that it is immoral because our lives are in God’s hands. Humanists believe that our lives are our own, therefore we have the right to **decide** our own fate, including when to end our life.

2. Choose the right answer by underlining the right answer. (5 marks)

- (i.) When we say that human life has an intrinsic value, we mean that:
- We respect people for what they are, as ends.
 - We respect people for what they can do or provide, as means.
- (ii.) The “sanctity of life doctrine” means that:
- Life can be ended by human beings depending on the circumstances.
 - All life is sacred and so it can never be ended by human beings.
- (iii.) The term “Capital Punishment” is used when:
- Someone kills another person in revenge.
 - The state kills a criminal after he or she has committed a very serious crime.
- (iv.) You have a right to self-defence when:
- You or your property are physically attacked.
 - You really dislike someone and want to hurt him or her.
- (v.) Contraception is:
- The continuation of conception and pregnancy.
 - The prevention of conception and pregnancy.

3. Read the following and answer the questions about it. (10 marks)

A 10-Year-Old Girl's Ordeal to Have a Legal Abortion in Brazil

- 1a. List **2 ways** in which the 10-year-old girl was harmed. (2 marks)

Possible answers would include: physical harm, psychological harm, rape, abuse, unwanted pregnancy or any other answer that you deem acceptable (1 mark each).

- 1b. What is required for sexual intercourse **not to be considered** 'rape'? (1 mark)

Consent

2. Why is sexual intercourse with an underage person always considered rape? (1 mark)

It is considered rape because a child is not mature enough to consent to sexual intercourse.

3. Briefly explain what the right to life is and explain why some people think that a foetus does not have the same right to life as the mother. (2 marks)

The right to life is the right not to be killed unjustly. Some people think that the mother's life is considered as more valuable because they think that the right to life increases in value over time. Alternatively, a student can answer, because the foetus is not yet born, and rights are given at birth (as per UN doctrine), therefore the mother has a right to life and not a foetus.

Accept any other answer which you deem acceptable. Award 1 mark for the first answer and 1 mark for the second answer.

4. Suggest and explain **2 reasons** why the anti-abortion protesters believed they should stop the girl from getting an abortion. (2 marks)

Possible answers: Anti-abortion protesters may believe that the foetus has a right to life; that abortion is murder; they may believe in the sanctity of life of the foetus; or that it is not the fault of the foetus that the mother was raped; it goes against their religion.

Award marks to any 2 valid anti-choice reasons and arguments. Unless the student specifies "unsafe abortion", do not accept an answer which says that a lawful abortion is harmful to women since statistically and per the WHO, it is not.

5. Pro-choice activists supported the child's choice to terminate the pregnancy. Give **2 reasons** why people who are pro-choice support a woman's right to get a safe abortion. (2 marks)

Possible answers: Pro-choice activists support a woman's right to get a safe abortion because they may believe that she has a right to reproductive healthcare; that she has a right to make choices about her body and her life; that the foetus is not a person and a woman's life and quality of life is more valuable than that of a foetus, so abortion is not murder; or that restricting abortion will force women to risk their lives with unsafe abortion procedures. Award marks for any 2 valid pro-choice arguments.

4. Read the following and answer the questions about it. (10 marks)

Brittany Maynard: A Terminal Cancer Patient's Choice

- 1a. Underline which type of euthanasia, or assisted suicide, is illustrated in this case study. (1 mark)

Voluntary passive euthanasia

Voluntary active physician-assisted suicide

Involuntary passive euthanasia

Involuntary active physician-assisted suicide

- b. Explain why you chose the answer in question 1 a) (1 mark)

Brittany Maynard consciously chose herself to end her life, so it is voluntary. She ended her life with a lethal prescription of drugs, not by letting her die without doing anything, so it is active.

2. The case study shows that only around 40% of Oregon residents who considered euthanasia and received prescriptions of lethal doses to end their life, actually go through it. Give **2 reasons** why some people **would not choose** euthanasia, but would choose to go through all the suffering till the end instead. (2 marks)

Award marks to any 2 valid arguments based on ideas of sanctity of life, cultural beliefs or natural fear of death.

3. In the *Dying with Dignity* law of Oregon State, U.S.A, one of the principles is self-determination, which is a person's ability to make one's own choices and manage one's life. Briefly explain, **by giving 2 arguments**, why this principle is important. (2 marks)
Award marks to any valid arguments based on the importance of respecting autonomy and personal choices to respect a person's dignity; a defence of the argument in favour of the right to die; a defence to the argument that the value of life, to many people, depends on its quality; etc.
4. Imagine you are writing a law on euthanasia/assisted suicide for a country where they are not yet legal. What kind of euthanasia would you allow and why? (2 marks)
Award marks to any well-argued answer in favour of any of the 4 types of Euthanasia, or for none of them. Award 2 marks for well-argued answers, 1 mark for answers which are not so well argued, and no marks for answers that are completely out of point.
5. Which **2 precautions** would you put in the law to make sure there are no abuses and people's rights are respected? (2 marks)
Award marks to any well-argued answers that protect human dignity like for instance, making sure the patient is terminally ill and diagnosed by different doctors; that the person is consciously wanting it and making a valid choice; that the patient is certified by a psychologist that s/he is of competent mind; that a public court would have to allow it; etc.
Award 2 marks for well-argued answers, 1 mark for answers which are not so well argued, and no marks for answers that are completely out of point.

5. Choose one of the following life and death issues. You should first identify the ethical issues related to it and then explain your views about it in round 200 words. (10 marks)

- i. The right to self-defence
- ii. The prevention of life (contraception and abortion)
- iii. Capital Punishment

	Criteria	Marks
Knowledge	The student shows knowledge of laws and vocabulary related to the right to self-defence/prevention of life/capital punishment.	2
Comprehension	The student shows understanding of the issues relating to the right to self-defence/prevention of life/capital punishment.	2
Application	The student can apply his or her knowledge and understanding to discuss the question.	2
Analysis	The student can identify moral arguments that address the ethical issues of the right to self-defence/prevention of life/capital punishment.	4

END OF PAPER