



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2012**

Religious Studies

Assessment Unit AS 6

assessing

Religious Ethics: Foundations, Principles and Practice

[AR161]

WEDNESDAY 25 JANUARY, AFTERNOON

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

Answer **one** question

AVAILABLE
MARKS

- 1 (a)** A knowledge and understanding of the arguments for human surrogacy could include, e.g.:
- biblical precedence – the Abraham story
 - fidelity to the biblical injunction “Be fruitful and multiply”
 - situation ethics, Christian utilitarianism
 - secular utilitarian views
 - helping to overcome the plight of human infertility
 - personal autonomy
 - reproductive freedom
 - the principle of ownership
 - the idea of selfless service, a compassionate act
 - the notion of shared fertility
 - the right to have a child
 - issues surrounding homosexuality, enabling same sex couples to have a child
 - different types of surrogacy, e.g. partial, full. [35]
- (b)** An exploration of the view could include, e.g.:
- the extent to which surrogacy depersonalises both the surrogate and the child
 - the adulterous nature of the arrangement, form of slavery, exploitation of women
 - no respect for the sanctity of motherhood
 - the possible functional and instrumental character of the arrangement
 - identity issues for the child
 - a child as a consumer product
 - issue of commercial surrogacy
 - detection of complications, e.g. disability and possible abortion
 - surrogacy as a humanitarian and loving act. [15]

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2 (a) A knowledge and understanding of the Christian views on the place of sex could include, e.g.:

- sex as closely tied to marriage in the traditional Christian outlook
- relevant Biblical teaching, e.g. Genesis, Pauline
- the Natural Law perspective
- the procreative and unitive aspects of sex
- the “one flesh” principle
- denominational views
- traditional Christian views influenced by fear of conception, fear of detection, fear of infection
- liberal Christian views
- attitudes to chastity
- the sin of fornication
- sex as a form of communication
- views on recreational sex, condemnation of sexual promiscuity
- actions and responsibilities
- reference to the marriage service – monogamy, the directing of the sex instinct
- homosexual relationships. [35]

(b) An exploration of the view could include, e.g.:

- the purpose of marriage
- the unitive and procreative nature of the married relationship as inextricably linked
- the unitive purpose as of greater importance than the procreative aspect
- possible obsession with the procreative element
- attitudes to contraception
- anti-child mentality
- the role and status of women
- same sex unions
- other aspects, e.g. companionship, social purpose
- difficulties raised by infertility, unable to fulfil the procreative element
- religious and secular viewpoints. [15]

Section A

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Section B

AVAILABLE
MARKSAnswer **one** question

- 3 (a) A knowledge and understanding of the characteristics of utilitarianism could include, e.g.:
- a teleological theory, a consequentialist theory
 - the utility principle – “the greatest happiness of the greatest number”
 - use of the hedonic calculus
 - different types, e.g. Act, Rule, Preference
 - quantitative happiness v. qualitative happiness
 - distinction between higher and lower pleasures
 - a practical and democratic approach
 - the harm principle
 - its atheist and secular nature
 - key figures, e.g. Bentham, Mill, Singer
 - possible examples of its application, e.g. in medical ethics
 - the possibility of the end justifying the means. [35]
- (b) An exploration of the view could include, e.g.:
- consideration of the view in relation to other aspects of human experience
 - possible historical and/or contemporary exemplification
 - utilitarianism as “the ethics of the planet”
 - the extent to which utilitarianism has driven developments in bio-ethics, sexual ethics, business ethics, ecological matters
 - utilitarianism and the ethics of the state, e.g. China’s one child policy
 - the need to challenge the utilitarian ethic
 - problems presented by utilitarianism, e.g. moral slippage, treating people as a means to an end
 - the need to have absolute moral standards in ethics. [15]

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- 4 (a) A knowledge and understanding of the moral teaching of Paul could include, e.g.:
- the fundamental obligation to love
 - the call to imitate Christ
 - the role of the Holy Spirit
 - the community ethic
 - the freedom/law distinction
 - warnings against unlicensed liberty
 - a pastoral and moral ethic
 - its eschatological character
 - its situational character
 - possible reference to particular teaching, e.g. on marriage and virginity; religion and the state
 - the context of Paul's teaching. [35]
- (b) An exploration of the claim could include, e.g.:
- consideration of the claim in relation to other aspects of human experience
 - possible historical and/or contemporary examples
 - the eternal character of Paul's teaching
 - the exhortation to love, the community ethic, religion and the state
 - challenges presented by secularism and pluralism
 - the challenge of ethical relativism
 - the promotion of the individual ethic
 - Paul's conservatism, e.g. his views on women, views on headship. [15]

Section B

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50**Total****100**AVAILABLE
MARKS