



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

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## **Religious Studies**

**Assessment Unit AS 6**

*assessing*

**Religious Ethics: Foundations, Principles and Practice**

**[AR161]**

**MONDAY 18 JUNE, AFTERNOON**

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**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

AVAILABLE MARKS
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1 (a) A knowledge and understanding of Natural Law could include, e.g.:

- an approach characteristic of deontological ethics
- origins in Greek philosophy, developed by Aquinas
- its religious underpinning, there is no ultimate purpose to existence
- the importance of the place of reason
- interest in the moral action itself, the end does not justify the means
- distinction between efficient and final cause
- distinction between real and apparent goods
- distinction between interior and exterior acts
- primary and secondary precepts
- its profile in Roman Catholic teaching
- possible exemplification, e.g. in medical ethics, in sexual ethics
- the doctrine of Double Effect
- the use of casuistry. [35]

(b) An assessment of the claim could include, e.g.:

- Natural Law as a religious theory
- the universal nature of the theory
- the place given to human reason
- Protestants and Natural Law, e.g. human reason tainted by the Fall
- the Situation Ethicist, how Natural Law is inflexible and does not take account of the variety of situations
- Christian utilitarianism
- Natural Law as a medieval ethic and therefore, patriarchal in character
- views of Christian feminists
- the Naturalistic fallacy
- Natural Law as constituting fundamental moral standards
- the advent of New Classical Natural Law theory, e.g. John Finnis. [15]

- 2 (a) A knowledge and understanding of religious and non-religious views on euthanasia could include, e.g.:
- reference to various types of euthanasia, e.g. voluntary, involuntary, non-voluntary
  - the view of the sacredness of human life
  - God as the author of life
  - the body as the temple of the Holy Spirit
  - reference to scripture and the Commandments
  - the Christian view of suffering and death, the spiritual value of suffering
  - reference to Natural Law, Situation Ethics
  - particular reference to denominational views including conservative and liberal Christian views
  - the slippery slope argument
  - dangers of misuse
  - the value of hospice care, the demand for greater palliative care
  - the Acts/Omissions Doctrine
  - the Passive/Active Distinction
  - the right to freedom from unnecessary pain and suffering, quality of life argument
  - the right to a dignified death, a moral way to die
  - the principle – freedom to live, freedom to die
  - the sovereignty of the individual
  - respect for the autonomy of the dying person
  - the impugning of the teaching on the sacredness of human life
  - more efficient use of medical resources
  - the argument for assisted dying rather than assisted suicide. [35]
- (b) An exploration of the view could include, e.g.:
- arguments pertaining to the personhood debate, e.g. that it is axiomatic or earned, e.g. the views of Singer and Tooley
  - the criteria by which some might not recognise an individual as a person, e.g. someone who is comatose
  - some atheists view personhood as having no ontological existence
  - issues relevant to involuntary euthanasia, non-voluntary euthanasia
  - implications for infant euthanasia (infanticide)
  - human life created in the image of God
  - human life as sacred and precious
  - euthanasia as promoting a culture of death. [15]

**Section A**

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**50**

## Section B

AVAILABLE  
MARKS

- 3 (a)** A knowledge and understanding of the religious and moral issues relevant to NRT's could include, e.g.:
- possible reference to particular developments, e.g. IVF, cloning, ICSI, PGD
  - the role of science in human reproduction
  - the blight of infertility
  - reproductive freedom
  - utilitarian considerations
  - the Natural Law perspective
  - the view of Situation Ethics
  - the moral status of the embryo, the creation of spare embryos
  - the principle of the sanctity of human life
  - issues pertaining to personhood
  - implications for sex, marriage and family
  - the commodification of life
  - obsession with becoming pregnant, the right to have a baby
  - particular denominational views
  - relevant biblical teaching. [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 examples
  - the sovereignty of the individual
  - the role of personal preference
  - utilitarian considerations
  - humanitarian arguments
  - issues surrounding social and legal norms
  - rights and responsibilities
  - counteracting consumerist type choices, the consumerist culture
  - a child as a privilege and not a right
  - argument for adoption/fostering
  - love and compassion for the childless
  - homosexual couples and their right to a child
  - reference to childlessness as the will of God
  - recognition that the Bible has nothing directly to say about N.R.T.'s. [15]

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- 4 (a) A knowledge and understanding of religious and secular views on contraception could include, e.g.:
- consideration of the purpose of the conjugal act
  - the procreative and unitive aspects
  - distinction between natural and artificial means
  - particular denominational views
  - the Biblical injunction – Genesis 1:28
  - the Natural Law perspective
  - exercising responsible parenthood
  - feminist perspectives
  - the influence of Utilitarianism and Situation Ethics
  - the sovereignty of the individual
  - the role of personal choice
  - issues to do with freedom and dignity, especially for women
  - the role of conscience
  - the fear of a contraceptive mentality (anti-child). [35]

- (b) An assessment 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 need to balance the world's population with the earth's resources
  - the effectiveness of artificial contraception
  - utilitarian considerations
  - contraception as anti-child
  - conflict between state and religion
  - issues surrounding state managed fertility systems, e.g. China
  - cultural issues and problems
  - contraception as a "western" solution
  - the extent to which economic, social and educational improvements help to reduce population rise (improving living standards)
  - recognition that poverty impacts on population rise and the poor often cannot afford contraception
  - religious objections to population control, e.g. begetting children as a duty. [15]

**Section B**

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**50**

**Total**

**100**

AVAILABLE  
MARKS