



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2013**

---

## **Religious Studies**

**Assessment Unit AS 6**

*assessing*

Religious Ethics: Foundations,  
Principles and Practice

**[AR161]**

**MONDAY 24 JUNE, 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 very 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

- 1 (a) A knowledge and understanding of any **two** key figures to the development of Utilitarianism could include, e.g.:
- the contribution of Jeremy Bentham – maximise pleasure, avoid pain; the utility principle; the Hedonic Calculus; Act Utilitarianism
  - the contribution of John S. Mill – distinction between higher and lower pleasures; qualitative happiness against quantitative happiness; the harm principle; Rule Utilitarianism
  - the contribution of R.M. Hare – argued for Preference Utilitarianism, development of Two level Utilitarianism – a synthesis of Act and Rule Utilitarianism
  - the contribution of Peter Singer – identification with Preference Utilitarianism; Utilitarianism as providing a practical way of addressing moral dilemmas in an increasingly “God-less” society; religious approaches to morality as outdated, theory of interests, how Universalisation leads directly to Utilitarianism
  - Utilitarianism as a teleological approach to moral decision making
  - its atheistic, secular and practical character
  - Utilitarianism as having its roots in Epicureanism and Hedonism.
- [35]
- (b) An exploration of the view could include, e.g.:
- Utilitarianism as a consequentialist ethic
  - the possibility of the end justifying the means
  - the problem of majoritism – how Utilitarianism is very much seen as a numbers game possibly neglecting minority interests
  - the problem of the suffering of the innocent
  - possible reference to decisions which did have or could have a Utilitarian basis, e.g. bombing of Hiroshima/Nagasaki; the desire to make efficient use of health resources
  - how Utilitarianism provides a common sense practical approach to moral decision making
  - how embracing Utilitarianism does not mean the abandonment of rules
  - the argument that the end cannot justify the means
  - Dostoyevsky’s difficulty – how the loss of a single innocent life cannot be morally justified
  - Christian Utilitarianism
  - possible Nazi and Communist defence of moral actions on Utilitarian grounds.
- [15]

50

- 2 (a) A knowledge and understanding of Paul's ethics could include, e.g.:
- a pastoral and moral ethic, an extension of Jesus' teaching
  - the situational character
  - the eschatological character
  - the fundamental moral obligation to love
  - the call to imitate Christ
  - the role of the Holy Spirit
  - the community ethic
  - warnings against unlicensed liberty
  - the freedom/law distinction
  - the context of Paul's teaching
  - Paul's views on women
  - his views on headship
  - exemplification, with reference to Paul's letters, e.g.
    - marriage and virginity (1 Corinthians)
    - love (1 Corinthians)
    - Christian freedom (Galatians)
    - relationships between Church and State (Romans). [35]

- (b) An exploration of the view could include, e.g.:
- the Decalogue as containing the fundamental core teaching for Christian morality
  - the universal and eternal character of the Decalogue
  - the absolutist character of the Commandments
  - the Commandments as providing a fundamental charter of human rights
  - the negative character of the Commandments, e.g. women as possessions
  - how Jesus sought not to abrogate the O.T. Law but to bring it to its completion (Matthew 5:17)
  - the significance of the Sermon on the Mount for the Christian
  - the positive thrust of Jesus' teaching
  - how Paul reinforced Jesus' teaching particularly the command to love
  - Paul's standards as forming the basis for later Christian thought
  - the perceived negativity of aspects of Paul's teaching, e.g. women
  - Paul's standards as not demanding enough, e.g. attitudes to slavery, the State
  - the high demands associated with Paul, e.g. love, marriage, sexual morality
  - how both can be equally appreciated within Christian teaching. [15]

**Section A**

50

**50**

## Section B

AVAILABLE  
MARKS

- 3 (a) A knowledge and understanding of the religious and ethical views on key issues in the abortion debate could include, e.g.:
- identification of the key issues, e.g. the moral status of the unborn child, the rights issue
  - attitudes to issues pertaining to personhood and ensoulment
  - the rights debate – assertion of absolute rights; conflicting rights; rights and responsibilities
  - views on the various circumstances for abortion, e.g. eugenic, social, ethical, therapeutic
  - the Doctrine of Double Effect
  - religious teaching on the Sanctity of Human Life
  - the Scriptural basis of Christian teaching, e.g. Genesis, Jeremiah, Paul
  - the implications of the Fifth Commandment
  - reference to various Christian denominational perspectives
  - conservative Christian views as against more liberal Christian views
  - the approach of Situation Ethics
  - secular and Utilitarian views, e.g. Peter Singer
  - feminist views, e.g. Judith Thomson, Naomi Wolff
  - the call for abortion on demand
  - abortion as a form of contraception. [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
  - abortion as undermining the status of motherhood
  - abortion as anti-child, the foetus is “nothing paradigm”
  - abortion as anti-female, e.g. the targeting of female foetuses through sex selection
  - changing attitudes to disability
  - abortion as a method of state fertility management, e.g. China
  - abortion as a form of female emancipation
  - abortion and sexual freedom
  - abortion as a lesser evil
  - the case of Savita Halappanavar in the Republic of Ireland, the X case
  - the challenge to adhere to religious principles to protect women and the value of human life. [15]

50

- 4 (a) A knowledge and understanding of the religious and moral difficulties raised by same-sex relationships for Christians could include, e.g.:
- reference to relevant Biblical teaching, e.g. Genesis, Leviticus, Paul
  - reference to relevant ethical theory, e.g. Natural Moral Law, Situation Ethics
  - conservative Christian views as against liberal Christian views
  - particular denominational views
  - heterosexual married love or celibacy as the norm
  - homosexuality as unbiblical and unnatural, a perversion and a sin
  - Christian obsession with homosexuality
  - Biblical teaching as being historically and culturally bound
  - the moral distinction between the inclination and the act
  - Jesus' exhortation of the command to love
  - issues pertaining to justice, equality and rights
  - issues surrounding civil partnerships, adoption of children, access to Christian ministry
  - the debate surrounding causes, e.g. gay genes
  - possible reference to the Presbyterian Church of Scotland's recent change of position in relation to gay ministers. [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
  - sex as closely tied to marriage in the traditional Christian outlook
  - the unitive and procreative nature of the married relationship as inextricably linked
  - views on pre-marital sex, extra-marital sex
  - views on recreational sex, solitary sex, sexual promiscuity
  - the value of chastity
  - the sin of fornication
  - the issue of cohabitation
  - the place of sexual abstinence within the married relationship, e.g. as a form of sacrifice due to a religious ideal; as a necessity due to health factors; as a consequence of STI's
  - issues raised by the sex industry
  - personal freedom/choice argument
  - the potential for sexual emancipation, liberation and freedom due to contraception and the wide availability in many countries of abortion on demand. [15]

Section B

Total

AVAILABLE  
MARKS

50

50

100