



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2015**

Religious Studies

Assessment Unit AS 6

assessing

Religious Ethics: Foundations, Principles and Practice

[AR161]

WEDNESDAY 17 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 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) An explanation of the statement in relation to Paul's ethical teaching could include, e.g.

- the challenge to imitate the example of Jesus
- the fundamental obligation to love, the principle of agapé
- the challenge to build up God's kingdom on earth (Kingdom Ethics)
- the importance of the ethical behaviour of Christians
- how doctrine and morality cannot be separated
- the role of the Holy Spirit
- the freedom/law distinction
- warnings against unlicensed liberty
- a pastoral and moral ethic
- its eschatological character
- its situational character
- reference to specific moral teaching, e.g. on marriage and virginity; sexual immorality; religion and state
- the extent to which Paul's teaching demands high standards of the Christian
- morality as having an evangelical impact
- the context of Paul's teaching

[35]

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

- how the moral teaching of Jesus is fundamental to the ethical behaviour of the Christian
- Christian discipleship as essentially emulating the example of Jesus
- the essence of Jesus' moral teaching – love God, love your neighbour
- the high standards demanded by Jesus, e.g. agapeistic love, love your enemy, do not seek revenge, be discerning in judgement
- the importance of the innermost motivation, e.g. how the outward act of murder is traced to unreconciled anger
- how Paul sought to be faithful to the example of Jesus
- how the same emphasis is evident, e.g. agapeistic love, the eschatological nature of morality, attitudes to divorce
- how Paul appears to be more demanding in certain respects, e.g. issues pertaining to women, celibacy
- how the Decalogue was not abrogated by either Jesus or Paul
- how Paul expands on the teaching of Jesus, e.g. his description of love
- how Christians are called to be faithful to the teaching of both Jesus and Paul
- how Paul the persecutor of Christians became an apologist for Christianity

[15]

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2 (a) An explanation of the appeal of Utilitarianism in a secular age with reference to moral examples could include, e.g.

- the atheistic and secular nature of the utilitarian ethic
- the changing nature of the contemporary age – increasingly secular and pluralistic
- the abandoning of deontological approaches in the post-modern age
- how Utilitarianism appeals to atheists who wish not to identify with traditional religious approaches (e.g. Natural Law) and avoid accusations of moral nihilism
- the practical and democratic appeal of Utilitarianism
- specific reference to moral examples, e.g. abortion, euthanasia, reproductive technology
- the attractiveness of the utility principle “the greatest happiness of the greatest number”
- Utilitarianism as a teleological theory
- the ideas of key utilitarians, e.g. Bentham, Mill, Singer
- different types of Utilitarianism, e.g. Act, Rule, Preference
- use of the Hedonic Calculus
- quantitative happiness v qualitative happiness
- the increasing appeal of Utilitarianism in the areas of medical and sexual ethics

[35]

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

- Christian ethics as underpinned by belief in God with morality having an eternal dimension
- the deontological character of religious ethics
- the place of the Ten Commandments within Christian ethics
- the place of the moral teaching of Jesus and Paul in Christian ethics
- the place of moral absolutes within religion
- the importance of the nature of the act and intention in Christian ethics
- how the act can be seen to be either intrinsically right or wrong
- Utilitarianism as a consequentialist ethic
- its atheistic underpinning and secular appeal
- how the act is neither intrinsically right or wrong
- the relativistic character of the teleological ethic
- how the end can justify the means in Utilitarianism
- conflicting attitudes to particular moral issues, e.g. same-sex marriage
- Christian Utilitarianism as a type of Rule Utilitarianism
- the extent to which Situation Ethics is a form of Utilitarianism
- how Utilitarianism appears to insist on the application of a moral absolute i.e. the utility principle

[15]

AVAILABLE
MARKS

50

Section A**50**

Section B

Answer **one** question.

AVAILABLE
MARKS

- 3 (a)** An explanation of the Christian principle of the Sacredness of Human Life with reference to relevant examples could include, e.g.
- human life as seen to be “Imago Dei” and thus to have intrinsic value
 - God as the author of life, humankind as the apex of creation
 - how the principle is defined and reinforced by Scriptural teaching, e.g. Genesis, the Decalogue, Job, Jeremiah, Jesus, John, Paul
 - the affirmation of the principle in Natural Law teaching in the primary precepts identified by Aquinas and subsequent implications, e.g. innocent human life must be protected
 - consideration of relevant examples, e.g. abortion, euthanasia, I.V.F., embryo experimentation, suicide
 - possible reference to other ethical perspectives, e.g. Kant’s sanctity of life argument and the universal goodwill; Situation Ethics and its advocacy of the primacy of love
 - how the Sanctity of Life informs the issue of personhood, e.g. in Roman Catholic teaching, personhood is conferred from the moment of conception
 - less absolutist positions, e.g. life is not to be preserved at all costs but to be treated with dignity
 - some awareness of differing views amongst Christians [35]
- (b)** An exploration of the view in relation to other aspects of human experience may include, e.g.
- an open-ended response citing relevant contemporary and/or historical examples
 - the changing nature of contemporary society as influenced by post-Modernism where religious teaching appears to be in decline and moral uncertainty abounds
 - the demise of traditional religious teaching, e.g. how for some the Decalogue is an outdated approach to morality
 - the increasingly relativistic nature of morality
 - how the principle of the Sanctity of Life has been replaced with the Quality of Life principle
 - the increasingly consumerist type attitudes to morality evident in bio-ethics
 - how human life is being accorded instrumental rather than intrinsic value
 - how the Sanctity of Life principle is still cherished by religious believers
 - how the principle can still inform issues in areas such as medical ethics or war
 - the importance of protecting innocent life
 - human life as being valuable and precious, possibly sacred
 - the challenge to confront paradigms such as “the foetus is nothing” as held by some feminist advocates
 - how some religious figures have compromised the principle through their immoral behaviour, e.g. abuse of the defenceless [15]

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- 4 (a) An account of the moral problems for Christians on the issue of contraception may include, e.g.
- the Biblical injunction (Genesis 1:28)
 - the ultimate purpose of the conjugal act
 - the relationship between the procreative and unitive aspects of the sexual act – can they be separated or not?
 - the need to exercise responsible parenthood, to control generative faculties
 - fidelity to church teaching, e.g. Roman Catholics and *Humanae Vitae*
 - the distinction between natural and artificial means
 - the role of conscience
 - liberal Christian views; the role of personal choice, birth control as a duty
 - other Christian views, e.g. Quiverfull Christians who accept as many children as God gives as a sign of obedience and a bid to ensure the future of the faith (inspiration from Psalm 127)
 - issues to do with freedom and dignity, the views of Christian feminists
 - the fear of a contraceptive mentality (anti-child)
 - the problems presented by abortifacient types of birth control
 - the Natural Law perspective, Proportionalism
 - the influence of Utilitarianism and Situation Ethics
 - the moral imperative for contraception in light of the AIDS crisis [35]

- (b) An exploration of the view in relation to other aspects of human experience may include, e.g.

- an open-ended response citing relevant contemporary and/or historical examples
- the autonomy of the individual, the role of personal choice and freedom
- the begetting of children as a duty either in terms of fidelity to religious teaching or cultural tradition
- the duty of the state to look after the ‘common good’
- the need to control population growth, the teenage pregnancy rate
- consideration of State managed fertility projects such as China’s one child policy; the Baltimore experiment in the USA (the Norplant controversy and black eugenics); Nazi Germany
- the views of Victoria Gillick (1980s)
- contraception as a “western” solution
- the extent to which economic, social and educational improvements could help to reduce population rise
- should ‘unfit’ parents be allowed to have children?
- the State’s role in the treatment of infertility [15]

Section B

Total

AVAILABLE
MARKS

50

50

100