



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

Religious Studies

Assessment Unit AS 6

assessing

Religious Ethics: Foundations, Principles and Practice

[AR161]

TUESDAY 30 MAY, 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.

- 1 (a) An explanation of the teaching in the Sermon with reference to examples and the statement could include, e.g.:
- how the Sermon highlights the importance of the proper internal moral disposition
 - the rejection of hypocrisy, the importance of purity of heart, discernment in judgement
 - how Jesus made a distinction between the exterior act and the interior attitude
 - reference to any examples from the Sermon to exemplify, e.g. the Beatitudes, the antitheses, attitudes to religious duties, judgement
 - how the Sermon acts as a blueprint for Christian ethics, society and all morality
 - the challenge to perfection, Jesus setting a higher moral standard
 - the essence of Christian discipleship in love of God and of neighbour
 - context of the Sermon as the defining of Old Testament law [35]
- (b) An exploration of the view that the Bible has little relevance for issues in medical ethics could include, e.g.:
- how the Bible does not deal with any scenarios currently in medical ethics, e.g. euthanasia, IVF, mitochondrial disease
 - how there are very few issues relevant to medical ethics dealt with in the Bible as a whole
 - how the Bible can offer principles that can help to inform issues in medical ethics, e.g. the Sanctity of Life, human dignity, responsibility, showing mercy, purity of intention, importance of justice, discernment in judgement, spirit of gentleness, importance of prayer
 - the prohibition on killing in the Commandments, the importance of moral absolutes
 - how such principles/teachings for the Christian are unchanging
 - how such principles can help to counteract relativism
 - how biblical ethics can be seen by some to be outdated, e.g. Peter Singer
 - the high standards set by biblical ethics
 - the use of Natural Moral Law by some Christians in medical ethics
 - the appeal of Situation Ethics, Christian Utilitarianism
 - issues created by conflicting interpretation of scripture
 - how a multi-ethnic and multicultural society can pose problems [15]

AVAILABLE
MARKS

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2 (a) An explanation as to how Situation Ethics is faithful to the moral example of Jesus could include, e.g.:

- how Situation Ethics as articulated by Joseph Fletcher is modelled on the moral example of Jesus
- the publication of Fletcher's work 'Situation Ethics' (1966) which was to prove seminal in the development of Christian Ethics
- how in Situation Ethics the person is called to emulate the example of Jesus in love of God and love of neighbour
- Jesus' opposition to legalism, Fletcher's rejection of legalism
- Jesus' advocacy of love and hence the importance of the love ethic in Situation Ethics
- how agape love should be the ruling norm in moral decision making, nothing else
- how love's decisions are made situationally, not prescriptively
- the inspiration drawn from the Gospel narratives, e.g. John 8:1–11
- Fletcher's working principles – Pragmatism, Relativism, Positivism, Personalism

[35]

(b) Comment on the claim that the central problem with Situation Ethics is that anything could be justified in the name of love could include, e.g.:

- how the love ethic could be used to justify almost anything, e.g. mercy killing, abortion, adultery
- how the love ethic could seriously compromise justice, e.g. the loving thing to do need not be the right thing to do
- how in Roman Catholicism, the Magisterium is very critical of Situation Ethics
- the relativistic character of Situation Ethics
- reference to case studies used by Fletcher, e.g. Mrs Bergmeier and sacrificial adultery
- the type of love that is envisaged – agapeistic love
- how this type of love might be impossible for humans who are tainted with sin and selfishness
- how Jesus and Fletcher did not countenance antinomianism
- how the only absolute is the command to love
- the importance of the virtue of mercy for the Christian
- the attractiveness of Situation Ethics for many Christians, especially those active in pastoral care
- how for some the end can simply not justify the means, the notion of intrinsic evil

[15]

Section AAVAILABLE
MARKS

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Section B

Answer **one** question.

3 (a) An account of the moral difficulties that abortion raises for the Christian with particular reference to the issue of when the mother's life is at risk could include, e.g.:

- the Christian view of the Sacredness of Human Life
- the Scriptural basis of this teaching, e.g. Genesis, Jeremiah, Paul
- the prohibition on killing in the Ten Commandments
- the understanding of personhood and ensoulment
- understanding of the moral status of the unborn child and the issue of rights
- views on the various circumstances for abortion, e.g. eugenic, social ethical, therapeutic
- specific reference to issues surrounding the therapeutic (medical) indication of where the mother's life is at risk
- the distinction between direct therapeutic abortion and indirect therapeutic abortion
- the application of the Doctrine of Double Effect
- various Christian denominational perspectives
- conservative Christian views as against more liberal Christian views
- reference to relevant ethical theory, e.g. Natural Moral Law [35]

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

- the role of the State to act in the interests of the common good
- how in a number of states human dignity and respect for life is affirmed through various ways, e.g. the recognition of Human Rights, legislation, welfare support, ready access to health care
- how particular issues such as abortion, euthanasia and capital punishment are viewed in some states
- pressure on the State in terms of economic difficulties, population rise, ageing populations
- how human dignity and respect for life are undermined in some states, e.g. the use of barbaric means of execution, enforced abortion, the targeting of female foetuses
- attitudes to disability, especially changing attitudes, e.g. Down's Syndrome
- the involvement of some states in genocide
- the relationship between religion and the state
- the argument for the sovereignty of the individual
- possible historical and/or contemporary exemplification [15]

AVAILABLE
MARKS

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- 4 (a) An explanation of the religious and moral issues raised by same sex relationships for the Christian with particular reference to the relevance of Natural Law could include, e.g.:
- reference to relevant Biblical teaching, e.g. Genesis, Leviticus, Paul
 - same sex relationships as unbiblical and unnatural, a perversion and a sin
 - heterosexual married love or celibacy as the norm
 - particular reference to Natural Moral Law with consideration of the relevance of the primary precepts, the distinction between the efficient cause and the final cause, the nature of the act
 - the moral distinction between the inclination and the act
 - issues surrounding same sex marriage, adoption of children, access to Christian ministry
 - conservative Christian views as against liberal Christian views
 - particular denominational views
 - issues pertaining to justice, equality and rights including non-religious views
 - the influence of competing views, e.g. Situation Ethics, Christian Utilitarianism

[35]

- (b) An exploration of the claim with reference to other aspects of human experience could include, e.g.:

- chastity as an ideal to be cherished, a form of sacrifice, as a reality in some relationships
- chastity as a desirable and necessary virtue in an age of sexual decadence
- chastity as desirable but not necessary in human relationships
- the need to challenge an age that is increasingly individualistic, consumerist and hedonistic in character
- how for some Christians, chastity is a higher calling
- the role of sexual abstinence in religious orders
- chastity as an old fashioned virtue
- the impugning of the virtue of chastity in the contemporary age
- the impact of female emancipation, of the sexual revolution (1960s)
- the impact of contraception
- personal autonomy and sexual freedom
- the impact of the sex industry
- sex, pleasure and human well-being
- the role of the media in shaping sexual morality
- possible historical and/or contemporary exemplification

[15]

Section B**Total****AVAILABLE
MARKS**

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50**100**