



Oxford Cambridge and RSA

GCE

Religious Studies

H173/02: Religion and ethics

Advanced Subsidiary GCE

Mark Scheme for November 2020

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Indicative content – Responses might include:	Guidance
<p>1. ‘The strengths of situation ethics outweigh its weaknesses.’ Discuss.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:</p> <ul style="list-style-type: none"> • origins of <i>agape</i> in the New Testament and its religious development in the writing of Fletcher • Fletcher’s six propositions and how they give rise to the theory of situation ethics and its approach to moral decision-making: <ol style="list-style-type: none"> (1) love is the only thing which is intrinsically good (2) love is the ruling norm in moral decision-making and replaces all laws (3) love and justice are the same thing – justice is love which is distributed (4) love wills the neighbour’s good regardless of whether the neighbour is liked or not (5) love is the goal of the act and justifies any means to achieve that goal (6) love decides on each situation as it arises without a set of laws to guide it • Fletcher’s four working principles and how they are intended to be applied to moral decision-making: <ol style="list-style-type: none"> (1) pragmatism – decisions based on experience rather than theory (2) relativism – decisions based on making the absolute laws of Christian ethics relative (3) positivism – decisions begin with belief in the reality and importance of love (4) personalism – decisions recognise that persons, not laws or anything else, are at the centre of this approach • Fletcher’s understanding of what conscience is and what it is not according i.e. a verb not a noun, a term which describes attempts to make decisions creatively. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments;</p> <ul style="list-style-type: none"> • Some candidates might argue that the statement is convincing based on some of the following possible reasons: <ul style="list-style-type: none"> ○ according to the first of Fletcher’s six propositions, situation ethics is easy to apply since it is based on love being the only thing which is intrinsically good ○ according to the sixth of Fletcher’s six propositions, situation ethics is uncomplicated as it does not require reference to a set of laws to guide it in moral decision-making ○ according to pragmatism, the first of Fletcher’s four working principles, situation ethics is applicable in all areas of moral decision-making since it is based on experience rather than theory 	<p>To attain higher levels candidates may examine the concept of <i>agape</i> in depth.</p> <p>Candidates could compare Situation Ethics to other ethical theories when assessing strengths and weaknesses.</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> ○ according to personalism, the fourth of Fletcher's four working principles, situation ethics has the interests of the person at the centre of its approach rather than laws or anything else. ○ Candidates may use examples to exemplify their points <ul style="list-style-type: none"> ● Some candidates might argue that the statement is not convincing based on some of the following possible reasons: <ul style="list-style-type: none"> ○ according to the second of Fletcher's six propositions, situation ethics has no framework to help in moral decision-making outside of love which is in itself not clearly defined ○ according to the fifth of Fletcher's six propositions, situation ethics can justify any action be it good, bad, right or wrong providing that the love is seen as the goal of the act ○ according to relativism, the second of Fletcher's four working principles, situation ethics requires a full understanding of each action in moral decision-making since there are no binding absolute laws to provide guidance ○ according to positivism, the third of Fletcher's four working principles, situation ethics requires belief in the reality and importance of love as an a priori even though no basis is given for such belief. ○ Candidates may use examples to exemplify their points ● Some candidates may combine these views and argue that overall the strengths and weaknesses of situation ethics balance each other out making it, for example, an ethical theory which is useful in some areas of moral decision-making but not in other areas of moral decision-making. 	

Indicative content – Responses might include:	Guidance
<p data-bbox="213 237 973 304">2. To what extent is natural law too reliant on <i>telos</i> in making moral decisions?</p> <p data-bbox="165 338 1023 405">AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:</p> <ul data-bbox="213 443 1070 887" style="list-style-type: none"> • origins of the concept of <i>telos</i> in Aristotle • religious development of <i>telos</i> in the writings of Aquinas • the four tiers of law (eternal, divine, natural and human) as part of the <i>telos</i> of the universe as a whole • the key precept do good, avoid evil, and human nature having an orientation towards the good, as being part of the human <i>telos</i> • the five primary precepts (preservation of life, ordering of society, worship of God, education of children, reproduction) and the secondary precepts as contributory parts of the human <i>telos</i> • judgment about something being good, bad, right or wrong being based on its success or failure in achieving its <i>telos</i>. <p data-bbox="165 920 1043 987">AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul data-bbox="165 1025 1066 1998" style="list-style-type: none"> • Some candidates might argue that natural law is too reliant on the concept of <i>telos</i> in moral decision-making because: <ul style="list-style-type: none"> ○ moral decision-making may be concerned with actions which have more than one possible <i>telos</i> or no obvious <i>telos</i> which brings into question natural law's reliance on <i>telos</i> ○ the concept of <i>telos</i> in natural law is entirely dependent on an overarching religious and philosophical <i>a priori</i> view that the universe has a <i>telos</i> for which there is no proof ○ moral decision-making requires flexibility and a relativist approach which is prevented by natural law's reliance on the absolute outcome of the <i>telos</i> ○ the concept of <i>telos</i> is insufficient as the sole means to be relied upon in deciding whether a moral decision is good, bad, right or wrong ○ moral decision-making in the modern world cannot rely on the concept of <i>telos</i> as it belongs to a pre-scientific worldview as found in the work of Aristotle and Aquinas. ○ Candidates may use examples to exemplify their point • Some candidates might argue that natural law is not too reliant on <i>telos</i> in moral decision-making because: <ul style="list-style-type: none"> ○ moral decision-making requires common-sense and easily accessible criteria which are provided by the concept of <i>telos</i> ○ the concept of <i>telos</i> in natural law provides an absolutist approach which is required in moral decision-making insofar as actions in themselves can be determined to be good, bad, right or wrong 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> ○ moral decision-making which is reliant on the concept of <i>telos</i> requires an outcome which is good and right; this builds on natural law's approach that human nature has an orientation towards the good ○ the concept of <i>telos</i> ensures that moral decision-making is not centred on the individual but recognises the wider orbit of the common good through the ordering of society ○ the fact that the concept of <i>telos</i> has been well-established over time and place means that natural law is correct to be reliant upon it in moral decision-making. ○ Candidates may use examples to exemplify their point <ul style="list-style-type: none"> ● Some candidates may combine these views and argue that natural law is not overly reliant on the concept of <i>telos</i> as much depends on the definition and application of <i>telos</i> and on whether it can be incorporated into moral decision-making in the modern world. 	

Indicative content – Responses might include:	Guidance
<p data-bbox="213 304 1066 367">3. Assess the view that non-voluntary euthanasia is morally unacceptable.</p> <p data-bbox="165 405 1023 470">AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:</p> <ul data-bbox="213 508 1066 1016" style="list-style-type: none"> • key idea of sanctity of life - that human life is made in God's image and is therefore sacred in value - and its application to non-voluntary euthanasia • key idea of quality of life - that human life has to possess certain attributes in order to have value - and its application to non-voluntary euthanasia • identification of voluntary euthanasia - that a person's life is ended at their request or with their consent – and how it is distinguished from non-voluntary euthanasia • identification of non-voluntary euthanasia - that a person's life is ended without their consent but with the consent of someone representing their interests • the use of non-voluntary euthanasia in the case of patients with incurable or terminal illness and in the case of patients who are in a persistent vegetative state. <p data-bbox="165 1055 1043 1120">AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul data-bbox="165 1158 1078 1928" style="list-style-type: none"> • Some candidates might argue that non-voluntary euthanasia is morally unacceptable because: <ul style="list-style-type: none"> ○ the principle of a person having autonomy over their own life and decisions made about it, is set aside in favour of decisions made by medical staff and family members ○ non-voluntary euthanasia contradicts the teaching of sanctity of life in taking rights over the ending of human life away from God and giving them to medical staff and family members ○ human life even in the case of a patient who is in a persistent vegetative state has intrinsic value which should not be ended through non-voluntary euthanasia ○ preservation of life - which is one of the precepts of natural law - is ignored when non-voluntary euthanasia is carried out and this undermines the ordering of society – another precept of natural law ○ personalism – the fourth of Fletcher's four working principles – is ignored because the interests of the person on whom non-voluntary euthanasia is carried out, are set aside in favour of other principles. • Some candidates might argue that non-voluntary euthanasia is morally acceptable because: 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> ○ non-voluntary euthanasia upholds the key of quality of life – that if human life is lacking in those attributes which give it value then it can be ended ○ sanctity of life has no meaning in twenty-first century medical ethics and thus non-voluntary euthanasia has no significance other than ending a human life which for valid reasons medical staff and family members ask to be ended ○ there is no difference between non-voluntary euthanasia which is medical intervention to end a patient’s life and the accepted practice of medical non-intervention to end a person’s life ○ non-voluntary euthanasia in the case of a patient in a persistent vegetative state, is based on the expertise of medical staff and the interests of family members who are the only authority in such cases ○ the second of Fletcher’s six propositions states that love is the ruling norm in moral decision-making and replaces all laws; non-voluntary euthanasia may provide the most loving outcome for medical staff, family members and the wider society. <p>Some candidates may combine these views and argue that whilst in principle non-voluntary euthanasia is morally unacceptable in practice it is acceptable for particular patients such as those who are in a persistent vegetative state</p>	

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 1 (AO1) <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> • <i>Religious, philosophical and/or ethical thought and teaching</i> • <i>Approaches to the study of religion and belief</i> 	Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.
5 (13–15)	A very good demonstration of knowledge and understanding in response to the question : <ul style="list-style-type: none"> • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
4 (10–12)	A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
3 (7–9)	A satisfactory demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • generally addresses the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success	
2 (4–6)	A basic demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. a limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success	
1 (1–3)	A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding 	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
5 (13–15)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear and convincing argument • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
4 (10–12)	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
3 (7–9)	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success <p>Assessment of Extended Response: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
2 (4–6)	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success <p>Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
1 (1–3)	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>	
0 (0)	No creditworthy response	

Annotations

Annotation	Meaning
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	(H573 only) Level six - to be used at the end of each part of the response in the margin.
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

SUBJECT-SPECIFIC MARKING INSTRUCTIONS

H173, H573 AS and A Level Religious Studies

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Lead Marker and Team Leaders.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study the Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

The Mark Scheme contains a description of possible/content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.

The Levels of Response must be used in conjunction with the outlined indicative content.

Assessment Objectives

Two Assessment Objectives are being assessed in all questions:

AO1 (Demonstrate knowledge and understanding of religion and belief) and

AO2 (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study).

Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed.

Responses are credited for **AO2** for how well the response addresses the question, for candidates using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response

Questions in this paper are marked using a levels of response grid. When using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response or particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.

Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Assessment of Extended Response

The GCE General Conditions of Recognition state that:

GCE 5.1 In designing and setting the assessments for a GCE qualification which it makes available, or proposes to make available, and awarding organization must ensure that, taken together, those assessments include questions or tasks which allow Learners to -

- a) provide extended responses

As such, the quality of extended responses are assessed in all questions. While marks are not specifically given for this, descriptors for extended responses can be found in the AO2 Levels of Response *in italics*.

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