

GCE 2005
January Series



Mark Scheme

Religious Studies Specification

RS04 An introduction to Religion and Ethics

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

[Marks for 10-mark questions are shown in brackets]

Level	AS Descriptors for Quality of Written Communication in AO1 and AO2	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks
5	Appropriate form and style of writing, clear and coherent organisation of information, with appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.	A thorough treatment of the topic within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples.	13-15 [9-10]	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments and are critically analysed. A process of reasoning leads to an appropriate conclusion.	13-15
4	Appropriate form and style of writing; generally clear and coherent organisation of information, mainly appropriate and accurate use of specialist vocabulary; good legibility and fairly high level of spelling, punctuation and grammar.	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples.	10-12 [7-8]	A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning.	10-12
3	Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary. Satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding.	7-9 [5-6]	Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence.	7-9
2	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.	An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence.	4-6 [3-4]	A simple argument, with some evidence in support.	4-6
1	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Isolated elements of accurate and relevant information. Slight signs of understanding.	1-3 [1-2]	A few basic points which are relevant, but no real argument.	1-3
0	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0

RS04: An introduction to Religion and Ethics**1 Read the passage and answer questions (a) and (b) which follow.**

“The increasing human population is causing all kinds of pollution issues. As the population grows, its need for food and energy increases, as well as the amount of waste it produces. It is our moral duty to do something about these problems, now.”

(a) Explain what one religion you have studied says about the problem of pollution.

Candidates should state the views of one religion. They are not expected to mention varying points of view within that religion. There should be some understanding of why the chosen religion holds the views it does, with evidence from holy books, leaders and / or tradition.

e.g.

Buddhism:

Buddhists believe that they should engage with the world to stop the planet becoming neglected and polluted.

Everyone must act collectively to ‘heal’ the planet.

If everyone works towards having a healthy mind, then people are less likely to create a sick environment.

This is karma.

(10 marks) AO1

(b) Outline how Kant’s theory of ‘the good will’ might be applied to the problem of pollution.

Candidates need to show knowledge of Kant’s theory of ‘good will’ and then apply it to pollution issues.

Candidates may make mention of the following:

- To have a good will is to do one’s duty.
- To do one’s duty is to perform actions that are required morally and to avoid immoral actions, so it is one’s duty to one’s fellow human beings, and generations to come, to keep the planet clean.
- Actions should not be performed out of a desire for good (personal) consequences, so industrialists, etc. need to question why they allow their factories to belch out fumes and pollution; car owners need to consider other ‘greener’ ways of travelling.
- Actions should not be performed out of love or compassion, but out of a sense of duty.
- A sense of duty comes through the use of reason; is it reasonable to continue polluting the world at the rate we are doing?
- Any reaction to a moral situation should be rational rather than emotional; buying a diesel car might mean that one uses less fuel, but is the fuel-type less ‘green’?

(The ideas above are only examples of the ways candidates might show understanding of the application of Kant’s idea of ‘the good will’ to the problem of pollution).

(10 marks) AO1

2 (a) Explain the central principles of Utilitarianism as set out by JS Mill.

Candidates need to explain Mill's version of Utilitarianism. Candidates should include some of the following:

- Mill, like Bentham, was a consequentialist.
- Mill, like Bentham, believed in the 'greatest happiness for the greatest number'.
- Mill accepted the principle of utility, but was concerned over the quantity of pleasure being the important factor.
- He developed the importance of qualitative pleasures.
- He also distinguished between higher pleasures (of the mind) and lower pleasures (to do with the body).
- He introduced the concept of competent judges, to confirm qualitative pleasures.
- Mill also developed the ideas of sanctions / punishments, particularly internal sanctions.
- Mill is associated with Rule Utilitarianism rather than Act Utilitarianism.

(15 marks) AO1

- (b) *Examine the views of one religion you have studied on the allocation of medical resources, and assess the claim that Utilitarianism provides a better guide to this issue than does religion.*

Examine

Candidates need to state and explain the views within a religion they have studied on the allocation of medical resources. It is not necessary to mention different views within the religion, but candidates do need to show understanding of why the chosen religion holds the views, with evidence from holy books, leaders and / or tradition.

e.g.

Islam

Islam teaches that to be greedy is a sin.

People should only receive in measure to what they deserve.

All should be treated equally, and to look for preferential treatment, especially in terms of buying it, is very wrong.

However, the needs of a suffering person must be attended to.

(10 marks) AO1

Candidates need to discuss the various merits of applying either religious principles or those of utilitarianism (not necessarily the views of Mill alone) to the difficulty of allocating medical resources.

Assess

For Utilitarianism

Utilitarianism is based on the importance of the consequences, which is very much the issue with medical resources.

Following the hedonic calculus might allow ‘worthy’ people to receive scarce resources.

Utilitarianism is quite a democratic process of decision making.

Which religion would provide the guiding principles? Would there be bias to followers of that faith?

For Religion

Utilitarianism does not look after the needs of the minority: religion cares for all.

Utilitarianism pays no attention to motives; religion looks to the whole picture.

Utilitarianism is not based on justice; a religious viewpoint should be.

Not easy to use the hedonic calculus as a means of making decisions.

(15 marks) AO2

3 (a) ***Explain the teachings of one religion you have studied concerning euthanasia.***

Candidates will be expected to state and explain the views held by one religion regarding euthanasia. It is not necessary to mention different views within the religion, but candidates should show understanding of why the religion chosen holds the views, with evidence from holy books, leaders and / or tradition.

Maximum Level 3 for an outline answer without explanation.

e.g.

Christianity

Life is a gift from God.

Life is sacred.

All life has dignity.

Death is not the end, and not a disaster.

There are better ways of dying, such as in hospices.

It is up to God whether we live or die.

It is up to God when we die.

Euthanasia is killing a life.

(15 marks) AO1

(b) ***Explain how Kant's theory of the Universal Law could be applied to the issue of euthanasia, and assess the view that any law on euthanasia should be based on this theory.***

Explain

Candidates need to explain and apply Kant's theory of Universal Law to the issue of euthanasia.

Candidates need to develop the three formulations of the Categorical Imperative

- Before acting, one needs to work out a rule / maxim.
- Can everyone, at all times, follow this?
- If so, then the maxim can be universalised.
- All people should act in the same way.
- The use of reason in considering the maxim.
- The concern with actions rather than the consequences.
- Treating humans as ends in themselves, rather than as a means to an end.
- Act as if you live in a Kingdom of Ends.

(10 marks) AO1

Assess

Candidates then need to discuss whether the application of Kant's theory should be the legal position regarding Euthanasia today, or whether some other ethical principle (religion or even Utilitarianism) would be more appropriate.

For

It is important and caring to treat people as ends in themselves.
Motives are important in making decisions about life and death.
Kantian principles are very humane; the use of reason versus emotion.
Kantian principles also put a high emphasis upon justice.

Against

Problems of the Universal Law idea.
The problem of 'duty' conflicting duties and *prima facie* duties.
Shouldn't lawful acts be based on more than just 'good will'?
What about those whose reasoning faculties are impaired? Is the use of reason 'reasonable' in this case?
Religious views look to the wider picture.
Religious views consider the sanctity of life.
Utilitarianism would consider the views of the majority.
Utilitarianism would focus on the consequences.

(15 marks) AO2