

General Certificate of Education

Religious Studies 6061

Studies in Religion and Ethics RS09

Mark Scheme

2006 examination – June series

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Examination Levels of Response

Religious Studies (Advanced) A2 Level Descriptors

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

Level	A2 Descriptor for Quality of Written Communication in AO1 and AO2	A2 Descriptor AO1	Marks	A2 Descriptor AO2	Marks
5	Highly appropriate form and style of writing; clear and coherent organisation of information; 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, which may be in depth or breadth. Information is accurate and relevant. A thorough understanding is shown through good use of relevant evidence and examples. Where appropriate good knowledge and understanding of diversity of views and / or scholarly opinion is demonstrated.	17-20 [9-10]	A very good response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed and evaluated perceptively. Effective use is made of evidence to sustain an argument. Systematic analysis and reasoning leads to appropriate conclusions. There may be evidence of independent thought.	17-20
4	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.	A generally thorough treatment of the topic. Information is accurate and relevant. Good understanding is demonstrated through use of relevant evidence and examples. Where appropriate, alternative views and / or scholarly opinion are satisfactorily explained.	13-16 [7-8]	A good response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed. A process of reasoning leads to an appropriate conclusion. There may be some evidence of independent thought.	13-16
3	Mainly 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 accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic. Information is mostly accurate and relevant. A reasonable understanding is demonstrated through use of some relevant evidence and examples. Where appropriate, some familiarity with diversity of views and / or scholarly opinion is shown.	9-12 [5-6]	A satisfactory response to issue(s) raised. Views are explained with some supporting evidence and arguments, and some critical analysis. A conclusion is drawn that follows from some of the reasoning.	9-12
2	Form and style of writing appropriate in some respects; some of the information is organised clearly and coherently; some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A superficial answer, which includes some key facts and demonstrates limited understanding using some evidence / examples. Where appropriate, brief reference may be made to alternative views and / or scholarly opinion.	5-8 [3-4]	Main issue is addressed with some supporting evidence or argument, but the reasoning is faulty, or the analysis superficial or only one view is adequately considered.	5-8
1	Little clarity and coherence in organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.	Isolated elements of accurate and relevant information. Some signs of understanding. Evidence and examples are sparse.	1-4 [1-2]	Some simple reasons or evidence are given in support of a view that is relevant to the question.	1-4
0	Little clarity and coherence in organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.	Nothing of relevance.	0	No valid points made.	0

RS09: *Studies in Religion and Ethics*

- 1 (a) *Examine perspectives on free will within one religion you have studied.*

The issue is regarding the nature of authority and / or predestination within religion. Candidates should also talk about the nature of personal autonomy, with regard to their chosen religion.

Candidates need to show understanding by giving examples and / or teachings to support views.

(20 marks) AO1

- (b) *Explain a ‘hard’ determinist perspective on free will, and assess which of these perspectives is more relevant in the 21st century.*

Explain

Hard determinists would argue that everything has a cause (the theory of universal causation). Therefore, all events are, in theory, predictable. Thus, free will, as an uncaused action, is illusory.

Candidates need to show understanding of this viewpoint with examples.

Candidates might include, from a hard determinist approach, the issue of fundamentalism, or conservatism. This might then be contrasted with a more liberal approach.

(10 marks) AO1

Assess

The debate will centre around whether the concept of free will is real or illusory, and whether a hard determinist stance or a religious perspective on life is more appropriate in today’s world.

Do religious people live their lives according to the doctrines, and are the doctrines self-contradictory?

Is adopting a hard determinist stance fatalist, or is the lack of free will not as awesome as we might think?

What about the place of moral responsibility? Does a religious perspective over hard determinism make that easier to accept?

(20 marks) AO2

- 2 (a) *Examine the ways in which the teachings within one religion you have studied relate to the issue of consumerism.*

Candidates need to explain, with examples and sources of authority, what their chosen religion has to say about the issue of consumerism.

e.g. Christianity

Anticipate ideas of

The purpose and use of money

Need versus greed

Stewardship

Looking after others

Third World Issues.

Poverty as a virtue – but also ‘theology of success’ in some traditions.

(20 marks) AO1

- (b) ***Outline MacIntyre’s version of Virtue Ethics, and assess whether religion or MacIntyre’s Virtue Ethics is more applicable to the issue of consumerism.***

Explain

Candidates should include some of the following:

- MacIntyre questioned all moral reasoning
- The effect is a moral vacuum
- In this vacuum there are 3 types: the bureaucratic manager, the rich aesthete and the therapist
- The Aristotelian view of telos
- Goods: both internal and external
- The virtues of justice, courage and honesty.

(10 marks) AO1

Assess

There should be a discussion by the candidate between the merits of MacIntyre’s ethics versus the chosen religion for the issue of consumerism.

Candidates might discuss the ease of application of one ‘system’ over another.

They might write that MacIntyre is more ‘modern’ and thus more applicable to ‘modern’ issue such as consumerism, whereas religion, being ‘old-fashioned’ has nothing relevant to say.

On the other hand, religion is much clearer on certain basic principles as opposed to Virtue Ethics.

(20 marks) AO2

- 3 (a) ***Examine the ways in which the teachings within one religion you have studied apply to the issue of animal experimentation.***

Candidates should show understanding of **one** religion’s stance on the issue of animal experimentation. This should be backed up with examples.

Themes might include:

The relationship between the human and the animal kingdom.

Whether or not there is considered to be a hierarchy of creation.

Whether animals have souls or not.

The idea of stewardship versus domination.

The concept of sentience.

It may be deemed acceptable within some religions to experiment on animals for medical research.

(20 marks) AO1

- (b) *Explain how Aristotle’s account of a life lived in accordance with the Virtues could be applied to the issue of animal experimentation, and assess the view that this approach is more helpful than a religious approach in addressing the issue.*

Explain

Candidates should include some of the following:

- The Aristotelian view of the telos
- Aristotelian virtues and vices
- The Aristotelian view of the middle way.

Then some application of these ideas to the issue of animal experimentation, i.e. is animal experimentation treating animals ‘justly’ or even ‘courageously’.

(10 marks) AO1

Assess

Candidates should debate the merits of both a religious approach and a Virtue Ethics approach to the issue of animal experimentation, and then also be aware of some failings of these approaches. Candidates might argue a religious approach has clearer moral teachings, whereas a Virtue Ethics approach is all a matter of the way it is applied. Other criticisms might be along the lines that neither approach has anything concrete to say, but that it is all a matter of interpretation. Candidates might mention Aristotle’s disregard for animals as they were not seen as rational beings. Some candidates might also debate an ‘anti-virtue’ approach, such as viciousness or cruelty.

(20 marks) AO2