



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2011**

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## **Religious Studies**

**Assessment Unit AS 6**

*assessing*

Religious Ethics: Foundations,  
Principles and Practice

**[AR161]**

**FRIDAY 28 JANUARY, AFTERNOON**

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# **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

AVAILABLE  
MARKS

- 1 (a) A knowledge and understanding of the arguments regarding homosexuality could include, e.g.:
- issues pertaining to justice, equality and rights
  - the sovereignty of the individual and personal freedom, morality as a private matter
  - homosexuality as unbiblical and unnatural, a perversion
  - reference to relevant Biblical teaching, e.g. Genesis, Leviticus, Paul
  - married love or celibacy as the norm
  - the nature of sexual orientation and identity
  - the debate surrounding causes, e.g. gay genes
  - issues surrounding the age of consent
  - Christian obsession with homosexuality
  - Biblical teaching as being culturally bound
  - Jesus' exhortation of the command to love
  - reference to ethical theory, e.g. Natural Law, Utilitarianism, Situation Ethics
  - conservative Christian views as against liberal Christian views
  - particular denominational views. [35]
- (b) An exploration of the view include, e.g.:
- issues pertaining to justice, equality and rights, e.g. the right to personal fulfilment
  - the nature and purpose of marriage, e.g. its procreative and unitive dimensions
  - traditional views of marriage as against more liberal views
  - marriage as the foundation of human society and essential to its flourishing
  - the universal view of marriage as a contract between couples of the opposite sex
  - the extent to which same sex relationships/marriage are a contradiction or is there a moral equivalence
  - the right to have children and experience parenthood
  - infertility in marriage leading to the intended end of marriage not being possible. [15]

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- 2 (a) A knowledge and understanding of the arguments for legalising voluntary euthanasia with reference to one ethical theory could include, e.g.:
- the nature of voluntary euthanasia as against involuntary and non-voluntary euthanasia
  - the sovereignty of the individual
  - respect for the autonomy of the dying person
  - the right to freedom from unnecessary pain and suffering
  - the right to a dignified death
  - freedom to live, freedom to die
  - difficulties surrounding the passive/active distinction
  - the demise of religious teaching on the sanctity of human life
  - reference to relevant ethical theory, e.g. Utilitarianism, Situation Ethics
  - the legalising of euthanasia as a mark of a liberal society
  - more efficient use of medical resources. [35]
- (b) An exploration of the view could include, e.g.:
- the religious view of the sacredness of human life
  - God as the author of life
  - the implications of the Fifth Commandment
  - the Christian view of suffering and death
  - the work of the Hospice movement
  - dangers of misuse
  - implications for the doctor–patient relationship
  - the slippery slope argument
  - euthanasia as promoting a culture of death
  - particular denominational views, e.g. Roman Catholic, Methodist
  - conservative as against liberal Christian views
  - Christian compassion and understanding
  - possible reference to Situation Ethics and the advocacy of the primacy of love. [15]

**Section A**

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**50**

## Section B

AVAILABLE  
MARKS

- 3 (a) A knowledge and understanding of the origins and features of Natural Law theory could include, e.g.:
- origins in Greek philosophy with Aristotle, developed by Aquinas
  - an approach characteristic of deontological ethics
  - based on a religious conviction – God exists and has a purpose or plan for creation
  - the place given to human reason
  - interest in the moral action itself
  - distinction between efficient and final cause
  - distinction between real and apparent gods
  - distinction between primary and secondary precepts
  - distinction between interior and exterior acts
  - possible reference to doctrines underpinned by Natural Law, e.g. the Doctrine of Double Effect
  - its profile in Roman Catholic moral teaching
  - possible examples of application from medical and/or sexual ethics
  - possible reference to later development of Natural Law theory, e.g. Hugo Grotius, John Courtney Murray, John Finnis. [35]
- (b) An exploration of the claim could include, e.g.:
- consideration of the claim in relation to other aspects of human experience
  - possible historical and/or contemporary exemplification
  - the advance of secularism
  - utilitarianism as “the ethics of the planet”
  - challenges presented by ethical relativism
  - problems presented by cultural relativism
  - morality as essentially instinctual, the necessity for self-preservation
  - the advocacy of practical ethics rather than theoretical ethics, e.g. Peter Singer
  - its identification with Roman Catholic moral teaching
  - Lutheran views
  - Natural Law as constituting fundamental moral standards
  - advent of New Classical Natural Law theory, e.g. John Finnis. [15]

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- 4 (a) A knowledge and understanding of Christian views on abortion could include, e.g.:
- religious teaching on the sacredness of human life
  - the basis of Christian teaching in Sacred Scripture, e.g. Genesis, Jeremiah, Paul
  - the implications of the Fifth Commandment “Thou shalt not kill”
  - views on personhood and ensoulment
  - views on the various circumstances for abortion, e.g. social, ethical, eugenic, therapeutic
  - reference to denominational perspectives, e.g. Anglican, Roman Catholic, Presbyterian
  - conservative Christian views as against liberal Christian views
  - reference to Natural Law, Situation Ethics
  - possible reference to the Doctrine of Double Effect. [35]

- (b) An exploration of the view could include, e.g.:
- consideration of the view in relation to other aspects of human experience
  - possible historical and/or contemporary exemplification
  - the impugning of the sanctity of human life principle by secular philosophers, e.g. Singer, Dworkin
  - the sanctity of human life principle as an outdated and untenable ethic
  - the demise of religious teaching and values
  - the secular advocacy of the principle of the quality of personal life
  - the utilitarian thrust behind advancements in medical and bio-ethics
  - implications for medical and bio-ethics if such a principle is disregarded
  - how the principle can afford protection to those who are vulnerable in society, e.g. the young, the elderly, the infirm
  - the value of moral absolutes. [15]

**Section B**

**Total**

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**50**

**100**