

**Advanced GCE  
GCE RELIGIOUS STUDIES**

Unit G582: A2 Religious Ethics

**Specimen Paper**

**G582 QP**

Morning/Afternoon

Time: 1 hour 30  
minutes

Additional Materials: Answer Booklet (...pages)



**INSTRUCTIONS TO CANDIDATES**

- Answer **two** questions.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part of question.
- The total number of marks for this paper is **70**.

**ADVICE TO CANDIDATES**

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **2** printed pages.

Answer **two** questions.

- 1 Critically assess the view that Natural Law is of no use when discussing sexual ethics. [35]
- 2 Evaluate the claim that conscience is the voice of God. [35]
- 3 'God knows the ethical decisions we will make.' Discuss. [35]
- 4 To what extent is it true to claim that people have an individual sense of moral responsibility for the environment? [35]

**Paper Total [70]**

SPECIMEN

The maximum mark for this paper is 70.

SPECIMEN

<b>Band</b>	<b>Mark / 21</b>	<b>AO1</b>	<b>Mark / 14</b>	<b>AO2</b>
<b>0</b>	<b>0</b>	absent / no relevant material	<b>0</b>	absent / no argument
<b>1</b>	<b>1-5</b>	almost completely ignores the question <ul style="list-style-type: none"> <li>• little relevant material</li> <li>• some concepts inaccurate</li> <li>• shows little knowledge of technical terms</li> </ul> Communication: often unclear or disorganised	<b>1-3</b>	very little argument or justification of viewpoint <ul style="list-style-type: none"> <li>• little or no successful analysis</li> </ul> Communication: often unclear or disorganised
<b>2</b>	<b>6-9</b>	focuses on the general topic rather than directly on the question <ul style="list-style-type: none"> <li>• knowledge limited and partially accurate</li> <li>• limited understanding</li> <li>• selection often inappropriate</li> <li>• limited use of technical terms</li> </ul> Communication: some clarity and organisation	<b>4-6</b>	an attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> <li>• some analysis, but not successful</li> <li>• views asserted but not successfully justified</li> </ul> Communication: some clarity and organisation
<b>3</b>	<b>10-13</b>	satisfactory attempt to address the question <ul style="list-style-type: none"> <li>• some accurate knowledge</li> <li>• appropriate understanding</li> <li>• some successful selection of material</li> <li>• some accurate use of technical terms</li> </ul> Communication: some clarity and organisation	<b>7-8</b>	the argument is sustained and justified <ul style="list-style-type: none"> <li>• some successful analysis which may be implicit</li> </ul> Communication: some clarity and organisation
<b>4</b>	<b>14-17</b>	a good attempt to address the question <ul style="list-style-type: none"> <li>• accurate knowledge</li> <li>• good understanding</li> <li>• good selection of material</li> <li>• technical terms mostly accurate</li> </ul> Communication: generally clear and organised	<b>9-11</b>	a good attempt at using evidence to sustain an argument <ul style="list-style-type: none"> <li>• some successful and clear analysis</li> <li>• might put more than one point of view</li> </ul> Communication: generally clear and organised
<b>5</b>	<b>18-21</b>	an excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> <li>• very high level of ability to select and deploy relevant information</li> <li>• accurate use of technical terms</li> </ul> Communication: answer is well constructed and organised	<b>12-14</b>	an excellent attempt which uses a range of evidence to sustain an argument <ul style="list-style-type: none"> <li>• comprehends the demands of the question</li> <li>• shows understanding and critical analysis of different viewpoints</li> </ul> Communication: answer is well constructed and organised

Question Number	Answer	Max Mark
1	<p><b>Critically assess the view that Natural Law is of no use when discussing sexual ethics.</b></p> <p><b>AO1</b> Candidates might begin by explaining the main teachings of Natural Law: purpose, potentiality and actuality, primary and secondary precepts, the deontological nature of Natural Law and its origins in Aristotle. Candidates may explain Natural Law as a basis for Roman Catholic teaching. Although it is important that candidates address their knowledge of Natural Law specifically to the practical ethics issue in the question.</p> <p>Candidates are likely to explain the nature of sexual ethics e.g. sex and procreative, sex with marriage and extra martial sex, homosexuality etc.</p> <p>Given the wording of the question, it is likely that good responses will consider other ethical theories such as Situation Ethics and Utilitarianism.</p> <p>Good answers may explain one possible approach of Natural Law that sexual acts may be wrong, even if natural, if they are against right reason, for example rape and incest.</p> <p><b>AO2</b> Candidates should apply Natural Law to sexual ethics and could use examples to explain why Natural Law may not be the best approach because e.g. Natural Law can seem inflexible and out of date.</p> <p>On the other hand candidates could also argue that Natural Law is a useful approach to sexual ethics as it is universal and God-given, with some flexibility in the secondary precepts.</p> <p>Better answers may consider that non-procreative sexual acts can be seen as natural for human beings, that we may not share a common nature and that there may be a variety of forms of sexual expression.</p>	[35]
2	<p><b>Evaluate the claim that conscience is the voice of God.</b></p> <p><b>AO1</b> Candidates are likely to show knowledge and understanding of the views of a range of scholars, as always candidates who can address these views specifically to the question will achieve higher levels.</p> <p>Responses may include explanation of the views of scholars such as Aquinas, Butler and Newman and may connect these views with the concept of innateness, in order to defend the proposition in the question.</p> <p>Candidates may also explain the influence of sociologists such as Freud, Fromm, Piaget and Kohlberg to argue against the statement.</p> <p>Good responses may question the concept of 'conscience', and argue that there is no substance to it.</p>	

Question Number	Answer	Max Mark
2 cont'd	<p><b>AO2</b> The proposition in the question can be argued either way and as always the conclusion reached by candidates is less important than the quality of their discussion.</p> <p>Some candidates may argue that the conscience is God-given, but not infallible and requires training.</p> <p>Others may argue that the conscience is related to revelation and the idea of 'synderesis' may be introduced to defend the case that is a divine voice.</p>	[35]
3	<p><b>'God knows the ethical decisions we will make.' Discuss.</b></p> <p><b>AO1</b> Candidates are likely to show knowledge and understanding of a range of approaches to the topic of free will and determinism. They are likely to show understanding of the links between free will, determinism and moral responsibility.</p> <p>Candidates could link the ideas of hard and soft determinism and libertarianism with the omniscience of God. This may well lead on to an explanation of the idea of predestination and religious ideas of free will.</p> <p>Candidates may explain the view that if God know all our actions we cannot possibly be free, and we are not morally responsible for our actions.</p> <p>Candidates may explain the idea that freedom is an illusion.</p> <p><b>AO2</b> Candidates could explore the implications for ethics if we are not free in terms of human accountability and responsibility.</p> <p>They may argue that moral responsibility is only possible with free will and look at the teaching of Kant.</p> <p>Better responses may consider whether our freedom to make ethical decisions takes away God's omniscience, or whether his foreknowledge does, in fact, take away our freedom.</p>	[35]

Question Number	Answer	Max Mark
4	<p><b>To what extent is it true to claim that people have an individual sense of moral responsibility for the environment?</b></p> <p><b>AO1</b> Candidates may explain some environmental problems and why we might be considered to have a moral responsibility for the environment.</p> <p>Some good responses may consider whether we have an individual sense of responsibility and where it comes from. Others may see a corporate or global sense of responsibility as more important.</p> <p>Candidates may explain different ethical approaches to the environment and contrast their approaches to moral responsibility in this area.</p> <p>They may contrast anthropocentric approaches with those of deep ecology, and look at the different approaches of religious ethics.</p> <p><b>AO2</b> This could be argued either way. Candidates might argue that we do have an individual sense of moral responsibility to the environment, whether this comes from God or society,</p> <p>On the other hand, candidates may argue that it is a corporate responsibility as we have environmental obligations to future generations.</p> <p>Candidates may discuss why we need to be responsible for the environment – just for ourselves or also for animals, plants and even life itself.</p>	[35]
<b>Paper Total</b>		<b>[70]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
<b>1</b>	21	14	<b>35</b>
<b>2</b>	21	14	<b>35</b>
<b>3</b>	21	14	<b>35</b>
<b>4</b>	21	14	<b>35</b>
<b>Totals</b>	<b>42</b>	<b>28</b>	<b>70</b>

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