



General Certificate of Education

Religious Studies 5061

RS04 An introduction to Religion and Ethics

Mark Scheme

2006 examination – January 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 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 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 this passage and answer parts (a) and (b) which follow.

‘In a society where everyone has an equal right to health care, queuing for treatment is inevitable. But this is not sensible or fair if patients with serious needs have to wait just because they are at the back of the queue.’

(a) *Explain how Kant’s theory about human reason can be applied to the medical issue of the allocation of resources.*

Kant and the role of human reason:

- We have an intrinsic worth and dignity because we have reason; we are free agents, capable of making decisions and setting targets, so we should be able to make the correct decision about the allocation of resources
- We are able, through our reason and not our emotions, to make choices, regarding allocation of resources
- We should realise that we have a duty to treat others well, to respect their rights and promote the welfare of others
- Through our use of reason, we can apply the formulations of the categorical imperative to this issue.

Maximum Level 2 for answers which only deal with the Categorical Imperative, with no obvious reference to reason.

For marks of Level 4 and above, the principles need to be clearly applied to the issue.

(10 marks) AO1

(b) *Outline the ethical principles of one religion you have studied which may be applied to the medical issue of the allocation of resources.*

Candidates are only expected to give an outline of the general principles of **one** religion regarding the allocation of resources.

e.g. Christianity

Expect answers to include some of the following:

- The difference between ‘need’ and ‘want’
- Loving one’s neighbour
- A concern to protect the needy and vulnerable in society
- A sense of fairness and equality
- Sensible use of limited resources (stewardship)
- Need for patience, and possibly self-sacrifice
- The quality of life versus the sanctity of life.

(10 marks) AO1

- 2 (a) ***Explain the perspectives of one religion you have studied on the environmental issue of pollution.***

Candidates need to explain the perspectives held in **one** religion regarding the issue of pollution.

e.g. Islam

- Human beings are to look after the world given by Allah
- Humans are certainly not meant to pollute the world
- On the Day of Judgement, they will be asked questions about how they used the earth
- Muslims see themselves as Khalifas (custodians) of the Earth
- It is their duty to stop selfish destruction of the Earth's resources
- Muslims desire to live in peace with nature
- Muslims should have a keen sense of energy-saving responses

e.g. Christianity

- The Earth belongs to God: it is not for humanity to do with as they wish
- Pollution makes God's 'good' world bad
- Pollution means that Christians are not taking care of the world, as they were told to in Genesis
- Christians are not being good stewards of the world if they pollute it
- Pollution causes illness in humans and animals, and this violates the Christian principle of showing compassion

Maximum Level 4 if teaching not clearly related to particular issue of pollution.

(15 marks) **AO1**

- (b) *‘Mill’s utilitarian theory of higher and lower pleasures has more relevance than religious teachings to the problem of pollution.’*

Explain Mill’s utilitarian theory of higher and lower pleasures, and assess this claim.

Explain

Candidates need to explain Mill’s higher and lower pleasures.

Answers may include some of the following points:

- Mill was more concerned with the quality of pleasure rather than the quantity of pleasure (e.g.: his concern over the correctness of the sadistic guards beating up an innocent man)
- Thus he distinguished between pleasures
- Higher pleasures are those associated with the mind, such as appreciation of poetry, art and music
- Lower pleasures are those associated with bodily pleasures such as eating, drinking or sex
- Mill felt that a human’s moral concerns should be for the higher order pleasures, otherwise we were no better than other forms of life
- ‘Better to be a human dissatisfied than a pig satisfied’
- Pleasures would be assessed by competent judges; those who have had experience of both pleasures.

(10 marks) AO1

Assess

Candidates should debate the merits of their chosen religion versus Mill’s higher and lower pleasures. They are not expected to include other aspects of Utilitarianism, unless it is as another argument or even conclusion to the debate. Candidates might well debate as to whether concern about pollution is a higher or lower pleasure, and thus considering this confusion, how religion is clearer in addressing this debate. However, following a religious stance is possibly only appropriate for members of that faith.

(15 marks) AO2

3 (a) Explain the views within one religion you have studied on the issue of abortion.

Candidates need to explain the views held in **one** religion about abortion.

e.g.: Islam and Abortion

- Surah 17 v31 says that the killing of children is a great sin
- Abortion is only lawful in Islam where the life of the mother is at stake
- The Qur'an tells women that they will be judged if they have an abortion
- Only Allah should control life and death
- Some Muslim scholars believe that the breath of life does not enter the body until the fourth month of pregnancy, so abortion in the earliest days could be permitted.

e.g.: Christianity and Abortion

- Some Christians see life as being from the moment of conception, therefore abortion is murder, thus breaking one of the Commandments
- Only God should control life and death
- God has a plan for all our lives
- Roman Catholics will allow abortion if it occurs during an operation intending to save the mother's life
- The Church of England sees abortion as an evil, but preferable to an unwanted or dangerous pregnancy.

(15 marks) AO1

(b) Outline the ways in which the utilitarian theory of Bentham and the utilitarian theory of Mill could be applied to the issue of abortion, and assess which of these applications is more appropriate in addressing the issue of abortion.

Explain

An outline only of some of the utilitarian views of both Bentham and Mill are needed here. Candidates might mention quantity versus quality of pleasure: Bentham's use of the Hedonic Calculus; the principle of utility, act versus rule utilitarianism; higher and lower pleasures.

Bentham	Mill
Stress on quantity of pleasure.	Stress on quality of pleasure.
Devised Hedonic Calculus and applied it.	
Use of the principle of Utility.	Use of the principle of Utility.
	Higher and Lower Pleasures.
Act Utilitarianism (the act of abortion).	Rule Utilitarianism (the rules surrounding abortion).

(10 marks) AO1

Assess

Candidates need to debate which utilitarian approach is better to the issue of abortion. Answers will probably centre around quality of pleasure (the amount of pleasure gained by an abortion, or the quality of pleasure gained), or act versus rule utilitarianism (e.g. whilst it is legal to procure an abortion, the act of abortion may not be right in certain circumstances).

(15 marks) AO2