



**General Certificate of Education
June 2012**

Religious Studies

RST3A

Religion and Ethics

A2 Unit 3A

Final

Mark Scheme

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 students' 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 students' 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the school or college.

Set and published by the Assessment and Qualifications Alliance.

Examination Levels of Response

Religious Studies (Advanced) A2 Level Descriptors

Level	A2 Descriptor AO1	Marks <i>Unit 4 italics</i>	A2 Descriptor AO2	Marks <i>Unit 4 italics</i>	A2 Descriptors for Quality of Written Communication in AO1 and AO2
7	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. Knowledge and understanding of connections with other elements of the course of study are demonstrated convincingly.	28-30 41-45	A very well-focused response to the 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. The argument is related perceptively and maturely to the broader context and to human experience.	19-20 28-30	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.
6	A generally thorough treatment of the topic which may be in depth or breadth. Information is almost all accurate and mainly relevant. Clear understanding is demonstrated through use of relevant evidence and examples. Where appropriate, alternative views and / or scholarly opinion are satisfactorily explained. Knowledge and understanding of connections with other elements of the course of study are clearly demonstrated.	24-27 36-40	A well-focused response to the 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 evaluation. There may be evidence of independent thought. The argument is related clearly to the broader context and to human experience.	16-18 24-27	
5	A satisfactory treatment of the topic. Information is mostly accurate and mainly relevant. A reasonable understanding is demonstrated through use of some evidence and examples. Where appropriate, some familiarity with diversity of views and / or scholarly opinion is shown. Some knowledge and understanding of connections with other elements of the course of study are demonstrated.	20-23 29-35	A satisfactory response to the 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. Some of the response is related satisfactorily to the broader context and to human experience.	13-15 20-23	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.
4	Key ideas and facts are included; demonstrates some understanding and coherence using some evidence and examples. Where appropriate, brief reference may be made to alternative views and / or scholarly opinion. Limited knowledge and understanding of connections with other elements of the course of study are demonstrated.	15-19 22-28	The 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. Little of the response is related to the broader context and to human experience.	10-12 15-19	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.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14 15-21	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	7-9 10-14	
2	A superficial outline account, with little relevant material and slight signs of partial understanding, or an informed answer that misses the point of the question.	5-9 8-14	A superficial response to the question with some attempt at reasoning.	4-6 5-9	
1	Isolated elements of partly accurate information little related to the question.	1-4 1-7	A few basic points, with no supporting argument or justification.	1-3 1-4	Little clarity and 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.
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance	0	

RST3A: *Religion and Ethics*

Question 1 **Libertarianism, free will and determinism**

0	1
---	---

Examine the role of conscience in libertarianism.

Answers should include a definition of 'conscience' and then an explanation of how 'conscience' works when making decisions.

Expect answers which include the concepts of principle, duty, integrity, beliefs and/or guilt.

Within libertarianism, there is the concept of not feeling coerced into doing something. However, this often doesn't work in practice, due to social or state pressure. If someone yields to such pressure, can they be said to be acting within their conscience? Problems can also occur for religious believers if they are told to do something by their religion which contradicts their conscience.

Freud believed that conscience could become something that curtails our behaviour and thus limits freedom.

Credit psychological understandings of conscience, so long as related to libertarianism.

There needs to be clear focus on both conscience and libertarianism for marks above Level 5.

(30 marks) AO1

0	2
---	---

'Libertarianism is good in theory, but cannot work in practice.'
Assess this view.

Arguments for

- Idea of responsibility limits total freedom
- Concept of accepting any consequences of our liberty means that we may not feel free to act
- Conflict of one person's liberty versus that of another means that no one can be said to have liberty
- John Locke's view of the man in the locked room questions our view of liberty

Arguments against

- We generally believe ourselves to be free and to be able to make free decisions
- Most democratic societies are based on freedom
- There could be no system of sanction or punishment if people were not responsible for their actions

(20 marks) AO2

Question 2 Virtue Ethics

0	3	Summarise Aristotle's Virtue Ethics.
----------	----------	---

- Working towards ends; the chief end (goal) being eudaemonia (happiness/fulfilment)
- Skills/virtues
- Intellectual and moral virtues
- Concept of the mean
- Three characters
- Concepts of community, friendship, justice
- Soul
- Cardinal virtues

There may be some application of virtue ethics.

Higher level answers should include most, if not all, of above.

e.g. L6 – includes most of above, and shows thorough and clear understanding. There will probably be some exemplification of the virtues in practice.

e.g. L4 – mention of intellectual and moral virtues, with a little exemplification. Some awareness of the concept of the mean.

(30 marks) AO1

0	4	'Friendship is the most important aspect of human nature in Virtue Ethics.' How far do you agree?
----------	----------	--

Most important

- Aristotle felt that friendship was essential to living virtuously
- Can only live in a community if all operate in a spirit of friendship
- Friendship should enable someone to grow towards eudaemonia

NOT Most important

- Might not make impartial decisions if considering friendship
- Some of the moral virtues [i.e. Courage] might sometimes have to override friendship
- The concept of the soul is more relevant/important to human nature in Virtue Ethics than friendship,

(20 marks) AO2

Question 3 Religious views on sexual behaviour and human relationships

0	5
----------	----------

Analyse different concepts of love, as found in the religion(s) you have studied.

The definition of love can be varied and include sexual love, non-sexual relationships, the concept of sacrificial love, the concept of patriotic love, unconditional love, compassion etc. Any concept discussed should be backed up with teachings from the religion(s) chosen.

The focus should be on Love, rather than on relationships.

Question does not demand religious concepts.

Buddhism

The right way of loving [right speech, intention, action and livelihood], ideal personal qualities [paramitas], maitri

Christianity

Jesus' example of sacrificial love, the greatest commandment, Jesus' teachings, the example of the sharing of the early church, Holy Communion, the concept of the Incarnation, Situation Ethics, 1 Corinthians 13.

Hinduism

The example of the gods, the constant expectation to be 'good', karma,

Islam

Islam means peace, living in harmony with others, the pillar of giving to charity, teachings within the Qur'an and Hadith.

Judaism

The covenant relationship between God and His people, love within families, love between a married man and woman, love between friends [David and Jonathan], sacrificial love [Ruth].

Sikhism

The saint-soldier principle [sant-sipahi], virtues mentioned in the hymns of GGS, Guru Granth Sahib.

Maximum L5 23 marks if relationships are written about, as opposed to love.

Maximum L3 14 marks if only one concept of love.

(30 marks) AO1

0	6
----------	----------

Assess the view that a religious concept of love is the most difficult to put into practice.

Is the most difficult

- Unrealistic
- Religious views are often contrary to contemporary thinking e.g. having affairs is fine, sacrificing your life for another is not
- Could argue that lifelong marriage is the most difficult; or act of forgiving love.

Is not difficult

- Tried and tested rules/maxims that work and suit the human psyche
- Thinking of others rather than yourself, which is whole concept of love
- Unusual/ different doesn't necessarily mean hard or difficult

(20 marks) AO2

Question 4 Science and technology**0****7****Examine ways in which the use of technology may conflict with human rights.**

Definition of the term technology needed – with examples.

Explanation of why there might be conflict with human rights is also needed, e.g.

Internet and privacy, data control, medical procedures and the ‘right’ to know (e.g. the sex of a child; the prognosis of an illness)

The creation of ‘saviour-siblings’

The scope of modern warfare, and the inclusion of civilians in casualties of ‘high-tech’ military action.

For higher levels (Levels 6 and 7), there needs to be a breadth of approach(es), which may cover a range of human rights or a range of aspects concerning a breach of the same right.

(30 marks)**AO1****0****8****‘Advances in technology should always override human rights.’****How far do you agree?****Should override**

- Being able to argue for the wider benefits of the technology rather than individual problems
- Government controls, wider picture view
- Perceived violation of human rights might stop something very important coming to fruition.
- Should be some limit on the scope of researchers and developers so more of a compromise
-

Should not override

- Ethical codes of behaviour from outset should be involved
- Just because we are able to do something, does not mean we should
- Involvement of big business and therefore likelihood of corruption/secrecy
- Some things are not worth the loss of human freedom and intrusion that they might create
- We are more important than machines etc.

(20 marks)**AO2**

UMS conversion calculator www.aqa.org.uk/umsconversion