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Mark Scheme (Results)

June 2011

GCE Religious Studies
6RS04/1B – Implications Ethics

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Unit 4: Implications

This generic mark scheme is to be used in conjunction with the question specific indicative mark schemes which follow. A response will be read to identify the band of the questions specific indicative mark scheme into which the response falls. The descriptors within the generic mark scheme will then be used to determine the precise mark for the response.

Assessing Quality of Written Communication
QWC will have a bearing if the QWC is inconsistent with the communication element of the descriptor for the level in which the candidate's answer falls. If, for example, a candidate's Religious Studies response displays mid Level 3 criteria but fits the Level 2 QWC descriptors, it will require a move down within Level 3.

Assessment Objective 1
Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate for the course of study. Candidates should also demonstrate knowledge and understanding of the connections between different elements of their course of study.

Level	Descriptor	Marks
1	**Partial attempt to offer a re-statement of some aspects of the passage, based on re-iteration and simple comprehension. Limited and unstructured knowledge of examples and/or evidence relevant to the meaning of the passage.** **The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.** **Low Level 1: 1-2 marks** mostly an attempt to re-iterate or reword some of the contents of the passage, without further elaboration; expression lacks clarity; not entirely worthless **Mid Level 1: 3-4 marks** simple restatement of some of the contents of the passage; random, fragmented, mainly unrelated information from beyond the passage used to support comprehension; expressed imprecisely **High Level 1: 5-6 marks** basic restatement of the contents of the passage showing simple comprehension; mainly unstructured but relevant information from beyond the passage to support comprehension; expressed with limited clarity	**1-6**
2	**Uncritical presentation of the argument/interpretation of the passage; limited ability to identify and select the most relevant/important information and, therefore, reflecting little understanding; over- reliance on repetition of the chosen passage.** **The writing will show elements of coherence but there are**	**7-12**

	likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present. **Low Level 2: 7-8 marks** simple identification of the argument/interpretation in the passage; some links to limited but relevant evidence/examples from beyond the passage; over-emphasis on repetition/rephrasing of the text; some basic clarity of expression **Mid Level 2: 9-10 marks** identification and re-statement of the argument/interpretation in the passage; organised to show some awareness of the contents of the passage; a selection of mainly relevant evidence/examples from other sources linked with the argument; expression lacks clarity but the overall meaning is accessible **High Level 2: 11-12 marks** re-statement and elaboration of the argument/interpretation in the passage; linked with a limited selection of relevant evidence/examples from other sources; organised simply to show basic understanding of the contents of the passage; expressed with sufficient accuracy to make the meaning clear	
3	**Presentation of a selection of relevant evidence and examples, drawing on different elements in their course of study, which reflect a basic understanding of the argument/interpretation of the passage; some use of specialised religious language in appropriate contexts.** **The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.** **Low Level 3: 13-14 marks** a general but partial explanation of the argument/interpretation in the passage; supported by relevant evidence/examples from other areas of the course of study; organised and expressed with adequate clarity using a limited range of technical terms **Mid Level 3: 15-16 marks** a clear and valid explanation of the argument/interpretation in the passage; with links to elements of other areas of study to provide elaboration; expressed clearly with some technical terms used appropriately **High Level 3: 17-18 marks**	**13-18**

	a basic understanding of the argument/interpretation in the passage; explained by reference to links to other areas of study; expressed clearly using appropriate technical terms	
4	**Clear understanding of the main point(s) and key idea(s) of the argument/interpretation of the passage, deploying material from different elements of their course of study; set in an appropriate context, with some analysis of key concepts; using relevant religious terms.** **The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.** **Low Level 4: 19-20 marks** basic but clear understanding of the main point(s) of the argument/interpretation in the passage; supported by and linked with material from different areas of study; deployment and minimal explanation of some key ideas and concepts relevant to the passage; expressed clearly using appropriate technical terms in context **Mid Level 4: 21-22 marks** clear understanding of the main point(s) of the argument/interpretation in the passage; elaborated by links with material from different areas of study; use and explanation of key ideas and concepts relevant to the passage; clearly and accurately expressed using technical terms **High Level 4: 23-24 marks** clear and focused understanding of the main point(s) of the argument/interpretation in the passage; explained by reference to ideas from different areas of study; some analysis of key ideas and concepts relevant to the passage; expressed accurately and clearly using technical language	**19-24**

5	**Comprehensive understanding of the argument/interpretation of the passage, demonstrated through clear and critical analysis; applying principles/ideas from different elements of their course of study; and proficient use of religious language, discussed within a wider context.** **The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.** **Low Level 5: 25-26 marks** analysis of the key issues in the passage; supporting clear understanding of the argument/interpretation; explained by reference to ideas from other areas of the course of study; showing some breadth and/or depth of understanding; clear and concise, expressed using technical language widely **Mid Level 5: 27-28 marks** thorough analysis of the key issues in the passage; showing a clear understanding of the argument/interpretation; explained by comparison or contrast with ideas from other areas of the course of study; showing breadth and/or depth of understanding; clear and concise, expressed straightforwardly using technical language widely **High Level 5: 29-30 marks** critical analysis of the key issues in the passage; focused on a coherent discussion of the argument/interpretation; explained cogently by applying ideas from other areas of the course of study; showing considerable breadth and/or depth of understanding; a clear and comprehensive response to the task; expressed succinctly with skilful use of technical language	**25-30**

Assessment Objective 2
Critically evaluate and justify a point of view through the use of evidence and reasoned argument. Candidates should also relate elements of their course of study to their broader context and to aspects of human experience.

Level	Descriptor	Marks
1	**An attempt to offer a personal response to the topic or theme of the passage, but largely unsupported by evidence or argument; showing marginal awareness of the implications of the expressed viewpoint for its broader context and in relation to aspects of religion and human experience; imprecisely expressed.** **The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.** **Low Level 1: 1 mark** token awareness of the view(s) expressed in the passage; a personal response with little or no justification; marginal awareness of any possible link between the issue in the passage and a wider issue of religion and/or human experience; expressed without clarity or direction **Mid Level 1: 2-3 marks** minimal awareness of the view(s) expressed in the passage; a response expressed as a personal point of view; with limited justification by reference to an argument; evidence of awareness of a possible link between the subject of the passage and a wider issue of religion and/or human experience; expressed imprecisely **High Level 1: 4-5 marks** a personal opinion relevant to the view(s) expressed in the passage; partly justified by reference to a relevant argument or piece of evidence; marginal understanding of the possible impact of the opinion/subject of the passage on a wider issue of religion and/or human experience; expressed with limited clarity	**1-5**
2	**A basic response to the view(s) expressed in the passage, based on limited evidence or argument; a point of view with a simple justification based on a limited range of evidence and/or reasons; an attempt to consider a possible implication of the expressed viewpoint for its broader context; or in relation to aspects of religion and/or human experience; communicated within a framework which makes the meaning sufficiently clear.** **Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.** **Low Level 2: 6 marks** limited discussion of the view(s) expressed in the passage; a personal response supported by minimal related evidence or	**6-10**

	argument; an attempt to make a possible link between the expressed viewpoint and some aspect of a wider issue related to religion and/or human experience; expressed with adequate clarity **Mid Level 2: 7-8 marks** a basic discussion of the view(s) expressed in the passage; a personal response supported by at least one relevant argument or piece of evidence; a relevant link made between the expressed viewpoint and a wider issue related to religion and/or human experience; expressed within a sufficiently clear framework **High Level 2: 9-10 marks** a justified response to the view(s) expressed in the passage; supported by some relevant evidence, examples or reasons; an attempt to consider a possible implication of the expressed viewpoint for a wider issue related to religion and/or human experience; expressed clearly	
3	**Justification of a point of view using evidence and relevant argument; based on an attempt to offer a simple critical assessment of the view(s) expressed in the passage; with some evidence of awareness of some of the possible implications of the expressed viewpoint for its wider context in relation to aspects of religion and/or human experience; expressed clearly and accurately, using some technical vocabulary.** **The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.** **Low Level 3: 11 marks** a point of view supported by reference to evidence and argument; based on an attempt to make a simple but relevant assessment of the view(s) expressed in the passage; a basic awareness of a possible implication of the expressed viewpoint for an aspect of religion and/or human experience; expressed clearly and accurately with occasional use of technical terms **Mid Level 3: 12-13 marks** a point of view justified by deploying appropriate evidence and reasons; based on an assessment, with reasons, of the view(s) expressed in the passage; a clear awareness of one or more implication(s) of the expressed viewpoint for aspects of religion and/or human experience; expressed clearly and accurately with some use of technical terms **High Level 3: 14-15 marks** a point of view justified by cogent evidence and reasoning; based on an attempt to assess critically the view(s) expressed in the passage; showing a basic understanding of the implication(s) of the expressed viewpoint for aspects of religion and/or human	**11-15**

	experience; expressed clearly and accurately with good use of technical language	
4	**A critical evaluation of the point of view expressed in the passage, based on coherent discussion, by reference to alternative approaches to the theme/topic; a statement of the candidate's own stance, based on reasoning and supported by evidence and argument; discussion of possible implications of the expressed viewpoint in relationship to religion and human experience; expressed accurately and fluently, using a range of technical vocabulary.** **The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.** **Low Level 4: 16 marks** a critical assessment of the viewpoint(s) expressed in the passage; supported by coherent discussion and typically based on an analysis of alternative approaches; leading to a clearly expressed point of view justified by reasoning and evidence; a consideration of some possible implications of the expressed viewpoint for religion and human experience; focused response to the task, expressed carefully with frequent use of technical language **Mid Level 4: 17-18 marks** a sound attempt at an evaluation of the viewpoint(s) expressed in the passage; supported by coherent and reasoned discussion; typically based on a critical analysis of alternative approaches; leading to a clearly expressed point of view justified by careful reasoning and evidence; discussion of potential consequences of the point of view for religion and human experience; extensive response to the task, expressed fluently with wide use of technical language **High Level 4: 19-20 marks** a comprehensive response to the task; a careful, critical evaluation of the viewpoint(s) expressed in the passage; based on a detailed analysis and reasoned discussion of alternative approaches; leading to a cogently justified point of view; an attempt to analyse potential consequences of the point of view in relation to religion and human experience; expressed clearly and concisely with skilful use of technical language	**16-20**

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose religious understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the religious thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide

a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Ethics

Examiners should be reminded that any legitimate approach to the examination and discussion of this passage must be rewarded, and that there is no need for candidates to cover every idea mentioned in the extract.

Question			
2	**(a)**	Examine the argument and/or interpretation in the passage.	**(30)**
Indicative Content			
Level	**Mark**	**AO1**	
1	1-6	At this level candidates are likely to struggle to examine the ideas of the extract or to relate them to the passage as a whole. • They may identify a simple claim within the extract such as the view that modern ethics is no longer based on a form of divine command ethics	
2	7-12	At this level candidates are likely to make some simple statements about the extract, such as: • ancient philosophical systems, such as Virtue Ethics, sought to establish the best way for the individual to aspire to the highest good • modern approaches to ethics are no longer based on one definitive way of living	
3	13-18	At this level candidates are likely to make more connections with the ideas expressed in the extract and/or to relate them to the passage as a whole. Observations may include: • the development of moral thinking has changed drastically since Ancient times and religious morality is no longer persuasive to the modern ethicist • moral ethical thinking is more diverse than its historical counterparts • throughout the article Schneewind explores ways in which ethical thinkers have made ethical theory and practice relevant to their time.	
4	19-24	At this level candidates will demonstrate a more detailed understanding of the extract and its place in the argument developed in the passage as a whole using appropriate examples and relating the ideas to wider issues in ethics. They may observe that: • ancient forms of moral philosophy are not sufficiently diverse to be appealing to the modern ethicist • religious morality provided a definitive way of living morally which is no longer relevant to most ethical thinkers and/or ethical problems in the modern world • modern ethics still presents significant problems which need to be resolved in a relevant way • Schneewind offers a historical survey of the development of ethical theory which the candidate may illustrate with further examples.	
5	25-30	At this level, candidates are likely to demonstrate a thorough grasp of the extract, either within the context of the wider passage from which it is drawn or as a stand-alone passage.	

		They may draw on issues arising, such as: • the observation that whilst approaches to morality change over the years, moral questions still need to be explored and answered • the way in which the extract identifies how religious morality had been a decisive way of dealing with moral questions and if that is no longer relevant, it is important to find new means of dealing with them • the examples used by Schneewind throughout the article – candidates may make links with other aspects of the specification in order to develop their discussion • Schneewind's conclusions about the 'new directions' taken by ethics.

Question			
2	**(b)**	Do you agree with the idea(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience.	**(20)**

Indicative Content		
Level	**Mark**	**AO2**
1	1-5	At this level candidates are likely to be limited in the extent to which they can draw out the implications of the view approaches to morality have changed over they years. • They may make some simple reference to the implication for religious believers of the modern rejection of religious morality.
2	6-10	At this level candidates are likely to draw out more implications of the view that approaches to morality need to adapt over the centuries: • they may consider the implications of rejecting ancient and religious approaches to morality • some consideration may be given to the success or failure of subsequent attempts to address moral issues, such as those offered by Kant or the Utilitarians
3	11-15	At this level, candidates are likely to make an increasing number of links between the implications raised about the need for modern ethics to find new approaches to moral philosophy and to consider how successful these have been: • they may consider at greater length the implications for society of a rejection of religious morality • they may address the possibility that many people do continue to approach morality on a religious foundation and give examples to support this view • they may consider the view that some people may argue that there is a definite way of living which is best for everyone – humanitarianism , for example.
4	16-20	At this level candidates are likely to make wide ranging observations about the nature of moral philosophy and its development: • they may consider the implications of embracing a diverse approach to moral decision making in the modern world • some consideration may be offered of the real status of religious moral thinking in the modern world • candidates may discuss the role of virtue thinking in contemporary ethics • at this level candidates may address Schneewind's final observations about the concerns of modern moral philosophy and what the implications of some of these may be.

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