



Oxford Cambridge and RSA

GCE

Religious Studies

H173/02: Religion and ethics

AS Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Response: indicative content	Guidance
<p>1. Assess the view that the primary and secondary precepts of natural law are <u>unhelpful</u> in moral decision-making.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the origins and significance of <i>telos</i> in Aristotle and its religious development in the writings of Aquinas and how this can be found in the precepts • the four tiers of law – eternal, divine, natural and human and how these relate to the precepts • the key precept (do good, avoid evil) • five primary precepts (preservation of life, order of society, worship of God, education of children, reproduction) • secondary precepts as derived from the primary precepts. 	<p>Students might also include other principles from within natural law such as real and apparent goods, interior and exterior motivations and double-effect principle. This information must be used to respond to the question and link to the primary and secondary precepts.</p>

AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:

- taken together, the primary and secondary precepts are linked to the pre-scientific a priori belief in *telos* and are therefore unhelpful
- the precepts form part of Aquinas' holistic understanding of morality which links with divine law, eternal law and thus with God; this is unhelpful in a secular society
- the key precept (do good, avoid evil) is unhelpful in moral decision-making as definitions of good and evil vary so much from person to person and culture to culture
- the primary precepts are unhelpful because they are only general principles which are difficult to relate to the reality of moral decision-making
- the secondary precepts are unhelpful because they have to be derived from the primary precepts, and cannot contradict them
- conversely, the primary precepts are helpful because they provide a clear moral framework on which to base moral decision-making
- whilst the primary precepts have a religious background, it is possible to remove that and remain with a viable approach to moral decision-making based on do good, avoid evil, preserve life, educate children and reproduce
- the most important precept is the key precept of 'do good, avoid evil' and this is a very helpful approach to all moral decision-making
- some of the precepts are more helpful than others in moral decision-making - such as preserve life and educate children- and therefore a balanced approach has to be taken to them
- once the concept of the secondary precepts is expanded, they can provide a very helpful approach to moral decision-making since they are more situational and are able to respond to new moral problems.

The focus of the response must be around the issue of whether natural law is helpful or unhelpful, and not a general strengths and weaknesses response.

Candidates should focus their analysis on the precepts (primary and secondary) and not generally around whether natural law itself is helpful or unhelpful.

Candidates must analyse how a principle within natural law is helpful or unhelpful rather than simply stating the case.

Candidates may include specific examples to illustrate the process of natural law in moral decision-making.

Response: indicative content	Guidance
<p>2. 'In moral decision-making, act utilitarianism is the most useful form of utilitarianism.' Discuss</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • utilitarianism is a teleological normative ethical theory • the use of the significant concept of utility (seeking the greatest balance of good over evil, or pleasure over pain) • the hedonic calculus (calculating the benefit or harm of an act through its consequences) and its use as a measure of individual pleasure • act utilitarianism (calculating the consequences of each situation on its own merits) and its use in promoting the greatest amount of good over evil, or pleasure over pain • rule utilitarianism (following accepted laws that lead to the greatest overall balance of good over evil, or pleasure over pain) and its use in promoting the common good. 	<p>Candidates may refer to other types of utilitarianism including the work of Peter Singer and forms of negative utilitarianism.</p> <p>Candidates may link act utilitarianism with the work of Bentham and rule utilitarianism with Mill.</p>

AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:

- act utilitarianism is the most useful form because it can be applied to each individual task of moral decision-making and does not rely on accepted laws
- every act requiring moral decision-making is going to be different and only act utilitarianism is flexible enough to be of use
- the hedonic calculus which is used in act utilitarianism provides the most useful way of measuring what will bring pleasure rather than pain in moral decision-making
- in moral decision-making, the hedonic calculus is also a reliable means of measuring the benefit or harm of an act through its consequences
- act utilitarianism is the most useful form of moral decision-making because it is only concerned with each individual and their actions
- conversely, rule utilitarianism is the most useful form of utilitarianism since applying the hedonic calculus in every situation of moral decision-making is too complex and time-consuming
- rule utilitarianism is more useful than act utilitarianism because accepted laws based on past experience are the best guide in moral decision-making
- due to its focus on the common good, rule utilitarianism is the most useful form in modern-day society as it recognizes and promotes community
- rule utilitarianism is not overly influenced by individual wants and needs as it seeks the greatest overall balance of good over evil, or pleasure over pain
- rule utilitarianism is the most useful in moral decision-making since it gives adequate weight to more than just individual pleasure.

The focus of the candidate's response must remain on utilitarianism throughout. Attempts to include other forms of moral decision-making are not required by the question and may not assist in developing the candidate's response.

Situation ethics is regarded by the specification as a separate system from utilitarianism.

Candidates may also analyse that the democratic nature of act utilitarianism inevitably creates minorities whilst the consequentialist nature means predicting future results with obvious drawbacks.

Candidates may include an assessment of the usefulness of quantitative vs qualitative forms of utilitarianism.

Response: indicative content	Guidance
<p>3. ‘Quality of life is the <u>only</u> important issue when making decisions about euthanasia.’ Discuss.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • quality of life may be seen as the concept that human life has to possess certain attributes in order to have value • euthanasia may be classified as non-voluntary – that a person’s life is ended without their consent but with the consent of someone representing their interests • euthanasia may be classified as being voluntary – that a person’s life is ended at their request or with their consent • autonomy with regard to euthanasia may be seen as a person having absolute rights over their own life and over any decisions made about it • sanctity of life may be seen as the concept that human life is made in God’s image and is therefore sacred in value. 	<p>Candidate’s may legitimately link quality of life with other forms of moral decision-making such as relativistic / consequentialist approaches, or the specific work of thinkers such as Peter Singer and others.</p> <p>Conversely, sanctity of life may be linked with other moral decision-making theories such as natural law.</p>

AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:

- quality of life is the only issue because it can be measured as to whether someone has those attributes which give life value
- in terms of voluntary euthanasia, quality of life should be the only issue because it supports a person's complete autonomy in deciding whether or not their life has the attributes which give it value
- with regard to non-voluntary euthanasia, those representing the interest of the person involved are able to make a judgment which only needs to be based on quality of life
- quality of life is the only issue with regard to euthanasia because it is secular and not bound by any a priori religious perspective
- other issues regarding euthanasia such as sanctity of life have no meaning in twenty-first century medical ethics
- conversely, sanctity of life should be the only issue to be considered since it gives human life a sacred value
- sanctity of life should be the only issue to be considered since human life is made in God's image
- autonomy should be the only issue regarding euthanasia since even if a person has quality of life, they have absolute rights over their own body and over any decisions made about it such as ending it through euthanasia
- regarding non-voluntary euthanasia, the only issue should be the person's interests and whether others representing their interests can be involved in making decisions when no personal consent is possible
- with regard to voluntary and non-voluntary euthanasia, the most significant issue should be that of consent – either the person's consent or the consent of those representing the person's interests.

The approaches to quality of life may differ between candidates due to the subjective nature of the concept. Candidates may also question who has the right or ability to measure the quality of life of an individual.

Candidates may legitimately link deontological moral decision-making systems with sanctity of life, and relativistic moral decision-making systems with quality of life.

Candidates may use examples to demonstrate the nuanced differences between types of euthanasia and enhance their analysis of the question.

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 1 (AO1) <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> • <i>Religious, philosophical and/or ethical thought and teaching</i> • <i>Approaches to the study of religion and belief</i> 	Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.
5 (13–15)	A very good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
4 (10–12)	A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
3 (7–9)	A satisfactory demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • generally addresses the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. • A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success 	
2 (4–6)	A basic demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success 	
1 (1–3)	A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding 	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
5 (13–15)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear and convincing argument • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
4 (10–12)	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
3 (7–9)	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success <p>Assessment of Extended Response: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
2 (4–6)	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success <p>Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
1 (1–3)	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question 	

	<ul style="list-style-type: none">• very little use of technical terms or subject vocabulary.• very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>
0 (0)	No creditworthy response

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 2021

H173, H573 AS and A Level Religious Studies

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses.

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.
 - a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
 - b. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be

applied.

- c. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- d. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.

7. Award No Response (NR) if:

- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the messaging system, or e-mail.









9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Level one
	Level two
	Level three
	Level four
	Level five
	(H573 only) Level six
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

H173, H573 AS and A Level Religious Studies

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Lead Marker and Team Leaders.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study the Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

The Mark Scheme contains a description of possible/content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.

The Levels of Response must be used in conjunction with the outlined indicative content.

Assessment Objectives

Two Assessment Objectives are being assessed in all questions:

AO1 (Demonstrate knowledge and understanding of religion and belief) and

AO2 (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study).

Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed.

Responses are credited for **AO2** for how well the response addresses the question, for candidates using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response

Questions in this paper are marked using a levels of response grid. When using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response or particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.

Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Assessment of Extended Response

The GCE General Conditions of Recognition state that:

GCE 5.1 In designing and setting the assessments for a GCE qualification which it makes available, or proposes to make available, and awarding organization must ensure that, taken together, those assessments include questions or tasks which allow Learners to provide extended responses

As such, the quality of extended responses is assessed in all questions. While marks are not specifically given for this, descriptors for extended responses can be found in the AO2 Levels of Response *in italics*.

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