

Religious Studies

Advanced GCE

Unit **G582**: Religious Ethics

Mark Scheme for January 2012

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Only use annotations emboldened in the Levels of Response.

As scripts may be returned to centres, you should use the minimum of comments and make sure that these are related to the award of a mark or marks and are matched to statements in the mark scheme.

Do not include general comments on a candidate's work.

Record any annotation in the body of the answer, or in the margin next to the point where the decision is made to award, or not award, the mark.

Recording of marks

- Record numerical marks for responses to part-questions **unringed** in the right-hand margin. Show the total for each question (or, in specific cases, for each page) as a single **ringed** mark in the right-hand margin at the end of each question.
- Transfer ringed totals to the front page of the script, where they should be totalled.
- Show evidence that you have seen the work on every page of a script on which the candidate has made a response.
- Cross through every blank page to show that you have seen it.

Subject-specific Marking Instructions

The Standardisation meeting will include discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them
- comparable marking standards for optional questions
- the handling of unexpected, yet acceptable, answers.

If you are not sure how to apply the mark scheme to an answer, you should telephone your Team Leader.

A2 Preamble and Instructions to Examiners

The purpose of a marking scheme is to '... enable examiners to mark in a standardised manner' [CoP 1999 25.xiv]. It must 'allow credit to be allocated for what candidates know, understand and can do' [xv] and be 'clear and designed to be easily and consistently applied' [x].

The **Religious Studies Subject Criteria** [1999] define 'what candidates know, understand and can do' in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

At A level, candidates are required to demonstrate their knowledge and understanding, and their ability to sustain a critical line of argument in greater depth and over a wider range of content than at AS level.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

AO1: Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

AO2: Sustain a critical line of argument and justify a point of view.

The requirement to assess candidates' quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be 'easily and consistently applied', and to 'enable examiners to mark in a standardised manner', it defines Levels of Response by which candidates' answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives. In A2, candidates answer a single question but are reminded by a rubric of the need to address both Objectives in their answers. Progression from Advanced Subsidiary to A2 is provided, in part, by assessing their ability to construct a coherent essay, and this is an important part of the Key Skill of Communication which 'must contribute to the assessment of Religious Studies at AS and A level'.

Positive awarding: it is a fundamental principle of OCR's assessment in Religious Studies at Advanced Subsidiary/Advanced GCE that candidates are rewarded for what they 'know, understand and can do' and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a 'standard' answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates' answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Practical application of the Marking Scheme

General administrative information and instructions are issued separately by OCR.

Apart from preliminary marking for standardisation purposes, which must be carried out in pencil, the first marking of a script should be in red ink. There should be a clear indication on every page that it has been read by the examiner, and the total mark for the question must be ringed and written in the margin at the end of the script; at A2 the two sub-marks for the AOs must be written here as well. Half-marks may not be used.

To avoid giving the impression of point-marking, ticks should not be used within an answer. Examiners should follow the separate instructions about annotation of scripts; remember that the marks awarded make the assigned Levels of Response completely explicit.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

Synoptic skills and the ability to make connections: these are now assessed at A2 as specification, due to the removal of the Connections papers.

Levels of Response: the descriptions are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Question	Indicative Content	Marks	Guidance
1	<p>AO1 Candidates will most likely begin by explaining the views of Hare and the ideas of prescriptivism, which consider that ethical statements say that which ought to be done to live a moral life. They may also say that such prescriptions are moral because they are universal. Candidates may discuss Hare's idea that prescriptivism gives a better idea of ethical statements than naturalist, intuitionist or emotivist metaethics, and suggest that everyone should act in a similar way in similar situations, and that using the word 'good' is not only descriptive but prescriptive.</p> <p>Candidates may contrast this with the views of Ayer and the ideas of emotivism, which considers that ethical statements convey certain attitudes but do not tell someone how to live a moral life. Candidates may discuss the idea that ethical statements may depend on the person's upbringing, attitudes and feelings, but that Ayer argues that while ethical statements do not have any factual content they still have meaning. They may refer to the work of the logical positivists.</p> <p>Candidates may also discuss the ideas of Stevenson who considered ethical statements to be both descriptive and emotive – ethical statements are based on fundamental beliefs.</p> <p>They may also discuss an intuitionist approach, looking at the ideas of Moore, Pritchard and Ross. Candidates may consider the approach of ethical naturalism that says that ethical statements are about facts which can be proved by looking at examples, such as murder ends a life and causes suffering to the victim's family, so murder is wrong.</p> <p>AO2 Candidates may analyse the views of different scholars on this question and how they would explain ethical statements. They may assess the view that ethical statements are prescriptive and not merely descriptive.</p>	35	

Question	Indicative Content	Marks	Guidance
	<p>They may analyse the reasons as to whether one ethical statement is more valid than another, and whether there is any reason for following one person's prescription rather than another.</p> <p>Candidates may discuss whether ethical statements can be simply described as subjective or objective, and whether one opinion can be considered any better than another. They may also discuss whether a prescriptivist approach simply means that ethical statements come from social conditioning as there is no moral truth, and so are no more reliable than ethical statements that come from our feelings.</p> <p>Responses may wish to compare ethical statements with other forms of language, which is fine as long as candidates use knowledge to address the specific question and not just use the question to write all they know about ethical language.</p>		
2	<p>AO1</p> <p>Candidates could discuss what is meant by hard determinism, moral freedom and libertarianism and whether humans are ever free to make moral decisions. They may consider the views such as those of Darrow: we are the products of our upbringing and environment and so free will and determinism are not compatible; Honderich: as everything is physically determined there is no choice and so no free will; and Hospers: there is always something that compels us.</p> <p>Some candidates might consider theological determinism, Calvin and predestination and religious teachings on free will. They may discuss other religious teachings on free will such as those of Boethius or Aquinas.</p> <p>They could compare these with compatibilism, which requires some things to be determined but still leaves people free to make ethical decisions.</p>	35	

Question	Indicative Content	Marks	Guidance
	<p>Responses may include the role of conscience in making moral decisions, whether free will is an illusion or whether psychological, genetic or social factors limit our freedom to make moral decisions.</p> <p>They may also discuss biological and psychological determinism, explaining that we are either the product of our genes or our social conditioning.</p> <p>Some candidates may consider that our sense of responsibility for our actions is merely an illusion and that we do not really make free choices.</p> <p>Other candidates may consider the role of conscience in ethical decision making, and whether it is totally free, subject to outside influences, or just seems to be free.</p> <p>A02 Candidates may consider the fact that we see ourselves as having free will, but that does not mean that our decisions are made independent of deterministic factors – our environment, memory, impulses etc. They may discuss whether these factors determine the ethical decisions we make or simply influence them.</p> <p>Candidates could consider the implications for ethics if we are not free. They could consider the implications of the above statement in terms of human accountability and responsibility: our criminal justice system implies free will and if we do not have it then our ideas of reward and punishment are useless as our actions are simply inevitable.</p> <p>They might consider whether we are free or just feel free and the idea that freedom is just apparent – we may feel free but we are not (Locke). They may consider whether anyone can be totally free and whether we are always constrained by laws, conscience and the fear of punishment.</p>		

Question	Indicative Content	Marks	Guidance
	They may introduce the teaching of Kant when he said that to be moral we must be free. They may argue that free will is essential to us as humans, and that we weigh up the pros and cons when making ethical decisions because we are able to reason.		

Question	Indicative Content	Marks	Guidance
3	<p>AO1 Candidates may begin by explaining Virtue Ethics from Aristotle and more modern approaches. They may explain the concept of eudaimonia. They may explain the Golden Mean and how this may seem to promote mediocrity. They may discuss the difference between the intellectual virtues, developed through training and education and the moral virtues, developed through habit and the copying of virtuous role models in Aristotle</p> <p>They may explain why Virtue Ethics was revived in the 20th century, and examine the ideas of scholars such as Anscombe, Foot, MacIntyre, Hursthouse, Slote etc.</p> <p>Candidates might discuss the fact that virtues can seem to be culturally relative and so Virtue Ethics is difficult to apply to modern dilemmas, as there are no guides deriving from rules or consequences.</p> <p>They may explain that Hursthouse criticised Aristotle for his attitude to women and slaves who were not part of his teaching on virtue.</p> <p>Candidates may discuss the difficulty of learning from virtuous people as it is difficult to assess someone's motives.</p> <p>They may contrast this with the importance of a person centred approach which allows virtues to grow and integrates emotions, commitments and relationships into ethical decisions.</p> <p>AO2 Candidates are free to agree with the question or not, but they need to assess the arguments both for and against a person-centred theory, and whether modern Virtue Ethics address the</p>	35	

Question	Indicative Content	Marks	Guidance
	<p>They may do this by contrasting Virtue Ethics with another ethical theory which they feel may give a better outcome, or they may conclude that a virtuous person would not need ethical theories to make the right decisions.</p> <p>Candidates may debate how crucial the concept of eudaimonia is to humanity – whether it is attainable or invented and how to interpret it. They may compare it to other ethical systems such as Utilitarianism which has different views about what makes us happy or fulfilled.</p> <p>They may assess whether Virtue Ethics was worth reviving or not, and whether it can help address ethical issues today, or whether today there are no consistent communities as there were in the time of Aristotle which makes it a weak theory for today's world.</p>		
4	<p>AO1</p> <p>Candidates may consider the different approaches to conscience - innate and religious using ideas from Butler and Newman or learnt and secular using ideas from Freud, Fromm and Piaget, and apply these ideas to issues surrounding sex.</p> <p>Candidates may concentrate their answer on the views of one scholar's approach such as that of Freud.</p> <p>They may also discuss the ideas of conscience from Aquinas which requires the right moral principles to be applied as far a possible in each situation – they may then explain how these can be applied to issues surrounding sex.</p> <p>They may give examples to illustrate their discussion.</p> <p>They may contrast the demands of conscience with the approaches of ethical theories such as Utilitarianism, Kantian ethics or Virtue Ethics. They may make the link between Aquinas' idea of conscience and Natural Law as far as issues surrounding sex are concerned.</p>	35	

Question	Indicative Content	Marks	Guidance
	<p>AO2</p> <p>Candidates may assess whether following conscience will always give a reliable response and how important it is as a moral guide. They may discuss the importance of educating the conscience and how decisions about sex can be influenced by society and culture, for example the changing attitudes towards homosexuality.</p> <p>They could argue that conscience is not reliable and using an ethical theory might be more useful.</p> <p>Alternatively they could assess whether our moral values are discovered through reasoning, and also past and shared experiences of the consequences of human actions as far as the issues surrounding sex are concerned.</p>		

**APPENDIX 1
A2 LEVELS OF RESPONSE**

Band	Mark /21	AO1	Mark /14	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1 – 5	almost completely ignores the question <ul style="list-style-type: none"> little relevant material some concepts inaccurate shows little knowledge of technical terms <i>a.c.i.g</i>	1 – 3	very little argument or justification of viewpoint <ul style="list-style-type: none"> little or no successful analysis views asserted with no justification <i>v lit arg</i>
Communication: often unclear or disorganised; can be difficult to - understand; spelling, punctuation and grammar may be inadequate				
2	6 – 9	A basic attempt to address the question <ul style="list-style-type: none"> knowledge limited and partially accurate limited understanding might address the general topic rather than the question directly selection often inappropriate limited use of technical terms <i>b att</i>	4 – 6	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> some analysis, but not successful views asserted but little justification <i>b att</i>
Communication: some clarity and organisation; easy to follow in parts – spelling, punctuation and grammar may be inadequate				
3	10 – 13	satisfactory attempt to address the question <ul style="list-style-type: none"> some accurate knowledge appropriate understanding some successful selection of material some accurate use of technical terms <i>sat att</i>	7 – 8	the argument is sustained and justified <ul style="list-style-type: none"> some successful analysis which may be implicit views asserted but not fully justified <i>sust/just</i>
Communication: some clarity and organisation; easy to follow in parts – spelling, punctuation and grammar may be inadequate				
4	14 – 17	a good attempt to address the question <ul style="list-style-type: none"> accurate knowledge good understanding good selection of material technical terms mostly accurate <i>g att</i>	9 – 11	a good attempt at using evidence to sustain an argument holistically <ul style="list-style-type: none"> some successful and clear analysis some effective use of evidence views analysed and developed <i>g att</i>
Communication: generally clear and organised; can be understood as a whole - spelling, punctuation and grammar good				
Band	Mark /21	AO1	Mark /14	AO2
5	18 – 21	A very good/excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> very high level of ability to select and deploy relevant information accurate use of technical terms <i>vg/e att</i>	12 – 14	A very good/excellent attempt which uses a range of evidence to sustain an argument holistically <ul style="list-style-type: none"> comprehends the demands of the question uses a range of evidence shows understanding and critical analysis of different viewpoints <i>vg/e att</i>
Communication: answer is well constructed and organised - easily understood; spelling, punctuation and grammar very good				

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