

# **Religious Studies**

Advanced Subsidiary GCE

Unit **G572**: Religious Ethics

## **Mark Scheme for June 2011**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## AS 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. 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 Advanced Subsidiary, the questions are in two parts, each addressing a single topic and targeted explicitly at one of the Objectives.

**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 not write detailed comments on scripts; 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.

**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.

**AS LEVELS OF RESPONSE – G571-G579**

Band	Mark /25	AO1	Mark /10	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"> <li>little relevant material</li> <li>some concepts inaccurate</li> <li>shows little knowledge of technical terms.</li> </ul> <b>a.c.i.q</b>	1-2	very little argument or justification of viewpoint <ul style="list-style-type: none"> <li>little or no successful analysis</li> <li>views asserted with no justification.</li> </ul> <b>v lit arg</b>
Communication: often unclear or disorganised; can be difficult to understand; Spelling, punctuation and grammar may be inadequate				
2	6-10	a basic attempt to address the question <ul style="list-style-type: none"> <li>knowledge limited and partially accurate</li> <li>limited understanding</li> <li>selection often inappropriate</li> <li>might address the general topic rather than the question directly</li> <li>limited use of technical terms.</li> </ul> <b>b att</b>	3-4	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> <li>some analysis, but not successful</li> <li>views asserted with little justification.</li> </ul> <b>b att</b>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	11-15	satisfactory attempt to address the question <ul style="list-style-type: none"> <li>some accurate knowledge</li> <li>appropriate understanding</li> <li>some successful selection of material</li> <li>some accurate use of technical terms.</li> </ul> <b>sat att</b>	5-6	the argument is sustained and justified <ul style="list-style-type: none"> <li>some successful analysis which may be implicit</li> <li>views asserted but not fully justified.</li> </ul> <b>sust / just</b>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	16-20	a good attempt to address the question <ul style="list-style-type: none"> <li>accurate knowledge</li> <li>good understanding</li> <li>good selection of material</li> <li>technical terms mostly accurate.</li> </ul> <b>g att</b>	7-8	a good attempt to sustain an argument <ul style="list-style-type: none"> <li>some effective use of evidence</li> <li>some successful and clear analysis</li> <li>considers more than one view point.</li> </ul> <b>g att</b>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	21-25	a very good/excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> <li>very high level of ability to select and deploy relevant information</li> <li>accurate use of technical terms.</li> </ul> <b>vg/e att</b>	9-10	A very good/excellent attempt to sustain an argument <ul style="list-style-type: none"> <li>comprehends the demands of the question</li> <li>uses a range of evidence</li> <li>shows understanding and critical analysis of different viewpoints</li> </ul> <b>vg/e att</b>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

**1 (a) Explain how a follower of Natural Law might approach the issues surrounding abortion. [25]**

Candidates may give an outline of Natural Law theory explaining its origins in Aristotle and the re-working of Aquinas. They may say that Natural Law is absolutist in its Primary Precepts and depends on the idea that God created everything for a purpose. They may also point out the importance of using human reason. They may discuss the five primary precepts.

They may explain the view that Natural Law supports the sanctity of life, ensoulment and personhood. They may apply the primary precepts to abortion.

They may state that Natural Law is clear as it does not consider unknown consequences, but it is the act of abortion itself which is wrong as it goes against the primary precepts of reproduction and protection of the innocent. Candidates may apply the secondary precepts and consider the doctrine of double effect.

Candidates may also explain that followers of Natural Law would not consider the people involved or their emotions, and so can give a clear decision.

Some candidates may consider the use of virtues/vices as applied to issues surrounding abortion.

**1 (b) 'Natural Law has no serious weaknesses.' Discuss. [10]**

Candidates may claim that Natural Law gives a rational approach to morality and that its basic principles are common to all societies and peoples so that the purpose of morality is simply the fulfilment of our natures.

They may see this as a major strength.

Alternatively they may state that a major weakness is that there is no common human nature and that moral standards vary from culture to culture so Natural Law can make no claim to universality.

Candidates may see the religious basis of Aquinas' Natural Law as both a strength and a weakness.

On the other hand they may not consider Natural Law to be the best approach to ethical issues as it does not sufficiently consider the people involved or their situation.

**2 (a) Explain the Preference Utilitarianism of Peter Singer. [25]**

Candidates may explain the principle of Utility: the greatest good for the greatest number. They may explain how Peter Singer refines Utilitarianism by focussing on the seventh criteria of the Hedonic Calculus – the number of people who will be affected by any pleasure or pain arising as a result of the act in question; and stating that they all need to be considered.

Candidates may explain earlier versions of Utilitarianism such as those of Bentham or Mill. They may explain that an Act Utilitarian judges right or wrong according to the minimising of pain and the maximising of pleasure and a Rule Utilitarian judges right and wrong according to general Utilitarian rules, but a Preference Utilitarian such as Singer judges right and wrong according to whether they fit the rational preferences of the individuals involved.

They may explain Singer's approach to be that of the impartial spectator with all preferences counting as equal so that everyone involved is considered. They may say that for Singer the best consequences have to be what is in the best interests of all involved.

They may give examples to illustrate this.

**2 (b) To what extent is Preference Utilitarianism the best form of Utilitarianism? [10]**

Candidates may consider some of the main weaknesses of all forms of Utilitarianism, for example the difficulty of weighing up consequences, the allowing of unjust results or actions, the victimisation of minorities etc. and assess to what extent Preference Utilitarianism overcomes these.

They may consider the fact that Preference Utilitarianism considers the interests of all sentient beings to be an advantage, but they may also say that this makes it difficult to make any decisions or to be sure that those decisions are right.

They may however claim that Preference Utilitarianism does protect minorities and in considering the needs and preferences of individuals overcomes the charge that Utilitarianism is too impersonal and does not allow for personal responsibility.

**3 (a) Explain the theories of ethical and religious pacifism. [25 marks]**

Candidates may explain Absolute Pacifism which sees all war as wrong, and Contingent Pacifism which accepts war/violence in some circumstances such as self-defence and defence of the innocent, such as in the situation of Bonhoeffer in Nazi Germany.

They may explain that all pacifists see the killing of the innocent as morally unjustifiable, and, no matter what the consequences, the taking of human life is not justified.

They may give examples to illustrate these two views and cite philosophers such as Bertrand Russell.

Candidates may explain that religious pacifist views are rooted in Christianity and were very strong in the early Church. They may cite the teachings of Jesus. They may discuss particular religious pacifist views such as those of the Quakers and other religious groups. They may also explain that pacifist views are found across every Christian denomination.

They may also explain the non-violent direct action advocated by Martin Luther King Jr.

They may explain the pacifist views of any religion studied.

**3 (b) Assess the claim that killing in war is more justifiable than other types of killing. [10 marks]**

Candidates may argue that killing is absolutely wrong in any circumstances or may argue that it can be justified in some circumstances. They may compare killing in war with killing by euthanasia or abortion.

They may say that Just War theory allows killing in some situations, or that killing in war is a necessary evil, ultimately to protect the innocent.

On the other hand they may say that all life is sacred and any killing is wrong, whether in war or by abortion or euthanasia.

**4 (a) Explain the differences between the Hypothetical and Categorical Imperatives. [25]**

Candidates may begin by explaining the basis of Kant's ethics in his ideas about duty and good will which aim for a morality which is not based on feelings and desires, but based on reason. They might explain that, for Kant, moral precepts were rooted in rationality, were unconditional or categorical and presupposed freedom.

They may explain that there are two kinds of imperatives: the non-moral or Hypothetical and the moral or Categorical.

In explaining the Hypothetical Imperative candidates may say that it is not universal and seeks some sort of goal or result. They may give examples to illustrate this.

In explaining the Categorical Imperative candidates may say that they apply to everyone and explain the different forms it may take: the formula of the law of nature which universalises maxims without contradiction; the formula of end in itself which means that we should not treat others as a means to an end; and the formula of a kingdom of ends which means that we should act as if everyone is a free, autonomous agent. They may give examples to illustrate this; possibly Kant's own examples.

Candidates may say the Categorical Imperative will aid achievement of the Summum bonum unlike the Hypothetical Imperative.

They may explain that while the Hypothetical Imperative is teleological the Categorical Imperative is deontological.

**4 (b) How useful is Kant's theory when considering embryo research? [10]**

Candidates may argue that it is not useful as it does not give clear guidelines and it is not easy to apply the Categorical Imperative to an issue such as embryo research – though it might depend why the embryos were being used for research and whether Kant would consider them to be human as they lack powers of reason.

On the other hand they may argue that Kant's theory is useful as it protects human dignity and does not consider consequences or let emotions cloud the judgement.

Candidates may consider an alternative ethical approach such as Utilitarianism, Situation ethics or Natural Law to be more useful.



**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**



**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2011