

GCE

Religious Studies

Unit **H173A/02**: Religion and ethics

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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

Annotation	Meaning
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	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**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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. 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 this 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.

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, 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.

To use these grids:

Determine the level: start at the highest level and work down until you reach the level that matches the answer.

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

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 -

- a) provide extended responses

As such, the quality of extended responses are 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*.

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"> • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief 	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 • 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	

Question	Indicative content	Marks	Guidance
1	<p>To what extent does natural law provide a helpful method of moral decision-making?</p> <p><i>The following is 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.</i></p> <p><i>The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:</i></p> <ul style="list-style-type: none"> • <i>demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid and</i> • <i>the analysis and evaluation of aspects of, and approaches to, religion and belief</i> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:</p> <ul style="list-style-type: none"> • Aquinas' adoption and adaptation of Aristotle's theory of natural law and his understanding of human telos being achieved by flourishing (<i>eudaimonia</i>) within the community (<i>polis</i>) • Aquinas combined Aristotelian thought with Christian views found in the Bible and the teaching of the Catholic Church • natural law seen in the context of the ordered universe is governed by four tiers of law: eternal, divine, natural and human • natural law is understood as: the light of reason placed within each person by God; as an orientation towards the good in human nature which is summed up by the key precept (do good and avoid evil) and 	<p>30</p> <p>(AO1 15)</p>	<ul style="list-style-type: none"> • Candidates may include the doctrine of double-effect as an element of natural law theory which assists an individual in making moral decisions. • Candidates may include mention of the development of proportionalist thinking as a modern element of natural law theory.

Question	Indicative content	Marks	Guidance
	<p>five primary precepts (preservation of life, ordering of society, worship of God, education of children, and reproduction)</p> <ul style="list-style-type: none"> the primary precepts may be applied through the application of innumerable secondary precepts which are derived from them natural law provides both a focus on the inner intention of an act as well as the exterior act carried out moral acts result from the secondary precepts meeting the requirements of being real goods (i.e. leading to flourishing) and not apparent goods (i.e. appearing to lead to flourishing but not doing so in reality) <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> Some candidates might argue that natural law provides a helpful method of moral decision-making because: <ul style="list-style-type: none"> it has been established and used widely over time as there are versions of this theory in the work of Aristotle (4th century BCE), it is developed by Aquinas (13th century CE) and is used in the modern day in Catholic ethics it is rooted within a common-sense conceptual framework, built on <i>telos</i>, and reasoning from this general principle to more specific applications via the secondary precepts it provides a strong approach to moral decision-making based on whether certain acts in themselves are good, bad, right or wrong. the doctrine of double effect gives a helpful approach to moral decision-making where dilemmas are involved involving actions with a good intention which produce one good and one bad result it is underpinned by a theological framework which places it within the context of human law, divine law and eternal law it can be used in many areas requiring moral decision-making including euthanasia: examples may be given 	(AO2 15)	<ul style="list-style-type: none"> Candidates may develop an argument that other ethical systems provide a more helpful method of moral decision making, for example utilitarianism. The use of alternative ethical systems should not dominate the response which should maintain a focus on natural law.

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> Some candidates might argue that natural law does not provide a helpful method of moral decision-making because: <ul style="list-style-type: none"> it is based on an outdated and prescientific understanding of the universe as a whole and of human nature ultimately it requires acknowledgment of a religious understanding of the universe and of the human person which would not be recognised by those who have a secular understanding the primary precepts are assumptions which empirical data suggests are not shared by all people over time or by different cultures the theological assumption that human nature has an orientation towards the good may be contradicted by some protestant theology and its emphasis on the fallen condition of humankind the naturalistic fallacy shows that it is logically flawed as it is based on how the world is which lead to conclusions as to how the world ought to be it does not have the flexibility required today in many areas requiring moral decision-making - such as euthanasia Some candidates may combine these views and argue that natural law by itself is insufficient and that the approaches taken by other normative ethical theories are more helpful. 		

Question	Indicative content	Marks	Guidance
2	<p>‘Kantian ethics is too abstract to be used in practical moral decision-making.’ Discuss.</p> <p><i>The following is a description of possible content only; all legitimate answers</i></p>	30	

	<p><i>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.</i></p> <p><i>The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:</i></p> <ul style="list-style-type: none"> <i>demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid and</i> <i>the analysis and evaluation of aspects of, and approaches to, religion and belief</i> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:</p> <ul style="list-style-type: none"> Kantian ethics provides a deontological and absolutist approach to moral decision-making. why Kant's hypothetical imperative (a command to act to achieve a desired result) is not a moral imperative. why Kant's categorical imperative (a command to act which is good in itself regardless of consequences) is the imperative of morality. Kant's three formulations of the categorical imperative are: <ul style="list-style-type: none"> formula of the law of nature (whereby a maxim can be established as a universal law) formula of the end in itself (whereby people are treated as ends in themselves and not a means to an end) formula of the kingdom of ends (whereby a society of rationality is established in which people treat each other as ends and not means) explanation of Kantian ethics may be illustrated with examples relating to practical ethics. 	(AO1 15)	<ul style="list-style-type: none"> Candidates may draw a distinction between contradictions of will and contradictions of nature within universalisation. Candidates may explain Kantian understanding of ethical statements as a prior synthetic statements. Candidates may include as part of their responses illustrative examples of the various laws in practice, including those examples given by Kant in his writings.
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	<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Some candidates might argue that Kantian ethics is too abstract to be used in practical moral decision-making because: <ul style="list-style-type: none"> • in practical moral decision-making, the combination of concepts involved in Kantian ethics such as duty, maxims, the hypothetical and categorical imperatives and the postulates is too theoretical • Kantian ethics is overly complex since it rests on a priori concepts rather than on less abstract and more easily understood empirical data such as the principle of utility in utilitarianism • by rejecting the hypothetical imperative as the imperative of morality, Kantian ethics rejects an approach which is based on easily recognised and easily acted upon factors such as sympathy, empathy and love - all of which are applicable to practical moral decision-making • Kant did not provide sufficient exemplification of how moral decisions might be made using the categorical imperative and this gives a lack of clarity to his ethical approach <p>Kantian ethics is not designed to be applicable to practical moral decision-making as can be seen in the unresolved problem of conflicting duties</p> <ul style="list-style-type: none"> • Some candidates might argue that Kantian ethics is not too abstract to be used in practical moral decision-making because: <ul style="list-style-type: none"> • Kantian ethics presents a straightforward and rational deontological approach to practical moral decision-making whereby it is clear as to what actions are good, bad, right or wrong • Kantian ethics only has the appearance of being too abstract – thus, for example, Kant’s rejection of the hypothetical imperative is simply a rejection of a teleological approach to moral decision-making 	(AO2 15)	<ul style="list-style-type: none"> • Candidates may create a comparison towards other ethical systems that are seen as being more practical and less abstract. However the main focus of the response should be maintained on Kantian ethics itself.
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	<ul style="list-style-type: none"> the formulations of the categorical imperative are in essence easy to grasp and to apply – thus, for example, deciding whether a maxim and subsequent moral decision could be established as a universal law the second formulation of the categorical imperative (people are treated as ends in themselves and not as means to an end) is a concrete principle applicable in most areas of practical moral decision-making Kant's concept of acting out of duty - which may be seen as acting according to the good will - provides a useful common-sense guide in many areas of practical moral decision-making the issue is not that Kantian ethics is too abstract but that the conclusions it reaches in areas of practical moral decision-making are ones which people might find too difficult to accept particularly as consequences are not considered Some candidates may combine these views and argue that whilst Kantian ethics is complex in terms of the concepts involved, it is at the same time straightforward and not too abstract to be used in practical moral decision-making 		
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Question	Indicative content	Marks	Guidance
3	<p>‘The only purpose of a business is to make a profit.’ Discuss.</p> <p><i>The following is 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.</i></p>	30	

	<p>make profits because:</p> <ul style="list-style-type: none"> • a business may focus on the maximisation of profits for its owners and for its shareholders and thus give a lower priority to its employees to ensure the maximisation of profits • a business may be concerned with customers only insofar as they are consumers who contribute to profit-making • a business may regard globalisation as a vehicle for expansion of consumerism and capitalism with exploitation being justified for the sake of profits • a business may give the appearance of having corporate social responsibility to pacify the conscience of consumers <ul style="list-style-type: none"> • Some candidates might argue that the purpose of a business is not only to make profits because: <ul style="list-style-type: none"> • a business may focus on the maximisation of profits whilst at the same time keeping to the concept that good ethics is good business • a business may have a corporate social responsibility strategy whereby the purpose of a business in making profits is not given priority over responsibility for the interests of employees, customers, the local community, the country as whole and governments • a business may regard globalisation as promoting the common good in integrating economies, industries, markets and cultures around the world • Kantian arguments that certain duties apply regardless of consequence suggest that profit is not the main issue • Some candidates may combine these views and argue that the purpose of profit-making is balanced by other purposes of a business 		<p>through the specification to respond to business ethics from the viewpoints of Kantian ethics and Utilitarianism. Other ethical systems may be applied by individual candidates and should be accredited accordingly.</p>
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Assessment Objective (AO) Grids

AO1 Mapping	Assessed?	Question
Demonstrate knowledge and understanding of religion and belief, including:		
<ul style="list-style-type: none"> religious, philosophical and/or ethical thought and teaching 	Y	1-3
<ul style="list-style-type: none"> influence of beliefs, teachings and practices on individuals, communities and societies 		
<ul style="list-style-type: none"> cause and significance of similarities and differences in belief, teaching and practice 		
<ul style="list-style-type: none"> approaches to the study of religion and belief. 	Y	1-3

AO2 Mapping	Assessed?	Question
Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	Y	1-3

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