

**GCE**

**Religious Studies**

**H173/02: Religion and ethics**

AS Level

**Mark Scheme for June 2024**

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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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Indicative content – Responses might include:	Guidance
<p><b>1. ‘The four working principles are the most useful part of Situation Ethics.’ Discuss. [30]</b></p> <p><b>AO1</b> Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <li>Fletcher’s situation ethics is based on the New Testament principle of agape</li> <li>in making judgments as to how agape might be best served, Fletcher set out four working principles:             <ol style="list-style-type: none"> <li>(1) pragmatism – decisions based on experience rather than theory</li> <li>(2) relativism – decisions based on making the absolute laws of Christian ethics relative</li> <li>(3) positivism – decisions begin with belief in the reality and importance of love</li> <li>(4) personalism – decisions recognise that persons, not laws or anything else, are at the centre of this approach</li> </ol> </li> <li>these four working principles were to be used in applying the six propositions:             <ol style="list-style-type: none"> <li>(1) love is the only thing which is intrinsically good</li> <li>(2) love is the ruling norm in moral decision-making and replaces all laws</li> <li>(3) love and justice are the same thing – justice is love which is distributed</li> <li>(4) love wills the neighbour’s good regardless of whether the neighbour is liked or not</li> <li>(5) love is the goal of the act and justifies any means to achieve that goal</li> <li>(6) love decides on each situation as it arises without a set of laws to guide it.</li> </ol> </li> </ul>	
<p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <li>The four working principles are the most useful part of situation ethics since they give clear guidelines on how to apply agape in different situations</li> <li>basing decisions on pragmatism is most useful because it avoids having to think about anything other than the situation at hand</li> <li>relativism is most useful because it avoids any fixed Christians rules and teaching in favour of what is needed by each situation</li> <li>positivism is most useful because it gives an optimistic approach focussed on love when decisions have to be made</li> </ul>	<p>Some candidates may choose to explore/analyse Situation Ethics through other scholars e.g. Bultmann/ Temple.</p> <p>The question does not require that candidates refer to other ethical approaches, however if they do so then it must</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"><li>• personalism is most useful because it means that all decisions are person-centred based on their good and their happiness</li><li>• although they are described as working principles, they are not the most useful part of situation ethics since they require a lot of interpretation before they can be used</li><li>• the six propositions are the most useful part of situation ethics since they provide the only framework required - the principles are really a commentary on the propositions</li><li>• with only the four propositions, situation ethics would become individualistic and subjective whereas the propositions focus on, for example, the neighbour's good making them the most useful</li><li>• the only useful part of situation ethics is the basic principle of applying agape since everything else is simply advice which does not need to be followed because everything is relative.</li></ul>	remain focused on whether the four working principles are the most <b>useful</b> part of Situation Ethics, as this question does not require a comparison of ethical theories.

Indicative content – Responses might include:	Guidance
<p><b>2. Assess the view that Kantian ethics relies too much on reason to be of help in moral decision-making. [30]</b></p> <p><b>AO1</b> Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <li>• Kantian ethics is based on the application of reason in moral decision-making</li> <li>• reason enables a person to identify and reject the hypothetical imperative as not being the imperative of morality</li> <li>• reason enables a person to instead recognise the categorical imperative as being the moral imperative</li> <li>• the categorical imperative enables a person to act in such a way that consequences are disregarded the method of moral decision-making involves identifying the three formulations of the categorical imperative:             <ol style="list-style-type: none"> <li>1. Formula of the law of nature (whereby a maxim can be established as a universal law)</li> <li>2. Formula of the end in itself (whereby people are treated as ends in themselves and not means to an end)</li> <li>3. Formula of the kingdom of ends (whereby a society of rationality is established in which people treat each other as ends and not means)</li> </ol> </li> <li>• ultimately a moral decision is made by a person acting from duty – acting morally according to the good regardless of consequences as it is a deontological, absolutist approach to ethics.</li> </ul>	
<p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <li>• the whole purpose of Kantian ethics is that it relies on reason in moral decision-making</li> <li>• relying on reason means that the key points are easily accessible such as the simple fact of making the right moral decision because it is the right thing to do without having to take into account the unknown consequences</li> <li>• relying on reason means that Kantian ethics is a clear and straightforward deontological and absolutist approach to moral decision-making</li> <li>• relying on reason alone is unhelpful and even harmful because moral decision-making requires an approach based on intuition regarding possible outcomes</li> </ul>	<p>Candidates may use some examples to support their analysis/argument, e.g. axe murderer/ shopkeeper</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"><li>• Kantian ethics does not take into account factors other than reason such as conscience, sympathy, love etc. all of which can help in moral decision-making</li><li>• Kantian ethics being reliant on reason means that it is very helpful because it avoids being individualist and subjective but instead follows clear rules</li><li>• in the past Kantian ethics being reliant on reason might have been very helpful when people accepted concepts such as duty being the right thing to do but that is no longer the case in the modern era</li><li>• moral decision-making often needs to be something which is immediate and there would not be time to go through each of the steps of reasoned through required by Kantian ethics</li><li>• Kantian ethics isolates moral decision-making to the one factor of reason and denies any modern understanding that the person making the decisions has to be seen in an holistic way where psychology, personality, spirituality etc. need to be given their due</li><li>• Kantian ethics does not rely too much on reason because it gives importance to other factors such as duty and the three postulates of freedom, immortality and God.</li></ul>	

Indicative content – Responses might include:	Guidance
<p><b>3. To what extent is corporate social responsibility more important than profit-making for business? [30]</b></p> <p><b>AO1</b> Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <li>• corporate social responsibility accepts that the purpose of a business is making profit</li> <li>• Good ethics is good business and its application to share holders and profit making</li> <li>• at the same time corporate social responsibility recognises wider responsibility for the interests of others through stakeholders these would include: (1) employees, (2) customers, (3) the local community, (4) the country as whole and (5) governments</li> <li>• Responsibility towards the environment through good business practises</li> <li>• corporate social responsibility may include recognising and adopting clear whistle-blowing policies for the protection of the business and its employees</li> <li>• corporate social responsibility may also link to globalisation in establishing a good ethics as good business foundation wherever the business is established and has dealings</li> </ul>	<p>Candidates do not need to include all aspects of the indicative content in their response</p>
<p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <li>• corporate social responsibility is important for every business because much of what corporate social responsibility demands is established by law</li> <li>• it would have to be accepted that whether or not corporate social responsibility is important depends on the size and type of business which is involved</li> <li>• the only thing which is important for a business is making profits – in this sense corporate social responsibility is hypocritical window dressing</li> <li>• every business is part of consumerism and capitalism and ultimately this does not allow for human flourishing as implied by the policies of corporate social responsibility thus making the latter unimportant</li> </ul>	<p>Candidates may use other ethical approaches alongside Kant and utilitarianism.</p> <p>Candidates may wish to support their argument through the use of ethical examples and to exemplify their analysis in relation to the question.</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"><li>• every business – however small or large – has an impact on the local and wider community and therefore corporate social responsibility is much more important than profit-making</li><li>• corporate social responsibility has to take second place to profit-making because without this the business would not continue to exist and the interests of stake-holders would no longer be of any concern</li><li>• in the modern world corporate responsibility is important as it keeps responsibility to the environment on the agenda of business</li><li>• corporate social responsibility is important because it ensures that multinational companies do not exploit employees in less economically developed countries</li><li>• today businesses have to have good ethics in all their dealings and this means that corporate social responsibility is important for them</li><li>• applying Kantian ethics to business ethics means that corporate social responsibility is important as it prevents people being used as means to an end</li><li>• applying utilitarianism to business ethics could mean that the interests of the majority are best served not by corporate social responsibility but by the business making profits and keeping prices low.</li></ul>	



Level (Mark)	<b>Levels of Response for AS Level Religious Studies: Assessment Objective 1 (AO1)</b> <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> <li>• Religious, philosophical and/or ethical thought and teaching</li> <li>• Approaches to the study of religion and belief</li> </ul>	<b>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.</b>
<b>5</b> (13–15)	A <b>very good</b> demonstration of knowledge and understanding in response to the question : <ul style="list-style-type: none"> <li>• focuses on the precise question throughout</li> <li>• very good selection of relevant material which is used appropriately</li> <li>• accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used</li> <li>• accurate and appropriate use of technical terms and subject vocabulary.</li> <li>• a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding</li> </ul>	
<b>4</b> (10–12)	A <b>good</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• addresses the question well</li> <li>• good selection of relevant material, used appropriately on the whole</li> <li>• mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth</li> <li>• mostly accurate and appropriate use of technical terms and subject vocabulary.</li> <li>• a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding</li> </ul>	
<b>3</b> (7–9)	A <b>satisfactory</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• generally addresses the question</li> <li>• mostly sound selection of mostly relevant material</li> <li>• some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth</li> <li>• generally appropriate use of technical terms and subject vocabulary.</li> </ul> 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	
<b>2</b> (4–6)	A <b>basic</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• might address the general topic rather than the question directly</li> <li>• limited selection of partially relevant material</li> <li>• some accurate, but limited, knowledge which demonstrates partial understanding</li> <li>• some accurate, but limited, use of technical terms and appropriate subject vocabulary.</li> </ul> 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	
<b>1</b> (1–3)	A <b>weak</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• almost completely ignores the question</li> <li>• very little relevant material selected</li> <li>• knowledge very limited, demonstrating little understanding</li> <li>• very little use of technical terms or subject vocabulary.</li> <li>• very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding</li> </ul>	
<b>0</b> (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.
<b>5</b> (13–15)	<p>A <b>very good</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• clear and convincing argument</li> <li>• successful and clear analysis and evaluation</li> <li>• views very well stated, coherently developed and justified</li> <li>• answers the question set competently</li> <li>• accurate and appropriate use of technical terms and subject vocabulary.</li> <li>• a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
<b>4</b> (10–12)	<p>A <b>good</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• argument is generally successful and clear</li> <li>• generally successful analysis and evaluation</li> <li>• views well stated, with some development and justification</li> <li>• answers the question set well</li> <li>• mostly accurate and appropriate use of technical terms and subject vocabulary.</li> <li>• a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
<b>3</b> (7–9)	<p>A <b>satisfactory</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• some successful argument</li> <li>• partially successful analysis and evaluation</li> <li>• views asserted but often not fully justified</li> <li>• mostly answers the set question</li> <li>• generally appropriate use of technical terms and subject vocabulary.</li> <li>• 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</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<b>2</b> (4–6)	<p>A <b>basic</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• some argument attempted, not always successful</li> <li>• little successful analysis and evaluation</li> <li>• views asserted but with little justification</li> <li>• only partially answers the question</li> <li>• some accurate, but limited, use of technical terms and appropriate subject vocabulary.</li> <li>• a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<b>1</b> (1–3)	<p>A <b>weak</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• very little argument attempted</li> <li>• very little successful analysis and evaluation</li> <li>• views asserted with very little justification</li> <li>• unsuccessful in answering the question</li> <li>• very little use of technical terms or subject vocabulary.</li> <li>• very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation</li> </ul> <p><b>Assessment of Extended Response:</b> <i>The information is communicated in a basic/unstructured way.</i></p>	
<b>0</b> (0)	No creditworthy response	



# MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 2024

## 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.
- Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
  - Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
  - Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
  - 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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	Above bottom and either below middle or at middle of level

balance for this 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
<b>L1</b>	Level one – to be used at the end of each part of the response in the margin.
<b>L2</b>	Level two – to be used at the end of each part of the response in the margin.
<b>L3</b>	Level three – to be used at the end of each part of the response in the margin.
<b>L4</b>	Level four – to be used at the end of each part of the response in the margin.
<b>L5</b>	Level five – to be used at the end of each part of the response in the margin.
<b>L6</b>	(H573 only) Level six - 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.
<b>SEEN</b>	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 -

- 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*.

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