GCE

Religious Studies

Advanced GCE

Unit **G582:** Religious Ethics

Mark Scheme for January 2013

Annotations

Annotation	Meaning
	Level 1 – to be used at the end of each part of the response in the margin
	Level 2 – to be used at the end of each part of the response in the margin
	Level 3 – to be used at the end of each part of the response in the margin
	Level 4 – to be used at the end of each part of the response in the margin
	Level 5 – 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 eg where part of an answer is at the end of the script

Subject Specific Marking Instructions

Handling unexpected answers

If you are not sure how to apply the mark scheme to an answer, you should contact 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.

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	Mark	Guidance
1	**AO1** Candidates may begin by considering what is meant by 'a reliable guide'. Candidates could assess the tensions between individual conscience and moral absolutes, religious teaching or laws, and consider whether conscience is in fact a reliable guide. Candidates could explain the different approaches to conscience eg Aquinas, who sees conscience as reason seeking understanding; Butler, who sees it as coming ultimately from God; Newman, who sees conscience as the voice of God, as opposed to Freud, who understands conscience as guilt; Fromm, who sees conscience developing from the authoritarian to the humanistic; Piaget, who sees it developing as we develop cognitively. They could examine how each scholar argues for the need – or not – to see conscience as reliable and the reasons for following it. **AO2** Analysis could compare and contrast the different reasons for and against considering conscience to be a reliable guide. Candidates could look at the reliability of conscience and factors that undermine it: a conscience formed by ignorance, erroneous ideas, parents or authority. They could examine the possibility of a developing conscience and the influence of guilt. They may also assess the possibility that conscience could be used to justify any actions (Aquinas' idea of apparent goods), or that people when faced with a moral dilemma will use conscience to justify different courses of action. They may consider using an ethical theory to be more reliable than conscience when making ethical decisions.	35	Critically assess the claim that conscience is a reliable guide to ethical decision making. Candidates need to make sure that they address the reliability of conscience as a guide to ethical decision making rather than just explaining or discussing the different theories of conscience. Some candidates might choose to compare theories of conscience with ethical theories to show how theories of conscience might or might not be a reliable guide to ethical decision making.

Question	Indicative Content	Mark	Guidance
2	**AO1** Candidates may begin by explaining the Virtue Ethics of Aristotle and may also include more modern versions such as MacIntyre, Hursthouse, Slote and Gilligan. They may say that Virtue Ethics is agent – rather than act-centred. They may explain the idea of the Golden Mean, the acquiring of the virtues through practice and the example of virtuous people. They may give examples of how the virtues are learnt and internalised so that a virtuous character is developed that will make the right ethical choices. They may explain also that Virtue Ethics considers that virtues aim to help people to achieve a certain telos – eudaimonia. **AO2** Candidates may argue that the role of virtuous people is central to acquiring a virtuous character. They may say that the example of virtuous people is motivational and that we do acquire virtues by imitating others. Rather than being told what to do in a given situation, we will developed a good character so that we are able to make the right choices. On the other hand, they may consider that one cannot become virtuous simply by copying another person – after all it is not possible to know how the virtuous role model would react in a given situation. They may consider that practising the virtues is more important or simply integrating our virtues into our everyday lives .They may also point out that it is difficult to know who exactly is virtuous as we cannot be sure of people's motives.	35	'Following the example of virtuous people is the most useful aspect of Virtue Ethics.' Discuss. Candidates need to focus on which aspect of Virtue Ethics is the most useful. There is no need to compare virtue ethics to other ethical theories. Top level could come from just looking at Aristotelian Virtue Ethics or from a range of views including modern and Aristotle as long as the focus is on virtue ethics specifically.

Question	Indicative Content	Mark	Guidance
3	**AO1** Candidates may explain the view of Friedman that businesses exist to make a profit for their shareholders and to act in their best interests. They may then go on to explain the responsibility of business towards the other stakeholders – the consumers (customers, the employees, the suppliers, the local community and environment etc). They may use ethical theories such as Utilitarianism or Kantian ethics to decide who should take priority. They may explain that different approaches may consider whether businesses have the same duties to all the stakeholders – they may use Ross' *prima facie* duties to show how decisions can be made. They may use examples to illustrate their answer, such as Kant's so-called honest shopkeeper who gave the right change to his customers because it is good for business. Any reference to relevant thinkers should be credited. **AO2** In assessing this question candidates may consider the different aspects of corporate responsibility such as that used by Crane and Matten, assessing the different responsibilities to the different stakeholders. They may argue that the shareholders should expect a good return on their investment, the employees who want fair wages and good working conditions, the consumers who want good products at reasonable prices. Candidates could assess the various merits of these stakeholders when deciding whether businesses should always put the needs of their consumers first. They may also assess the importance of businesses acting ethically within society and helping the community.	35	Critically assess the view that businesses have a moral duty to put their consumers first. Depends on their view of business ethics. If followers of Friedman then profit is the driving motive of business not consumer. Some might suggest (as Friedman does) that a business is not a moral agent and therefore it does not have any moral duties. Some may see this view as ethical egoism and that putting consumers first is just a way of increasing the public image of a company thus increasing profits. Others might argue that business like John Lewis, Co-op and Fair Trade companies may see that they have a moral duty towards all of their stake holders. Candidates do need to use the ethical theories covered in the specification or relevant theories from outside of it in their answers rather than writing from a purely 'Business studies/ Economics' point of view. It may not be entirely correct to assume that all business are driven by the profit motive, some wish to provide a service.

Question	Indicative Content	Mark	Guidance
4	**AO1** Candidates could explain the wide nature of sexual ethics and may choose to limit their response to certain areas such as premarital sex, homosexuality etc. They may explain how various religious teachings – from the Bible, Natural Law, Situation ethics and more modern Christian views such as those of Jack Dominian. They may contrast these with the secular approaches such as those of Utilitarianism or Kantian ethics. **AO2** Candidates may discuss who might consider the different approaches more helpful – the individuals involved or society as a whole. Candidates could consider whether secular or religious approaches are the best way of dealing with the sexual ethics or not. They might wish to look at whether religious ethics may not be a good approach because of the different interpretations of religious texts. They might discuss how religious ethics have led to a limited view of sex as to be used for reproduction only and ignoring its role in showing love and building relationships. They may introduce ideas that other ethical theories, such as Utilitarianism might be more helpful as they consider the greater good. They may also analyse the effect of the harm principle. Responses may also consider rules versus consequences.	35	'Religious approaches to sexual ethics are more helpful than secular approaches.' Discuss. Define *more helpful* as this may: • Give clearer answers • Be simpler to use • Agree with my own general ethical outlook • Provide a more universal/ absolute response/ teleological response. • Who might it be more helpful for? Society? The individual? Candidates can use the ethics of any religion on the specification or look at specific theories which are religious in nature i.e. Natural Law. Answers which suggest that Kant or Utilitarianism are religious ethical theories are not considered to show an accurate understanding of the nature of these theories.

APPENDIX 1 – A2 LEVELS OF RESPONSE

Level	Mark /21	AO1	Mark /14	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1–5	almost completely ignores the question • little relevant material • some concepts inaccurate • shows little knowledge of technical terms. *L1*	1–3	very little argument or justification of viewpoint • little or no successful analysis • views asserted with no justification. *L1*
		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 • 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. *L2*	4–6	a basic attempt to sustain an argument and justify a viewpoint • some analysis, but not successful • views asserted but little justification. *L2*
		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 • some accurate knowledge • appropriate understanding • some successful selection of material • some accurate use of technical terms. *L3*	7–8	the argument is sustained and justified • some successful analysis which may be implicit • views asserted but not fully justified. *L3*
		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 • accurate knowledge • good understanding • good selection of material • technical terms mostly accurate. *L4*	9–11	a good attempt at using evidence to sustain an argument holistically • some successful and clear analysis • some effective use of evidence • views analysed and developed. *L4*
		Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good		
5	18–21	A very good/excellent attempt to address the question showing understanding and engagement with the material • very high level of ability to select and deploy relevant information • accurate use of technical terms. *L5*	12–14	A very good/excellent attempt which uses a range of evidence to sustain an argument holistically • comprehends the demands of the question • uses a range of evidence • shows understanding and critical analysis of different viewpoints. *L5*
		Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good		

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