



Oxford Cambridge and RSA

GCE

Religious Studies

H173/02: Religion and ethics

AS Level

Mark Scheme for June 2023

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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>1. 'In situation ethics, applying agape (love) is unhelpful when making moral decisions.' Discuss. [30]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • origins of <i>agape</i> in the New Testament (for example the teaching of Jesus regarding love of neighbour and love of one another) and its religious development in the writing of Fletcher • Fletcher's six propositions and how they apply agape in moral decision-making: <ol style="list-style-type: none"> (1) love is the only thing which is intrinsically good (2) love is the ruling norm in moral decision-making and replaces all laws (3) love and justice are the same thing – justice is love which is distributed (4) love wills the neighbour's good regardless of whether the neighbour is liked or not (5) love is the goal of the act and justifies any means to achieve that goal (6) love decides on each situation as it arises without a set of laws to guide it • Fletcher's four working principles and how they are intended to apply agape to moral decision-making: <ol style="list-style-type: none"> (1) pragmatism – decisions based on experience rather than theory (2) relativism – decisions based on making the absolute laws of Christian ethics relative (3) positivism – decisions begin with belief in the reality and importance of love (4) personalism – decisions recognise that persons, not laws or anything else, are at the centre of this approach. 	<p>Candidates may refer to Fletcher's understanding of conscience as a verb rather than a noun in approaching applying agape to moral decisions creatively.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • applying agape is helpful as it is easy to understand and to use in moral decision-making • on the contrary, the term agape appears to mean nothing more than wanting the best for a person in any given situation • it is helpful because it allows a great degree of flexibility in terms of its meaning and application to moral decision-making • on the contrary, the use of agape is unhelpful as its meaning cannot be clearly defined and its application is therefore highly subjective • it is helpful because in situation ethics agape is framed within the context of the six propositions and the four working principles • on the contrary, it is unhelpful because agape can override all propositions and principles as each situation must be decided upon in isolation 	<p>Candidates may employ additional thinkers such as Kant, etc., in creating their criticism of agape and/or situation ethics.</p> <p>Candidates may refer to the Christian basis for relative rather than absolutist morality as part of their argument.</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> • it is helpful because agape can be applied in a pragmatic and relativist way • it is unhelpful because in one situation an action might be seen as producing agape, whilst in another situation the same action might be seen as not doing so. 	

Indicative content – Responses might include:	Guidance
<p>2. Assess the view that the four tiers of law are essential in understanding natural law. [30]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • Eternal Law: the principles by which God made and controls the universe and which are only fully known to God • Divine Law: the law of God revealed in the Bible, particularly in the Ten Commandments and the Sermon on the Mount • Natural Law: the moral law of God within human nature that is discoverable through the use of reason • Human Law: the law of nations • the significant concept of telos in Aristotle and its religious development in the writing of Aquinas • telos, the key precept (do good, avoid evil), the five primary precepts (preservation of life, ordering of society, worship of God, education of children, reproduction), the secondary precepts, human nature and the doctrine of double effect. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the four tiers of law are essential because they provide the overall context for understanding natural law • natural law can be fully understood simply through the application of the primary precepts and secondary precepts • the four tiers of law are essential as they demonstrate how natural law is religious as it is related to God in both Eternal and Divine Law • natural law is within human nature and is above all rational and discoverable through reason • the four tiers of law are essential because they show the place of natural law within a hierarchical and ordered understanding of the universe and creation • natural law can stand alone as being the foundation of Human Law • telos - not the four tiers of law - is the essential part of natural law as the universe is designed with a telos and whether an action is good, bad, right or wrong can be based on whether or not it achieves its telos 	<p>Candidate responses must fully focus on the wording of the question rather than answering more generally on the strengths and weaknesses of natural law theory.</p> <p>Candidate analysis should recognize the difference between understanding and applying the system.</p> <p>Candidates may refer to modern approaches to natural law such as that</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> • the key precept (do good, avoid evil) - not the four tiers of law - is the essential part of natural law as everything is derived from it • the secondary precepts – not the four tiers of law – are the essential part of natural law because once they are deduced, they are applied in Human Law and in everyday life • no one part of natural law can be viewed as essential as the various parts of it work together to make the whole. 	<p>of John Finnis in constructing their response.</p>

Indicative content – Responses might include:	Guidance
<p>3. ‘Voluntary euthanasia should be recognised as always morally acceptable.’ Discuss. [30]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • identification of voluntary euthanasia - that a person's life is ended at their request or with their consent – and how it is distinguished from non-voluntary euthanasia • identification of non-voluntary euthanasia - that a person's life is ended without their consent but with the consent of someone representing their interests • the use of voluntary euthanasia in the case of incurable or terminal disease • the key idea of sanctity of life - that human life is made in God's image and is therefore sacred in value - and its application to voluntary euthanasia • the key idea of quality of life - that human life has to possess certain attributes (for example the ability to communicate, to live independently and to engage in personal and social activities) in order to have value - and its application to voluntary euthanasia • autonomy in terms of freedom to choose and a person's rights with regard to decisions made about their own life. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • voluntary euthanasia should be recognised as always morally acceptable because it is only concerned with a person's relief of pain and suffering • it should not be recognised because there may be cases when a person is not in the right state of mind to make such a decision • it should be recognised because a person has complete autonomy with regard to decisions about what happens to their own life • it should not be recognised because a person's autonomy is limited by the law, and by those in the medical profession who know what is the best course of action 	<p>Candidates may approach this question using the views of a variety of ethical thinkers.</p> <p>Evaluation and analysis should focus on the wording of the question in regards to voluntary euthanasia and not on the effectiveness of a</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> • it should be recognised because it upholds the concept of quality of life – once attributes have gone which give life value, then a person should have the right to die • it should not be recognised as it is not certain attributes which give life value since life in itself is of value whatever its attributes • it should be recognised because in the secular 21st century religious beliefs about God choosing when life ends are no longer relevant • it should not be recognised because of sanctity of life: human life is made in God's image and is therefore sacred in value • it should be recognised because giving people the right to die through voluntary euthanasia recognises people's maturity, rights and freedom of choice and it is already accepted practice in other parts of the world • it should not be recognised because it reduces the value of human life and it could be a slippery slope leading to human life being seen as disposal if it care is inconvenient or costly. 	<p>particular moral system.</p> <p>The evaluation should focus on the key word 'always' within the question rather than more generally on the legitimacy of voluntary euthanasia.</p> <p>Candidates may make reference to specific case studies such as Diane Pretty, Tony Bland, Daniel James, etc. in supporting their points.</p>

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



MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 2023

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.

- a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- b. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
- c. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- d. 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:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **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 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
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11. 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.
	(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.
	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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