

Mark Scheme (Results)
Summer 2012

GCE Religious Studies (6RS04)
Paper 1B Implications: Ethics

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Unit 4: Implications

This generic mark scheme is to be used in conjunction with the question specific indicative mark schemes which follow. A response will be read to identify the band of the questions specific indicative mark scheme into which the response falls. The descriptors within the generic mark scheme will then be used to determine the precise mark for the response.

Assessing Quality of Written Communication

QWC will have a bearing if the QWC is inconsistent with the communication element of the descriptor for the level in which the candidate's answer falls. If, for example, a candidate's Religious Studies response displays mid Level 3 criteria but fits the Level 2 QWC descriptors, it will require a move down within Level 3.

Assessment Objective 1

Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate for the course of study. Candidates should also demonstrate knowledge and understanding of the connections between different elements of their course of study.

Level	Descriptor	Marks
1	<p>Partial attempt to offer a re-statement of some aspects of the passage, based on re-iteration and simple comprehension. Limited and unstructured knowledge of examples and/or evidence relevant to the meaning of the passage.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks mostly an attempt to re-iterate or reword some of the contents of the passage, without further elaboration; expression lacks clarity; not entirely worthless</p> <p>Mid Level 1: 3-4 marks simple restatement of some of the contents of the passage; random, fragmented, mainly unrelated information from beyond the passage used to support comprehension; expressed imprecisely</p>	1-6

	<p>High Level 1: 5-6 marks basic restatement of the contents of the passage showing simple comprehension; mainly unstructured but relevant information from beyond the passage to support comprehension; expressed with limited clarity.</p>	
2	<p>Uncritical presentation of the argument/interpretation of the passage; limited ability to identify and select the most relevant/important information and, therefore, reflecting little understanding; over-reliance on repetition of the chosen passage.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks simple identification of the argument/interpretation in the passage; some links to limited but relevant evidence/examples from beyond the passage; over-emphasis on repetition/rephrasing of the text; some basic clarity of expression</p> <p>Mid Level 2: 9-10 marks identification and re-statement of the argument/interpretation in the passage; organised to show some awareness of the contents of the passage; a selection of mainly relevant evidence/examples from other sources linked with the argument; expression lacks clarity but the overall meaning is accessible</p> <p>High Level 2: 11-12 marks re-statement and elaboration of the argument/interpretation in the passage; linked with a limited selection of relevant evidence/examples from other sources; organised simply to show basic understanding of the contents of the passage; expressed with sufficient accuracy to make the meaning clear</p>	7-12
3	<p>Presentation of a selection of relevant evidence and examples, drawing on different elements in their course of study, which reflect a basic understanding of the argument/interpretation of the passage; some use of specialised religious language in appropriate contexts.</p>	13-18

	<p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks a general but partial explanation of the argument/interpretation in the passage; supported by relevant evidence/examples from other areas of the course of study; organised and expressed with adequate clarity using a limited range of technical terms</p> <p>Mid Level 3: 15-16 marks a clear and valid explanation of the argument/interpretation in the passage; with links to elements of other areas of study to provide elaboration; expressed clearly with some technical terms used appropriately</p> <p>High Level 3: 17-18 marks a basic understanding of the argument/interpretation in the passage; explained by reference to links to other areas of study; expressed clearly using appropriate technical terms</p>	
4	<p>Clear understanding of the main point(s) and key idea(s) of the argument/interpretation of the passage, deploying material from different elements of their course of study; set in an appropriate context, with some analysis of key concepts; using relevant religious terms.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks basic but clear understanding of the main point(s) of the argument/interpretation in the passage; supported by and linked with material from different areas of study; deployment and minimal explanation of some key ideas and concepts relevant to the passage; expressed clearly using appropriate technical terms in context</p>	19-24

	<p>Mid Level 4: 21-22 marks clear understanding of the main point(s) of the argument/interpretation in the passage; elaborated by links with material from different areas of study; use and explanation of key ideas and concepts relevant to the passage; clearly and accurately expressed using technical terms</p> <p>High Level 4: 23-24 marks clear and focused understanding of the main point(s) of the argument/interpretation in the passage; explained by reference to ideas from different areas of study; some analysis of key ideas and concepts relevant to the passage; expressed accurately and clearly using technical language</p>	
5	<p>Comprehensive understanding of the argument/interpretation of the passage, demonstrated through clear and critical analysis; applying principles/ideas from different elements of their course of study; and proficient use of religious language, discussed within a wider context.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks analysis of the key issues in the passage; supporting clear understanding of the argument/interpretation; explained by reference to ideas from other areas of the course of study; showing some breadth and/or depth of understanding; clear and concise, expressed using technical language widely</p> <p>Mid Level 5: 27-28 marks thorough analysis of the key issues in the passage; showing a clear understanding of the argument/interpretation; explained by comparison or contrast with ideas from other areas of the course of study; showing breadth and/or depth of understanding; clear and concise, expressed straightforwardly using technical language widely</p>	25-30

	<p>High Level 5: 29-30 marks critical analysis of the key issues in the passage; focused on a coherent discussion of the argument/interpretation; explained cogently by applying ideas from other areas of the course of study; showing considerable breadth and/or depth of understanding; a clear and comprehensive response to the task; expressed succinctly with skilful use of technical language</p>	
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Assessment Objective 2

Critically evaluate and justify a point of view through the use of evidence and reasoned argument. Candidates should also relate elements of their course of study to their broader context and to aspects of human experience.

Level	Descriptor	Marks
1	<p>An attempt to offer a personal response to the topic or theme of the passage, but largely unsupported by evidence or argument; showing marginal awareness of the implications of the expressed viewpoint for its broader context and in relation to aspects of religion and human experience; imprecisely expressed.</p> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> <p>Low Level 1: 1 mark token awareness of the view(s) expressed in the passage; a personal response with little or no justification; marginal awareness of any possible link between the issue in the passage and a wider issue of religion and/or human experience; expressed without clarity or direction</p> <p>Mid Level 1: 2-3 marks minimal awareness of the view(s) expressed in the passage; a response expressed as a personal point of view; with limited justification by reference to an argument; evidence of awareness of a possible link between the subject of the passage and a wider issue of religion and/or human experience; expressed imprecisely</p> <p>High Level 1: 4-5 marks a personal opinion relevant to the view(s) expressed in the passage; partly justified by reference to a relevant argument or piece of evidence; marginal understanding of the possible impact of the opinion/subject of the passage on a wider issue of religion and/or human experience; expressed with limited clarity</p>	1-5
2	<p>A basic response to the view(s) expressed in the passage, based on limited evidence or argument; a point of view with a simple justification based on a limited range of evidence and/or reasons; an attempt to consider a possible implication of the expressed viewpoint for its broader context; or in relation to aspects of religion and/or human experience; communicated within a framework which makes the meaning sufficiently clear.</p>	6-10

	<p>Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 6 marks limited discussion of the view(s) expressed in the passage; a personal response supported by minimal related evidence or argument; an attempt to make a possible link between the expressed viewpoint and some aspect of a wider issue related to religion and/or human experience; expressed with adequate clarity</p> <p>Mid Level 2: 7-8 marks a basic discussion of the view(s) expressed in the passage; a personal response supported by at least one relevant argument or piece of evidence; a relevant link made between the expressed viewpoint and a wider issue related to religion and/or human experience; expressed within a sufficiently clear framework</p> <p>High Level 2: 9-10 marks a justified response to the view(s) expressed in the passage; supported by some relevant evidence, examples or reasons; an attempt to consider a possible implication of the expressed viewpoint for a wider issue related to religion and/or human experience; expressed clearly</p>	
3	<p>Justification of a point of view using evidence and relevant argument; based on an attempt to offer a simple critical assessment of the view(s) expressed in the passage; with some evidence of awareness of some of the possible implications of the expressed viewpoint for its wider context in relation to aspects of religion and/or human experience; expressed clearly and accurately, using some technical vocabulary.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 3: 11 marks a point of view supported by reference to evidence and argument; based on an attempt to make a simple but relevant assessment of the view(s) expressed in the passage; a basic awareness of a possible implication of the expressed viewpoint for an aspect of religion and/or human experience; expressed clearly and accurately with occasional use of technical terms</p>	11-15

	<p>Mid Level 3: 12-13 marks a point of view justified by deploying appropriate evidence and reasons; based on an assessment, with reasons, of the view(s) expressed in the passage; a clear awareness of one or more implication(s) of the expressed viewpoint for aspects of religion and/or human experience; expressed clearly and accurately with some use of technical terms</p> <p>High Level 3: 14-15 marks a point of view justified by cogent evidence and reasoning; based on an attempt to assess critically the view(s) expressed in the passage; showing a basic understanding of the implication(s) of the expressed viewpoint for aspects of religion and/or human experience; expressed clearly and accurately with good use of technical language</p>	
4	<p>A critical evaluation of the point of view expressed in the passage, based on coherent discussion, by reference to alternative approaches to the theme/topic; a statement of the candidate's own stance, based on reasoning and supported by evidence and argument; discussion of possible implications of the expressed viewpoint in relationship to religion and human experience; expressed accurately and fluently, using a range of technical vocabulary.</p> <p>The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> <p>Low Level 4: 16 marks a critical assessment of the viewpoint(s) expressed in the passage; supported by coherent discussion and typically based on an analysis of alternative approaches; leading to a clearly expressed point of view justified by reasoning and evidence; a consideration of some possible implications of the expressed viewpoint for religion and human experience; focused response to the task, expressed carefully with frequent use of technical language</p> <p>Mid Level 4: 17-18 marks a sound attempt at an evaluation of the viewpoint(s) expressed in the passage; supported by coherent and reasoned discussion; typically based on a critical analysis of alternative approaches; leading to a clearly expressed point of view justified by careful reasoning and evidence; discussion of potential consequences of the point of view for religion and human experience; extensive response to the task, expressed fluently with wide use of technical language</p>	16-20

	<p>High Level 4: 19-20 marks a comprehensive response to the task; a careful, critical evaluation of the viewpoint(s) expressed in the passage; based on a detailed analysis and reasoned discussion of alternative approaches; leading to a cogently justified point of view; an attempt to analyse potential consequences of the point of view in relation to religion and human experience; expressed clearly and concisely with skilful use of technical language</p>	
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Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose religious understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the religious thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Examiners should be reminded that any legitimate approach to the examination and discussion of this passage must be rewarded, and that there is no need for candidates to cover every idea mentioned in the extract.

Question			
1	(a)	Examine the argument and/or interpretation in the passage.	(30)
Indicative Content			
Level	Mark	AO1 Levels Descriptor	
1	1-6	At this level, candidates are likely to struggle to examine the ideas of the extract or to relate them to the passage as a whole: <ul style="list-style-type: none"> they may identify a simple claim within the extract such as the view that moral theorizing is 'something that real people do in everyday life' 	
2	7-12	At this level, candidates are likely to make some simple statements about the extract, such as: <ul style="list-style-type: none"> we appeal to role reversal tests as a means of moral persuasion in everyday life we appeal to moral responsibilities and obligations 	
3	13-18	At this level, candidates are likely to make more connections with the ideas expressed in the extract and/or to relate them to the passage as a whole such as: <ul style="list-style-type: none"> we use moral theorizing to encourage others to think about their actions moral theorizing has some similarities with moral theory, but is not quite the same moral theorizing serves a useful conversational purpose 	
4	19-24	At this level, candidates will demonstrate a more detailed understanding of the extract and its place in the argument developed in the passage as a whole using appropriate examples and relating the ideas to wider issues in ethics, such as: <ul style="list-style-type: none"> moral theorizing is not only an academic domain moral theorizing is an important way in which we test our behaviour and the behaviour of others moral theorizing reflects the way in which moral theories have developed candidates may relate this extract to the wider concerns in Jameison's passage, for example, that until recently moral philosophers neglected questions about moral theory 	
5	25-30	At this level, candidates are likely to demonstrate a thorough grasp of the extract, either within the context of the wider passage from which it is drawn or as a stand alone passage, such as: <ul style="list-style-type: none"> candidates may consider whether this everyday moral theorizing has any real value and whether 'everyone from bartenders to politicians' realise that they are engaged in moral theorizing they may make some link with other anthology passages, notably Lafollette's discussion of whether morality should 	

		<p>be partial or impartial</p> <ul style="list-style-type: none">• candidates may develop the particular examples given by Jamieson, for example, the 'appeal to possible outcomes' by linking them with specified moral theories• some link may be made to Jamieson's later observations about foundationalism and coherentism
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Question			
1	(b)	Do you agree with the idea(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience.	(20)
Indicative Content			
Level	Mark	AO2 Levels Descriptor	
1	1-5	<p>At this level, candidates are likely to be limited in the extent to which they can draw out the implications of the view that approaches to morality have changed over the years.</p> <ul style="list-style-type: none"> they may make some simple reference to the implications of 'real people' engaging in moral theorizing, for example, that we believe we have an insight into how people should behave 	
2	6-10	<p>At this level, candidates are likely to draw out more implications of the view that approaches to morality need to adapt over the centuries:</p> <ul style="list-style-type: none"> they may consider the implications of making appeals to experience, responsibilities and obligations as Jamieson outlines and whether this has any effect on people's actual behaviour they may consider the success or failure of moral theorizing compared with the application of moral theories such as Utilitarianism 	
3	11-15	<p>At this level, candidates are likely to make an increasing number of links between the implications raised about the need for modern ethics to find new approaches to moral philosophy and to consider how successful these have been:</p> <ul style="list-style-type: none"> they may consider how far they agree that moral theorizing goes on in every day life, drawing perhaps on real life examples. they may consider the implications for those who are not able or willing to engage in this conventional form of moral conversation. they may consider whether they agree or disagree that moral theorizing ultimately has little impact on the development of moral theory 	
4	16-20	<p>At this level, candidates are likely to make wide ranging observations about the nature of moral philosophy and its development:</p> <ul style="list-style-type: none"> they may consider the impact of popular moral theorizing in the media some consideration may be offered of how far religious morality engages in this kind of moral theorizing they may consider the motivations of this conversational moral theorizing, for example, is it just to make us feel better about ourselves and our actions? at this level candidates may address several issues addressed in Jamieson's passage as a whole and make connections with other anthology passages 	

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