



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education**

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**Religious Studies**

**Assessment Unit AS 7**

*assessing*

Foundations of Ethics with Special Reference to  
Issues in Medical Ethics

**[SRE71]**

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**Assessment**

**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of a mark scheme is to ensure that assessments are marked accurately, consistently and fairly. The mark scheme provides assessors with an indication of the nature and range of students' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to students' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE Religious Studies**

Students should be able to:

- demonstrate knowledge and understanding of religion, including:
  - religious, philosophical and/or ethical thought and teaching;
  - influence of beliefs, teachings and practices on individuals, communities and societies;
  - cause and significance of similarities and differences in belief, teaching and practice; and
  - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

### ***Quality of students' responses***

In marking the assessments, assessors should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of students sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which students may produce. In the event of unanticipated answers, assessors are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Assessors are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Assessors should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require students to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

### **Levels of response**

In deciding which level of response to award, assessors should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, assessors are expected to use their professional judgement. The following guidance is provided to assist assessors.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the students. Having identified, for each assessment objective, the band in which the student has performed, the assessor should then decide on the appropriate mark within the range for the band.

### **Other Aspects of Human Experience at AS Level**

Students must engage with other aspects of human experience, when required, to access Bands 3–5.

### **Synoptic Assessment at A2 Level**

Students must support their answer with reference to at least one other unit of study to access Bands 4–5.

Students must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

### **Quality of written communication**

Quality of written communication is taken into account in assessing students' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, assessors should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The student makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

**Level 2 (Limited):** The student makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 3 (Good):** The student makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 4 (Very Good):** The student makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

**Level 5 (Excellent):** The student successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• An excellent response to the question asked</li> <li>• Demonstrates comprehensive understanding and knowledge</li> <li>• Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A very high degree of relevant evidence and examples</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>• A very good response to the question asked</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge</li> <li>• Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A very good range of relevant evidence and examples</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>• A good response to the question asked</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge</li> <li>• Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A good range of relevant evidence and examples</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>• A limited response to the question asked</li> <li>• Demonstrates limited knowledge and understanding</li> <li>• Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A limited range of evidence and/or examples</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]
1	<ul style="list-style-type: none"> <li>• A basic response to the question asked</li> <li>• Demonstrates minimal knowledge and understanding</li> <li>• Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• Little, if any, use of evidence and/or examples</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis</li> <li>• An excellent attempt at the application of beliefs, values and teachings to the question asked</li> <li>• An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• An excellent attempt at providing personal insight and independent thought</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis</li> <li>• A very good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• A very good attempt at providing personal insight and independent thought</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis</li> <li>• A good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• A good attempt at providing personal insight and independent thought</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis</li> <li>• A limited attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience</li> <li>• A limited attempt at providing personal insight and independent thought</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis</li> <li>• A basic attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience</li> <li>• A basic attempt at providing personal insight and independent thought</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

Students must engage with other aspects of human experience, where necessary, to access Bands 3–5.

## Additional Marking Guidance

### Overview

- Additional Marking Guidance has been drawn up for all the AS and A2 units.
- The purpose of this Marking Guidance is to scaffold the application of the Mark Scheme for each unit by offering specific information on applying the Performance Descriptors for each of the two Assessment Objectives (AO1 and AO2).
- The Marking Guidance recognises that there are levels of response to any task and assists the process of deciding which mark within a band is to be awarded to the response.
- The approach leans on the guidance offered in the **General Marking Instructions** at the beginning of the Mark Scheme where Threshold, Intermediate and High performance levels are identified within a band.
- All assessors for GCE Religious Studies are asked to use this guidance in deciding on the appropriate mark within a band.
- Assessors are also asked to look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another.
- For most of this guidance the levels are starting at Band 3 as most of the responses normally start here.
- The description “limited” would be the defining characteristic of Band 2 answers.
- All AO2 questions are open-ended tasks with the quality of critical assessment offered determining the mark to be awarded.
- AS Section B AO2 tasks – here students must engage with other aspects of human experience to access Bands 3–5.
- A2 Synoptic Assessment AO2 – here students must engage with other aspects of human experience to access Bands 3–5 and offer real and meaningful critical assessment.
- Double Credit rule – students cannot be awarded double credit for the same material if used between AO1 and AO2 unless it is in an entirely different context.

### Guide to abbreviations used

- Abbreviations are used throughout to give the Marking Guidance material a user-friendly character for assessors.
- Examples of generic abbreviations used are – B (Band), HB4 (High Band 4), MB3 (Mid Band 3), KU (Knowledge and Understanding), CA (Critical Assessment), TC (Taught Course), NTC (Non Taught Course), SA (Synoptic Assessment).

## AS 7 AO1 Marking Guidance S2021

### Q1a

B3 Broad response on the Decalogue – generality evident, largely descriptive.

B4 Very good attempt at exploring the ethical content of the Decalogue.

HB4 Clear and informed response on the ethical content of the Decalogue revealing how the Commandments are characteristic of and fundamental to biblically based morality with possible exemplification.

B5 Highly informed response building on HB4 with enhanced detail and insight.

HB5 Comprehensive and highly articulate response with some sophistication evident, e.g., the morally binding character of the Decalogue.

### Q2a

B2 Answer on Assisted Conception with negligible scope given to the actual task.

B3 Broad response on what is understood by PGD.

B4 Very good attempt on how PGD can present **difficulties** morally for the Christian, e.g., undermining the sacredness of human life, God as the author of human life.

HB4 Clear and informed response on the particular **difficulties** for the **Christian ethicist**, e.g., how such developments could contravene the Primary Precepts in NML, issues surrounding the designer child.

B5 Highly informed response building on B4 with further detail and probing, e.g., the challenge facing Christian ethicists in responding to human need yet remaining faithful to their positions.

HB5 Comprehensive and highly articulate response with some sophistication evident, e.g., views of different Christian ethicists.

### Q3a

B3 Broad answer on Utilitarianism.

B4 Beginning to focus on the stated task (perhaps by default), maybe stronger on one aspect of the question, e.g., how it is a practical approach.

HB4 Clear and informed response focusing on how utilitarianism is both **democratic** and **practical** in its approach supported by evidence from the ethical theory, e.g., the utility principle.

B5 Highly informed response with further detail and probing, e.g., how utilitarianism is a more practical theory than deontological theories, how the practical character of utilitarianism attracted Peter Singer.

HB5 Comprehensive and highly articulate response with some sophistication evident, e.g., how the **democratic** and **practical** character of utilitarianism appears to work for a secular and pluralistic society.

## Q4a

B3 Broad response on the morality of abortion.

B4 Beginning to focus on the twin aspects of the question (possibly by default), perhaps stronger on one aspect.

HB4 Clear and informed response demonstrating why the **moral status** and **rights** of the unborn are important in the debate.

B5 Highly informed response building on HB4 with enhanced detail and insight, e.g., how these are the two key defining issues in the debate and how they influence positions taken in the debate, both religious and secular.

HB5 Comprehensive and highly articulate response with some sophistication evident, e.g., intrinsic value and innate rights.

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AO1 B1 **Minimal** relevant KU, serious disconnect with the TC, **basic** sense of the question.

AO1 B2 **Limited** KU, **limited** range of evidence/examples, **limited** coherence, **limited** terminology and vocabulary.

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## AS 7 AO2 Marking Guidance S2021

B1 **Minimal** relevant CA – serious disconnect with the CA skill.

B2 Modest attempt at CA – **limited** use of evidence, **limited** reasoning, **limited** evidence of structure and coherence.

B3 **Reasonable**/good attempt at CA – clearly responds to the set task producing a **reasonably** well sustained line of enquiry attempting to employ relevant evidence though could be largely one sided with little scope given to competing views.

B4 **Very good** attempt at CA with clear engagement with the set task with some relevant evidence and reasoning employed in the attempt to provide a balanced response though not necessarily 50/50.

HB4 Line of enquiry relatively easy to follow enhanced by the quality of debate offered with some maturity evident.

B5 **High quality** attempt at CA with **well informed** debate reflected with clarity and coherence.

HB5 Response of **consistently high-quality** CA with some sophistication evident.

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Students must engage with other aspects of human experience to access Bands 3–5 for Section B AO2 tasks.

**NB** Always look for the best fit bearing in mind that weakness in one area may be compensated for by strength in another.

## Section A

AVAILABLE  
MARKS

Answer **one** question from this section

- 1 (a) With particular reference to the Decalogue, explain how it is characteristic of a biblical approach to ethics.

Answers may include:

- The Decalogue as a set of moral imperatives/principles revealed by God in the Exodus story.
- How the Commandments are characteristic of and fundamental to biblically based morality – God’s role is absolute, God is both the source and anchor for ethical living.
- How the Commandments are fundamental to Christian moral decision making.
- How the initial Commandments deal with the individual’s relationship with God.
- How the remaining Commandments deal with relationships with others.
- How the Decalogue reveals an eternal dimension to moral decision making.
- The Commandments as a fundamental charter of rights – statements of the rights of God and/or the person.
- How the Commandments reinforce the interdependence of love of God and love of neighbour.
- The “morally binding” character of the Decalogue, its “covenantal” character.
- How this is reinforced by the apodictic character of the Commandments.
- The Decalogue as reinforcing the community dimension of morality.
- The Commandments as revealing core principles relevant to medical ethics for the Christian, e.g. love God, honour parents, respect life.
- The Commandments as revealing core principles for sexual morality, e.g. do not commit adultery.
- How the Commandments reinforce the importance of truthfulness, honesty and sincerity for the religious believer.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Evaluate the view that euthanasia goes against the Christian teaching on killing. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- How euthanasia appears to contravene the biblical prohibition on killing as revealed in the Decalogue.
- How the Commandment is clear and emphatic – the premeditated killing of another human being is wrong, is murder; third party involvement.
- How the Commandment reinforces the view that human life is sacred as God is the author of life and therefore, it cannot be violated.
- How euthanasia can be seen to contravene other biblical teaching that sees human life as sacred and that the body is the temple of the Holy Spirit.
- How euthanasia also appears to contravene the Primary Precepts in Natural Moral Law.
- How euthanasia appears to undermine the Christian view of suffering and death, suffering can have inherent spiritual value.
- How various Christian faith groups see euthanasia, e.g. Roman Catholic – "a grave violation of the law of God"; Methodist – active euthanasia is contrary to Christian teaching.
- The distinction between active and passive euthanasia – how Christian faith groups are opposed to active euthanasia yet tolerant of passive euthanasia.
- The importance of the Acts/Omissions doctrine and how it informs the distinction between active and passive euthanasia.
- How non-religious groups respond, e.g. the quality of life argument, the right to freedom from unnecessary pain and suffering, the right to a dignified death, the sovereignty of the individual, the repudiation of faith-based arguments, biblical teaching as outdated, problems with the distinction between active and passive euthanasia.
- The influence of the utilitarian ethic in the current age and how it is driving the debate in relation to euthanasia.
- Issues with the utilitarian perspective, e.g. how the end can justify the means, how human life can assume instrumental value, more efficient use of medical resources.
- The Influence of Situation Ethics in the debate, the exercising of love and compassion; how the command to love supercedes all other biblical commands.
- The views of liberal Christians in advocating acceptance of euthanasia, e.g. Hans Kung.
- The slippery slope argument, possible dangers of misuse.
- The importance of retaining moral absolutes like the biblical prohibition, especially to protect the vulnerable in society.
- Biblical teaching as offering principles for guidance rather than absolute imperatives.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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2 (a) In what ways do developments such as pre-implementation genetic diagnosis (PGD) present difficulties for the Christian ethicist?

AVAILABLE  
MARKS

Answers may include:

- How such developments could infringe the traditional Christian view of sex, marriage and family.
- How such developments could undermine the religious view of the sacredness of human life.
- The undermining of the moral status of the embryo, the embryo as having instrumental value, the embryo as having an interest in not being manipulated or harmed.
- How if the status of the embryo is impugned, developments are pursued and could accelerate, possibly unchecked.
- The creation of spare embryos and their possible destruction – a form of eugenic abortion.
- The concern about the possible commodification of life, the possible advent of the designer child, the issue of sex selection.
- How such developments could be “unnatural”, concerns about evolutionary biology and the possible long-term effects of manipulation of the genetic make-up of the human species.
- How such developments could contravene the Primary Precepts of Natural Moral Law, the pursuit of an “apparent good” rather than a “real good”.
- The views of specific Christian groupings, e.g. Roman Catholic – PGD may be morally licit yet not at the expense of the destruction of the embryo, how other conservative Christian faith groups can share these concerns.
- The views of more liberal Christians who could be willing to countenance such developments as they could help to alleviate human suffering, the influence of Situation Ethics.
- The views of Christian utilitarians who could see such developments as assisting human progress and for the betterment of humankind, eliminating disease and human misery.
- The challenge facing Christian ethicists in remaining faithful to their positions yet responding to human need.
- Possible reference to the ‘conflicted conscience’ for the Christian, e.g. the use of genetic screening to eliminate diseases seems fitting with the love ethic and the ‘lesser evil’.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “The slippery slope argument in ethical debate is a scare tactic used to hinder moral progress.”

Assess this claim. Justify your answer.

Answers may include:

- The slippery slope argument (also known as the wedge argument) as a widely held position in ethical discourse, seen as the “trump card” of the traditionalist.
- How the argument basically contends that if a particular action is pursued, even a limited one, there could be ethically pernicious consequences lying in wait.
- Possible evidence for such, e.g. from the legalisation of abortion in England and Wales (1967) for particular circumstances to now in the 21st century where abortion appears to be used as a form of contraception.
- How for some if voluntary euthanasia was legalised, even in particular circumstances, it could eventually lead to the practice of euthanasia on a wider scale, even infant euthanasia.
- The use of evidence to suggest this, e.g. Belgium and Holland.
- The use of this argument to guard against developments in reproductive technologies.
- How for some it is important that the “Pandora’s Box” scenario is curtailed.
- Possible criticisms of the wedge argument, e.g. a scare tactic designed to cause disquiet, to frustrate human advancement particularly in a progressive age, an age that is seeking to distance itself from traditional religious and ethical constraints imposed on society.
- The increasingly secularisation of society where religious influence appears to have waned significantly and so the questioning of the relevance of the Sanctity of Human Life doctrine.
- Possible scholarly criticisms that contend it is not a valid argument, e.g. Singer (the example of traditional Inuit culture), Rachels (the conscientious moral agent and impartiality).
- How Dignity for Dying has contended that in Oregon there have been no cases of abuse of the law since the introduction of physician-aided suicide (1997).
- The need to guard against human excesses, to safeguard the vulnerable in society and the role that traditional and ethical standards can play here.
- The undeniable evidence that abortion rates have soared, the impact of the legalisation of euthanasia in relevant states/countries, how apparently in Oregon state the suicide rate is 41% higher than the national average.
- The possible emergence of a dystopian age if developments are left unchecked.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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AVAILABLE  
MARKS

## Section B

AVAILABLE  
MARKS

Answer **one** question from this section

- 3 (a) "Utilitarianism is a democratic and practical approach to moral decision making." Explain this statement.

Answers may include:

- Specific reference to the statement clearly showing how utilitarianism is both democratic and practical in character.
- The salient feature of utilitarianism – the utility principle – “the greatest happiness of the greatest number”.
- How this principle reinforces the idea of maximisation of number, accommodating the majority.
- How each person counts as one in this thinking, how the theory promotes equality; Bentham’s dictum: “everybody count for one, nobody more than one”.
- How the utility principle reinforces the appeal of utilitarianism in the consideration of human happiness and the interests of the greatest number.
- How this theory is attractive in an increasingly secular and pluralistic age, a theory that is seen to work for society.
- How seemingly in the current age the emphasis is on practical ethics rather than theoretical ethics, the influence of Peter Singer and the impact of his seminal work “Practical Ethics”, how Singer believed that utilitarianism is the right ethic for the current age because of its practical appeal.
- How utilitarianism now appears to be the ethic of choice in formulating moral decisions in medical ethics, e.g. the allocation of medical resources.
- Utilitarianism as a more practical theory than the more abstract deontological theories like Natural Moral Law and Kantian Ethics, how utilitarianism appeals to atheists who do not identify with these traditional approaches.
- Utilitarianism as a teleological theory, morality based on end results.
- The contribution of Bentham, e.g. how he sought to find an approach to public morality that would work, his Hedonic Calculus.
- The contribution of Mill, e.g. his development of the Harm Principle adding further practicality to the theory.
- The development of Preference Utilitarianism (Singer and Hare) and its practical appeal in furthering the interests of those impacted by any decision.
- The development of Christian utilitarianism.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, assess the extent to which utilitarianism has become the “ethics of the planet.” Justify your answer.

Answers may include:

- Consideration of the view in relation to other aspects of human experience.
- An open-ended response citing relevant historical and/or contemporary examples.
- The extent to which utilitarianism as the apparent current ethic of choice is driving developments in bio-ethics, sexual ethics, business ethics, ecological matters.
- How utilitarianism has been and could be useful for the progression of society, e.g. divorce and abortion reforms in the UK, response to the environmental crisis, responses to the refugee crisis.
- How utilitarian theory appears to have guided decisions in war time, e.g. the decision to bomb Hiroshima and Nagasaki.
- Utilitarianism and state-imposed ethics, e.g. China’s one child policy.
- How the consequentialist ethic has influenced terrorism, e.g. the end justifies the means.
- The post-modern age – the moving away from traditional religious and ethical systems, the appeal of the utilitarian ethic in an increasingly “godless” age.
- The need to challenge the utilitarian ethic – how it could contribute to moral slippage, treating people as a means to an end.
- The problems presented by relativistic approaches to morality, the need to have absolute standards in ethics.
- How Peter Singer is of the view that in certain situations we are morally obligated to act, e.g. poverty, assisting refugees.
- Dostoevsky’s problem with utilitarianism – the justification of the suffering of the innocent.
- The notion of “the greatest happiness of the greatest number” as a pseudo-concept (Alasdair MacIntyre).
- Difficulties with the maxim – what constitutes as happiness? The problem of majoritism! (Bernard Williams).
- The origin of the phrase in the thought of Iris Murdoch.

Accept valid alternatives

Mark in levels

Students must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

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AVAILABLE  
MARKS

4 (a) Examine why the moral status and rights of the unborn are important in the abortion debate.

AVAILABLE  
MARKS

Answers may include:

- Specific reference to the importance of the moral status and rights of the unborn in the abortion debate.
- How these are two key defining issues in the debate and how the positions taken on them will determine how one sees the morality of abortion.
- The issue of moral status – consideration of views (religious and non-religious) in relation to personhood and ensoulment.
- The issue of rights – consideration of views (religious and non-religious) in relation to how the rights of the unborn can be balanced against the rights of the mother.
- How if the unborn is viewed as a person and has inherent rights, e.g. the right to life, then abortion is morally impermissible.
- How if the moral status of the unborn is impugned and the rights of the mother are greater than the child then abortion may be morally permissible.
- The significance of the religious teaching on the Sacredness of Human Life, the importance of the Commandment prohibiting killing.
- The advocacy of the Quality of Life principle – particularly by secular thinkers.
- Possible reference to the various circumstances for abortion, e.g. eugenic, ethical, social, therapeutic.
- Possible consideration of the issue of the moral status of the unborn with severe foetal abnormality – the defence of rights (e.g. Stott) as against the existence of any such rights (e.g. Singer).
- The contribution of ethical theory to the debate, e.g. Natural Moral Law, utilitarianism, Situation Ethics.
- The importance of rights and responsibilities.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** With reference to other aspects of human experience, evaluate the issues facing the state in relation to abortion. Justify your answer.

Answers may include:

- Consideration of the issues in relation to other aspects of human experience.
- An open-ended response citing relevant historical and/or contemporary examples.
- The role of the state in looking after all its citizens, catering for the “common good”.
- The importance of personal liberty and the state’s cognizance of this.
- The relationship between religion and the state, the role of the state in an increasingly secularised age where religious influence appears to be waning.
- How the state is seen as the moral custodian for a number of citizens.
- The demand for the state, especially by feminist groupings, to ensure that all citizens have equal access to reproductive health care, that women facing an unintended pregnancy have access to safe, legal abortion services.
- The state and population growth, issues pertaining to state managed fertility systems, e.g. China’s one child policy and enforced abortion.
- The extent to which abortion has become another form of contraception and pressures on the state currently to restrict this.
- The need to protect female foetuses given the world-wide abortion rates.
- The continued role of religion to be counter cultural, to be the voice of the marginalised and voiceless, to be the true moral custodian, that just because something is legal it is not necessarily moral.
- The begetting of children as a duty either in terms of fidelity to religious teaching or cultural tradition.
- Possible consideration of what happened in the Republic of Ireland (2018), the debate surrounding the 8th amendment in the Constitution and its outcome, the legacy of the case of Savita Halappanavar.
- Possible consideration of the issues surrounding abortion in Northern Ireland.
- Possible consideration of the issue of abortion in the USA, how it can dominate religious and political discourse, the ongoing challenges to abortion law and attempts to overturn Roe v Wade.
- Possible consideration of how abortion was dealt with by the state in Nazi Germany through its eugenics laws.

Accept valid alternatives

Mark in levels

Students must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

50

**Total**

**100**

**AVAILABLE  
MARKS**