



Rewarding Learning

ADVANCED
General Certificate of Education
2022

Religious Studies
Assessment Unit A2 7
assessing
Global Ethics
[ARE71]

THURSDAY 23 JUNE, MORNING

MARK
SCHEME

General Marking Instructions

Introduction

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

Assessment objectives

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

Candidates 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 candidates' responses

In marking the examination papers, examiners 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 candidates 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 candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners 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 candidates 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, examiners 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, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **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 candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

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

Synoptic Assessment at A2 Level

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

Candidates 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 candidates' 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, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate 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 candidate 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 candidate 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 candidate 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 candidate 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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked. • Demonstrates comprehensive understanding and knowledge. • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, examples and scholarship. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good response to the question asked. • Demonstrates a high degree of understanding and almost totally accurate knowledge. • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, examples and scholarship. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good response to the question asked. • Demonstrates a reasonable degree of understanding and mainly accurate knowledge. • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, examples and scholarship. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited response to the question asked. • Demonstrates limited knowledge and understanding. • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of evidence, examples and scholarship. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic response to the question asked. • Demonstrates minimal knowledge and understanding. • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • Little, if any, use of evidence, examples and scholarship. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

Section A

AVAILABLE
MARKS

Answer **two** questions from this section

- 1 (a) Outline **two** challenges presented by relativistic approaches in ethics for the Christian.

Answers may include:

- Specific reference to two challenges.
- Clarification of what is understood by relativism in ethics – how morality is essentially seen as contextual in character.
- Features of ethical relativism, e.g. no fixed moral truth, the subjectivist nature of morality, the importance of personal autonomy, promotion of tolerance, allowing for evolutionary change.
- Challenges presented by relativism in ethics for the Christian, e.g. rejection of moral absolutes as in the Ten Commandments, the dilemma of different moral judgements being equally morally valid, promotion of the individualistic ethic, compromising justice, possibility of the end justifying the means, the problem of moral chaos, antinomianism.
- Possible reference to ethical theories seen as relativistic in character and the challenges they might present for the Christian, e.g. virtue ethics, situation ethics, emotivism.
- Possible reference to the influence and/or challenges of seminal figures, e.g. Nietzsche, David Hume.
- The influence of the Enlightenment and Post Modernism.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically evaluate the view that moral choices are simply dictated by psychological and genetic factors.

AVAILABLE
MARKS

Answers may include:

- How if such a view is accepted then Free Will is undermined and so is the capacity to make a free moral choice, it is simply meaningless.
- How the concept of moral responsibility is undermined as a determined action cannot be worthy of praise or blame.
- The impact of different types of determinism on the debate, e.g. psychological determinism (the role of unconscious forces in dictating moral choice), genetic thinking (the role of genes in our make-up, the selfish gene).
- Possible reference to seminal figures associated with these strands of determinist thinking, e.g. Sigmund Freud (the role of the unconscious), Richard Dawkins (evolutionary reasons for morality and the role of genetic factors).
- How in light of these views free will is an illusion and the seemingly free moral choice has already been determined.
- The views of other determinist figures, e.g. John Hospers (suggests that a person is not morally responsible for their action if it is the “result of unconscious forces” i.e. external, unconscious, consequences of upbringing); Ted Honderich (how everything is determined, both internally and externally, so there is no choice and no personal responsibility).
- How the Determinist is aware that morality has to be protected in order to avoid anarchy, e.g. morality protected by civil law.
- The rejection of the determinist view – the recognition of the moral agent who despite being subject to various influencing factors is still free to choose what to do and thus, can be held morally responsible for their actions.
- The views of Kant – morality starts with that feeling of freedom, it is the experience of the moral law that leads to an awareness of freedom, I only experience freedom when I reflect on the ability, I have to make a moral choice.
- Religious perspectives, e.g. Christian, Islamic; views on sin and judgement, predestination.
- Possible consideration of other causal factors in influencing morality, e.g. environmental (Skinner’s view of people as simply products of their environment).
- Reference to possible case studies, e.g. Jamie Bulger, Mary Bell, Peter Sutcliffe.
- The validity of the concept of diminished responsibility.

Accept valid alternatives

Mark in levels
(AO2)

[30]

50

2 (a) In what ways do religious views differ on marriage and parenthood in same sex relationships?

AVAILABLE
MARKS

Answers may include:

- Consideration of the range of religious perspectives within faith traditions.
- The traditional religious view of homosexuality as unbiblical and unnatural, a perversion and a sin, heterosexual married love as the norm, children as the fruit of a procreative and unitive union of husband and wife.
- The underpinning of such thinking by the interpretation of sacred scripture (e.g. Genesis, Leviticus, Paul) and understanding of Natural Moral Law.
- Conservative Christian views as against liberal Christian views.
- Biblical teaching as being historically and culturally bound.
- Jesus' love ethic, the importance of Christian compassion, the impact of Situation Ethics.
- Evolution of traditional Christian views to embrace equality concerning marriage and parenthood.
- The necessity of IVF and surrogacy and the moral issues involved.
- Possible reference to the Universal Declaration of Human Rights.
- Possible reference to other faiths, e.g. Islam.
- Possible acknowledgement of the secular repudiation of traditional religious views.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) "Gender equality remains the greatest issue facing women globally today." Critically assess this claim.

AVAILABLE
MARKS

Answers may include:

- How gender equality refers to a world where everybody (women and men, boys and girls) are valued equally and are able to share equitably in the distribution of power, knowledge and resources.
- How gender inequality is primarily an issue of unequal power relations between the sexes.
- How the impacts of gender justice and inequality are experienced most severely by females.
- How females despite accounting for roughly half the world's population are systematically and routinely discriminated against either, relatively minor, e.g. sexual stereotyping or more serious, e.g. abuse and violence, death.
- How the issue of gender justice is closely linked to the issue of human flourishing.
- How the issue of gender justice is seen as a human right, how every woman and girl is entitled to live in dignity and in freedom.
- How the issue of gender inequality can present itself in a range of manifestations, e.g. access to education, reproductive rights and access to birth control, forced marriage, female genital cutting, economic inequality, domestic abuse, rape, patriarchy and access to power, misogyny, the right to vote.
- How for some women any one of these issues could be of greater importance than just the notion of equality because of life threatening implications, e.g. rape or even just trying to ensure survival, e.g. the case of Metha Bai which shows how cultural tradition poses obstacles to women's health and flourishing. (Women, Culture and Development: A Study of Human Capabilities by Martha Nussbaum).
- How the issue of gender equality raises fundamental issues for global ethics, e.g. the extent to which global ethics needs to be reformed in order to take more account of balancing the rights of individuals and groups, the importance of community; the influence of feminism in this respect and the rejection of patriarchal models.
- The contribution of religion to the issue of gender equality, both positive and negative.
- How some might be of the view that the gender equality issue has been resolved within western society.
- How some, e.g. Daly, who contends that equality was never the greatest issue but rather an orientation towards female dominance and total separation from men.
- Possible reference to the Universal Declaration of Human Rights.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Outline how pacifism justifies its position on war and violence.

AVAILABLE
MARKS

Answers may include:

- The pacifist position as an alternative to militarism, realism and the Just War argument.
- How pacifism is of the view that war is only self-defeating as violence only begets violence.
- The horror of war, its indiscriminate nature, the suffering of the innocent.
- The importance of having continuity between private and public morality.
- Its religious underpinning, e.g. the prohibition on killing in the Commandments; the teaching and example of Jesus, in particular, the challenging command “love your enemy”; the teaching of Buddhism.
- The example of various religious communities, e.g. the position taken by the Early Church, the Anabaptists, the Mennonites, the Quakers, the Jehovah Witnesses.
- The contribution and inspiration of seminal figures such as Gandhi and Martin Luther King.
- How pacifism is more than a negative repudiation of war, it is about peace-building.
- How pacifism is more than a stand against war, it is a demand for justice.
- How pacifism could embrace and utilise the heroic virtues associated with militarism, e.g. courage, vigour.
- How pacifism justifies its position in relation to modern nuclear warfare.
- Possible reference to different types of pacifism, e.g. absolute, contingent, active.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “Non-combatant immunity is the most important issue facing those involved in war and violence.”

To what extent is this statement true?

Answers may include:

- The widely held importance of the principle of non-combatant immunity and of the need to uphold it amidst war and violence, its universal acceptance.
- How the condition specifically features in Just War theory.
- How the intentional targeting of non-combatants in war contravenes *jus in bello* and is deemed morally reprehensible.
- How Just War theory can enforce constraints in war, e.g. protection of innocents.
- The influence of the principle of the sacredness of human life and the view that innocent life should be protected at all costs.
- The difficulty of distinguishing between combatant and non-combatant in war.
- How everyone is guilty by association, e.g. civilians working in munitions factories, support for the government, how the civil apparatus supports the state, how even procreation and parenting can be seen as contributing to the war effort.
- How non-combatants suffer as collateral damage, e.g. in World War II as a result of carpet bombing.
- The recognition in International Humanitarian Law of who constitutes a legitimate target.
- How those who adhere to a Pacifist position have a right to be protected.
- How the development of modern weaponry could provide greater capacity for target discrimination.
- How war is essentially about self-preservation (the key issue is to win) and thus, normal standards of morality need not necessarily apply; realist views of war.
- How the indiscriminate nature of modern weaponry cannot be escaped, e.g. impact of collateral damage.
- How problems presented by weapons of mass destruction could be the most important issue for those involved in war.
- How the threat of terrorism, including nuclear terrorism could be a significant issue for those involved in war and violence.
- How the atomic bombing of Hiroshima and Nagasaki in order to end the war with Japan appeared to compromise the principle of non-combatant immunity; possible utilitarian justification here.
- How for some the end can never justify the means if it involves loss of innocent life, e.g. Dostoyevsky.

Accept valid alternatives

Mark in levels

(AO2)

[30]

Section A

**AVAILABLE
MARKS**

50

100

Synoptic Bands
Total Marks: [20]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent attempt at analysis with a full and highly informed response to the question. • Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good attempt at analysis with a well informed response to the question. • Demonstrates a high degree of understanding and almost totally accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good attempt at analysis with a reasonably well informed response to the question. • Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited attempt at analysis with a limited response to the question. • Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic attempt at analysis with a basic response to the question. • Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

Candidates must refer to at least one other unit of study in their AO1 response to access Bands 4–5.

Synoptic Bands

Total Marks: [30]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis in relation to other aspects of human experience. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis in relation to other aspects of human experience. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis in relation to other aspects of human experience. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis which struggles to relate to other aspects of human experience. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis which fails to relate to other aspects of human experience. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

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

Section B

AVAILABLE
MARKS

Synoptic Assessment

Theme: Conscience, Freedom and Tolerance

You **must** answer this question

- 4 (a) With reference to **one** example, clarify why someone might be referred to as a “prisoner of conscience.” You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- Specific reference to one example.
- How the phrase was coined by the British lawyer and founder of Amnesty International, Peter Benenson.
- How the phrase is understood as referring to people who are imprisoned, tortured or executed because of their religion, politics or ethics as being unacceptable to the state.
- How these prisoners of conscience often pay the price for standing up for the human rights of others.
- Possible examples such as William Penn (Quaker) 1668, Bertrand Russell (anti-war activist) 1910s, Gandhi (non-violent resistance) 1930s/1940s, Dietrich Bonhoeffer (resistance to Nazi dictatorship) 1943, Martin Luther King Jr. (civil rights activist) 1960s, Nelson Mandela (anti-apartheid activism) 1963, Mordechai Vanunu (Israeli nuclear technician) 1986, Tal al-Mallouhi (Syrian teenager) 2011 – all imprisoned for their opinions.
- The work of the Society of Friends (the Quakers) and Amnesty International in profiling the issue.

Accept valid alternatives

Mark in levels

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

(AO1)

[20]

- (b)** Critically assess the view that conscience is only a reliable guide when it is informed by religious teaching. You must refer to other aspects of human experience in your answer.

Answers may include:

- An open-ended response engaging with other aspects of human experience citing historical and/or contemporary examples.
- Competing views of the role of conscience, e.g. religious against secular.
- How the role of conscience is disparaged if it is linked with religion, e.g. how for some it could be used to justify immoral acts, e.g. Islamic extremists and suicide bombing attacks (the views of Richard Dawkins).
- How conscience could merely be the product of up-bringing and the negative influence religion can have here, e.g. the views of Sigmund Freud.
- The merits of the humanistic conscience as against the authoritarian conscience, how conscience should always be obeyed (the views of Erich Fromm).
- How conscience could be undermined if it could be demonstrated that there is no real knowledge of the good and that personal freedom does not exist.
- The problem of who can be a reliable judge of conscience.
- The authority of conscience in the religious view, how it is seen as the voice of God.
- The contribution of various seminal figures to the understanding of the place of conscience in the Christian tradition, e.g. St Paul, St Augustine, Aquinas, Butler; the belief of some Christians that conscience only truly functions when it is informed and that it is the duty of Christians to inform their conscience.
- The duty to educate and train conscience, e.g. Aquinas, Newman.
- How conscience and religious belief were seen as inseparable by Dostoyevsky.
- How conscience is important in both religious and secular traditions.
- How conscience is crucial to morality, e.g. Thomas Nagel – conscience as providing a motive to be moral.
- The role of conscience in crimes against humanity, e.g. Nazi Germany and the Holocaust.

Accept valid alternatives

Mark in levels

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

(AO2)

[30]

50

Section B

50

Total

150

**AVAILABLE
MARKS**