



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2023**

Religious Studies

Assessment Unit AS 7

assessing

Foundations of Ethics with Special Reference to
Issues in Medical Ethics

[SRE71]

FRIDAY 2 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.

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 and examples • 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 	[21]–[25]
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 and examples • 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 	[16]–[20]
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 and examples • 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 	[11]–[15]
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 and/or examples • 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 	[6]–[10]
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 and/or examples • 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 	[0]–[5]

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 at the application of beliefs, values and teachings to the question asked • 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 • 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 terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis • A very good attempt at the application of beliefs, values and teachings to the question asked • 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 • 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 	[16]–[20]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis • A good attempt at the application of beliefs, values and teachings to the question asked • 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 • 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 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis • A limited attempt at the application of beliefs, values and teachings to the question asked • 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 • 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 	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • 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 • 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 	[0]–[5]

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

Section A

AVAILABLE
MARKS

Answer **one** question from this section

- 1 (a) Give an account of the central moral principles taught by Jesus in the Sermon on the Mount.

Answers may include:

- The attention drawn to the centrality of the internal moral disposition with particular emphasis on motive and purity of the heart.
- How this is emphasised in the Beatitudes and their portrait of the perfect disciple – how the disciple is called to show humility and trust in God, be strong-willed, seek justice, be merciful, be pure in heart and sincere, be peacemakers (active reconcilers).
- The antitheses and their exhortations, for example, not to murder and how murder can be traced to unresolved anger, not to commit adultery and how it is linked to lustful intent, not to seek revenge, the command to love your enemy.
- Absolute sincerity in the carrying out of religious practices such as almsgiving, prayer and fasting.
- Proper attitudes to materialism and to unreserved trust in God's providence.
- To be discerning in judgements and the condemnation of hypocrisy.
- The Golden Rule (7:12) and how this could be seen as a central tenet of Christian ethics calling for positive action and empathy.
- The call to perfection – “be perfect as your heavenly father is perfect” – imitating God and how this can manifest itself in the concern for honesty, sincerity and integrity in the moral life.
- How the very essence of Christian discipleship is in love of God and of neighbour.
- How the Sermon intensifies what is at the heart of the Torah – love of God and of neighbour.
- The context of the Sermon as a redefining of Old Testament law.
- How, in the Sermon, the ethics of the Kingdom are revealed and their radical and eschatological character.
- The Sermon as a blueprint for Christian ethics, society and all morality – how it places ethics firmly in the context of the relationship with God.
- Exemplification from the Sermon need not be exhaustive.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Evaluate the view that human reason has greater authority in medical ethics than religious teaching. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- How the current age, particularly in the western world, has become much more secularised leading to an apparent decline in the influence of religion.
- How for some, for example Peter Singer, religious teaching belongs to a bygone era.
- How in the contemporary age there are those who disparage such teachings as the Sacredness of Human Life and question the rightness/wrongness of killing.
- How for some unaided human reason and life experience have greater authority in arenas like medical ethics due to the nature of modern medicine with its complex scenarios which are not profiled in ancient religious texts, e.g. new reproductive technologies.
- How for some humankind can ultimately be trusted to act in the best interests of others, human beings as innately empathetic and concerned for people.
- The appeal of the utilitarian ethic in the contemporary age and how it can work well in an age considered largely “god-less”.
- The emergence of the Quality of Life ethic, the demands facing modern medicine when confronted with increasingly limited resources.
- The positive advancements in the medical field aided by the application of human reason and experience in the use of science to achieve, e.g. organ transplantation, assisted reproduction, embryo research, gene therapy and the use of stem cells.
- How various oversight bodies in contemporary medicine are largely secular and utilitarian in outlook.
- How religious teaching still has much to offer in guiding contemporary medical ethics, especially in protecting those who are vulnerable and the possible curbing of excesses.
- How religious teaching drawn from ancient sacred texts is still relevant and can offer principles, e.g. respect for life, compassion and justice that are very germane to contemporary medical issues; the authoritative teaching of the Commandments.
- How Natural Moral Law which elevates the use of human reason and is associated with religious outlooks is still very relevant in assessing the morality of new medical developments.
- The influence of Situation Ethics in formulating Christian responses to issues in bioethics.
- The role and relevance of the Anscombe Centre for Bioethics in England (Roman Catholic) in engaging with moral questions arising in ongoing clinical practice and biomedical research.
- The advocacy of core Christian beliefs relevant to medical ethics by Brendan McCarthy (Anglican), e.g. God the life-giver, God and justice and guiding principles that emerge from these beliefs, e.g. affirming life, caring for the vulnerable.
- How Islam can offer guiding principles from Islamic Law, e.g. maintenance of life, protection of an individual’s freedom of belief, preservation of honour and integrity.
- The traditional guiding principles in biomedical ethics as enunciated by Beauchamp and Childress, i.e. autonomy, non-maleficence, beneficence, justice.

- Possible reference to issues surrounding end of life care and the use of DNR's.
- The dangers of sole reliance on human reasoning that can in situations become perverted, e.g. as seen in the "medical experiments" conducted in the Nazi death camps.

Accept valid alternatives

Mark in levels

(AO2)

[25]

AVAILABLE
MARKS

50

- 2 (a) Explain how mitochondrial donation (three parent babies) poses ethical problems for Christians.

AVAILABLE
MARKS

Answers may include:

- Possible clarification of what mitochondrial donation refers to – how the DNA from a third party is used in a particular form of IVF in order to create an embryo free from mitochondrial disease, thus leading to the advent of a child with genetic material from three donors.
- How for Christians broadly this procedure raises issues both scientifically and morally, e.g. scientifically – how safe is the procedure? How thorough has been the scientific scrutiny of the transfer especially the role mitochondria play in the transfer of hereditary characteristics? The possible long-term effects of the manipulation of the genetic make-up of the human species, e.g. morally – further undermining of the sanctity of human life, intrusion into the procreative process and the integrity of the embryo, the destruction of human embryos in the process, the commodification of the embryo, the embryo as having an interest in not being harmed (intrinsic worth), interference with the “germline”, how the embryo is lifted out of the context and nexus of what is understood as the traditional human family, intrusion into the integrity of the marriage bond with the involvement of a third party, another step on the slippery slope towards other possibilities, e.g. the designer child.
- How for other Christians, despite the aforementioned concerns, human infertility is a serious blight and such procedures as mitochondrial donation could help to alleviate such and thus, contributing to the happiness of the family unit – the influence of Situation Ethics here and the advocacy of the primacy of love.
- The particular issues for adherents of Natural Moral Law, e.g. how such a procedure does not appear to be “natural”, how the end can never justify the means, how the procedure represents the pursuit of an apparent rather than a real good, how because of issues surrounding the safety of the technique a form of “perverted” reasoning could be at play, how the procedure contravenes what is understood by an ordered society (e.g. introducing a possible dysfunctional technique), the violation of the precept “to worship God” as such a technique would not be pleasing to God and undermines the God-designed process of procreation.
- Possible reference to Proportionalism and how such a procedure could perhaps be morally acceptable in certain circumstances.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) "Personal rights are all that matter in medical ethics."

To what extent is this true? Justify your answer.

AVAILABLE
MARKS

Answers may include:

- The view that the individual has complete autonomy over their life, that every individual should be free to make their own choices including moral decisions as long as they do not violate the freedom of others.
- How in the modern age with the seemingly decline of religious influence there has been the assertion of the primary rights of the individual, how each individual should be free to live in their own lifestyle and to make the choices for him/her as it is their life.
- The capacity for each individual to make rationalist and sensible choices.
- The influence of the individualistic ethic in the modern age.
- The apparent rejection of moral rules especially as in religious codes of conduct, e.g. the Ten Commandments.
- The broad appeal of utilitarianism and its consequentialist character though it is the fundamental happiness of the individual (or minority) that counts.
- How the assertion of personal rights has been associated with the idea of absolute rights over oneself.
- How this has manifested itself in attitudes to abortion (it is my body and it is my decision as to whether the unborn child occupies my body or not); euthanasia (if I have the right to live then I have the right to die as it is my body and my choice); suicide (it is my life and if I so want to end it, then I am not to be condemned for what I do); assisted conception (I have the right to a child and to experience parenthood); sexual ethics (how personal happiness and satisfaction is important for the individual, how sex is one of the great pleasures of life and so, the right of the individual to experience such).
- The issues associated with the assertion of absolute personal rights, e.g. how no person logically has absolute rights over themselves; how no person is an island; how all live in community and how individual choices can impact on others; how even in humanist and utilitarian thinking responsibility has to accompany human choices; how while we may be independent, we are also interdependent.
- The Christian view that all are created as sons and daughters of God, how all are members of the body of Christ, that we are not autonomous beings, that we are responsible for each other and thus, any consideration of personal rights must operate within a context of faith and community.
- How in the religious view the emphasis solely on personal rights is really permissive rights which is really a recipe for licence, e.g. abortion on demand, abortion as a form of contraception, the clamour for euthanasia, desiring the perfect child.
- Examples from abortion, euthanasia and assisted conception could be explored to appraise the place of personal rights, e.g. in abortion the rights of the child as against the mother; in euthanasia the rights of the individual as against the rights of others; in assisted conception the issue of a right to a child.
- The view that while personal rights have to be acknowledged they cannot be in isolation from effects on others and consideration of absolute moral norms whereby there are actions that are either intrinsically right or wrong, e.g. the intentional taking of innocent human

- life as “intrinsically evil”.
- How in modern medical ethics there has to be a relationship between principles and rules.
 - The emergence of Contractualism in ethics (T.M. Scanlon) and its encouragement to think of other people in ethical decision making.
 - Possible mention of particular problems that emerged during the Covid pandemic, especially the tension between the primacy of the individual and interests of the common good.

Accept valid alternatives

Mark in levels

(AO2)

[25]

AVAILABLE
MARKS

50

Section B

AVAILABLE
MARKS

Answer **one** question from this section

- 3 (a) With reference to Peter Singer's ideas, explain why he is described as a utilitarian moral philosopher.

Answers may include:

- How Singer sees utilitarianism as providing a basis for morality in the modern secular age.
- His rejection of a religious basis for morality as he believes this is a god-less age thus, he rejects the Ten Commandments as an outdated ethic.
- His rejection of traditional theoretical approaches to morality, e.g. Natural Moral Law and Kantian ethics.
- His view that morality should be about practical matters, about engagement with the real world thus, the titling of his seminal text "Practical Ethics" (1979) where he is concerned with the application of ethics to practical issues and problems, e.g. taking life and saving life, animal welfare and rights, overseas aid and charity.
- His view that if the traditional approaches to morality are rejected then morality can't be whimsical either and so the merits of utilitarianism in providing a practical approach to morality that will work in the modern age.
- His espousal of preference utilitarianism as against classic utilitarianism where pleasure/happiness is replaced with interests thus, the onus to weigh up all the relevant interests and adopt the course of action most likely to maximise the interests of those affected by the decision.
- His rejection of the traditional principle of the Sacredness of Human Life (seen as a medieval ethic) and the subsequent advocacy of the Quality of Life principle.
- His argument that killing need not be necessarily wrong.
- How life has value but not necessarily rights and thus, the implications for his views on abortion, euthanasia and infanticide.
- His views on personhood, e.g. how it has to be earned.
- His theory of interests – how a minor interest cannot be put before a major interest.
- How animals are now included in the moral circle and his long-declared view that a higher order animal could be more valuable than a human being.
- His passionate and challenging views on poverty, the environment and animals.
- How Singer is associated with very controversial ideas, e.g. inter-species sex and inter-generational sex.
- How he consistently attacks complacency articulating what others are afraid to say, leading to him being labelled as "the prophet of the global conscience".

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “Since utilitarianism can justify almost anything, it can never be a suitable ethic for today.”

With reference to other aspects of human experience, assess this claim. 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.
- How with the utilitarian ethic the end can justify the means and thus for some, is not an appropriate ethic as it is relativistic and could even be dangerous.
- How utilitarianism could possibly justify the suffering of the innocent (Dostoevsky’s criticism).
- How utilitarianism is driving developments in various spheres today, e.g. bioethics, sexual ethics, consumer ethics, environmental ethics.
- How utilitarianism has influenced military strategy, e.g. the decision to drop the atomic bomb on Hiroshima and Nagasaki.
- How this ethic and events such as the atomic bombing of Japan has provided succour for modern terrorism, e.g. how the end can justify the means, how it may be permissible to target non-combatants and thus, the intentional targeting of the innocent.
- How utilitarianism is contributing to state-imposed ethics, e.g. China’s one child policy.
- The influence of utilitarianism in managing pandemics, e.g. Covid 19 and rumoured age caps on accessing ventilators thus, raising the question as to what constitutes a worthwhile life.
- How in the Coronavirus pandemic it was reported initially that government figures were supposedly thinking about pursuing the possibility of “herd immunity” so as to protect the economy even if that meant necessary deaths – a utilitarian calculation which met with serious concern.
- How for the contemporary age, utilitarianism is too simple in its approach (by insisting on maximising happiness/pleasure, minimising pain) while it is now acknowledged that morality in the current age is much more complex, challenging and torn between conflicting duties and interests that often bring about equal amounts of pleasure and pain.
- The appeal of utilitarianism in a post-modern age, an age in which traditional religious and ethical systems have been rejected, how utilitarianism represents a practical and democratic approach to ethical decision making for governing large groups of people in largely secular and pluralistic societies.
- The attractiveness of utilitarianism in providing a minimum ethical standard for society that is achievable.
- The notion of “the greatest happiness of the greatest number” as a pseudo-concept (Alasdair MacIntyre).
- How other ethical approaches could be more fitting for contemporary society, e.g. Virtue Ethics, Narrative Ethics, Contractualism; the continuing relevance of religious teaching in informing moral debate.
- The problems presented by relativistic approaches to morality and the need to have absolute standards in ethics in order to prevent moral slippage.
- How the treatment of the worst off should be the criterion for social

AVAILABLE
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justice, the need to minimise the suffering of the weakest and for governments to protect everyone, even the weakest; the continuing relevance of the “prophetic voice” in debate in the public square.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

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4 (a) In what ways do religious and secular views differ on the key issues in the abortion debate?

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Answers may include:

- Identification of the key issues in the abortion debate, e.g. the moral status of the unborn child, the rights of the child as against those of the mother.
- The issue of moral status – consideration of religious and secular views and how these views may differ due to, e.g. differing views on personhood and ensoulment.
- Religious views, e.g. the teaching on the Sacredness of Human life where everyone, even the unborn child is *imago Dei*; the prohibition on killing in the Commandments; how the unborn is viewed as a person and has inherent rights such as the right to life; how for many religious believers' direct abortion is impermissible.
- Some awareness of differing religious views (conservative as against more liberal) on when personhood and ensoulment is conferred, e.g. at the point of conception or until later in the pregnancy.
- Secular views (which range considerably), e.g. how the embryo/foetus may be a member of the species homo sapiens but is not necessarily a person, how the unborn has to qualify for personhood, how for some there is no entitlement to moral status until post birth.
- The issue of rights – consideration of religious and secular views.
- Religious views, e.g. the unborn has an automatic right to life as the child is viewed as a person and has inherent rights, the unborn child having equal rights to the mother, how for some in certain circumstances the life of the mother could be more valuable, how for some the emphasis on rights could obscure the fact that abortion is wrong.
- Secular views, e.g. those who assert the absolute rights of the mother and impugn the rights of the unborn with some of the view the unborn has no rights at all, those who are of the view that both parties have rights but the rights of the mother trump those of the child, those who are of the view that even post birth there is no automatic right to life as the new-born does not as yet qualify for personhood.
- Possible reference to the various circumstances advanced for the consideration of abortion, e.g. eugenic, ethical, social, therapeutic.
- The particular issue of therapeutic abortion and the application of the Doctrine of Double Effect.
- The advocacy of the Quality of Life principle, especially by secular writers.
- The role of religious teaching and ethical theory in informing various positions, e.g. Sacred Scripture, Church teaching, Natural Moral Law, Utilitarianism, Situation Ethics.
- The influence of feminist views, e.g. Beverley Harrison, Judith Jarvis Thompson, Rosalind Hursthouse, Naomi Wolff.
- Due cognizance should be taken of the variety of approaches candidates could take to this task.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “Views on faith and morality should be private and not a matter for debate in the public square.”

With reference to other aspects of human experience, assess this claim. Justify your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience.
- An open-ended response citing relevant historical and/or contemporary examples.
- The argument that faith and morality are private matters, that they have no place in any debate in the public square, that religion and state should be separate in an age that is largely god-less.
- How religion is for some associated with indoctrination, irrationality, intransigence, intolerance and is hostile to free inquiry.
- How religion historically has been associated with the elite and coercive of minority groups, women and children.
- How some are of the view religious beliefs do not stand up to scrutiny, e.g. creation and evolution; how religion has the potential to obscure moral decision making; the association of religion with extremism; the capacity to stifle scientific and technological progress.
- The views of influential key figures, e.g. Richard Dawkins, Stephen Fry, Christopher Hitchens.
- The view that religion is an integral part of society, of what it means to be human and so can contribute to public debate that is in the interest of the common good.
- How the issues in the public square are relevant to religion, e.g. social welfare, poverty, climate change and environmental ethics, access to health care, care of the elderly and infirm, same sex marriage, consumer ethics, sex education of children.
- How many of these issues relate to principles and beliefs identifiable with religion, e.g. respect for life, concern for the poor, the importance of interdependence.
- The widespread recognition that religion has made to social justice and the fair distribution of resources.
- The views of Pope Francis in defending the place of religion in the public square, how religion can promote the common good through a “culture of encounter and relationship”, the importance of an “integral humanism” in assuming a shared responsibility for society.
- The views of the former Archbishop of Canterbury (Rowan Williams) in “Faith and the Public Square” as to how faith and religion can inform discussion regarding matters of public concern, e.g. social justice, environmental ethics; his denunciation of wanton materialism and the worship of consumer goods: The current Archbishop (Justin Welby) and his belief in the capacity of the Church to transform society, his views on economic justice and reconciliation, the treatment of asylum seekers.
- The particular views of Stanley Hauerwas in advocating the distinctive role that Christians can make, how the Church can be an alternative *polis* displaying a different way of living together in faithfulness to its distinctive story.
- The contribution of writers such as Terry Eagleton and Alister McGrath in defending the place of religion in the postmodern age.

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- How some of the criticisms levelled against religion can also apply to secularism, e.g. intransigence, intolerance; how secularism can be openly aggressive towards religion.
- How secularism does not have a monopoly on the truth.
- How the religious believer cannot ignore the historical role of religion in intolerance and injustice.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

Total

**AVAILABLE
MARKS**

50

100