

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

Religious Studies

Advanced

Unit 4: Implications – Ethics

Thursday 14 June 2012 – Morning

Time: 1 hour 15 minutes

Paper Reference

6RS04/1B

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Read the passage carefully.
- Answer **BOTH** part (a) and part (b) of the question.
- Answer the question in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Quality of written communication will be taken into account in the marking of all your responses
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- The assessment of your answers will be based on your knowledge and understanding of the topic in question (for 60% of the marks) and your evaluative skills (for 40% of the marks).

Turn over ►

P40485A

©2012 Pearson Education Ltd.

6/7/3



PEARSON

Ethics

In my view moral theorizing is something that real people do in everyday life. It is not just the domain of professors, expounding in their lecture halls. Moral theorizing can be found on the highways and byways, practised by everyone from bartenders to politicians.

In everyday life it is common for people to apply role reversal tests, to appeal to possible outcomes of actions or policies, or to point to special responsibilities and obligations. This is the stuff of moral persuasion, reasoning, and education. For example we ask children how they would feel if they were treated as they have treated others. To an acquaintance we point out that it would not cost much to visit a sick parent, and that it would do the parent a world of good. We condemn a friend for not acting as a friend.

When we ask why we should be moved by such considerations, or we test them in order to see whether they hang together with other beliefs and commitments that we have, we are engaging in moral theorizing. However, the result of this theorizing hardly ever leads to the creation of a full-blown moral theory.... Moral theorizing typically emerges when there is a conversational niche for it to fill.

(Source: adapted from Jamieson, D., 'Method and moral theory' in Singer, P. (ed)
A Companion to Ethics, Blackwell, 2001: Included in Edexcel anthology)

- 1 (a) Examine the argument and/or interpretation in the passage. (30)
- (b) Do you agree with the idea(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (20)

(Total for Question 1 = 50 marks)

Start your answer on page 3.



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 sets of horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Blank writing area with horizontal dotted lines.

TOTAL FOR PAPER 1B = 50 MARKS

