

Teacher Resource Bank

GCE Religious Studies
Unit A (RSS01) Religion and Ethics 1
June 2009 Examination Candidate Exemplar Work:

• Candidate A



2009 (June) Unit A Religion and Ethics 1

Example of Candidate's Work from the Examination

Candidate A

1 (a) Explain Mill's Utilitarianism and how it may be applied to one ethical issue other than abortion or euthanasia.

(30 marks) AO1

1a)	Utilitarianism is that an action would
	be judged right or wrong by that achor
	hourses great Nappiness for the greatest
	number of people. Mills approach to
	Benthams organal idea de the thoony
	was more of an improvement on what
	Bentham closeribed. It was simplistic but
	with Mill, it is more of a quantitive
\	than qualitive approach in
	which Bentham sow Quantitive thinking
	of the rumber/person while qualifice
	thinks of the quality the action
	should bring
	mill saw their that citilitarist shauce not thenk of just the
	shauce not thenk of just the
	action of beging to the teolegical
	view of the theory rather than jud
	thenk of the actions and not about
	the consequence.
	mill described theet Utilitananism
	is that it is more then just
	pleasure and pain and booping
/	within the balance he described that
	one must remember the joinable of
	utility, the rule of atelitananism.
	mid basically improved the

The state of the s
They will look at action of
cromman and so M consequence,
Did the murder bring groat good/
happiness for a great number or
is just prouin simple muder.
Utilitarist would be more in favour
of capital punishment secause of
the consequence, or that it is the only
option in which will ensure safety
of the society the comment lived in
a whole society user and that
regnession will not be ne greatest
accor for the greatest number but
Capital punismoont but must make
sie that it is quantitive without
Gran qualitive.

AO1 (30 marks)

The question makes two demands on the candidate, and the first is to explain Mill's utilitarianism. The trigger word 'Explain' means that the focus is on understanding, and that candidates should expand on key points with reasons, examples or illustrations.

This answer begins with a basic definition of utilitarianism. There is confusion between the terms 'qualitative' and 'quantative', and the statement that 'qualitive (sic) thinks of the quality the action should bring' is vague and adds little.

There is use of the technical term 'teleological' and brief, accurate, explanation of what it means for utilitarianism, but this should have been developed. The next section is largely a repetition of what has already been stated: that Mill's theory is not so simplistic and is based on the greatest happiness principle.

The second demand required candidates to show **how** Mill's theory can be applied. Obviously candidates could introduce more explanation of the theory into this part of their answer. The issue is introduced and different forms of capital punishment are identified. The discussion could have made very effective use of this material, but it is an opportunity that is wasted.

Some positive consequences of using the death penalty are suggested and there is a brief reference to the idea about how much suffering the crime actually caused. It is not clear what the candidate intended by 'regression' in the final section, so the point of the sentence is lost.

The quality of the answer has to be judged:

- according to the level descriptors,
- in the light of the novelty of the demand on the candidates in this first June sitting for the new AS award.
- always bearing in mind that the answer is produced under examination conditions.

Level 2 (5-9 marks) reads: 'A superficial outline account, with little relevant material and slight signs of partial understanding.'

Level 3 (10-14 marks) reads: 'A summary of key points limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.'

Awarded 10 marks - Level 3, JUST.

The grade descriptor for AO1 at grade E at AS reads:

Candidates characteristically:

- Select limited but relevant material.
- Show a basis understanding of relevant features or key ideas, supported by occasional examples and/or sources of evidence.
- Show limited accurate use of technical language and terminology.

This ideally would match an award of 12/30 (40% of available marks).

Level 3 (10 marks)

(b) Assess the claim that Mill's Utilitarianism is too difficult to apply as a system of moral decision-making.

(15 marks) AO2

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1B.) Well the cloum that mill's utilitaring
account appear because it is too offen
defficult, in manys is wight but in
many other ways, wrong
firstly, wrong being that the Utilitarism
that min produced and describe
an in many ways be easily applied
to the system of moral elecision.
making A person would auroles
book at the action and consequent
and determine whether in view
of utilitarianism if the act was
Ment or wrong, simple, agreen
they look at the oughtifive approach
for the qualities.
Hawwer the theone is still in many
Haulier the theory is stal in many ways simplistic and that when
making morel decision it she not

AO2 (15 marks)

There are some points here e.g.

- It is easy to look at consequences.
- The system is too simplistic you need to look at whether the act is purposeful or accidental.
- Example of person hanging over the cliff some problems with expression here and meaning is not
 totally clear, but the argument appears to be a rejection of the decision a 'utilitarist' (sic) would make
 on the grounds that it is too difficult to make the decision to leave the man hanging and not do
 anything to support him.
- A conclusion is stated, although not clearly: 'The claim in my opinion is right, the theory is still to simplistic and it does not look at the results of the consequence.'

AO2 answers at AS are not expected to be long, and the length of this answer is not an issue.

The quality of the answer has to be judged:

- according to the level descriptors,
- in the light of the novelty of the demand on the candidates in this first June sitting for the new AS award.
- always bearing in mind that the answer is produced under examination conditions.

The level 3 descriptor reads:

A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.

The descriptor for the AO2 objective at grade E at AS reads:

Candidates characteristically:

- Demonstrate minimal organisation and /or limited coherence.
- Offer mainly descriptive answers with little argument, justification or evaluation.
- Use language and expression that lacks precision.

This ideally would match an award of 6/15, 40% of the available marks, level 3.

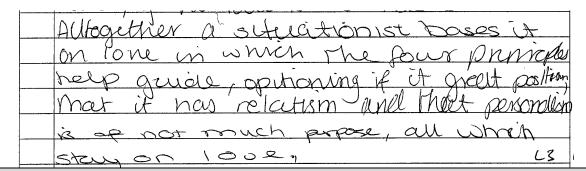
Level 3 (6 marks)



2 (a) Examine how Fletcher's four presumptions guide the situationist in making moral decisions.

(30 marks) AO1

2a) Fletchers theory was situal sauchion
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love ethic has four working panage
principles to reservão now a
situationist would approach an
decision Positivism, Relativism, Rogandian
and Radism, all in which help
one to make a dessión.
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fowards, a situationist is that
it is ny pothetical, they only
judging these decision on the boxs
of what they think might
happen after making their
decision they presume that
ellengthung will be alright
after with a no pad consequence
They been decision on whether
the act was done out of lave,
so if muder they would still lode
a decide whether me person did it
aut of 100e, all for other reasons
A Studionist was aways
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rule, if the rule is not reeded.
I we the the total to



AO1 (30 marks)

The trigger word 'Explain' means that the focus is on understanding, and that candidates should expand on key points with reasons, examples or illustrations. The use of examples to explain points was essential for a high-scoring answer, but even very well informed candidates often omitted examples altogether.

In paragraph one, the candidate gets one of the four terms wrong – this would not be a critical error if the later explanation indicates that it was merely a slip.

The next paragraph correctly identifies the importance of the expected outcome of the decision: 'they are only judging their decision on the basis of what they think may happen', and the motive for the action 'out of love'. The reference to murder suggests an understanding that 'love' may justify some unexpected actions according to this theory. Expression is quite weak in places, as is legibility.

The idea that the basis of the moral decision should be 'love' rather than law is clearly stated, as is the idea that laws have 'flaws' in them, so 'one must put aside a rule if the rule is not needed'.

The last paragraph is very unclear.

In summary, the candidates has shown a basic understanding of the 'love ethic', the importance of consequences and motive, that the love motive could even apply to murder, that love is higher than law, so law should be set aside if it is not needed. These ideas are not explicitly linked to the four presumptions, but are clearly related to them.

The quality of the answer has to be judged:

- according to the level descriptors,
- in the light of the novelty of the demand on the candidates in this first June sitting for the new AS award,
- always bearing in mind that the answer is produced under examination conditions.

Level 2 (5-9 marks) reads: 'A superficial outline account, with little relevant material and slight signs of partial understanding.'

Level 3 (10-14 marks) reads: 'A summary of key points limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.'

This is a level 3 answer (just) so 10/30.

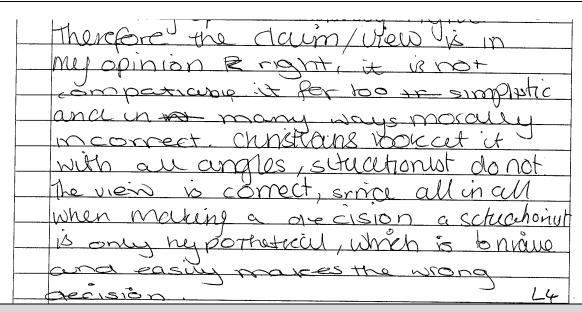
Level 3 (10 marks)

(b) 'Situation Ethics is not compatible with other Christian approaches to moral decision-making.' Assess this view.

(15 marks) AO2

aB	The view that it is not compatible
	is again very true, cena in some
	very wrong.
	The view is right because the ethis
	of are too simplistic compared to a
	punstians moral decision making
	Ohnistians will look at every another
	action not just from one point of
	view in many ways a situationist
	is to easy on the decision and that
	their decision can be completely wrong
	to the schuation ist, while more for
	than not christians moral decisions
	mule good de consequence and
	so merefore mont, and they look
	at the situation as a whole not

	a hypothetical role.
	Haudier, love is seen to enter the hiple
	in which it is described to us of how
	Jesus will dymiss a rule and recognistione
	as to take coure and decide about a person,
	it is see in some of the bible fesus
	dismissing and say thou shall love thy
	neighbour".
	The elecisions of a situationist is too
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	laws to basically get their own way
	morally incorrect.
	while christians use legal icew to
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AO2 (15 marks)

The first paragraph includes a number of statements, agreeing with the stimulus statement, not all of which are clear. Some of these points are repeated or developed later in the answer, and the whole needs to be read before deciding what the candidate means by what is said.

The second paragraph counters the first. Jesus' law of love is cited and it is noted that Jesus will dismiss a law. No conclusion is drawn from this.

The statement that situationists 'dismiss legal laws to basically get their own way, morally incorrect' needed explanation and evidence.

The contrasting statement 'Christians use legal law to help within their decision, making it in my opinion morally right' is also presented as a point of view and lacks evidence or development. The basic contrast is creditworthy.

The final paragraph states a conclusion which repeats many of the points made above.

To understand the point about Situation Ethics being 'hypothetical' we have to go back to the explanation given in part (a). The candidate is contrasting a decision based on likely consequences with one based on the 'law'. The first is said to be 'simplistic', 'niave' (sic) and easily the wrong decision.

Summary

The candidate understands some of the issues involved in this debate and has some understanding of one basic difference between Situationism and more traditional Christian decision-making. No evidence is provided for this.

The candidate is aware that Jesus taught 'love' and can refer to actual teaching in support of this idea; the candidate is also aware that Jesus broke (or dismissed) law. No example is offered to support this. No conclusion is drawn from this evidence about Jesus' teaching and example.

The quality of the answer has to be judged:

- according to the level descriptors.
- in the light of the novelty of the demand on the candidates in this first June sitting for the new AS award
- always bearing in mind that the answer is produced under examination conditions.

This answer is not easy to assess, because it glosses over a range of ideas. It borders level 3 and 4 because of its passing recognition that there is a different point of view.

The level 3 AO2 descriptor reads:

A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.

The level 4 AO2 descriptor reads:

A limited attempt to sustain an argument, which may be one-sided or show little ability to see more than one point of view. Most ideas are explained.

Just level 4 8/15.

This gives the whole answer a mark of 18/45.

Ideally grade E would be represented by a mark of 40% = 18/45.

On the summer 2009 paper the grade E mark was 34/90, which this paper represents.

Level 4 (8 marks)

