

Write your name here

Surname

Other names

Pearson
Edexcel GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Religious Studies

Advanced

Unit 4: Implications – Ethics

Wednesday 17 June 2015 – Afternoon

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 ►

P44937A

©2015 Pearson Education Ltd.

1/1/1



PEARSON

Ethics

Moral theories, the abstract conceptions that we study in moral philosophy, are derivative of moral theorizing. They are hypostatizations of an activity that is part of everyday moral practice. We use these abstract structures for various purposes: to grade and categorize agents, acts, and outcomes; to relate to various religious beliefs and cultural outlooks; to evaluate, analyse, extend, and so on. As the anti-theorists point out, what we almost never use them for is making moral decisions.

But this overstates the case. Many of us, and not just philosophers, are driven to evaluate systematically our own moral theorizing and that of others. These evaluations often go beyond what would be required by the exigencies of the immediate situation. Some of these systematic evaluations result in theories or theory-fragments. While these theories or theory-fragments may not play a starring role in moral decision-making, they surely have some effect, even if indirectly, on our moral practices.

The anti-theorists remind us that people in their everyday moral practices create theory; that there are limits on what these theories can do; that their job is to help us do what is right rather than to be true. In these ways their attack on the dominant conception is important and helpful. However, what they do not succeed in showing is that we would be better off without moral theory.

(Source: Jamieson, D. 'Method and moral theory' in Singer, P. (ed.)
A Companion to Ethics, Blackwell Publishing Ltd., 2001, 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 sheet 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 25 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.



TOTAL FOR PAPER 1B = 50 MARKS

