THE DESIGN ARGUMENT (1)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

Accurate and relevant detail For high marks, you need to show that you are thoroughly familiar with design arguments. You might be able to refer to the work of Paley, Swinburne or other thinkers who have proposed design arguments. In part (i) you are being asked for key features, so you should concentrate on the common features of design arguments, such as their use of analogy in comparing the natural world with machines and their emphasis on experience in order to draw conclusions about the nature of God. In part (ii) you could demonstrate accurate and relevant detail by drawing on the work of critics of design arguments, such as Hume and Dawkins.

Using evidence For these questions you should use evidence to support what you are saying. You might want to quote from key thinkers, and you could also use examples to illustrate your points, such as that the human eye is similar to a camera (or not very similar, depending on your point of view).

Technical vocabulary When discussing design arguments, you might be able to use key terms such as ‘analogy’, ‘a posteriori’ and ‘teleological’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

Critical analysis, alternative viewpoints and balanced reasoning For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Sometimes there will be particular thinkers you have studied whose views could be included.
THE DESIGN ARGUMENT (2)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

Accurate and relevant detail  For high marks in AO1, you need to make sure that you address the question directly, rather than simply writing all you know about arguments from design. Here, you need to concentrate on two key ideas: analogy and experience. You might be able to think of examples where thinkers have used analogy in support of their design arguments; for example, Paley used the famous analogy of a watch found on a heath. You might be able to think of examples of apparent design in nature common to our own experience, or how thinkers have used experiences of, for example, beauty and symmetry in nature, in forming their arguments. When you are writing about criticisms of design arguments, try to be accurate when you explain which thinkers made which criticisms.

Using evidence  Try to support what you are saying with sound reasons, examples, and perhaps quotations from different scholars.

Technical vocabulary  To show that you are confident with the subject matter, try to use key terms such as ‘a posteriori’, ‘teleological’, ‘selfish gene’ and ‘sceptic’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

Critical analysis, alternative viewpoints and balanced reasoning  For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Sometimes there will be particular thinkers you have studied whose views could be included.
VIRTUE ETHICS (1)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

Accurate and relevant detail Make sure that you have a detailed knowledge of virtue ethics in the thinking of different scholars; you might want to make reference to Aristotle, MacIntyre or Foot. You should concentrate on the key features by outlining the main principles, such as the emphasis on the moral agent rather than the action, and the importance of enhancing human well-being.

Using evidence Try to support what you are saying with sound reasons, examples, and perhaps quotations from different scholars. You might be able to give examples of moral issues where thinkers give guidance on how to approach them using virtue ethics.

Technical vocabulary Try to use key terms with confidence in your answer; for example, you could use words such as ‘eudaimonia’, ‘moral agent’ and ‘golden mean’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

Critical analysis, alternative viewpoints and balanced reasoning For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Here, you might want to consider arguments that virtue ethics does not give clear guidelines on which actions should be performed; you might also consider whether this leaves the individual free to make an autonomous choice or whether it simply adds to the confusion of having a moral dilemma.
VIRTUE ETHICS (2)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

**Accurate and relevant detail** Make sure that you have a detailed knowledge of Aristotle's theory of virtue ethics; try to demonstrate your familiarity with his thoughts by making reference to the terms and examples he uses.

**Using evidence** Try to support what you are saying by showing how Aristotle's ideas might work in practice; for example, how *eudaimonia* might be recognized and how the mid-point between extremes might be established in order to discover the golden mean.

**Technical vocabulary** Try to use key terms with confidence in your answer; for example, you could use words such as *eudaimonia*, ‘moral agency’, ‘moral autonomy’ and ‘golden mean’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

**Critical analysis, alternative viewpoints and balanced reasoning** For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Here, you need to give careful consideration to the features of virtue ethics that might seem to be based on duty, such as the duty to oneself and the development of one’s own character; and the features which might be regarded as teleological, such as considering the likely effect on one’s character before choosing how to behave. You need to decide whether virtue ethics is neither deontological nor teleological; or whether it is one of these, or maybe even both, supporting your view with reasons.
In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

**Accurate and relevant detail** Make sure that you have a detailed knowledge of Bentham’s Utilitarianism and that you do not confuse it with similar theories put forward by other thinkers. You can compare Bentham with others, for example by saying ‘Unlike Mill, Bentham thought…’, but make sure that your answer concentrates on Bentham and the key features of his perspective.

**Using evidence** Try to support what you are saying with sound reasons, examples, and perhaps quotations from Bentham. You could give some examples to show how Bentham’s Utilitarianism might work in practice.

**Technical vocabulary** Try to use key terms with confidence in your answer; for example, you could use words such as ‘greatest happiness principle’ and ‘hedonic calculus’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

**Critical analysis, alternative viewpoints and balanced reasoning** For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Sometimes there will be particular thinkers you have studied whose views could be included. Here, for example, in part (ii), you need to think about why, for some, Bentham’s ethics would lead to right moral decisions, and why for others they might be wrong. But you also need to make sure you come down on one side of the debate, giving your reasons, and do not just present the different possibilities.
UTILITARIANISM (2)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

**Accurate and relevant detail** Make sure that your answer includes all the key points. Here, you are being asked about Act and Rule Utilitarianism, so make sure that you cover both in detail rather than concentrating too heavily on just one. You will probably want to include ideas about the greatest happiness principle and the hedonic calculus; and you should show that you understand how Mill qualified the ideas put forward by Bentham and his reasons for wanting to modify them.

**Using evidence** This question offers a lot of scope for using evidence and examples to illustrate your explanation. Give an example to show where Mill might have thought that Bentham’s Utilitarianism might not work well; or an example of an ethical dilemma to illustrate the solutions an Act or Rule Utilitarian might reach.

**Technical vocabulary** Try to use key terms with confidence in your answer; for example, you could use words such as ‘hedonic calculus’ and ‘greatest happiness principle’, as well as giving clear explanations of Act and Rule Utilitarianism.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

**Critical analysis, alternative viewpoints and balanced reasoning** Here, you need to show that you have the ability not simply to list arguments for and against a point of view, but to say how successful these arguments are. Do you think the arguments in favour of happiness as a goal for ethics are strong, or weak? Explain why, so that you reach a well-argued conclusion.
THE ONTOLOGICAL ARGUMENT (1)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

Accurate and relevant detail Make sure you have an accurate understanding of ontological arguments. The first question is asking about the use of reasoning, so you need to concentrate on giving the different steps in ontological arguments, perhaps using Anselm or Descartes, and showing how proponents of the arguments have reached their conclusions. The question asks you to ‘examine’ the use of reasoning, so you need to say something about it and not simply repeat the argument without comment.

Using evidence Try to support what you are saying with sound reasons, examples, and perhaps quotations from different scholars.

Technical vocabulary Try to use key vocabulary in your answer, such as ‘a priori’, ‘predicate’ and ‘necessary existence’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

Critical analysis, alternative viewpoints and balanced reasoning For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Sometimes there will be particular thinkers you have studied whose views could be included. Here, you might want to include the thinking of Anselm or Descartes, and maybe show how others such as Gaunilo or Kant have questioned the reasoning of the argument. Remember to make clear which point of view you hold, giving your reasons.
THE ONTOLOGICAL ARGUMENT (2)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

**Accurate and relevant detail**  Make sure you have an accurate understanding of ontological arguments; here, you are being asked about the key features, so you need to refer to these clearly and explicitly.

**Using evidence**  Try to support what you are saying with sound reasons, examples, and perhaps quotations from different scholars.

**Technical vocabulary**  Try to use key vocabulary in your answer, such as ‘a priori’, ‘predicate’ and ‘necessary existence’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

**Critical analysis, alternative viewpoints and balanced reasoning**  For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Sometimes there will be particular thinkers you have studied whose views could be included. Here, you might be able to consider the views of Gaunilo, Aquinas and Kant as critics of the argument, or thinkers such as Malcolm and Plantinga who defend it.
THE COSMOLOGICAL ARGUMENT (1)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

**Accurate and relevant detail** Make sure that you have a detailed knowledge of the ways in which different thinkers have presented cosmological arguments, as well as the views of some critics. You will probably want to make use of the views of Aquinas, amongst others. For part (i), make sure that you concentrate on ideas about cause and change in particular, rather than just outlining cosmological arguments in general; and in part (ii), make sure that the criticisms you present are of the cosmological argument rather than any other.

**Using evidence** Try to support what you are saying with sound reasons, examples, and perhaps quotations from different scholars.

**Technical vocabulary** Try to use key terms with confidence in your answer; for example you could use words such as ‘a posteriori’, ‘contingency’ and ‘prime mover’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

**Critical analysis, alternative viewpoints and balanced reasoning** For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Sometimes there will be particular thinkers you have studied whose views could be included. Here, for example, in part (ii), you need to make sure you go beyond simply outlining criticisms of cosmological arguments, and make an assessment of them, saying why some people might think they are effective, or ineffective, and supporting your own opinion with reasons.
THE COSMOLOGICAL ARGUMENT (2)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

**Accurate and relevant detail**  Make sure you have an accurate understanding of cosmological arguments. For the first part, you need to concentrate on the strengths of the argument, rather than simply outlining what different thinkers have said. Not everyone agrees about what is a strength and what is a weakness, so make sure that you justify your choices, rather than simply asserting that they are strengths. For the second part, make sure that you are clear about scientific explanations of the existence of the universe.

**Using evidence**  Try to support what you are saying with sound reasons, examples, and perhaps quotations from different scholars.

**Technical vocabulary**  Try to use key vocabulary in your answer, such as ‘infinite regress’, ‘contingency’ and ‘causation’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

**Critical analysis, alternative viewpoints and balanced reasoning**  For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Sometimes there will be particular thinkers you have studied whose views could be included. Here, you need to be able to give reasons to support the strengths you have chosen, and you also need to consider the evidence for and against the view that science has a more convincing explanation of the existence of the universe.
KANTIAN ETHICS (1)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

Accurate and relevant detail Make sure that you have a detailed knowledge of the ways in which Kant uses the idea of making sure our moral rules can be universalized. You might want to include here some explanation of categorical imperatives and the importance to Kant of never treating people as a means to an end.

Using evidence Try to support what you are saying with sound reasons, examples, and perhaps quotations. You might be able to supply some examples to illustrate how Kant might have responded to particular ethical dilemmas.

Technical vocabulary Try to use key terms with confidence in your answer; for example, you could use words such as ‘categorical and hypothetical imperatives’, ‘deontology’ and ‘moral absolutism’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

Critical analysis, alternative viewpoints and balanced reasoning For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. Sometimes there will be particular thinkers you have studied whose views could be included. Here, for example, in part (ii), you might want to compare Kantian ethics with another ethical system you have studied, to explore whether Kant’s system really does fail in this respect. You might also consider whether treating people the same is really a failure.
KANTIAN ETHICS (2)

In order to achieve high marks for Assessment Objective 1, you should give a full and well-structured account of the subject matter in your answers. You should include accurate and relevant detail, clearly identifying the most important features; use evidence to explain key ideas, expressed accurately and fluently; and use a range of technical vocabulary.

**Accurate and relevant detail** Make sure that you have a detailed knowledge of the ways in which Kant uses the idea of duty. You could include the views of other thinkers who have commented on Kant’s ideas, but the main part of your answer should stick to Kant and the centrality of the notion of duty in his ethical system.

**Using evidence** Try to support what you are saying with sound reasons, examples, and perhaps quotations from different scholars. You might be able to show how the principle of duty could work in practice, perhaps using examples from Kant’s own writing.

**Technical vocabulary** Try to use key terms with confidence in your answer; for example, you could use words such as ‘deontology’, ‘categorical imperative’ and ‘absolutism’.

You should also demonstrate, for Assessment Objective 2, an attempt at the critical analysis of the question by referring to alternative viewpoints and showing balanced reasoning.

**Critical analysis, alternative viewpoints and balanced reasoning** For high marks in AO2, you need to present a line of argument, rather than just describing what other people have said. You need to show that you understand different possible responses to the question you were asked. Rather than simply giving your own opinion in a one-sided way, show that you realize others may think differently, and explain this. You might want to consider here whether compassion is an important guiding principle in ethics, and whether it should override other principles such as justice and duty.