



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In Religious Studies 8RS0
Paper 02 – Religion and Ethics

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 2: Religion and Ethics
Mark scheme

Question number	Answer
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Conservation of the environment is a God given duty established at creation and is of perennial value. • The principle of stewardship is at the heart of religious ethical approaches to conservation; humans have responsibility for taking care of what God has provided for their benefit (instrumentally good) and which is good in itself (intrinsically good) <ul style="list-style-type: none"> • Degradation of the environment is the responsibility of humans who should work towards a vision of restoring the environment to the perfection it had at creation. • Alternatively, religious ethical perspectives place little value on conservation – environmental disasters are an indication of the coming apocalypse and should be welcomed. • Non-human animals have no intrinsic or spiritual value and there is no imperative on humans to conserve endangered species or to consider the well-being of non-human animals on a par with humans.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
2	<p data-bbox="323 271 699 297">3 marks AO1, 6 marks AO2</p> <p data-bbox="323 333 1437 427">The question requires reference to one significant figure. The specification refers to Martin Luther King and Joni Eareckson Tada, although others may be used. The exemplar used in this markscheme is Joni Eareckson Tada.</p> <p data-bbox="323 463 1445 589">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="323 624 1177 651">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="323 658 1437 880" style="list-style-type: none"> <li data-bbox="323 658 1366 719">• Joni Eareckson Tada – diving accident in Chesapeake Bay on 30th July 1967 rendered her quadriplegic. <li data-bbox="323 725 1417 813">• 1976 book <i>Joni</i> become an iconic story of a young woman’s fight with quadriplegia and depression. Since written 48 books including <i>When is it right to die?</i> <li data-bbox="323 819 1437 880">• 1979 – founded Joni and Friends, a Christian ministry focussing on disability. 2005 appointed to the Disability Advisory Committee of the US State Department. <p data-bbox="323 916 1437 1010">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="323 1046 1169 1072">Candidates may refer to the following in relation to AO2</p> <ul data-bbox="323 1079 1445 1525" style="list-style-type: none"> <li data-bbox="323 1079 1445 1173">• Joni Eareckson Tada is widely regarded as the most influential Christian advocate for disability awareness, because she works directly from her own experience as a quadriplegic and from over 50 years in a wheelchair. <li data-bbox="323 1207 1417 1332">• Joni Eareckson Tada’s work is significant because of the extent of the outreach and consciousness raising which she has done, ranging from writing, art, music, film and political campaigning and in demonstrating that disability need not be a barrier to personal and professional achievement. <li data-bbox="323 1339 1366 1426">• Joni Eareckson Tada’s work has been influential because she has overcome criticism and controversy, such as the withdrawal of the Academy Award nomination for the song ‘Alone yet not alone’. <li data-bbox="323 1433 1433 1525">• Joni Eareckson Tada’s work is successful because she has 8 extensive ministries run by Joni and Friends which outreach across the globe showing how influential she has become. <p data-bbox="323 1561 1401 1621">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).
Level 3	7–9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • Religious understanding of creation places high value on the place of humankind, conceivably to the detriment of the rest of creation. • Religious approaches to environmental issues are often anthropocentric and understand the environment to be for human benefit rather than working in partnership. • Some religious contributions to environmental issues have an eschatological approach focussing on the future when the natural world has run its course. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Religious approaches to environmental issues may appear to be archaic and therefore fail to take into account paradigm shifts in understanding of the environment. • Religious approaches draw on sacred texts, however some feel these need to be interpreted relevantly in the modern world, in the light of changing cultural differences. • Religious approaches may be based on an anthropocentric view which therefore leads to a callous disregard of non-human animals, except for their instrumental value to humans. • However, religious approaches to the environment may encourage humans to conserve the environment because it is seen as a creation ordinance and a duty to be done in obedience to God. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).
Level 3	7–9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • It is an ethical theory developed against the social, economic and cultural background of the post WW2 era. • It is a theory developed by Joseph Fletcher and J A T Robinson, based on the observation that agape love is the highest good. • Situation Ethics is a teleological (consequentialist) approach to ethical decision making, based on predicted outcomes, in particular, which action will produce the most agape love. • This is an approach to moral decision which rejects absolutes and promotes personalism, positivism, pragmatism and relativism. • It is based on the real life situations which demonstrate that a legalistic application of moral rules does not put people at the heart of moral decision making.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • Situation Ethics fails to recognise the need to respect inherently valuable moral principles. • Situation Ethics draws on extraordinary situations to demonstrate the failure of moral rules to offer guidance in moral dilemmas. • Situation Ethics places high value on the human capacity to apply agape love in a responsible manner. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Situation Ethics may fail to recognise the need to respect inherently valuable moral principles because it values the outcome of agape love beyond other tried and tested principles. • Acts are judged by how far they fulfil the demands of agape, however this may not be universally desirable because it is less morally reliable than other values. • The real life scenarios on which Situation Ethics is based are extreme and may not offer a good guide to moral decision making because most moral situations are satisfactorily addressed by the application of rules. • However, Situation Ethics draws from biblical principles which could be a strength because Jesus is offered as a model of Situation Ethics in practice. • In the years following the development of Situation Ethics, changes in the law showed that it had been in tune with the moral climate of the time because Abortion Law and Marriage Law were both reformed in 1967. • Nevertheless, many people were opposed to the application of Situation Ethics because it appeared to reflect the worst excesses and moral laxity of the 1960s. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues may be selected (AO2). • Makes basic connections between a limited range of elements in the question. • Judgements are supported by generic arguments (AO2). • Judgements are made with no attempt to appraise evidence (AO2).
Level 2	6–10	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgements made with little or no attempt to appraise evidence (AO2).
Level 3	11–15	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgements are supported by an attempt to appraise evidence (AO2).
Level 4	16–20	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question. • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).

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