



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In Religious Studies (8RS0/02)
Paper 2 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.

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"> • 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 making 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
2	<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 who refer to only one issue cannot normally proceed beyond Level 2</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The Just War Theory offers guidance as to when war may be declared without glorifying or promoting war. • The Just War Theory considers conditions prior to declaring war, during war and after victory has been declared. • The Just War Theory may be applied with regard to religious or secular reasoning for going to war. <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"> • The Just War Theory is helpful because it allows a considered decision to be made by those with appropriate authority and because the value of life remains of paramount importance. • The Just War Theory is strong because it offers guidance at all stages of warfare thus providing consistency from declaration of war to punishment of war criminals after victory is declared. • However, the Just War Theory may be irrelevant today because it is unrealistic to apply in practice and because it does not allow for the extent and range of modern warfare. • Nevertheless, the Just War Theory may be helpful because it recognises war as only a last resort and a just cause as the only valid reason for declaring war. <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 (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 (AO2).

Question number	Indicative content
3	<p data-bbox="312 273 651 304">3 marks AO1, 6 marks AO2</p> <p data-bbox="312 344 1436 450">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1. Candidates who refer to only one approach will normally not be able to proceed beyond Level 2.</p> <p data-bbox="312 524 1070 555">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="360 598 1430 920" style="list-style-type: none"> <li data-bbox="360 598 1430 741">• 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). <li data-bbox="360 741 1430 846">• Non-religious ethical perspectives such as Deep Ecology or Gaia recognise the value of the natural world as worthy of respect and protection. <li data-bbox="360 846 1430 920">• 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. <p data-bbox="312 987 1445 1093">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="312 1167 1070 1198">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="360 1205 1445 1704" style="list-style-type: none"> <li data-bbox="360 1205 1445 1310">• Religious approaches to environmental issues may appear to be archaic and therefore fail to take into account paradigm shifts in understanding of the environment. <li data-bbox="360 1310 1445 1415">• 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. <li data-bbox="360 1415 1445 1543">• Secular ethical approaches may be unrealistic because they demand too much of humanity to lay aside economic and technological advances in favour of protecting the environment for its own sake. <li data-bbox="360 1543 1445 1704">• 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, whilst secular ethical approaches encourage a recognition of the interdependence of humanity and the natural world.

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 (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 (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. Candidates who refer to only one issue can normally not proceed beyond Level 2.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Whilst some religious perspectives advocate responsible use of contraception in order to plan a family in a responsible and prayerful way, others reject use of contraception as a violation of God’s intention at creation that humans should be fruitful. • Some religious ideas are based on a Natural Law perspective which identifies procreation as a primary purpose for humanity in a relationship with God. • For some religious believers childlessness should never be a choice and instead couples should welcome as many children as God intends. • For some religious believers, childlessness should not be overcome by use of IVF or surrogacy, which are against a God-given, natural method of conception. Others see it as a way of sharing in the development of God’s creative intention. • For some religious believers, childlessness may be an opportunity to work for God in other ways which would be precluded by family commitments.

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"> • Religious teachings may be applied from sacred texts or from the teachings of religious authorities. • Twenty-first century sexual ethics poses challenges which were not foreseen at the time when sacred texts were originally written and became the basis of tradition. • The diversity of approaches to sexual ethics poses a range of challenging questions. <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 who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Religious teachings may be seen to have perennial value and thus have continuing applicability with regard to sexual ethics. • Religious teachings may offer a strong approach to sexual ethics because they recognise the intrinsic worth of all humanity. • Religious teachings may be useful because they can be applied alongside ethical theories such as Natural Moral Law and Situation Ethics, • However, religious teachings may be applied inflexibly and thus with no consideration of how they may be adapted to the context of the 21st century. • Hence, the application of religious teachings may be associated with moral extremism used to justify fixed stances towards homosexuality and abortion. • However, movements such as Inclusive Church may show the openness of many Christians and churches to embrace inclusivity in matters of sexual ethics and thus the continuing value of religious teachings in this context.

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 (AO2). • 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 (AO2). • 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 (AO2). • 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 (AO2). • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).