



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

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.

Paper 2: Religion and Ethics Mark Scheme - 2018

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"> • Natural Moral Law is a classical ethical theory based on observation of nature and the application of human reason. • It is a theory developed by Aquinas based on biblical principles and an understanding of human nature. • Natural Moral Law identifies five purposes of human existence and the precepts which enable humans to live by those purpose. • Humans have a telos or end goal to achieve and the moral law evident in nature will help them to realise it. • It is based on universalisable principles which apply to all humans and which provide the basis for a just society.

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="403 342 815 376">3 marks AO1, 6 marks AO2</p> <p data-bbox="403 416 1374 483">The question requires reference to one world religion. This mark scheme uses Christianity as an exemplar.</p> <p data-bbox="403 521 1433 696">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="403 734 1342 768">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="403 772 1485 1055" style="list-style-type: none"> <li data-bbox="403 772 1422 840">• Christian teaching on sexual ethics is based on principles of purity, commitment and love. <li data-bbox="403 844 1294 911">• Traditional Christian teaching on sexual ethics encourages monogamous heterosexual relationships. <li data-bbox="403 916 1485 1055">• Christians are divided on their approach to issues regarding homosexuality: conservative evangelicals condemn it on the basis of Old Testament and New Testament teaching; liberal Christians may recognise it as a legitimate expression of God’s love. <p data-bbox="403 1093 1426 1227">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="403 1265 1257 1332">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="451 1337 1493 1906" style="list-style-type: none"> <li data-bbox="451 1337 1493 1485">• Christian teaching on sexual ethics may be considered anachronistic, because some Christians continue to resist changes in popular culture and the law, such as same sex marriage and unmarried parents. <li data-bbox="451 1489 1469 1637">• Christian teaching on sexual ethics may be deemed to be inconsistent because different denominations vary in their approach to key issues such as homosexual clergy or remarriage after divorce. <li data-bbox="451 1641 1469 1753">• Christian teaching on sexual ethics may be deemed influential because despite legal changes, society is still affected by it, such as the strong media presence of the Westboro Baptist Church. <li data-bbox="451 1758 1493 1906">• Christian teaching on sexual ethics may be considered unhelpful because it does not prepare young Christians to meet the real challenges of the world, such as sexually transmitted diseases and contraception. <p data-bbox="403 1928 1469 1995">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="427 412 839 443">3 marks AO1, 6 marks AO2</p> <p data-bbox="427 481 1283 548">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="427 555 1445 907" style="list-style-type: none"> <li data-bbox="427 555 1410 622">• Utilitarianism emerged during a time of great industrial, cultural and economic development. <li data-bbox="427 629 1445 763">• It is a theory developed by Jeremy Bentham, based on the observation that humans seek happiness and avoid pain. It is based on the principle of utility, which determines the usefulness of the action so far as it is likely to bring about its desired outcome. <li data-bbox="427 770 1422 907">• Act Utilitarianism is a teleological (consequentialist) approach to ethical decision making, based on predicted outcomes. This is an approach to moral decision making based on actions and ends, rather than on inherent moral principles, such as duty. <p data-bbox="427 945 1445 1079">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="427 1120 1283 1187">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="427 1193 1445 1581" style="list-style-type: none"> <li data-bbox="427 1193 1445 1294">• Utilitarianism may be helpful in ethical decision making because it recognises that fixed moral principles may not always produce the most useful moral outcomes. <li data-bbox="427 1301 1434 1402">• Rule Utilitarianism places rules at the heart of decision making and therefore still allows some adherence to tried and tested moral principles. <li data-bbox="427 1408 1382 1476">• Utilitarianism allows for development, such as Preference Utilitarianism because it is based on a flexible principle of utility <li data-bbox="427 1482 1445 1581">• Utilitarianism has proved the test of time because it is still applied in public policy making situations such as in the NHS or public referenda such as Brexit. <p data-bbox="427 1619 1445 1686">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
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"> • Peace is the most desirable outcome and should be the goal of any negotiation, arbitration or conflict. • Religious ideals of peace are typically based on love for neighbour and compassion for the innocent. • Jesus is presented as the model of pacifism particularly with reference to the Sermon on the Mount and his attitudes to his arrest, trial and death. • Many religious leaders advocate a peaceful stance in the face of persecution and to leave revenge in God’s hands. • Pacifism is understood to have environmental, economic and social advantages which promote a more humanitarian and environmentally aware way of life for the whole planet. <p>Some religious groups and denominations have adopted pacifism as a formal doctrinal position, whilst others allow that war may sometimes be a necessary evil.</p>

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).
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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>Analyse the strengths and weaknesses of the Just War Theory as a means of assessing whether to go to war. (20)</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 strong because it allows a considered decision to be made by those with appropriate authority • The Just War Theory is strong 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 weak because it is unrealistic to apply in in practice. • The Just War Theory may be weak 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 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	1–5	<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).

