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Edexcel

## Mark Scheme (Results)

October 2020

Pearson Edexcel GCE AS Level  
In Religious Studies (8RS0)  
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 8RS0 02: Religion and Ethics - Mark scheme - 2020**

Question number	Answer	Mark
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.:</b></p> <ul style="list-style-type: none"> <li>• Utilitarianism is a secular response to cultural and social changes popularised in the 18<sup>th</sup> century, which provided an opportunity to address the needs of whole populations without relying on religious approaches to ethics.</li> <li>• The principle of utility is a hallmark of the theory focusing moral decision-making on what acts are projected to bring about the greatest good for the greatest number.</li> <li>• The guiding principle of Act Utilitarianism is the Hedonic Calculus, which determines the quantity of happiness produced by an action.</li> <li>• Quantity of happiness takes precedence over quality, and unlike Rule Utilitarianism, there are no rules that have been tested to promote happiness for the majority.</li> <li>• Act Utilitarianism is rigorously teleological and action centred allowing flexibility in approach to moral dilemmas.</li> </ul>	<b>(8)</b>

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

Question number	Answer	Mark
2	<p>3 marks AO1, 6 marks AO2</p> <p><b>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 the AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1:</b></p> <ul style="list-style-type: none"> <li>• Natural Moral Law is a classical ethical theory based on observation of nature and the application of human reason.</li> <li>• It is a theory developed by Aquinas based on biblical principles and an understanding of human nature.</li> <li>• Natural Moral Law identifies five purposes of human existence and the precepts which enable humans to live by those purposes.</li> </ul> <p><b>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.</b></p> <p><b>Candidates may refer to the following in relation to AO2:</b></p> <ul style="list-style-type: none"> <li>• Humans have a telos or end goal to achieve and the moral law evident in nature will help them to realise it because it reflects and enables humans to reach the goal for which they were created.</li> <li>• It is based on universalisable principles which apply to all humans and hence can provide the basis for a just society.</li> <li>• Natural Moral Law has stood the test of time, because humans will always need to govern themselves and society in an orderly manner.</li> <li>• Natural Moral Law allows for flexibility because modern applications such as proportionalism demonstrate that it need not be rigid or disregarding of individual needs.</li> <li>• Natural Moral Law may be associated with moral extremism because it may be used to justify fixed stances towards homosexuality and abortion.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	<b>(9)</b>

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

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>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.</b></p> <p>Candidates who assess only one approach cannot normally proceed beyond level 2. If candidates assess more than two approaches, read all the answer and credit the best two.</p> <p><b>Candidates may refer to the following in relation to AO1:</b></p> <ul style="list-style-type: none"> <li>• Religious approaches are diverse and may reflect conservative or liberal interpretations of sacred text or teaching.</li> <li>• Religious approaches to sexual ethics are often based on views about the value of individuals and the importance of faithfulness and respect.</li> <li>• Religious approaches may take into account social changes and adapt accordingly, but may be held up as an example of resistance to social change.</li> </ul> <p><b>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.</b></p> <p><b>Candidates may refer to the following in relation to AO2:</b></p> <ul style="list-style-type: none"> <li>• Religious approaches to sexual ethics may be considered anachronistic because social attitudes have changed since their origin, for example, the legalisation of homosexuality and ultimately, same sex marriages runs counter to conservative Christian approaches.</li> <li>• Religious approaches to sexual ethics may continue to be important because they offer stability and continuity in a changing world.</li> <li>• Religious approaches such as the Christian purity movements may be challenged because they encourage abstinence without teaching about important issue such as STIs or sexual abuse.</li> <li>• Religious approaches to sexual ethics may be considered valuable because they focus on the value of the whole person as a perfect creation by God not simply as a sexual being.</li> </ul> <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.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>



Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following:</b></p> <ul style="list-style-type: none"> <li>• Religious contributions to equality may be based on key elements in sacred text such as the equality of all humans as part of God’s creation.</li> <li>• Religious contributions may encourage adherents to show compassion towards their neighbour irrespective of their race or gender.</li> <li>• Religious contributions to equality may run in parallel or counter to social changes, such as changes in the law regarding the ordination of women as priests, bishops, or rabbis.</li> <li>• Some religious groups may focus on inclusivism, such as the Inclusive Church movement as a way of addressing inequality in the Christian church.</li> <li>• Some religious approaches may be exclusive in their approach, teaching that it is in accordance with God’s will to uphold strict rules regarding equality.</li> </ul>

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

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>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.</b></p> <p><b>Candidates may refer to the following in relation to AO1:</b></p> <ul style="list-style-type: none"> <li>• Religious contributions may not have proved successful because they fail to move in line with changes in the law.</li> <li>• The work of religious figures who have stood up for equality may have had varying success.</li> <li>• Religious contributions to equality have not gone far enough.</li> </ul> <p><b>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.</b></p> <p><b>Candidates may refer to the following in relation to AO2.:</b></p> <ul style="list-style-type: none"> <li>• Some religious contributions that have attempted to promote greater equality have not proved successful because they have been overridden by more vociferous elements that are not open to change.</li> <li>• Some religious contributions have not proved successful because they are seen to be challenging a traditional and revered norm.</li> <li>• Some religious contributions have not been successful because they are not sufficiently in tune with adherents, for example, when the first vote in favour of women bishops in the Anglican Church in the UK unexpectedly failed.</li> <li>• However, some religious contributions are successful because they are based on overriding principles of love and acceptance, which are deemed to be more important than religious law, for example the Inclusive Church movement.</li> <li>• Some religious contributions are successful because they are seen to reflect a genuine interpretation of sacred text, for example Jesus' inclusion of 'outcasts and sinners'.</li> <li>• Some religious interpretations are successful because they are supported by popular ethical theories such as Utilitarianism and Situation Ethics, which can be applied in practical ways.</li> </ul> <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.
<b>Level 1</b>	1-5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question (AO2).</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> </ul>
<b>Level 2</b>	6-10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
<b>Level 3</b>	11-15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
<b>Level 4</b>	16-20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>



