



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE A 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.

Question number	Indicative content
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> <p>Candidates may address one of a number of problems identified in the specification, or a relevant choice of their own. This mark scheme is based on the example of waste management.</p> <ul style="list-style-type: none"> • Escalating levels of waste raise problems of environmentally friendly disposal. • Plastic waste presents particular issues for marine life. • Waste is directly connected to ethical issues such as consumerism, greed, inequality, poverty and debt. • Particular issues of food waste such as confusing 'best by' dates, poor management of resources and over demanding consumers and retailers. • Recycling is unevenly managed and local authority regulations make it difficult for some people to recycle effectively.

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	Answer
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 may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • UK law recognises the equality of same-sex and opposite-sex marriage. • Religious groups hold differing views on the moral and spiritual status of same-sex marriage • Arguments against same-sex marriage may also be based on secular social and cultural perspectives. <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 process of legalising same-sex marriage has been slow because it raised challenges regarding the wider status of marriage as social institution and whether by definition it could only be defined as between a man and woman. • Religious opposition to same-sex marriage is often based on sacred texts which are interpreted to imply that God’s blessing can only be given to heterosexual marriage and in particular, for the purpose of procreation, as per Natural Moral Law. • However, relativist theories, such as Situation Ethics, have encouraged religious thinkers to accept same-sex marriage on the basis that Jesus would not have discriminated against it and would have acted in agape love. • Greater understanding of the biological, psychological and emotional dynamics of same-sex attraction has made it possible for religious and secular approaches to become increasingly accepting of same-sex marriage as a right.

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>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"> • 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 it 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 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
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 <i>agape</i> 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
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 recognises the limitations of fixed, law based 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 <i>agape</i> 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 <i>agape</i> love beyond other tried and tested principles. • Acts are judged by how far they fulfil the demands of <i>agape</i>, however this may not be universally desirable because it is less morally reliable than other values. • The real-life scenarios on which Situation Ethics are 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 on biblical principles which could be a strength because Jesus is offered to Christians 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 Christians 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 (AO2). • Judgements are supported by generic arguments (AO2). • Judgements 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).