



Pearson
Edexcel

Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
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 2: Religion and Ethics
Mark scheme

2023

Question number	Answer	Mark
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"> • 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. • Secular ideas of pacifism may be grounded in humanitarian, economic, sociological or environmental justifications. 	(8)

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	Mark
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 the 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 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 the 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 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>	(9)

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	Answer	Mark
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 the AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <p>The question requires reference to one significant figure. The specification refers to a range of significant figures such as Martin Luther King and Joni Eareckson Tada, although others may be used.</p> <ul style="list-style-type: none"> Joni Eareckson Tada – diving accident in Chesapeake Bay on 30th July 1967 rendered her quadriplegic. 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> 1979 – founded Joni and Friends, a Christian ministry focussing on disability. 2005 appointed to the Disability Advisory Committee of the US State Department. <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>	(9)

	<ul style="list-style-type: none"> • 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. • The work of Joni Eareckson Tada was instrumental because as a Christian evangelical she has also been accepted as an influential advocate for the disabled in the secular work, recognised by her appointment to the US State Department committee. • 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. • 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'. • 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>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	
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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	Answer	Mark
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"> Secular perspectives may include the view that keeping non-human animals in captivity can rarely be justified on conservation grounds since many would not be able to be released into the wild. Conservation of the environment must move away from an anthropocentric instrumental ideology towards a holistic intrinsic-based perspective if natural resources are not to be decisively depleted and non-human animals driven to extinction. A religious perspective may incline towards anthropocentrism, based on the creation ordinance to humans to name the animals and permission given to eat flesh after the Flood. Some religious perspectives reject the notion of an animal soul, self-awareness and ability to think and reason, which may lead to a failure to recognise the importance of animal protection. Alternatively, a religious perspective may draw on biblical teachings which glorify all creation and recognise that non-human animals are valued by God and humans are called to share with God in their care. 	(8)

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	Mark
1	<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"> • 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). • The natural world reflects the nature of God and as such is a means by which humans can learn more about God and his intentions for them. • 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>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. • Non-religious ethical perspectives recognise the value of the natural world as worthy of respect and protection. Candidates may refer to secular theories such as Deep Ecology or Gaia by way of contrast. • 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, whilst religious approaches may reflect a respect for the intrinsic value of the environment as part of creation. • Some religious approaches are unrealistically linked with end times theology such as the Rapture, which is alienating to mainstream religious believers. • 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 	(20)

	<p>obedience to God, whilst secular ethical approaches encourage a recognition of the interdependence of humanity and the natural world.</p> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	
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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).