



Oxford Cambridge and RSA

GCE

Religious Studies

H173/03: Developments in Christian thought

AS Level

Mark Scheme for June 2023

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2023

Indicative content – Responses might include:	Guidance
<p>1. ‘Christian moral principles must be based on the Bible.’ Discuss. [30]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the Bible is considered by many Christians to be the word of God and its writers inspired by the Holy Spirit to convey God’s commands to people • the Ten Commandments summarise the ethical and religious commandments of God in the Old Testament; Jesus’ Sermon on the Mount develops the Ten Commandments by stressing their inner spiritual meaning and the significance of motive and intention; St Paul focuses on the underpinning moral and spiritual virtues of faith, hope and love • most Christian moral principles gain their distinctiveness by being grounded in the Bible and unlike secular moral systems not purely in reason or emotions or the will (for example); however, many Christian moral principles sit along a spectrum between the two • although times may change, the Bible remains constant and although it may be interpreted in different ways the moral principles it enshrines do not change • some Christian denominations seek to use the Bible alone as a source of authority; others use a combination of sources, such as Church teaching or reason; others focus on individual decision-making, perhaps based on the principles of agape. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • for Christian moral principles to be distinctively Christian, the Bible as God’s revealed word must be the basis for ethical decision-making. Only the Bible, specifically the New Testament, provides Christians with Jesus’ teaching and as Son of God, his moral principles (such as love, forgiveness, repentance, justice) must be authoritative • the key notion in the question is ‘principles’; this is not necessarily the same as commandments. Christian moral principles are exemplified in the example of the biblical prophets and of Jesus Christ and summarised by the principle of agape – covenantal love. Even liberal or radical Christian ethicists who resist using the Bible prescriptively and consider love to be the only Christian moral principle, do so because it is revealed in the Bible • although the Bible is one source of authority, it has to be used in conjunction with the teaching and guidance of the Church. The Church provides the collective wisdom of Christian teachers and guided by the Holy Spirit continues to instruct Christians how to behave morally. Some might argue that Church authority comes out of the Bible and so Christian moral principles would still be deemed to be based on the Bible 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> • the Bible was written at specific times to particular people and deals with the problems of the time; therefore, it is not designed to address contemporary issues such as those raised by medicine or technology or science which requires the use of reason and conscience. Reason and conscience should be the basis for developing Christian principles, not the Bible • the Bible is a text but what is living is the action of love (agape) that should be the basis for moral principles – as, indeed, is seen in the actions of Jesus • there is arguably a danger in focusing exclusively on the absolute authority of the Bible at the expense of context • different parts of the Bible are argued by some to have different levels of authority (e.g. the Gospels) and so these parts/books should have more authority than others. 	

Indicative content – Responses might include:	Guidance
<p>2. ‘The Christian idea of purgatory makes much more sense than hell.’ Discuss. [30]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • purgatory has its roots in the New Testament and is described using the image of fire as the continuing process of purging of sin • in Roman Catholic teaching purgatory is the post-mortem state where venial sins may be atoned through repentance in preparation for Last Judgement and the prospect of heaven and the blessed state • although most Protestant Churches reject the idea of purgatory as being unbiblical, some theologians support a version of it as an intermediate state in the journey of the soul from the material world to a state of bliss • hell, referred to in the New Testament as Gehenna or Hades, is a place of torment described using metaphors of fire, anguish, wailing of tortured souls post death • hell is awarded to those at Judgement Day who have died in a state of (mortal) sin • in Jesus’ parable of the Sheep and the Goats (Matthew 25: 31-46), those who have failed to act righteously and to attend to the weak and marginalised in society but who regard themselves as being morally and religiously good are punished in hell; Jesus’ parable of the Rich Man and Lazarus has a similar message. 	<p>E.g. 1 Corinthians 3:13-15</p> <p>Matthew 25: 31-46 is a set text</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through</p>	

Indicative content – Responses might include:	Guidance
<p>the use of some of the following ideas:</p> <ul style="list-style-type: none"> • purgatory makes more sense than hell because it is more consistent with a God of love. A God of love would wish all his creatures to repent of their sins and finally to find contentment in heaven and the beatific vision; purgatory provides the means for this to happen • purgatory as an intermediate state continues the dynamic journey of the soul, its process of learning and developing, whereas hell has no creative purpose • the New Testament descriptions of hell do not describe the kind of hell which later Christian teaching portrays; the metaphors of fire/torment describe the spiritual process of repentance and overcoming sin which is what the notion of purgatory better conveys • some scholars consider hell to be a powerful and useful description of human alienation from God, not just in the afterlife but in earthly life. Existential hell makes a great deal of sense and far better captures a person's estrangement from God and his love than purgatory • purgatory only makes sense if there is a final reward of heaven or hell; it isn't a question of whether purgatory makes more sense than hell; purgatory would have no meaning unless there was a prospect of avoiding hell • purgatory and intermediate states have no biblical foundation and are theological devices to down-play the seriousness of hell and God's righteous judgement on those whose sinful lives deserve to be punished. 	

Indicative content – Responses might include:	Guidance
<p>3. 'We have only to look at human societies to see that Augustine's teaching on Original Sin was correct.' Discuss. [30]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • Augustine's teaching on Original Sin is derived from his interpretation of the Fall of Adam and Eve in Genesis and Paul's teaching on Adam and sin • Original Sin refers to the moment when Adam rebelled against God's commands and forfeited his place in the Garden of Eden; the fall from grace placed him and all subsequent humanity in a state of sin • developing Paul's description of sin from Romans, Augustine describes human nature as being in a perpetual war between willing to do good and choosing rather to do evil • Augustine describes how the original rebellious act is transmitted seminally through human sexual intercourse and human concupiscence; all humankind was present seminally in Adam's fall 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> he gives many examples of the consequences of the fallen weakened state from the trivial (not wanting to get out of a warm bed) to the decline of civilised societies and lawlessness; for example, he sees the decline of the Roman empire as a sign that the human world is constantly in a state of decay. Only the City of God is perfect and free from human sin when the image of God is fully restored in an individual. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> war, violence, political intrigue, genocide, poverty etc. all support Augustine's notion that humans have always been in a state of war and that Original Sin is essentially right Original Sin explains why it is that all ideologies which aim to reform society and develop harmonious human relationships always seem to fail for some it is all too apparent human nature is fundamentally selfish and self-seeking, demonstrating weakness of will Augustine's teaching is not unnecessarily gloomy but realistic Augustine's emphasis on the collective nature of social sin provides a theological rationale for dealing with social issues although human societies may be places of conflict, Original Sin is not the best explanation why this is so. Better explanations might be the naturally biological and sociological competitive nature of human beings for food, land, property, power and so on although many humans are selfish, many act generously for others and the good of society; Augustine's depiction of human nature is far too pessimistic and reduces individual responsibility Augustine's presentation of Original Sin is limited; it is too dependent on having a literal and historical understanding of Genesis 3 (which is not shared by most scholarly contemporary theologians); it is also erroneously linked with sexual intercourse which modern thinkers do not associate with the transmission of sin Augustine's theological motivation for developing Original Sin is less to do with the state of the world and more to do with the significance of God's generous act of redemption in the person of Jesus Christ in removing the punishment for Adam's sin. 	

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 1 (AO1) <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> • <i>Religious, philosophical and/or ethical thought and teaching</i> • <i>Approaches to the study of religion and belief</i> 	Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.
5 (13–15)	A very good demonstration of knowledge and understanding in response to the question : <ul style="list-style-type: none"> • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
4 (10–12)	A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
3 (7–9)	A satisfactory demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • generally addresses the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success	
2 (4–6)	A basic demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. a limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success	
1 (1–3)	A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding 	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
5 (13–15)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear and convincing argument • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
4 (10–12)	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
3 (7–9)	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success <p>Assessment of Extended Response: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
2 (4–6)	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success <p>Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
1 (1–3)	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>	
0 (0)	No creditworthy response	



MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 2023

H173, H573 AS and A Level Religious Studies

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses.

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in

case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.

- a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- b. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
- c. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- d. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.

7. Award No Response (NR) if:

- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.


10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)

Consistently meets the criteria for this level	At top of level
--	-----------------

11. Annotations

Annotation	Meaning
L1	Level one – to be used at the end of each part of the response in the margin.
L2	Level two – to be used at the end of each part of the response in the margin.
L3	Level three – to be used at the end of each part of the response in the margin.
L4	Level four – to be used at the end of each part of the response in the margin.
L5	Level five – to be used at the end of each part of the response in the margin.
L6	(H573 only) Level six - to be used at the end of each part of the response in the margin.
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
SEEN	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

SUBJECT-SPECIFIC MARKING INSTRUCTIONS

H173, H573 AS and A Level Religious Studies

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Lead Marker and Team Leaders.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study the Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

The Mark Scheme contains a description of possible/content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.

The Levels of Response must be used in conjunction with the outlined indicative content.

Assessment Objectives

Two Assessment Objectives are being assessed in all questions:

AO1 (Demonstrate knowledge and understanding of religion and belief) and

AO2 (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study).

Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed.

Responses are credited for **AO2** for how well the response addresses the question, for candidates using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response

Questions in this paper are marked using a levels of response grid. When using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response or particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.

Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for

AO1, and a Level 2 for AO2.

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Assessment of Extended Response

The GCE General Conditions of Recognition state that:

GCE 5.1 In designing and setting the assessments for a GCE qualification which it makes available, or proposes to make available, and awarding organization must ensure that, taken together, those assessments include questions or tasks which allow Learners to -

- a) provide extended responses

As such, the quality of extended responses are assessed in all questions. While marks are not specifically given for this, descriptors for extended responses can be found in the AO2 Levels of Response *in italics*.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.