

GCE

Religious Studies

H173/03: Developments in Christian thought

AS Level

Mark Scheme for June 2024

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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.

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Indicative content – Responses might include:	Guidance
<p>1. To what extent is a full and perfect knowledge of God revealed in the person of Jesus Christ? [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"> • knowledge of God may be defined as the human relationship with God, sufficient for salvation; it is possible in various ways, such as: through the design and purpose of the natural world; through human conscience; through reason; through the Bible; through the Church; through prayer and each of these sources of knowledge of God reveal something of God's nature which brings a person into a closer relationship with him • Jesus is understood to reveal God as the ultimate mediator and as the promised Messiah who was the culmination of salvation history • according to the Nicene Creed, Jesus Christ is 'truly God and truly human', his Incarnation, life and ministry, death and resurrection therefore are considered to reveal special knowledge of God • the New Testament (for example Ephesians 4:13) and Christian tradition have understood Jesus' sinless sacrificial life and death as being sufficient for full and perfect knowledge of God • the Gospel portrayal of Jesus as miracle-worker and teacher, combined with Jesus knowing God through being God incarnate is what leads Christians to suggest that through knowing Jesus, one might have knowledge of God. 	<p>Candidates should ensure that the focus remains on the revelation aspect of the question.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • because of the Fall and original sin, human beings are incapable of knowing God through their own means, even if they are created in the image of God: having a sense of the divine, whether through religious experience or conscience, may prompt an understanding of God but this in itself is insufficient for what is properly called knowledge of God • in order to overcome the limitations of sinful human nature only in the person of Jesus Christ is there a revelation of an uncorrupted, full and perfect knowledge of God • prophets prior to Jesus and Christian teachers subsequently may reveal some knowledge of God, but as they do not share the unique Son-Father relationship then this knowledge may only express important insights about God; these insights are not specific, special or salvific 	

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<ul style="list-style-type: none">• although Jesus was a very special person he is not alone in his teaching and example of what it means to live in accordance with God's will• as being at a fixed point in history, God is likely to have offered the world ongoing ways to understand Jesus the ultimate mediator: the Bible, for example might be seen as contributing to the full and perfect knowledge of Jesus• the possible view that as a human being, Jesus was just as prone to sin as anyone else, he was not perfect because he was not sinless; so he does not reveal knowledge of God• knowledge of God through conscience and religious experience is not exclusive to Christianity, which must be so if God is the sole creator of the world• if God is beyond all human comprehension then there can be no full and perfect knowledge of God even if revealed in someone such as Jesus Christ; equally, it cannot be possible for anyone to understand Jesus fully just as much as humans cannot say they fully understand their closest friends.	

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<p>2. ‘The universalist belief that all people will be saved is <u>not</u> supported by Christian teaching’. 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"> • universalism is the belief that the God of love and justice wills that all his creation to be complete and perfect and that means that no one is ultimately excluded from being saved, whatever their religion or non-religious beliefs • universalism rejects Christian teaching on predestination and all forms of election whereby only those considered by God to be worthy of salvation will find a place in heaven and others who fail are destined to hell • universalism takes as its starting point what Jesus did in his earthly ministry by including all those excluded by society and to see the possibility of redemption for these people, who would otherwise be considered destined for hell • some universalists argue that even in the afterlife it is never too late to accept God’s love and redemption; many argue for an intermediate state (a kind of purgatory) as a continuation of the spiritual journey. 	<p>Some candidates may have knowledge of exclusivism, inclusivism and pluralism from the A-level specification, but this is not to be expected.</p> <p>Universalism is also referred to by the Greek term apocatastasis.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • those who hold to a strong view of election might well agree that universalism is not Christian because it does not put Christ sufficiently at the centre of salvation nor does it require faith in Christ to be necessary and sufficient to be saved; universalism undermines the doctrine of election • some might argue universalism is not Christian because if God is going to complete his creation regardless of a person’s acceptance of God’s love and grace then the doctrines of hell and heaven are redundant • some might also consider that universalism cannot be Christian as it undermines the integrity of Christianity as a genuine path to salvation or enlightenment • universalism might undermine Christianity as it appears to suggest that it doesn’t matter which religion, if any, one follows • it could be argued that universalism undermines the life, death and resurrection of Christ too • universalists are, in the main, Christian and uphold the central beliefs of Christianity such as: Jesus’ divinity, resurrection, 	

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<p>atonement and eternal life; but they do not consider attributing uniqueness to these beliefs is correct or they argue for the far-reaching efficacy of Christ's work</p> <ul style="list-style-type: none"> • universalists might question whether a Calvinist type interpretation of election (especially limited election) is in line with Jesus' inclusive message and his revelation of a loving (omnibenevolent) God • some interpret Jesus' Parable of the Sheep and the Goats (Matthew 25) to mean that anyone, not just Christians, who lives a righteous life is rewarded with eternal life • some consider the notion of purgatory as an intermediate state whereby all people after death can continue their journey to the blessed state • even exclusivists have admitted that as no one can know the mind of God, then maybe he does elect all to salvation, and that would suggest that possibly some form of universalism is Christian. 	<p>Matthew 25 is a set text</p>

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<p>3. Discuss Bonhoeffer's teaching on Christian ethics as 'costly grace'. [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"> Bonhoeffer's theology and teaching on Christian ethics emerged against the challenges to Church and society by the Nazi regime at a time when many traditional assumptions of Church and society were being replaced by totalitarianism Bonhoeffer did not distinguish between ethics and theology as the ethical life is as much the life of faith as it is the life of making moral decisions cheap grace is a reference to a superficial Christian life which undermines Christian commitment and discipleship costly grace appears to be a paradox, as grace is something freely given (by God) and so it cannot be bought, but the cost doesn't refer to acquiring grace but rather the response of the Christian disciple to the revelation of God's grace in the person of Christ (e.g. forgiveness without repentance; Communion without Confession) in his writing on the cost of discipleship, Bonhoeffer reflects on Jesus' Sermon on the Mount and the life which aspires to being perfect as 'your heavenly father is perfect' as set out in the Beatitudes. Being a peacemaker, being poor in spirit, being persecuted for righteousness sake all place one in a precarious place in the secular world. However, the rewards of God's grace, like the buried treasure in Jesus' parable, are worth the risk Bonhoeffer's life consisted of taking those costly risks, for example: his outspoken criticism of the Fuhrer; his involvement with the Confessing Church; his work with Jews; he could have stayed in America and pursued an academic career but he chose the 'terrible alternative', to return to Germany and join the Resistance (Widerstand), and eventually to die in the concentration camp at Flossenbürg costly grace might be explained in relationship with some of Bonhoeffer's other theological notions such: obedience to God's will (as opposed to the question as to whether an action is good or bad); within the context of 'religionless society' and in a world 'come of age' i.e. a more radical Christianity without the baggage of the past. 	<p>The understanding of grace as a gift and not transactional should be maintained through the essay.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> even Bonhoeffer realised that his theological notions such as costly grace were too idealistic and too demanding for any 	

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<p>Christian or church community to live by; even he was disillusioned by the Confessing Church's failure to engage fully in the secular world against injustice and the evils of Nazism</p> <ul style="list-style-type: none"> the notion of costly grace makes more sense in the particular and extreme historical conditions of Nazism but it does not translate well into a 21 century globalised world where politics and economics across different cultures are complex and interconnected costly grace is too open-ended to be of great help when making moral decisions; most Christians need the guidance of the Church and the teaching of scripture rather than the open-ended call to obey God's will costly grace is the motivating notion for all Christian action; it doesn't ask abstract questions about what is good or what is right, because through faith and conscience a person knows through conscience what acting justly means (as exemplified by Jesus) the opposite to costly grace is, as Bonhoeffer says, 'cheap grace' - that is performing the rituals of Christianity without fully engaging in a life of Christian action costly grace emphasises the place of core Christian practices of repentance, forgiveness, confession and of 'keeping trying' which are the foundations of the moral and spiritual life and so accessible to Christians Bonhoeffer questions whether Christian ethics exist as such; there are, though, Christians who from their commitment to Christ and in solidarity with humanity act out of faith – this is the essence of costly grace. 	

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"> • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief 	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 2024

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

Annotation	Meaning
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	(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.
	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*.

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