



Oxford Cambridge and RSA

GCE

Religious Studies

H573/03: Developments in Christian thought

A Level

Mark Scheme for June 2023

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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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Response: indicative content	Guidance
<p>1. Assess Augustine’s claim that <u>only</u> God’s grace can overcome human sin. [40]</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 starting point is the biblical description of the state of humanity: the Fall, prompted by the human rebellious will, which led to disobeying God’s commands • God’s punishment of Adam and Eve was to remove them from Eden and to impose the toil of work (on men) and painful childbirth (on women) • the continuing reminder of humanity’s fallen state is described by St Paul on which Augustine elaborates and that is that the good that we will, we do not do and the evil we do not will, we do • the solution to humanity’s sinful and rebellious state is God’s grace or generous love as expressed in the person of Jesus Christ • Augustine’s view of grace stands in contrast to contemporaneous views deemed heretical which essentially rejected the need for grace to receive eternal life; Augustine’s view emphasises the total dependence of humans on God • grace, therefore, ensures that humans can escape sin but grace is an expression of God’s freedom to act outside of human understanding as creator (and sustainer and redeemer) • grace is therefore unmerited and most notably expressed in the person of the Mediator, Jesus Christ, which helps to transform the human will to enable it to do good (rather than to do evil or to be overcome by pride, the effects of the Fall). 	

AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:

- early on Augustine suggested that although God's grace was necessary for overcoming sin and aiding humans to respond to God, human sin was not so dreadful that humans could do so through their own response to God
- many Christians reject the idea that God elects only those whom he knows to be capable of receiving his grace as this is contrary to the God of love whom Jesus revealed and taught about
- Augustine's teaching on predestination developed later on in his life prompted by his own failed attempts to overcome his desires and finding happiness and in countering those (heretical) Christians he considered to be putting too much emphasis on human free will
- although humans may not be perfect, they still have sufficient free will to respond and love God as exemplified by Christ, but that does not mean that sin may be overcome 'only' by God's grace; the image of God is not completely marred, however difficult it is, due to concupiscence
- although humanity created sin and humanity must fix the situation, this can only be done through God's intervention by becoming human in the person of Jesus Christ
- God requires humans to act to overcome the effects of Original Sin – grace may be given but must also be received
- Augustine does illustrate the full power of what grace means and the significance of God giving his son to the world as a sacrifice for sin; anything which suggests that humans are capable of overcoming sin downgrades the unconditional nature of God's grace.

Response: indicative content	Guidance
<p>2. ‘Anonymous Christians can also receive salvation.’ Discuss. [40]</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"> • anonymous Christian is a term used by many inclusivist Christian theologians to describe those people whose lifestyle is sufficiently Christian to receive God’s salvation • supporting biblical arguments to justify theological inclusivism, candidates may refer to example of non-Jews in the Old Testament whom God favoured; Paul’s speech at the Areopagus where he refers to those who worship the ‘unknown god’ but are in fact worshipping the true God • The Sheep and the Goats may be interpreted to refer all those who, regardless of their religious belief, are rewarded with heaven (salvation) because of their good works - unlike those who think they are the righteous or religious but fail to live moral lives • anonymous Christians may also be those who belong to a non-Christian religion whose teaching and organisational structures preserve rays of truth about God; those who faithfully follow these practices and teachings may also receive salvation • the Christian teaching on theological inclusivism/anonymous Christians is grounded on the principle of God’s grace (as revealed in the person of Jesus Christ) which desires all people of good will to achieve salvation 	<p>Some candidates might explore the distinction between anonymous Christian and anonymous Christianity but conflation between the two is acceptable</p> <p>Matthew 25:31-46 is a set text</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"> • the idea of the anonymous Christian is supported by natural theology and the view that God’s revelation is not restricted only to those of a particular religion and to those who may, through no fault of their own, have not heard the gospel • as no one can be assured of salvation, Christian as well as anonymous Christian are in similar positions, so it is right to say they ‘may’ receive salvation rather than they will receive salvation • there is good biblical support for theological inclusivism and the anonymous Christian • the idea of the anonymous Christian undermines the place of faith and being committed to the Christian gospel; the mission established by Jesus and continued by the Church is to preach the gospel 	

<p>explicitly to people so they commit themselves consciously in faith to Christ</p> <ul style="list-style-type: none">• by definition, an anonymous Christian is not Christian and so if they have not committed themselves to the gospel, they cannot be open to salvation• theological inclusivism's dependence on natural theology undermines the special significance of God's revelation in the person of Jesus Christ, the Way, the Truth and the Life, and could be seen to undermine his place in salvation• the doctrine of election suggests that God is bound to save anyone, so it is not unreasonable that many people in the world will not be saved; the idea of the anonymous Christian does not make God fairer or more loving or generous.	
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Response: indicative content	Guidance
<p>3. 'Christians must challenge secular views of gender roles.' Discuss. [40]</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"> • Western secular views of gender roles have changed due to the rise of feminist reforming movements; in particular the independence of women financially and reproductively • secular views of gender roles exist on a spectrum with different groups emphasising particular central ideas – for example, equality or reversal • some secular feminist movements have reimagined and recast the idea of what it means to be a woman spiritually and psychologically; for example, some have completely rejected the idea and role of motherhood, regarding it as a form of slavery and product of patriarchy • the New Testament Christian teaching on gender roles as presented in Ephesians 5:22-33 is modelled on Christ's relationship to the church /Christian community as its 'head' • the husband is therefore 'head' of his wife and the rest of the household as Christ is to his church • the Roman Catholic encyclical <i>Mulieris Dignitatem</i> extols the virtues of motherhood as a fundamentally important element of establishing the family; the man's role in parenting is equally important and mutual but gender difference is to be valued as 'equal but different' • Christian feminist movements emphasise similar values to many secular views, using Christian teachings to justify their approaches. 	<p>Ephesians 5:22-33 is a set text</p> <p><i>Mulieris Dignitatem</i> 18-19 is a set text</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"> • Christians should and must challenge the secular model of gender roles because some significant secular research indicates that families function better where women and men recognise their gendered roles • secular views of fluidity within gender roles must also be challenged by Christians because gender-role distinction reflects the natural God-given order of creation; God created women and men as different and complementary, both made in the image of God • the Church has a duty to uphold the dignity of motherhood and gendered roles against secular views which have marginalised its value; the figure of Mary the Mother of Christ for many Christians underscores 	

<p>the creative and spiritual importance of motherhood which, though men may play their significant role in the family, cannot be wholly the same</p> <ul style="list-style-type: none">• gender roles have constantly changed according to cultural setting, economic conditions, education etc., New Testament views of gender roles are rooted in the culture of the day and have adapted over time and place and must continue to embrace changes today• Jesus' teaching on the Kingdom of God was fundamentally radical and designed to embrace new forms of relationships – the fact that many of his followers were women indicates that his message liberated them from traditional gender roles of his day; the same might be said of men as well• St Paul taught that there is neither male nor female for those baptised into Christ's church, so rather than challenge secular views of gender, Christians should embrace change and reinforce that what matters in human relationships are the Christian covenant values of love, fidelity, moderation and so on• some secular research today shows that what matters to children is not the gender of their parents but whether they are loving, supportive and offer a stable environment• Ephesians 5 may be read more radically as the instruction to men to love their wives and to model themselves on Jesus' sacrificial life of service to others; this suggests that the traditional idea of headship as hierarchy is wrong and that changes in secular gender roles has helped Christians reveal what might have been originally envisaged.	
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Response: indicative content	Guidance
<p>4. Critically assess Marx’s teaching on alienation and exploitation. [40]</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"> • Marx’s teaching of alienation describes the state human beings find themselves in when their material conditions remove them from being in control and they are treated as objects rather subjects • alienation results from several different conditions which Marx refers to such as: capitalism, private ownership of land, lack of control of the means of production, religion/Church and institutions • in all these cases people are alienated from each other because one group of people is more powerful than the other as a master is to a slave so rather than working in solidarity and harmony with each other they work competitively against one another • the exploited are those who are in the weaker position in the alienated state, unlike those who own the means of production they are treated as part of the machinery of production and are therefore exploited for their usefulness not because of their intrinsic human worth as persons • the exploited lack power as individuals and the means to overcome their alienated state, so the only option open to them is to revolt and over-throw the unjust material conditions which have led to their alienated state. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • Marx’s analysis on the causes of human misery is plausible and powerful because it is focused on human history and material conditions rather than theory and idealistic views of the world • history provides many examples of the way in which one class of people uses its power to exploit and to gain material advantage unfairly • Marx’s insight that even the powerful are in some sense alienated because they desire power and control also dehumanises them as creative and cooperative human beings • Marx’s analysis has been useful for many and in particular liberation theologians: the idea of alienation provides an insightful way of reinterpreting sin in terms of socio-economic structures of society (i.e. structural sin) • many consider that Marx’s view of human nature is based too much on conflict and polarised into those 	

<p>who own and those who produce, when in reality human relationships are much more subtle</p> <ul style="list-style-type: none">• examples of revolutions illustrate that Marx's solution to alienation and exploitation rarely, if at all, works and if anything creates more problems than it solves; Marx's chief weakness is his focus only on material conditions and a failure to have a better model of human nature• Christian criticisms of Marx include the view that rather than regarding belief in God as a source of alienation, it is more liberating to regard God as a source of human spiritual value and purpose.	
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Level (Mark)	Levels of Response for A 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.
6 (14–16)	An excellent demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • fully comprehends the demands of, and focusses on, the question throughout • excellent selection of relevant material which is skillfully used • accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
5 (11–13)	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 (8–10)	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 (5–7)	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 (3–4)	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 (1–2)	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 A 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.
6 (21–24)	<p>An excellent demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views skillfully and clearly stated, coherently developed and justified • answers the question set precisely throughout • thorough, accurate and precise use of technical terms and vocabulary in context • extensive 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 an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.</i></p>	
5 (17–20)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear argument which is mostly successful • 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 (13–16)	<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 (9–12)	<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 (5–8)	<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 	

	Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>
1 (1–4)	<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
	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 provide extended responses

As such, the quality of extended responses is 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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