



Cambridge International AS & A Level

BIBLICAL STUDIES

9484/42

Paper 4 Christian Understandings of God, Life and the Universe

May/June 2023

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

PUBLISHED**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Annotation:

- For levels of response marking, the level awarded should be annotated on the script.
- Ticks have no defined meaning for levels of response marking.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Assessment objectives**AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of specified texts and Christian teachings, beliefs and practices as recorded in the Bible.

AO2 Analysis and evaluation

Analyse, evaluate and discuss evidence, points of view and issues in Christianity.

Table A: AO1 Knowledge and understanding (10 marks)

Use this table to give marks for each candidate response for **Questions 1, 2 and 3**.

Level	Description	Marks
Level 4	Detailed accurate knowledge with good understanding • Uses a range of detailed, accurate and relevant knowledge. • Demonstrates understanding through a well-developed response. • Fully addresses the question. • Good understanding of the context, if relevant.	9–10
Level 3	Mostly accurate knowledge with some understanding • Uses a range of mostly accurate and relevant knowledge. • Demonstrates understanding through a developed response. • Addresses most aspects of the question. • Some engagement with the context, if relevant.	6–8
Level 2	Partially accurate knowledge with limited understanding • Uses a range of knowledge which may be partially accurate. • Demonstrates limited understanding through a partially developed response. • Attempts to address the question. • Attempts to engage with the context, if relevant.	3–5
Level 1	Limited knowledge and basic understanding • Identifies a limited range of knowledge which may not be accurate. • Demonstrates basic understanding through a limited response. • Response is relevant to the topic, but does not directly address the question. • Little or no reference to the context, if relevant.	1–2
Level 0	No relevant material to credit.	0

Table B: AO2 Analysis and evaluation (15 marks)

Use this table to give marks for each candidate response for **Questions 1, 2 and 3**.

Level	Description	Marks
Level 5	Effective conclusion with analysis of points of view - Analyses the importance and/or strength of different points of view in detail. - Uses accurate evidence to support a sustained and well-structured discussion. - Effective conclusion to the question which evaluates knowledge.	13–15
Level 4	Coherent conclusion supported by evidenced points of view - Discusses different points of view in some detail. - Uses accurate evidence to support a well-structured discussion. - Coherent conclusion to the question which evaluates knowledge and points of view.	10–12
Level 3	Satisfactory conclusion with different points of view - Recognises different points of view and discusses at least one in some detail. - Uses accurate evidence to support discussion. - Satisfactory conclusion to the question which is linked to a range of knowledge and points of view.	7–9
Level 2	Basic conclusion with a supported point of view - Discusses one point of view. - Uses supporting evidence for one or more relevant points. The support may not be wholly relevant or accurate. - Attempted conclusion to the question which is linked to knowledge and/or a point of view.	4–6
Level 1	Limited interpretation with a point of view - States a point of view. - Little or no supporting evidence. - Attempted interpretation which may not directly address the question.	1–3
Level 0	No relevant material to credit.	0

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Question	Answer	Marks
1	‘Genesis 2:4-19 is the most significant creation narrative in the Bible.’ Discuss. Use Table A: AO1 Knowledge and understanding (10 marks) and Table B: AO2 Analysis and evaluation (15 Marks) to mark candidate responses to this question. Award up to 10 marks AO1 Knowledge and understanding. Award up to 15 marks AO2 Analysis and evaluation. Indicative content Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited. Genesis 2:4-19 is the most significant creation narrative • Candidates may suggest that it is the most significant creation narrative as it gives a detailed account of the creation process of humans, and their role on earth. • Candidates may discuss the significance of the phrase ‘breath of life’ which is found in the Genesis 2 narrative. Some may make links to how this use is the origin of the phrase, and how it is frequently linked to the idea of the soul. • Some may suggest that it is the most significant narrative due to its mentions of Eden as a garden that God planted, and the role that the man is given to till and keep it, and how this relates to teachings on stewardship. • Some may explore the significance of the four rivers mentioned, and how they attempt to geographically place Eden. • Some candidates may explore whether the account is best interpreted as literal, mythical or metaphorical, and the impact that one’s interpretation has on the significance of the account. • Some may discuss how many elements of creation are mentioned as having already happened in Genesis 2, and that the account seems to therefore focus on what it deems to be significant.	25

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Question	Answer	Marks
1	Genesis 2:4-19 is not the most significant creation narrative • Candidates are likely to present one or more of the other creation narratives in the Bible as being the most significant in contrast to Genesis 2:4-19. • Genesis 1 is most likely to be the one candidates argue to be more significant than Genesis 2:4-19. If this approach is taken, candidates are likely to base an argument upon it including the phrase ‘Let us make man in our image...’ and its impact. Some may instead focus on other elements of the narrative, such as it presenting a chronology, or its ordered progression. • Some may present the narrative present in the Prologue of John as being the most significant. If candidates take this approach, they are likely to suggest that by associating ‘The Word’ with creation, it is trying to demonstrate the pre-incarnate existence of Christ, and therefore Jesus’ divinity, and as such making John 1:1-4 the most significant narrative. • Some candidates may explore whether the other accounts are best interpreted as literal, mythical or metaphorical, and the impact that one’s interpretation has on the significance of the accounts. • Some candidates may suggest that no individual narrative is more significant than any other, and that they need to be read and understood as a collection of narratives, rather than individually. • Some may suggest that the significance of each narrative depends on context, and that therefore significance is variable.	
	AO1 Knowledge and understanding	10
	AO2 Analysis and evaluation	15

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Question	Answer	Marks
2	Analyse what the New Testament teaches about salvation through works and salvation through faith. Use Table A: AO1 Knowledge and understanding (10 marks) and Table B: AO2 Analysis and evaluation (15 Marks) to mark candidate responses to this question. Award up to 10 marks AO1 Knowledge and understanding. Award up to 15 marks AO2 Analysis and evaluation. Indicative content Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited. Salvation through works • Candidates may argue that the New Testament tends to suggest that salvation is not obtained through works, but that salvation by works was a commonly held view by members of the early church that epistles frequently argued against. • Candidates may comment on Ephesians 2:9, and how it states that people are not saved by works so that no one can boast, and how this verse should be interpreted. • Some may discuss that good works should be the proper response by Christians to salvation, rather than a cause of salvation, citing passages like James 2. • Some candidates may discuss what acts constitute good works, and whether the phrase is restricted to elements of the Mosaic covenant, or more general good works like charity should be included within the term. • Some may discuss whether baptism or partaking of the Lord's Supper should be considered good works or not. Salvation through faith • Candidates may discuss what Romans 5 teaches about salvation by faith, and how it forms part of the general theme of justification in Romans. • Candidates may discuss Ephesians 2:8 and explore the link between grace and faith with regard to salvation. • Candidates may discuss what James 2 says about faith without works being a dead faith without merit. This requirement for an active faith in James 2 might be contrasted with some other teachings on faith. • Some candidates may explore what is meant by faith, and whether the phrase should be restricted to faith in Jesus as Christ, faith in Jesus' teachings, the Apostles' teachings or a more general meaning of believing in something.	25

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Question	Answer	Marks
2	Candidates may make links to some Old Testament figures mentioned in New Testament verses, but one should take care that their response is focussed sufficiently on the question.	
	AO1 Knowledge and understanding	10
	AO2 Analysis and evaluation	15

Question	Answer	Marks
3	Evaluate the claim that Augustine of Hippo’s theodicy is the best response to the problem of evil. Use Table A: AO1 Knowledge and understanding (10 marks) and Table B: AO2 Analysis and evaluation (15 Marks) to mark candidate responses to this question. Award up to 10 marks AO1 Knowledge and understanding. Award up to 15 marks AO2 Analysis and evaluation. Indicative content Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited. Augustine’s theodicy is the best response • Candidates are likely to outline the theodicy and highlight elements of it that are particularly successful. Some may instead discuss the theodicy as a whole, rather than individual elements; either is a valid approach. • Candidates may argue that Augustine’s theodicy presents a rational solution to the free will problem with regard to evil, and that can be seen to make it successful. • Some may argue that evil is best understood as a privation, and as such Augustine’s view of the problem is the most coherent. • Some may argue that the Augustinian theodicy should be seen as the best response, because of its impact upon Christianity over time; that for long periods of history it was effectively the authorised position. • Some may discuss how Augustine’s theodicy best explains the problem of evil in relation to the nature of God and discuss how it interacts with understandings of the qualities of God.	25

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Question	Answer	Marks
3	Augustine's theodicy is not the best response • Candidates may present weaknesses of the Augustinian theodicy as a way to demonstrate that it is not the best response to the problem of evil. For example, Hick's point that the argument hinges upon a perfect world being made imperfect and that this seems incoherent and contradictory, or that the idea of evil as a privation seems incorrect as it appears to be more than an absence of good. • Candidates may argue that the Augustinian theodicy is dependent on a literal interpretation of Genesis, and that this may not be the most appropriate interpretation to engage in. • Some may present the Irenaen theodicy as an alternative and better approach to be taken, with reference to elements such as its soul-making focus, or epistemic distance. • Some may argue that Job presents a better response to the problem of evil, for example through discussion of Job's conclusion in Job 42, when he responds to evil as suffering. • Some may argue that there is no valid explanation for the existence of a good God in face of evil, and that instead an atheistic view should be taken. • Some may discuss the role Satan plays in Augustine's theodicy and compare this with the role the Satan plays in Job to suggest that Augustine's theodicy is unsound.	
	AO1 Knowledge and understanding	10
	AO2 Analysis and evaluation	15