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# Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE  
In Religious Studies (9RS0)  
Paper 4B: Christianity

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Paper 4B: Christianity – 2023**  
**Mark scheme**

Question number	Indicative content	Mark
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• This belief is based on Genesis; it is also in the Creeds and central to Christianity.</li> <li>• Most Christians believe God created out of nothing (<i>ex nihilo</i>) and this is a primary feature.</li> <li>• Creation can be seen as emanation, an overflowing of the creative energy of God.</li> <li>• For some, God features as a master-builder, working on pre-existent matter.</li> <li>• Another feature is of the artistic expression of creation, seeing it as the 'handiwork of God' expressing the personality of the Creator.</li> </ul>	<b>(8)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content	Mark
2	<p>4 marks AO1, 8 marks AO2</p> <p>The views of Barth and Rahner are used as exemplars.</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• In Barth, God’s self-revelation undergirds the doctrine of the Trinity.</li> <li>• Barth affirms the filioque clause that the Spirit proceeds from the Father and the Son and so Economic Trinity = Immanent Trinity; (“God for Us” = “God in Godself”).</li> <li>• Rahner argues the Economic Trinity is indicative of God’s action and presence in the economy of salvation whilst the Immanent Trinity is indicative of the mysterious existence together of the three divine Persons in their eternal life.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Barth's recovery of the doctrine of the Trinity is a strength for Christianity, because previously the Trinity had been neglected by many theologians.</li> <li>• One strength for Barth’s view is his use of the term ‘mode’ rather than ‘person’ because for Barth there are real distinctions within God.</li> <li>• Rahner’s view of the Trinity is a strength for some because he placed a particular emphasis on the Trinity as an act of God's self-communication.</li> <li>• Rahner expressed his understanding of the immanent and economic Trinity with the concept of the three distinct natures of God which is a strength for the reason that it played a pivotal role in preserving the triune nature of God and at the same time avoided the pitfalls of modalism.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	<b>(12)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content	Mark
3(a)	<p>10 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>Hick agrees that reparation-plus-penance are part of the four things needed for reconciliation between humans but not necessary with God.</li> <li>Hick claims we can repent and apologise to God but not repair or offer penance.</li> <li>Hick accepts that reparation and penance to our 'neighbour' is also a recognition to God's creation but no direct offering to God is possible.</li> <li>Hick believes that Jesus offers the stimulus for a truly penitent person to accept this gift of grace and accept it is unearned and undeserved but results in our forgiveness.</li> <li>Hick argued that Jesus replacing all human lives as one perfect life, is absurd, as it reduces the event to a simple sacrifice theory which questions the moral character of God.</li> </ul>	(10)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>Knowledge and understanding of key religious ideas and beliefs is superficial (AO1).</li> <li>Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1).</li> <li>Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).</li> </ul>
Level 3	7-10	<ul style="list-style-type: none"> <li>A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1).</li> <li>Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).</li> </ul>

Question number	Indicative content	Mark
3(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The notion of substitution in Barth’s work is legalistic and mechanical and focuses on sinfulness.</li> <li>• Barth’s view is a clear transactional model that relates to a legal understanding of guilt and judgement.</li> <li>• It explains how the identity and actions of Jesus can resolve the guilt of humanity and inspire Christians to worship in response to this act by God.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Barth’s view is valuable because of its ability to explain the state of humankind and the role of Jesus in enabling atonement in terms of transactions that many can understand and relate to.</li> <li>• It is valuable in revealing the nature of Jesus and for this reason underpins and reveals much of Christian teaching.</li> <li>• Barth’s view focuses on the guilt and subsequent forgiveness of humanity, but without human cooperation; therefore, Barth appears pessimistic about human nature.</li> <li>• Barth’s model of atonement retains the sense of sin as something serious, that cannot be waived away, but must be dealt with; therefore, keeping a strong sense of justice and of the seriousness and unacceptability of sin.</li> <li>• However, in contrast, Hick’s view has greater value for Christians today because his terminology is much more accessible and compatible with ‘modern’ aspects of Liberal Christianity.</li> <li>• Barth’s view remains of great value in the light of many atrocious acts or ‘sins’ in the modern age which challenge the idea that humanity is capable of great good and cooperating in salvation by following the example of Jesus.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	(20)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question (AO2).</li> <li>• Judgements are supported by generic arguments (AO2).</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	9–12	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	13–16	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).</li> <li>• Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between a wide range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question, which are supported by the appraisal of some evidence (AO2).</li> </ul>
Level 5	17–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

Question number	Indicative content	Mark
4	<p>5 marks AO1, 25 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Liberation theology is a radical movement that began in 1964 when young Catholic theologians met in Brazil and vowed to find what the true Christian message was in the face of the poverty of Latin America.</li> <li>• Liberation theology involves critical reflection on practice and should not be separate to social and political involvement.</li> <li>• Liberation theology aims to transform, not explain, the world and to act in the cause of the poor.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Liberation theology has had a decisive impact on Christianity because it placed an emphasis on 'orthopraxis', the linking of theology with action by actually doing something about the state of the poor.</li> <li>• Liberation theology has made an impact on Christianity because it has brought about a re-examination of traditional Christian theology and its application.</li> <li>• Liberation theology's impact has highlighted that the 'Kingdom of God' is not just something Christians should hope for after they die; it is something Christians should try to bring about in this world because the 'Kingdom of God' grows through the liberation of the poor.</li> <li>• Liberation theology's borrowing of the economic and sociological analysis of Karl Marx to justify its criticism of the Church made an impact because the response was to give an increased focus on the concepts of alienation and exploitation.</li> <li>• However, Liberal theology is seen by some in Christianity as having a negative impact because of its controversial engagement with a sociological and political analysis of society coupled with its outspoken criticism of the Church itself.</li> <li>• Black and Feminist theology have become prominent in recent years as a result of being impacted and influenced by Liberation theology.</li> <li>• Liberation theology draws heavily on the work of the atheistic thinker/philosopher Karl Marx and his analysis of capitalism based on Hegelian dialectic. (This shows links to Religion and Philosophy).</li> <li>• One impact of Liberation theology on Christianity is the belief that Christians should not maintain an attitude of neutrality in the face of tragic and pressing problems related to injustice and inequality. (This shows links to Religion and Ethics).</li> </ul>	

	<p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p> <p>Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.</p>	<p><b>(30)</b></p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question (AO2).</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided but are simplistic and/or generic (AO2).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of some of the elements in the question are made (AO2).</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided, which logically draw together ideas and are partially justified (AO2).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).</li> <li>• Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between a wide range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2).</li> <li>• Reasoned judgements are supported by the appraisal of some evidence (AO2).</li> <li>• Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

		<ul style="list-style-type: none"><li>• Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).</li></ul>
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