



Cambridge International AS & A Level

BIBLICAL STUDIES

9484/04

Paper 4 Christian Understandings of God, Life and the Universe

For examination from 2023

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** pages. Any blank pages are indicated.

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.

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 AO1 Knowledge and understanding for **Questions 1, 2 and 3**.

Level	Description	Marks
Level 4	<p>Detailed accurate knowledge with good understanding</p> <ul style="list-style-type: none"> • 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	<p>Mostly accurate knowledge with some understanding</p> <ul style="list-style-type: none"> • 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	<p>Partially accurate knowledge with limited understanding</p> <ul style="list-style-type: none"> • 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	<p>Limited knowledge and basic understanding</p> <ul style="list-style-type: none"> • 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 AO2 Analysis and evaluation for **Questions 1, 2 and 3**.

Level	Description	Marks
Level 5	<p>Effective conclusion with analysis of points of view</p> <ul style="list-style-type: none"> 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	<p>Coherent conclusion supported by evidenced points of view</p> <ul style="list-style-type: none"> 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	<p>Satisfactory conclusion with different points of view</p> <ul style="list-style-type: none"> 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	<p>Basic conclusion with a supported point of view</p> <ul style="list-style-type: none"> 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	<p>Limited interpretation with a point of view</p> <ul style="list-style-type: none"> 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

Question	Answer	Marks
1	<p>‘Being omnibenevolent (all-loving) is the most significant quality of God.’ Discuss.</p> <p>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.</p> <p>Award up to 10 marks AO1 Knowledge and understanding. Award up to 15 marks AO2 Analysis and evaluation.</p> <p>Indicative content</p> <p>Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited.</p> <ul style="list-style-type: none"> • Candidates may discuss why God can be said to be all-loving, through discussion of the specified texts in the syllabus (for example John 3:16–17), or other relevant texts. • Candidates may refer to the role of God being all-loving in a Christian developing their faith, also its status as a key tenet of Christianity. • Links may be made to the idea of grace in Christianity, and how that can be seen to support the significance of God being all-loving. • Candidates may discuss how a belief in an all-loving God helps Christians to comprehend the existence of evil in the world. Candidates may link to the theodicies here. • Candidates may instead discuss the significance of God being all-powerful and/or all-knowing, through discussion of the specified texts in the syllabus or other relevant texts or examples. • Candidates may instead discuss the idea that God’s qualities cannot be analysed in isolation from one another, and that therefore there is not a most significant quality of God, as all qualities are equally significant. • Some may discuss whether the idea of a transcendent divine being can properly be analysed. • Candidates could argue that there is little or no evidence for a loving God, and therefore being all-loving is not a significant quality of God. Such a line of argument would be a valid one, but would have to be argued, rather than simply asserted. 	25
	AO1 Knowledge and understanding	10
	AO2 Analysis and evaluation	15

Question	Answer	Marks
2	<p>Evaluate the claim that humans are entitled to have total dominion over the Earth.</p> <p>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.</p> <p>Award up to 10 marks AO1 Knowledge and understanding. Award up to 15 marks AO2 Analysis and evaluation.</p> <p>Indicative content</p> <p>Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited.</p> <ul style="list-style-type: none"> • Arguments in support of the statement are likely to stem from discussing Genesis 9:2, and the fear and dread of humans that falls upon animals. • Candidates may also refer to the covenant made with Noah, in particular the permission given to Noah to eat of the flesh of any animal, suggesting a superiority entitling dominion. • Candidates may suggest that the covenant with Noah marks a change in the relationship between humans and animals from that shown prior to it in Genesis, from a relationship of responsible stewardship to one of dominion. • Candidates may disagree based on arguments that Christians should respect the environment and preserve it for future generations. • Candidates may argue that dominion can be benign, and utilise the imagery of the shepherd who has dominion over his flock present in the Bible, as in fact an example of a form of stewardship. • The idea that the Earth belongs to God, and therefore Christians cannot truly ever have dominion over it. • The practice of making offerings of animals or produce, and more generally of recognising food and drink as coming from God showing recognition of a higher authority. • It could be argued that in so far as humans have achieved dominion, it is through their nature, their powers and their intellect, which are arguably all God-given, and this suggests that humans are entitled to dominion, owing to divine design. • The idea of Jesus as king over all the Earth, so Christians cannot have dominion over it, as it is already Jesus' domain. • Some candidates may discuss the significance of being entitled to dominion over the Earth, with the idea that though Christians may be able to exercise dominion over the Earth, they should not. • Some may discuss the significance of the idea of total dominion, and suggest that humans may be entitled to partial, rather than total, dominion. 	25

Question	Answer	Marks
2	<ul style="list-style-type: none"> • Some candidates, rather than challenging the claim, may instead challenge the foundation of the claim, through discussion of Genesis as a whole. Since overt claims of humans' total dominion over nature are limited to Genesis, candidates may discuss the relevance of using Genesis as a basis for ethics, possibly referring to other elements of Genesis. • Discussion may be made of whether it is acceptable to eat animals, as an example of dominion in action. 	
	AO1 Knowledge and understanding	10
	AO2 Analysis and evaluation	15

Question	Answer	Marks
3	<p>Analyse what the example of Job teaches about suffering.</p> <p>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.</p> <p>Award up to 10 marks AO1 Knowledge and understanding. Award up to 15 marks AO2 Analysis and evaluation.</p> <p>Indicative content</p> <p>Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited.</p> <ul style="list-style-type: none"> • Some may discuss how Job's suffering can be interpreted as a test of his faith in adversity, and how it may encourage others to persevere under suffering. • Some may highlight the discussion between God and the accuser, and suggest that at times suffering can serve a purpose unknown to the person who is suffering. • Some may discuss the role of the accuser (Satan) in the Book of Job, and how it is distinct from Christian ideas of a malevolent Satan. The accuser's role is more akin to a prosecutor than the tempter shown in the New Testament. • Some may discuss what the views of Eliphaz, Bildad and Zophar teach about how to respond to friends who are suffering, or more likely use them as examples of how not to respond to friends who are suffering. • Discussion may occur of the idea, as presented by Job's friends, that suffering is always caused because of an act of the sufferer. Job refutes this idea, and explains alternative reasons why a just and righteous person might suffer. • Candidates may conclude that the Book of Job's key theme is that suffering is a part of life, it cannot always be reasoned with, but that people should serve God whatever they may be suffering, as shown in Job's final comments in Job 42:1–6. • Candidates may be critical of the conclusion Job reaches in Job 42:1–6, and argue that it is not just or fair that people should have to repent merely for questioning unwarranted suffering. • There may be some exploration of the theme of warranted and unwarranted suffering. • Candidates may discuss Job's righteousness, which leads to Job receiving double what he had lost. There may be discussion about whether having more children could really replace Job's children who had died. • Candidates may make links between the Book of Job and other specified texts in the syllabus, or other relevant texts. 	25
	AO1 Knowledge and understanding	10
	AO2 Analysis and evaluation	15

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