



**General Certificate of Secondary Education  
2011**

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**Religious Studies**

Paper 9

An Introduction to Philosophy of Religion

**[GRS91]**

**THURSDAY 16 JUNE, MORNING**

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**MARK  
SCHEME**

## Foreword

### Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

### The purpose of mark schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

## General Marking Instructions and Mark Grids

### Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

### AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

#### Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**AO2: [5] marks**

A [0] mark will be awarded if the answer is inappropriate.

**Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**AO2: [10] marks**

A [0] mark will be awarded if the answer is inappropriate.

**Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## Section A

Answer **all** questions.

AVAILABLE MARKS

### 1 Experiencing God

(a) (i) Answers may include:

- Christianity, e.g. Presbyterian, Roman Catholic, Baptist, etc.
- Islam
- Hinduism
- Sikhism
- Buddhism
- Judaism.

Accept valid alternatives  
(AO1)

[2]

(ii) Answers may include:

- sacred texts
- religious leaders/teachers
- miracles/visions/dreams
- through nature.

Accept valid alternatives  
(AO1)

[3]

(b) Candidates may refer to any form of worship from any religious tradition.

Answers may include:

- **Christianity** – Sacramental Worship
  - an awareness that they are following the example, and obeying the command, of Jesus (Luke 22:14–23)
  - the physical acts of eating and drinking make the death of Jesus more real and more personal
  - a special sense of the presence of God through taking part in the sacrament
  - within Catholic tradition, a sense of the physical presence of Christ in the bread and wine.
- **Islam** – Salah (five daily prayers)
  - bowing down in prayer creates an awareness of God’s omnipotence
  - an awareness of God’s omnipresence – God hears the prayers of all Muslims at all times and in all places
  - Muslims learn that God is “compassionate and merciful” – this phrase begins each of the five daily cycles of prayer.

Accept valid alternatives  
Mark in levels  
(AO1)

[5]

(c) Answers may include:

- miracles do not stand up to scientific examination
- in the future medical science may be able to explain claims of miraculous healings
- miracles may simply be the result of hallucination or an over-active imagination.

On the other hand:

- there are some miraculous claims which science cannot explain away
- miracles are the result of faith. Where there is genuine faith miracles still happen
- God is unchanging – if God spoke through miracles in the past, why would he not do so today?

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**2 Evil and Suffering****(a) (i)** Answers may include:

- the suffering caused by volcanoes
- the suffering caused by earthquakes
- the suffering caused by tsunami
- the suffering caused by disease.

Accept valid alternatives

(AO1)

[2]

**(ii)** Answers may include:

- murder
- bullying
- cheating
- dishonesty
- theft.

Accept valid alternatives

(AO1)

[3]

**(b)** Answers may include:

- the book of Genesis describes how Adam and Eve are cast out of the Garden of Eden after eating the forbidden fruit
- the book of Deuteronomy describes how Moses was not permitted by God to enter the Promised Land as a punishment
- the Gospel of Luke describes how Zechariah was punished with the loss of his voice because he questioned the angel's message
- the Hindu system of karma views all suffering as the result of negative action in a previous incarnation. In this way suffering can be viewed as a punishment for sin.

On the other hand:

- there are other religious explanations for the suffering in the world, e.g. Free Will – human beings can choose to do evil or to do good. In this way suffering is the result of human action/choice; it does not originate with God
- many religions teach that suffering is a test of faith, e.g. Genesis 22 tells the story of Abraham's test of faith when God instructs him to sacrifice Isaac; Surah 21:35 of the Qur'an states "And for trial We will test you with evil and with good"
- many believe that the suffering in the world is caused by an evil force (e.g. Satan), not by God.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

### 3 Religious Leaders/Example

- (a) Candidates may refer to any religious leader/teacher from any religious tradition.

Answers may include:

- **Christianity** – St Francis of Assisi
  - his life of poverty
  - his example of prayer and meditation
  - his positive example with regard to the natural world.
  
- **Islam** – The Prophet Muhammad
  - his example of honesty in business
  - his solution to the problem of replacing the black stone in the Ka'bah
  - his recitation of the Qur'an
  - his example of living a life of submission to the will of Allah.

- **Sikhism** – Guru Nanak.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- **Christianity** – St Francis of Assisi
  - people can learn that God wants to be first in the lives of his followers. Money can be a distraction from God. People can rely on their own resources instead of having complete reliance on God
  - God wants people to spend time building their relationships with him through prayer, meditation and the study of scripture
  - God wants people to be stewards of the natural world. The whole of creation is a testament to God's goodness.
  
- **Islam** – The Prophet Muhammad
  - God sees all human beings as equal – note Muhammad's solution to the problem of the Black Stone
  - Muhammad taught that God rewards those who give charity and who help those in need. God cares for the poor and needy in society
  - Muhammad's message emphasises that God is One.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- using personal language reduces God to the level of a human being
- personal language will always be inadequate – God is so much greater than human beings
- using personal language ignores the transcendent nature of God.

On the other hand:

- using personal language emphasises that God wishes to build relationships with human beings
- personal language can help believers understand different aspects of God's personality, e.g. God is a loving Father
- it may be inadequate, but believers need to use familiar language in order for worship and prayer to be meaningful.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**4 Near Death Experiences****(a)** Answers may include:

- pleasant feelings of peace and calm
- the awareness of being in a garden
- communion with dead relatives and friends
- a bright light
- a sense of separation from the physical body
- a sense of then being pulled back into the physical body.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- many claim that Near Death Experiences are evidence that life continues after death
- for Christians the Resurrection of Jesus proves that there is life after death
- candidates may refer to the teachings of various religious traditions which suggest there is an afterlife
- some claim the ability to be able to communicate with people who have died.

On the other hand:

- many dismiss NDEs as mere hallucinations which may be the result of something as simple as a sudden change in blood pressure
- humanists would argue that this life is all there is
- many do not regard the teachings of sacred texts as “proof” of anything.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A****60**

## Section B

AVAILABLE  
MARKS

## 5 The Nature of God

(a) Candidates may refer to any religious tradition in their answer.

Answers may include:

- **Christianity** – The Bible
  - God is the creator of the universe
  - God is described as a loving Father
  - God took human form in the person of Jesus Christ
  - God punishes evil
  - God is love
  - God is Spirit.
  
- **Islam** – The Qur'an and Hadith
  - Islam emphasises the absolute “oneness” of God
  - God is the creator of the universe
  - the Qur'an reveals 99 names of Allah. Each of these reveals something of Allah's character, e.g. The Compassionate, The Merciful.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- reference to the teachings of Judaism or Islam which both condemn the making of images for worship. This rule is set out in the Ten Commandments. Muhammad also forbade the making of images and removed all images from the Kab'ah
- making images reduces God to the level of the human imagination
- God is a spiritual being, physical representations of God are therefore meaningless
- God created everything in the material world. Nothing we can create would be good enough.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- beliefs about God from different religions do seem to cancel one another out, e.g. Muslims emphasise the “Tawhid” (or “unity”) of God, while Hindus understand God in many thousands of different forms
- many religions teach that heaven is reserved for people who understand and worship God in a particular way. Surely this excludes alternative beliefs. Not all these religions can be right
- if there is one God then it makes sense that God can only be understood in one way and that there is only one way to worship
- humanists would accept the statement that all religions are false.

On the other hand:

- most religions share common beliefs about God, e.g. God is both immanent and transcendent; God is good; God is omnipotent; God is omniscient; God is the creator of the universe
- different religions may simply be different paths to one God
- God is bigger than human understanding can ever hope to grasp. God transcends all religions and so all are equally valid/invalid.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Creation**

(a) Candidates may refer to any religious tradition in their answer.

Answers may include:

- **Christianity** – God created human beings on the sixth day. Humans were created in the image of God. In this way humans may be considered to have a special relationship with God and so to be the pinnacle of the created world. The Genesis account states that God placed human beings as “stewards” to “rule over” the whole of creation. Humans therefore have a special responsibility to protect what God created.
- **Hinduism** – Hindus believe that everything that exists is a part of Brahman. Every living thing (plant/animal/human) has a soul (“atman”). All living things come into existence, develop, grow old and die. The soul lives on and is “re-born” into another living thing. For these reasons human beings are no more or no less important than any other aspect of creation. Like everything else they are part of God. Every aspect of the universe should be treated with respect.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- many Jews and Christians would interpret the Genesis account of creation symbolically. The message of the story is that God was in charge of the process of Creation. The Big Bang theory does not necessarily contradict this
- reference may be made to the “First Cause” argument put forward by St Thomas Aquinas. This theory suggests that everything that exists had a cause. When we trace the process backwards there must have been a first/uncaused cause. Something had to start the whole thing off. In the same way, something had to cause the Big Bang. The Big Bang Theory does not deny the existence of God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- the focus of most religious traditions is on how people should live in the here and now; how they should relate to God and to other people. The origins of the universe have little/no relevance
- human beings should be more concerned with issues like world poverty or global warming than with scientific/religious debate about the origins of the universe or the afterlife
- the sacred texts of most religious traditions say relatively little about creation, heaven or hell – these were clearly not intended to be the main focus of religious life
- humanists would argue that this life is all there is.

On the other hand:

- understanding religious teachings about the creation of the universe helps human beings to understand their place in created order, e.g. Christians believe humans were placed as stewards over creation. This may affect the way they choose to live
- humans need to think carefully about where the universe is going. Many scientists suggest that planet earth is under severe threat as a result of human behaviour
- many religious traditions teach that human behaviour now will affect the afterlife.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**7 The Existence of God**

(a) Answers may include:

- reference may be made to William Paley and the workings of a watch. In the same way the universe is complex with many inter-connecting parts – this implies a designer
- reference may be made to Newton and the uniqueness of the human thumb-print.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the existence of natural suffering (e.g. earthquakes, Tsunamis) brings into question the idea that the universe was designed by a loving and all-powerful God
- reference may be made to Neitzche who argued that there was no order in the universe. He concluded that “God is Dead”
- others may argue that everything in the universe is the result of random chance
- reference may be made to the challenge of the Theory of Evolution to creation stories from some religious traditions
- also the Anthropic Principle.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- belief in a God belongs in a pre-scientific era when so much in the universe was inexplicable. Science has done away with the need for God. We now understand the world and have brought it under our control
- many people seem to be able to live happy and fulfilled lives without a belief in God
- if God exists he has allowed catastrophic events like the Holocaust to happen. Many people are not interested in having anything to do with such a God
- for the atheist the origins and fate of the universe of academic interest only and the human situation is ultimately doomed.

On the other hand:

- many people claim that a belief in God brings a kind of spiritual peace or satisfaction which human things such as family, wealth and success cannot
- humans are making a mess of the world. If more people lived by the principles shared by the major religious faiths (i.e. respect for other people and for the natural world) things might be very different
- for many people belief in God brings comfort in difficult circumstances and hope of future reward
- science does not provide satisfactory answers to many of life's ultimate questions.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**Total**

**100**