



**General Certificate of Secondary Education  
2013**

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**Religious Studies**

Paper 9

An Introduction to Philosophy  
of Religion

**[GRS91]**

**WEDNESDAY 19 JUNE, MORNING**

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**MARK  
SCHEME**

## 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 of 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 The Existence of God

- (a) (i) An event which breaks the laws of nature/cannot be explained by science.  
(AO1) [1]
- (ii) The design argument.  
(AO1) [1]
- (iii) St. Thomas Aquinas.  
(AO1) [1]
- (iv) Genesis.  
(AO1) [1]
- (v) Adam.  
(AO1) [1]

(b) Answers may include:

#### **The First Cause Argument**

- everything in the universe has a cause
- something must have begun this chain of cause and effect. When everything in the universe is traced back to its beginning there must have been a first cause
- this cause must have been eternal or it too would have required a cause
- for Aquinas this “uncaused cause” is God.

#### **The Design Argument**

- the universe in its complexity and interconnectedness implies a designer
- the way in which the solar system, seasons, water cycle, food chains, etc. all work together and depend on one another suggests the universe could not have come about by random chance
- this intelligent designer is God.

#### **Religious Experience**

- if someone experiences something then that something exists
- some people claim to have experienced God
- therefore God exists.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- there is a great deal of suffering in the world in the form of natural disasters, disease, etc. If an immanent God exists why doesn't he do something about these things?
- society in the West is becoming more secular – fewer people seem to believe that God is active in the world or that God can speak to/guide individuals
- many events which people might formerly have described as miracles can be explained by reason/science.

On the other hand:

- a great many people claim to have experienced God working in their lives through answered prayers, etc. – can all of these people be wrong?
- many millions of people go on pilgrimage to religious sites such as Lourdes where miraculous healings have taken place, not all such claims are easily explained away by science
- although belief in an immanent God may be declining in the West, in other parts of the world religious belief is on the rise. Many claim that lives and communities can be positively changed through faith in an immanent God.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**2 The Nature of God**

- (a) (i) God is completely powerful and the source of all power.  
(AO1) [1]
- (ii) God is present everywhere all the time. God is not controlled  
by time.  
(AO1) [1]
- (iii) God knows everything and is the source of all knowledge.  
(AO1) [1]
- (iv) To have human qualities, e.g. God is like a Father or friend.  
(AO1) [1]
- (v) God is completely distinct from the universe; he is unlike anything  
else that exists.  
(AO1) [1]

**(b) Answers may include:**

- if God is transcendent and unknowable then it is not appropriate to give God earthly/human characteristics
- describing God in this way limits God to the level of human understanding
- if God created the universe and created human beings then God is clearly different from/greater than everything on earth
- Hinduism acknowledges multiple God images.

## On the other hand:

- it is the tradition in many different religious traditions to use personal language to describe God
- Christians believe that Jesus was God in human form
- within Christianity Jesus instructs his disciples to pray "Our Father in heaven..."
- the Genesis account of creation says human beings were created in the image of God
- giving God human qualities helps humans to relate to God.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**3 Creation and Science**

(a) Answers may include:

- Darwin noted similarities between ancient fossils and the plants and animals he could see around him. He concluded that one species developed out of another
- a process moving from simple to more complex organisms
- plants and animals produce more offspring than can ever survive. Those that survive are the fittest and pass their advantages on to the next generation – this is “Natural Selection”
- as this process continues, over millions of years, species have changed and evolved into the wide variety of plants and animals we have today
- some species have developed relatively quickly and with complexity, such as human beings. Others, such as fish, have evolved and changed relatively little.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the language of Genesis may be symbolic or poetic, e.g. a day may not be a literal 24 hour period. This allows for the process of creation to have taken place over a much longer period – even millions of years
- the Genesis account is true in the sense that it teaches that God was in control of how the universe came into existence. Many religious believers accept, however, that the detail of the creation in six days is no more than an early attempt to explain what people could see in the world around them
- if God is omnipotent then he is able to create plants and animals capable of adapting and changing
- God continues to be involved in creation and is in control of the process of Evolution
- evolution may indicate evidence of intelligent design and an intelligent designer.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- tectonic plate movement causes earthquakes, tsunamis and volcanoes which in turn can cause incredible human suffering. Why would a good God create such possibilities?
- some parts of the world have a temperate climate suitable for growing food. Other areas are deserts and people struggle to survive. If God created such a world then his goodness must be brought into question
- natural and moral evil challenges the idea of a good God.

On the other hand:

- people choose to live on plate boundaries even when they know the risks. These things are not evil in themselves, in fact volcanoes can bring many benefits to humanity in the form of fertile soils, etc.
- many of earth's problems have been caused by human behaviour, not by God
- there is much that is beautiful and complex in the universe and many would argue that nature speaks of the goodness and power of God
- the existence of an imperfect world enables humans to reveal positive characteristics.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 Experiencing God

- (a) Candidates may refer to an example of special revelation from any religious tradition.

Answers may include:

##### **The Conversion of Saul – Christianity**

- Saul was a Pharisee and persecutor of Christians who had a conversion experience whilst on his way to the Syrian city of Damascus to round up Christians for trial in Jerusalem
- on the road to Damascus he experienced a blinding light from heaven and heard a voice asking “Saul, Saul! Why do you persecute me?”
- Saul asked, “Who are you Lord?” and the voice replied “I am Jesus whom you persecute”
- Saul was blind for three days but travelled on to Damascus where a Christian called Ananias was sent by God to help him
- Saul was baptised and, having changed his name to Paul, became one of the first missionaries of the Christian Church.

##### **The Revelation of the Qur’an to Muhammad – Islam**

- each year Muhammad spent time in the Cave of Hira outside the city of Makkah in prayer
- at the age of 40 he was praying as he normally did when he received a visit from the angel Jibrail who commanded Muhammad to recite the words Jibrail told him
- Muhammad was unsure what this experience meant, but a Christian friend of his wife assured him that it meant God was marking him out as a Prophet
- Muhammad continued to receive visits from the angel and on each occasion he recited the angel’s words until, eventually he had learned the whole of the Qur’an by heart
- Muslims believe Muhammad to be the Seal of the Prophets and the Qur’an to be the complete and final Word of God to human beings.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the terms are opposites. A transcendent God is unknowable and distant, whilst an immanent God would be involved and active in creation. One being cannot be said to be both
- most religions teach that God is the creator of the world, that he wants to be in a relationship with human beings and that he receives the prayers and directs the lives of humanity
- a transcendent God would be irrelevant to human beings and worship would be pointless.

On the other hand:

- the Christian concept of God as a Trinity allows for God to be both transcendent and immanent. God the Father is the unknowable, omnipotent, transcendent creator of the world. God the Son is immanent and personal as God incarnate. God the spirit lives inside believers and guides them
- Hinduism also teaches of an unknowable transcendent God (Brahman) which makes itself known and immanent through the many gods and goddesses worshipped by Hindus
- since God is unlike anything in the created world then why should anything be impossible for God?
- Islam presents a transcendent Allah.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

AVAILABLE  
MARKS

## Section B

AVAILABLE MARKS

### Assessment of Spelling, Punctuation and Grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

#### Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

#### Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

#### High performance ([4]–[5])

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## 5 Life After Death

(a) Answers may include:

- reference to the resurrection of Jesus as evidence that there is life after death. According to the gospels many people were witnesses to the resurrected Jesus. The disciples were able to see and touch his wounds. Jesus also taught of eternal life for those who accepted his message
- many argue that near death experiences are evidence of life after death and people's descriptions of such experiences tend to back up scriptural descriptions of heaven
- many claim to have experienced ghosts and this too may be evidence that the soul/spirit lives on after death.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- life after death is not something that can be proved by science
- many have put forward alternative explanations for the resurrection of Jesus, e.g. the disciples/religious authorities may have stolen the body; the women went to the wrong tomb
- near death experiences may simply be a form of hallucination brought on by medication or by a sudden drop in blood pressure resulting in a floating feeling.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- innocent people do seem to suffer greatly and for many this does seem unfair and brings into question the existence of God. Reference might be made to Epicurus who concluded that the existence of evil ruled out the possibility of a good and powerful God
- reference might be made to examples from human experience of the innocent suffering, e.g. victims of natural disasters, victims of the Nazi regime, the suffering of many in the developing world.

On the other hand:

- some religious believers argue that all human beings have sinned and therefore all deserve to suffer as a punishment for sin, i.e. there is no such thing as an innocent human being
- the Hindu concepts of reincarnation and karma suggest that any suffering we experience in life is the result of evil committed in a previous life, i.e. all suffering is ultimately of our own making
- suffering can often ultimately have a positive effect on people's lives. It can bring families closer together, it can build strength of character and can often deepen religious belief.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 The Revelation of God**

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

Answers may include:

**Christianity (The Bible):**

- The Bible teaches that there is only one true God, e.g. “Israel, remember this! The Lord – and the Lord alone – is our God” (Deuteronomy 6:4)
- God is often described as having human/personal qualities, e.g. Genesis 3:8 – “Then the man and the woman heard the sound of the Lord God as he was walking in the garden in the cool of the day...”
- God is described in terms of being a loving Father – “Our Father in heaven” (Matthew 6:9)
- “God is Spirit” (John 4:24).

**Islam (The Qur’an):**

- The Qur’an emphasises “Tawhid” – the “oneness of God”, e.g. “Say He is Allah the One” (Surah 112)
- The Qur’an also contains the “99 beautiful names of Allah” each of which emphasises an aspect of God’s personality, e.g. God is The Creator, Source of Peace, Eternal, All Knowing, etc
- God is all forgiving (Surah 60)
- God is creator of all (Surah 96).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Refer to the mark scheme for the previous question (6(a)). The purpose of these questions is to examine candidates’ knowledge and understanding of teachings from **two** religious traditions as required by the specification. Candidates must choose a different tradition from that which they have outlined in 6(a).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- since the existence of God cannot be proven by scientific experiment, someone may not be convinced of religious truth until they have had a personal encounter with God
- other attempts to prove the existence of God have flaws, e.g. the design argument is rejected by many because the universe appears imperfect
- until you have experienced something personally you are relying on the testimony of others. Many have the idea that “seeing is believing”.

On the other hand:

- there are many religious believers who are convinced of the existence of God but who have never experienced any kind of dramatic personal revelation
- many are convinced by the logic of other “proofs” of God’s existence beyond the argument from personal experience, e.g. the First Cause argument
- even personal experiences of God are questioned by many, they may be mere imagination or hallucination.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**7 Religious Example**

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

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]

- (b) Reference may be made to any forms of worship from any religious traditions studied

Answers may include:

- religious believers may experience a sense of God's presence when they come to worship in a holy building, e.g. places of worship are often referred to as God's house
- religious believers may feel God speaking to them through the reading of scripture (the word of God)
- if the words of prayers or hymns seem relevant to their life situations, religious believers may feel God is speaking to them or guiding them
- in charismatic worship Christians may feel inspired by the Holy Spirit and may be given spiritual gifts so that God acts directly through them.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) Answers may include:

- more and more people (especially in the developed world) are rejecting religious belief and society as a whole is becoming more secular
- many are not convinced of religious truth because it does not stand up to scientific scrutiny
- religious texts seem to belong to another era where people had a more simplistic view of the universe and contain little which is relevant to modern life
- many view religion as a source of conflict in the world and believe the world would be better without it
- medical and technological advances diminish the need for God.

On the other hand:

- in many parts of the world religious adherence is on the increase
- many people, even if they are not part of an organised religion, accept that humans have a soul/spirit and that there may be something beyond the physical world
- science has not succeeded in answering the ultimate question of where the universe came from
- postmodernity challenges the “absolute” truths imposed by science as much as it questions the absolutes of religious belief
- religious belief often provides people with a sense of purpose, comfort and hope for the future.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPG**

**5**

**Total**

**105**

AVAILABLE  
MARKS