



Rewarding Learning

General Certificate of Secondary Education
2014

Religious Studies

Paper 9

An Introduction to Philosophy
of Religion

[GRS91]

WEDNESDAY 11 JUNE, AFTERNOON

**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 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.

1 Evil and Suffering

- | | AVAILABLE MARKS |
|---|-----------------|
| (a) (i) The book of Genesis
(AO1) | [1] |
| (ii) Evil caused by humanity
(AO1) | [1] |
| (iii) Answers may include:
• Murder
• Theft
• Torture
• Adultery
Accept valid alternatives
(AO1) | [1] |
| (iv) Evil within the natural environment not caused by humanity
(AO1) | [1] |
| (v) Answers may include:
• Disease
• Earthquakes
• Drought
• Flooding
Accept valid alternatives
(AO1) | [1] |
| (b) Answers may include:
• Reference to the Inconsistent Triad.
• If God is all powerful He has the power to stop evil and suffering
• If God is all loving He would want to do so
• Yet evil exists
• Some believers accept theodicies, solutions to this problem of evil
• Some believers argue evil and suffering is part of God's plan for humanity
• Some may argue evil is a result of limited human perception
• Reference to the logical and evidential problem of evil
Accept valid alternatives
Mark in levels
(AO1) | [5] |

(c) Answers may include:

- Freedom God has offered humans has resulted in evil and suffering
- Misuse of human freedom has led to continued moral and natural evil
- Reference to teaching from one or more faith tradition concerning misuse of freedom
- The consequences of misuse of freedom, e.g. separation from God, exile from Eden, death, karma, judgement
- Reference to the Fall Narrative, e.g. Genesis 3, Sira 21

On the other hand:

- Freedom to choose is an essential part of human nature and a valued gift from God
- God does not want humans to be mindless robots
- The gift of free choice/free will is recorded in sacred texts
- Facing suffering and evil allows humanity the chance to develop moral strengths
- The ability to choose is a universal and important human experience

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

2 Creation

- | | | AVAILABLE MARKS |
|--|------|-----------------|
| <p>(a) (i) Any two of:</p> <ol style="list-style-type: none"> 1. The Big Bang Theory 2. The Theory of Evolution 3. Steady State Theory <p>Accept valid alternatives
(AO1)</p> | [2] | |
| <p>(ii) Answers may include, e.g.:</p> <p>Charles Darwin
William Smith</p> <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iii) Name the creator of the universe in any tradition.</p> <p>Answers may include, e.g.:</p> <p>Brahma, Allah, God</p> <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iv) Give one example of design in the universe.</p> <p>Answers may include, e.g.:</p> <p>Giraffes' necks, the rotation of the solar system</p> <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • Atheistic science and religious accounts of creation inevitably clash • Scientific world views seem to deny the need for any Creator God(s) • Scientific views of creation may challenge the unique status of humanity • Theories such as the Big Bang Theory and Evolution clash with the creations accounts/myths of selected religious faiths • There are inconsistencies in the dating, time frame and sequencing of events • Clashes include arguments over fossil evidence and the issue of extinction • Atheistic scientists will argue that we are left with a god-of-the-gaps <p>On the other hand:</p> <ul style="list-style-type: none"> • They do not need to clash – we may combine science and religious views • We may interpret creation narratives as myths or symbolic accounts rather than literal scientific accounts • There is common ground between religious and scientific view, e.g. life emerges from water • Scientific discoveries may support a single act of creation (Big Bang Theory) and a God who continues to sustain and nurture creation (Evolution) • God has provided humanity with scientific curiosity and a quest for knowledge <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [10] | |
| | | 15 |

3 The Afterlife

AVAILABLE
MARKS

(a) Candidates should name which religious tradition they have chosen.

Answers may include:

- A sense/awareness of being dead. A sense of peace, well-being and painlessness
 - Positive emotions. A sense of removal from the world
 - An out-of-body experience. A perception of one's body from an outside position. Sometimes observing doctors and nurses performing medical resuscitation efforts
 - A "tunnel experience". A sense of moving up, or through, a passageway or staircase
 - A rapid movement toward and/or sudden immersion in a powerful light. Communication with the light
 - An intense feeling of unconditional love
 - Encountering "Beings of Light", "Beings dressed in white" or similar.
- Also, the possibility of being reunited with deceased loved ones

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Candidates may explore the teaching on final judgment from any one named religious tradition.

Answers may include, e.g.:

Islam

- When the end time is announced the world will disappear and the dead will be raised
- Two recording angels record individual's good and bad deeds respectively
- Allah will judge each individual
- An exploration of the concepts of heaven and hell
- Reference to relevant passages from the Qur'an (Surah 30)

Christianity

- Jesus will return to earth to judge humanity (the Parousia)
- Jesus will separate the righteous from the unrighteous
- An exploration of the concepts of heaven, hell and post resurrection forms
- Reference to purgatory and to general and/or special judgement
- Reference to relevant passages from the Bible (Mt 25)

Accept valid alternatives from other world religions

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Many believers are fearful of a final judgement
- Judgement may focus on God(s) as stern and punishing judge(s)
- Final judgement teaching may focus on sin, bad karma and punishment
- Sacred texts may refer to a fallen or sinful humanity
- Sacred texts often present God as a vengeful Judge
- Many believers believe in a form of eternal punishment such as hell

On the other hand:

- Religion presents God(s) as benevolent
- Sacred texts often emphasise Divine forgiveness and mercy
- With judgment comes reward for good behaviour
- Final judgement offers hope in ultimate justice for all
- Final judgement often leads to reconciliation with the Divine
- The idea of final judgement may motivate us to do good

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

4 Experiencing God

(a) Candidates may describe how believers experience God through worship from any religious tradition.

Answers may include:

Christian

- Believers may experience God through traditional worship led by a minister, priest or pastor in a church building
- Christians believe that God is present and the Holy Spirit active within worship
- Worship often includes prayers, scripture readings sermons/homilies, music and hymns, praising and reflecting on God's nature
- The minister proclaims and explains God's and Jesus' words
- Relevant textual passages and teachings may be detailed (Lk 24)

Moslem

- Believers may experience Allah through their prayer duties (Salah)
- Moslems have a duty to pray 5 times daily and perform wudu before worship
- Shahadah declares Allah's oneness
- Reference to the Whirling Dervishes achieving unity with God
- The Imam leads the community in prayer, proclaiming and explaining the word of Allah
- There are set prayer positions and men and women pray separately
- Relevant textual passages may be detailed (Surah 5)

Accept valid alternatives from other world religions

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Answers may include:

- An exploration of the connection between care for others and experience of God
- Religion promotes love and respect for the Divine and for humanity
- The founders of religions all showed mercy and compassion towards humanity
- Believers will want to follow the example of holy men and women in caring for others
- Believers will want to pray for others
- All sacred texts include instructions concerning the treatment of others
- An exclusive focus on worship may mean believers fail to focus on Creation or fellow humanity
- Religion encourages many caring actions for example: almsgiving, working for justice

On the other hand:

- Faith in and worship of the Divine God is the essence of any religion
- Believers will want to show respect towards their God(s)
- Reading sacred texts and learning about God may be more or equally important
- Sacred texts include clear instructions concerning worship and prayer
- Key prayers and prayer rituals are associated with religious traditions
- Religion involves more than community work

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section A

AVAILABLE
MARKS

15

60

Section B

AVAILABLE
MARKS**Assessment of Spelling, Punctuation and Grammar**

If the candidate does not answer 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 Revelation

(a) Answers may include:

- A definition of the term General Revelation
- General Revelation refers to ways in which God reveals himself to humanity
- Indirect experiences of the Divine available to all humanity
- Specific examples of General Revelation such as through Creation and the natural world; through common human experiences; reason, conscience, moral sense; through the example of religious leaders; through the lives and work of others
- Reference to selected religious leaders and their teachings
- Reference to the presence of God in nature

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Reference may be made to any religious tradition studied.

Answers may include:

Islam

- The Qur'an as Special Revelation from Allah to the prophet Muhammad
- Revealing the direct unchanging word of Allah in Arabic
- The Qur'an cannot be criticised
- Read and studied in Arabic
- Last and most complete revelation of Allah
- Providing guidance to all people
- Recited as part of Salah

Christianity

- The Bible as Special Revelation
- Revealing the inspired/literal word of God
- Written by multiple writers over several hundred years
- May be translated and interpreted literally or figuratively
- The Bible as a record of God's interaction in human history
- Divided into Old and New Testaments
- Providing eternal truths and moral guidance for all peoples
- Obedience to Divine commands as revealed in the Bible an essential feature of Christian belief

Accept valid alternatives from other world religions

Mark in levels

(AO1)

[5]

(c) Answers may include:

Belief in God is the most important part of religion:

- Belief in God is central to most religions
- It is God who gives revelation
- Without belief in God, other beliefs do not make sense

Belief in God is not the most important part of religion:

- You can believe in God but not follow Him
- Other beliefs are equally important
- It is more important to live a moral life

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 The Nature of God

AVAILABLE
MARKS

(a) Answers may include:

- God's transcendence, immanence, omnipotence, benevolence, omniscience
- God as personal/impersonal
- Reference can be made to any world religion

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Candidates may explain polytheism within any one religious tradition.

- Polytheism is the belief in many Gods
- Gods and goddesses reveal different aspects of the Divine
- Through worshipping the images of Gods believers learn about the Divine
- Hinduism accepts multiple Gods
- Polytheism is rejected by Islam and Christianity who assert belief in a single all powerful God

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- For many God has no involvement in their daily lives and routine
- Society and the media has become increasingly secular
- People may be reluctant to voice religious views
- People may only acknowledge God when they are in need
- People may have no experience of reading sacred texts or visiting a religious building
- People may have rejected God because of suffering or tragedy

On the other hand:

- The majority of the world's population believe in God
- Many people regularly worship God in multiple different forms
- People continue to look to God for comfort, support and moral guidance
- Religious belief plays a major role in many people's lives, e.g. performing key rituals and ceremonies, celebrating feasts and festivals

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Existence of God

(a) Answers may include:

- An outlining of the basic argument:
 - If someone experiences something then that something exists,
 - Some people have experienced God,
 - Therefore God exists.
- Believers may experience God directly in such forms as miracle, mystical experience, vision, conversion experience, answered prayers etc.
- Reference to examples of religious experiences, e.g. Paul's conversion or Sufism

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

Paley's watch analogy

- A brief retelling of the actual watch analogy
- Paley's comparison between the watch and the universe and between the watchmaker and God
- Paley's conclusion – that just as the watch reveals an unknown anonymous watchmaker so the universe reveals an unknown Creator

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The increase in atheism and secularism means that all such arguments for the existence of God are unconvincing to many
- Individual experiences may make a person more or less likely to accept arguments for God's existence
- Reference to selected arguments as being particularly weak or to specific examples where God's existence is questioned
- Atheistic science attempts to question and challenges all such arguments

On the other hand:

- The continued existence and sheer number of arguments show that believers find such arguments convincing
- Arguments for the existence of God cite very convincing evidence for example the evidence of design within creation, the need for a First Cause to the universe
- The ontological argument uses reason and logical analysis to support the case for God
- The arguments answer the question why is there something rather than nothing?
- Reference to selected arguments as being particularly strong

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B**40****Section B****5****Total****105**