



Rewarding Learning

General Certificate of Secondary Education
2016

Religious Studies

Paper 9

An Introduction to Philosophy of Religion

[GRS91]

WEDNESDAY 15 JUNE, MORNING

**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.AVAILABLE
MARKS**1 The Existence of God**

- (a) (i)** Belief in one God
(AO1) [1]
- (ii)** Answers may include:
- Prayer
 - Conversion
 - Miracle
 - Specific examples are acceptable
- (AO1) [1]
- (iii)** William Paley
(AO1) [1]
- (iv)** St Thomas Aquinas
(AO1) [1]
- (v)** An atheist is someone who does not accept the existence of God
Accept valid alternatives
(AO1) [1]
- (b)** Answers may include:
- The universe exhibits evidence of design
 - Evidence of design implies the existence of a designer
 - God is the designer/creator of the universe
 - Reference may be made to relevant scholars, e.g. Aquinas, Paley
 - Examples of design may be explored.
- Mark in levels
(AO1) [5]
Accept valid alternatives.
- (c)** Answers may include:
- 'It is important for believers to provide convincing evidence for God's existence.'
- Many theists accept this and seek to use arguments to affirm God's existence
 - The Classical Arguments for God's existence help to support believers' faith
 - Atheists and agnostics demand evidence for God's existence
 - Personal religious experiences and testimony may be discounted or dismissed by atheists
 - In an increasingly secular and scientific age, evidence for God's existence is important
 - Believers are able to point to concrete experiences/phenomena to argue the case for God's existence
 - Sacred texts may provide just such evidence.

On the other hand:

- For many theists, faith alone should be enough
- Acceptance of God relies on belief in and acceptance of religious experience
- Religious experiences are often very personal and non verifiable
- Belief ultimately requires an act/a leap of faith
- Atheists reject the very concept of God and may not accept evidence to the contrary.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

2 Experiencing God

- (a) (i)** Answers may include:
- Meditation
 - Private worship
 - Charismatic worship
 - Sacramental worship.
- Accept valid alternatives
(AO1) [2]
- (ii)** Answers may include:
- Imams
 - Rabbis
 - Priests
 - Vicars
 - Pastor
 - Ministers.
 - Specific examples are acceptable
- Accept valid alternatives
(AO1) [2]
- (iii)** Sacred means holy or sanctified.
Accept valid alternatives
(AO1) [1]
- (b)** ‘Religious teachers/leaders face increasing challenges today’

Answers may include:

- Society is becoming increasingly secularised and religious authority is increasingly challenged
- People fear religious extremism and powerful preachers
- Church attendance is falling so fewer people hear the preaching of religious leaders
- Following abuse scandals many people reject the message of religious leaders
- Society is increasingly materialistic and so rejects spiritual leaders and their message
- Emphasis on individual freedoms means people do not want to hear moral preachers.

On the other hand:

- Many still follow religious leaders and their advice
- The standpoint of religious leaders such as the Pope/Archbishop of Canterbury still makes the news headlines
- There is a greater need to hear the moral and spiritual messages of religious leaders today.

Accept valid alternatives

Mark in levels

(AO2) [10]

AVAILABLE
MARKS

15

3 Evil and Suffering

AVAILABLE
MARKS

(a) Answers may include:

- For theists evil seems to challenge the key characteristics of God as being all loving, all knowing and all powerful
- This problem is sometimes called the Inconsistent Triad
- If God is all loving would he not want to end suffering? If God is all knowing would he not see suffering? If God is all powerful surely he can stop the suffering? Yet evil and suffering exists
- We can see examples of moral evil – greed, warfare, killing
- We can see examples of natural evil – earthquakes, disease and natural disasters.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Within Christianity all evil ends in the kingdom of God
- Christ's death on the cross offers Christians an end to death and suffering in an afterlife
- Christians should accept Christ's sacrifice and atonement for all sin and evil
- Within Islam, Allah alone offers forgiveness to sinful humanity
- Following judgement, suffering ends in heaven, a paradise
- Muslims must show obedience to Allah
- Within Hinduism, suffering ends when the soul returns to Brahman, moksha
- Hindus build up good karma to reach the next stage of enlightenment
- Rebirth and reincarnation are paths towards an end of evil
- Reference to selected holy texts may be cited, e.g. the Book of Revelation, Sura 2.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'Suffering serves no purpose'.

- Atheists would agree, suffering is simply something to be endured
- It is hard to see suffering on a huge scale such as the Holocaust as serving any benefit
- Suffering may lead the believer to reject God and all hope in life.

On the other hand:

- Theists may see suffering as an opportunity to grow spiritually and seek the Divine
- Some may see evil as a test from God encouraging the believer to remain strong in their faith
- Not all suffering is pointless for example pain can be a warning of a physical problem that needs to be investigated
- Suffering can help humanity to develop mental strength, endurance and patience
- When faced with the suffering of others we can show compassion.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Nature of God

(a) Answers may include:

- Omnipotent means all powerful, so an omnipotent God is an all powerful God
- God may show his power through the Creation and sustaining of the universe
- God may show his power through miracles, defying the laws of nature
- God may heal, may demonstrate power over nature and over Satan/evil
- Relevant examples of God's power may be named.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) 'Religions present very different and contradictory views of God'.

Answers may include:

- Some religions are monotheistic, some polytheistic and some are animistic
- Islam emphasises a single God the 'tawhid' while Hinduism encourages belief in multiple deities
- Within Islam God is exclusively transcendent while Christianity worships a personal God
- Each religion asserts the existence of a separate sacred text and each has a different founder.

On the other hand:

- All religions assert the existence of the Divine
- All religions believe in a creator God(s)
- All encourage humanity to worship the Divine and follow Divine laws
- Religions agree on many common features of God such as omnibenevolence and omnipotence.

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:

Christianity

- Christianity teaches that Christ rose from the dead and ascended into heaven
- His resurrection was attested to in the Bible in the empty tomb and resurrection narratives
- Christianity teaches that humanity too will rise from death
- After death all face Divine judgement and experience an afterlife
- Relevant Biblical passages may be cited for example Luke 23:42–43.

Islam

- Islam teaches that this life is a preparation for a life beyond death
- The dead are physically raised to a new life in heaven or hell
- After death all face Divine judgement and experience an afterlife
- Relevant passages from the Quran may be cited for example.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

Hinduism

- Hinduism believes in reincarnation
- How you behave in this life affects your future life (karma)
- In each reincarnation the soul lives in a different body
- When the physical body dies the soul migrates to a new body (transmigration of the soul)
- Good or bad karma results in being born into a higher or lower situation
- The ultimate goal is moksha.

Buddhism

- Buddhism believes in the concept of rebirth
- There is an interconnection between each life lived by a person
- Each life is interconnected by karma (either good or bad)
- There is a link between a person's actions in one life and what happens to them in the future
- Good or bad karma results in being born into a higher or lower situation.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'There is no evidence for life after death'

Answers may include:

- Atheists would agree with this claim
- There is no empirical evidence for life after death
- Scholars such as Anthony Flew dismiss the concept of life after death as illogical
- Death may be defined as the cessation of all life
- Once the brain has ceased to function then there can be no thought or memories.

On the other hand:

- Theists all agree on the existence of life after death
- There may be some supporting evidence for life after death, e.g. near death experiences (NDEs)
- Spiritualism asserts the possibility of communicating with the dead
- There have been claimed sightings of dead people/ghosts
- Some people claim to have had past life experiences.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Creation stories

AVAILABLE
MARKS

(a) Answers may include:

- The idea of a God(s) as sole Creator/part of a team of creators of the Universe
- God as the First Cause of all that exists
- God as providing design and purpose to the universe
- The Universe as revealing God's power and benevolence
- Reference to selected creation stories found within sacred texts.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Reference to specific scientific views (the Big Bang, the Big Crunch, the Steady State theory)
- An exploration of these theories and their impact
- The names of relevant scientists and scholars
- An exploration of the dating and time frame of the process of creation
- The universe as the product of random chance.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Jewish, Christian and Islamic support for this statement
- An exploration of accommodationist views of creation
- The Bible as revealing profound truths
- Reference to specific examples within Genesis and other creation accounts integrating with scientific accounts of creation.

On the other hand:

- Atheism's rejection of this claim
- Atheistic science's rejection of Genesis and the creation myths
- Examples of clashes between religious and scientific views of creation.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Experiencing God

AVAILABLE
MARKS

(a) Answers may include:

- A definition of miracle as for example, an extraordinary event, breaking the laws of nature and attributed to a deity
- Miracles as Special Revelation
- Reference to miracles recorded in sacred texts
- An act of Divine intervention, an act of Divine power and benevolence
- Reference to Atheistic views of miracles as coincidences, illusions, delusions
- Reference to miracles types such as healings, nature miracles, resurrections and exorcisms
- Reference to the purposes of miracles.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Explain how God is revealed in **one** miracle you have studied.

Answers may include:

- The name of the selected miracle and the faith tradition from which it comes
- An exploration of how this miracle revealing the nature of the Divine either directly or indirectly (Special Revelation)
- How this miracle reveals key features of God(s)
- The miracle as revealing power over the laws of nature and the created world
- The chosen miracle as revealing God's power, compassion and benevolence
- Reference to related sacred texts, e.g. the Bible, the Qur'an
- An exploration of the type of miracle, e.g. healings as revealing God's power over pain and suffering, resurrection as revealing God's power over death and nature miracles as revealing God's control over nature/Creation.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'Miracles are unbelievable'.

Answers may include:

- Atheism's rejection of miracles as illusion or delusion
- Miracles as coincidences
- Atheistic sciences' view of miracles as simply currently unexplained phenomenon
- Challenges to selected types of miracles for example healings as psychosomatic events
- Challenges to named miracles for example alternative explanations for Jesus' resurrection

On the other hand:

- Believers' views of miracles as very real events
- The centrality of miracles within many faith traditions and sacred texts
- The reality of Jesus' resurrection for many Christians
- Science's inability to explain the miraculous
- The importance of faith with regard to belief in the miraculous.

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section B

SPaG

Total

**AVAILABLE
MARKS**

20

40

5

105