



**General Certificate of Secondary Education
2017**

Religious Studies

Paper 9

An Introduction to Philosophy of Religion

[GRS91]

THURSDAY 15 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 of 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 Evil and Suffering****(a) (i)** Answers may include:

- Islam
- Christianity

(AO1)

[1]

(ii) Natural evil

Moral evil

(AO1)

[2]

(iii) Answers may include:

- Epicurus
- Hume
- Augustine

(AO1)

[1]

(iv) Omnipresent means present everywhere

Accept valid alternatives

(AO1)

[1]

(b) Answers may include:**Christianity**

- Evil is the result of human sin and Satan's actions, the Fall of Humanity.
- Genesis 3 describes how sin entered the world.
- Natural evil is the result of disharmony due to the Fall.
- Evil is a test from God, humanity must resist the temptation to sin.
- All evil will cease in heaven, when God will conquer all evil.

Accept valid alternatives

(AO1)

[5]

(c) Answers may include:

- Many theists accept this claim accepting the idea of an afterlife without evil.
- Theism teaches that a benevolent God/gods can conquer all sin and evil.
- Theists are required to place hope in a benevolent God and in a supernatural world where only good flourishes.
- Sacred texts promise/predict the end of all evil.
- Belief ultimately requires hope in an afterlife with the end of all evil, pain and death.

On the other hand:

- For many theists, Satan continues to have influence in this life causing continued evil.
- For atheists and agnostics evil is simply a natural consequence of the human condition.
- The consequences of evil such as pain, death and suffering will always be present in life.
- The concept of original sin means that humanity is tainted with evil.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

2 Creation and Science

AVAILABLE
MARKS

- (a) (i) Two writers who challenged the six-day account of creation may include:
- Charles Darwin
 - George Lyell
 - William Smith
 - Stephen Hawking
 - Richard Dawkins
- Accept valid alternatives
(AO1) [2]
- (ii) Two sacred texts that record a creation story may include:
- The Bible
 - The Torah
 - The Qur'an
 - Rig Veda
- Accept valid alternatives
(AO1) [2]
- (iii) The term 'Big Bang' refers to the explosion of hydrogen atoms that led to the creation of the universe/the formation of the stars and the planets.
- Accept valid alternatives
(AO1) [1]
- (b) Answers may include:
- The Big Bang theory challenges a literalist view of the Genesis Narratives and thus God's role as Creator.
 - Creationists would agree with this claim and insist on the primacy of the Genesis narratives and God as sole creator of the universe.
 - Differences between the Big Bang theory and the Creation Narratives, for example in dating and timeframe.
- On the other hand:
- Those holding a liberal interpretation of the Genesis Narrative may reconcile the two accounts.
 - It is possible to view God as the source/originator of the Big Bang.
 - The Big Bang theory which refers to a single moment of creation, may support the idea of a Creator God.
 - It is possible for polytheism to reconcile the Big Bang theory with a pantheon of creators.
 - Atheists would agree with this claim arguing the idea of a Divine Creator is now redundant.
- Accept valid alternatives
Mark in levels
(AO2) [10]

15

3 Existence of God

AVAILABLE
MARKS

(a) Answers may include:

- Many people claim to have had an experience of God.
- Experiences may include answered prayers, conversion experiences, visions and miracles.
- Such experiences support the existence of a deity.
- We should accept their testimony as valid.
- Experience of God is testified across multiple cultures.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Atheists would reject this argument, rejecting all belief in God.
- Those who claim experiences of God may be deluded or lying.
- We should only accept empirical proofs and not rely on unproven testimony.
- Some may prefer to argue for the existence of God using evidence from the created world.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Many atheists and agnostics would agree with this, we should focus on humanity and not on a God who may or may not exist.
- We cannot empirically prove the existence of God.
- God lies outside all human comprehension, it is meaningless to try to prove his existence.
- God may be transcendent and so it is insulting to try to 'prove' his existence.

On the other hand

- There have been many arguments put forward striving to prove God's existence.
- Many scholars throughout history have chosen to attempt to prove his existence.
- Modern humanity often demands proof and empirical evidence before it can accept phenomena.
- Exploring what we can know about God is never a waste of time.
- For many theists sacred texts themselves prove the existence of a deity.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Nature of God

(a) Answers may include:

Christianity

- There is one God with three persons (monotheism).
- God is a necessary being.
- God is omnipotent, the Creator of the universe and all life.
- God is benevolent and has a saving plan for humanity.
- God is transcendent He is the First and Final Cause of all that exists.

Hinduism

- There are multiple deities (polytheism).
- Brahman is the ultimate reality and pure spirit.
- The Trimurti includes Shiva (the destroyer), Vishnu (the preserver) and Brahma (the creator).
- Rama is the personification of righteousness and avatar of Vishnu.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Majority of the population are believers, society should reflect this.
- Believing in God may encourage an acceptance of agreed moral rules.
- A shared belief in God may lead to community cohesion.
- Religious belief may benefit the individual and group for example hope in salvation and in God's intervention.

On the other hand:

- There is often disagreement about which God to worship and which religion to follow.
- Individuals should be free to follow their own beliefs whether theistic or atheistic.
- There may be conflict between faiths.
- Religious fundamentalism may lead to intolerance.
- Humanists would challenge this claim arguing that belief in a deity is delusional.

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 Sacred texts

(a) Answers may include:

The Qur'an

- The term Qur'an means recitation.
- The Qur'an contains the words of Allah given to the prophet Muhammad.
- It contains special revelation and should be always written in Arabic.
- These words were subsequently written down by followers of Muhammad.
- Muhammad was told he would be the messenger of Allah.
- The Qur'an is divided into Sura.
- It is Iman (faith) unchanging and unchangeable, it applies to all people forever.

The Bible

- The Bible is special revelation through it God communicates with humanity.
- The Bible consists of multiple books written by numerous authors over an extended period of time.
- The Bible is composed of two sections the Old and the New Testament (covenants).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- They are a form of special revelation revealing the nature and character of God.
- They record the history of divine interaction within the universe and with humanity.
- They record divine commands and ethical codes/rules.
- They record the origins and destiny of all life on earth.
- Reference to relevant textual evidence should be included.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Jesus is seen as an ideal role model for Christians.
- Many religions have holy leaders to guide their followers and to act as moral examples.
- It is important to see theory being put into practice.
- Not all peoples can access sacred texts but many can witness exemplary leadership.
- Specific religious leaders studied may be referenced.

On the other hand:

- Many sacred texts are seen as the direct Word of God and as such are of primary importance.
- Humanity can never fully match up to deities and their example.
- Religious leaders may provide poor moral example/guidance.
- Human leaders are often flawed creatures, God is not.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Life after death

AVAILABLE
MARKS

(a) Answers may include:

Islam

- Human beings have free will (like Adam and Eve) those who chose to disobey God's will ultimately be punished in hell.
- There is a final judgement.
- Allah will judge all humanity, according to their deeds and beliefs.
- Heaven and hell are described in the Qur'an as physical places.
- To attain paradise all must submit to Allah.
- Life after death is eternal.
- Relevant references from the Qur'an should be provided.

Christianity

- Human beings have free will but have sinned against God and so are fallen/sinful and need to be saved (Genesis 3).
- There is a final day of judgment where God judges humanity on their beliefs and deeds.
- Heaven and hell are identified and described in the Bible (some Christians also accept the existence of purgatory).
- Life after death is eternal.
- Relevant scriptural references should be provided.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Atheists and Humanists will agree with this statement.
- There is no God and therefore can be no supernatural destiny.
- There is no empirical evidence to prove life after death.
- The concept of life **after** death is illogical since death by definition is the cessation of all life.
- A belief in life after death may encourage complacency or disengagement in this life.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- If there is a benevolent God He can and should free adherents from lives of pain and suffering in an afterlife.
- Many sacred texts explicitly refer to life after death.
- Ultimate justice and belief in a just God means that there should be some form of judgement after death.
- If there is no afterlife the sacred texts are wrong and the promises made within them invalid.
- Without a life after death humanity cannot achieve fulfilment and fully recognise God.
- The idea of life after death provides great hope and comfort in this life.

On the other hand:

- Religion is more than a message of a life after death, it provides moral guidance.
- Theists should engage more with this life rather than focusing on the next.
- Perhaps theists should focus on their conduct in this life without selfishly seeking reward in the next.
- Atheists will claim that religious claims concerning life after death are simply a form of wish fulfilment, humanity fears death and so religion offers immortality.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 The worship of God

(a) Answers may include:

- An agnostic believes we do not have sufficient evidence to either affirm nor deny the existence of a deity.
- An atheist rejects **all** belief in a deity.
- The atheist argues that there is sufficient empirical evidence to reject belief in God and the supernatural and that Divine 'proofs' are unconvincing.
- An agnostic reserves judgement concerning theistic 'proofs'.
- Neither agnostics nor atheists actively worship a deity.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Worship is a means to communicate with God/reflect on the nature of God.
- The use of texts and preaching reveals the nature and will of God.
- The experience of the presence of God, the Spirit within worship.
- The importance of prayer within selected faith traditions.
- The idea of answered prayer.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Worship is a central feature in many theists' lives.
- Worship has proven benefits for the individual, a sense of comfort and support within a faith community, time to reflect and rest in often frantic lives, acknowledged medical benefits.
- Worship encourages a sense of wonder and awe in God's presence.
- Worship supports eschatological hopes.

On the other hand:

- Atheists dismiss this claim, worship is a waste of human time and talents.
- Energies would be better spent on focusing on humanity and actively meeting humanity's needs.
- Worship may encourage a sense of elitism and segregation from others, causing discontent.
- Worship may engender guilt, a failure to meet God's expectations.
- Worship may encourage false hopes and/or delusional beliefs.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

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