



**General Certificate of Secondary Education
2018**

Religious Studies

Paper 9

An Introduction to Philosophy of Religion

[GRS91]

FRIDAY 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 Existence of God****(a)** Answers may include:

- (i)** One who believes in a God/deity
(AO1) [1]
- (ii)** A belief in multiple Gods/deities
(AO1) [1]
- (iii)** One who believes he can neither prove or disprove the existence of
God
(AO1) [1]
- (iv)** The Design argument
The Moral argument
Cosmological arguments
Teleological arguments
Ontological arguments
Religious text arguments
(AO1) [1]
- (v)** Thomas Aquinas
William Paley
Accept valid alternatives
(AO1) [1]

(b) Islam

- There is a single God Allah (oneness or Tawhid).
- Allah is transcendent, omniscient and omnipotent.
- Allah has chosen to reveal himself through the prophets, the greatest and last prophet is Mohammed.
- The words of Allah are recorded in the Qur'an and must be obeyed.
- Allah judges all humanity.

Hinduism

- There is one supreme deity called Brahman and three key figures
Brahma, Shiva and Vishnu (the Trimurti).
- Brahman is transcendent, omniscient and omnipotent.
- There are multiple god figures/deities revealing aspects of Brahman.
- Braham is present in every person as the eternal spirit or soul called the
atman.
- From Brahman comes the four Vedas (sacred texts) of Hinduism.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) 'God is simply an invention of the human mind.'

Agree:

- Atheists would agree with this statement.
- Humans invent God because they seek certainties and a purpose in life.
- Humans fear death and so invent a God who rules over life after death.
- Scholars such as Hitchens, Dawkins and Freud would agree that God is an invention of the human mind.

On the other hand:

- Theists would disagree.
- God is a very real entity believed in and worshipped by the majority of the world's population.
- We can provide valid arguments for God's existence such as the moral and design arguments.
- Scholars such as Aquinas, Swinburne would argue that God is a Being that we can rationally accept.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

2 Nature of God

- | | | AVAILABLE MARKS |
|---------|---|-----------------|
| (a) (i) | A God who is all loving and cares for humanity.
A God who will intervene to aid humanity.
(AO1) | [1] |
| (ii) | A God who can have a relationship with humanity.
One who responds to human prayer.
Accept valid alternatives
(AO1) | [1] |
| (iii) | A God who is ever present, close to humanity.
(AO1) | [1] |
| (iv) | Islam
Judaism
Sikhism
Accept valid alternatives
(AO1) | [2] |
| (b) | 'It is wrong to describe God in human terms.' | |
| | Agree: | |
| | <ul style="list-style-type: none"> For many theists this would limit our view of God as he is much greater than any human being. For some theists this would be disrespectful to God as he is omni-benevolent and all powerful while humans are sinful and weak. A Creator God would have to be outside the universe to create the universe and all humanity. God is beyond full human comprehension and using human terms to try to describe Him will always fail. | |
| | On the other hand: | |
| | <ul style="list-style-type: none"> Christianity believes in Jesus God incarnate, believing that Jesus was both human and Divine. Humans often use human characteristics (anthropomorphic vocabulary) in order to understand God's character. Theists may describe God in human terms in order to relate to him better. | |
| | Accept valid alternatives
Mark in levels
(AO2) | [10] |
| | | 15 |

3 Science and the Existence of God

AVAILABLE
MARKS

(a) Answers may include:

The Design Argument

- There is evidence of design, structure and organisation in the universe.
- We see evidence of design in the structure of the universe, the movement of the solar system and the rotation of the seasons.
- We see evidence of design in plant, human and animal life, patterns of DNA.
- Something must be the source of such design.
- Theists believe that God is the Ultimate Designer.

The argument from Religious Experience

- Many people have had an experience of God.
- Such experiences point to the reality of God.
- We gain knowledge through our experiences.
- The scale and scope of religious experiences affirm the existence of God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b)
- Evolution is a theory concerning the origins of life.
 - Scientists argue that patterns we may see in life are the result of evolution.
 - Life is the result of a process of natural selection and survival of the fittest.
 - We may be able to explain creation without needing a Creator God.
 - Evolution is often a cruel and random process, e.g. animals becoming extinct.
 - Charles Darwin popularised the theory.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'It is wrong to accept science if it challenges religious beliefs.'

Agree:

- Theists must put God first, any theories which contradict this are simply wrong.
- Theists must accept the truth expressed in holy texts such as the Bible and reject all messages that contradict this.
- Human truths may be incorrect, God's Word is true.
- Belief requires humanity to take a leap of faith, not everything is provable.

On the other hand

- Science and religion can work together.
- God has made humans intelligent we should use our intelligence
- Science has benefited humans, e.g advances in technology and medicine help us care for others.
- Science may support religious beliefs – science investigates how? and religion why?

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Experience of God

(a) Answers may include:

- Many religions have a record of God's words, work and commands contained within holy texts.
- Holy texts such as the Bible, Torah and Qur'an record humanity's interaction with God.
- Sacred texts are used in worship and liturgies.
- Sacred texts are read and reflected upon in all religious traditions.
- Religious traditions show great respect for texts as they are a form of special revelation/reveal God.
- Sacred texts record religious history and the foundations of faith.
- Holy texts provide guidance on moral issues.
- Specific examples of key content may be named.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) 'In a non-religious age it is essential to promote religious beliefs.'

Agree:

- Religious beliefs are the basis of religious faith, believers have a duty to pass on faith truths.
- Religious beliefs contain essential moral messages enabling humanity to live in harmony.
- Religious traditions must co-operate to have faith messages heard in a secular age.
- In faith traditions it is essential to evangelise and convert others.
- In a secular age religion may be challenged and should be able to answer critics.

On the other hand:

- In a secular age religious beliefs no longer have relevancy.
- Religious beliefs may lead to division and sectarianism.
- One's religious belief should be a personal and private issue.
- The message within sacred texts may be flawed, corrupt or in error.

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)
- Those experiencing near-death experiences report common features.
 - Some may refer to seeing a bright light, meeting loved ones, travelling along a darkened tunnel.
 - Some may refer to being in a garden/a place of tranquility.
 - Some refer to seeing a Deity/religious leaders.
 - Many describe an 'out of body' experience.
 - Near death experiences are both supported and challenged by modern medics.
 - Some may interpret such experiences symbolically/religiously.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (b) Answers may include:

- Atheism rejects all religious teaching concerning an afterlife.
- Death is the end there is nothing beyond this temporal world.
- There is no empirical evidence in favour of an afterlife therefore it cannot exist.
- The myth of an afterlife came into existence because humanity fears death.
- The views of atheistic scholars rejecting the idea of an afterlife may be cited – Hume, Dawkins.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'Without a belief in the afterlife there is little motivation to do good.'

Agree:

- Theists would agree with this claim, the idea of an afterlife promotes the concept of ultimate justice.
- Humanity is morally motivated by both the fear of punishment and hope of eternal reward.
- Without the concept of final judgment morally poor behaviour may go unpunished – authors of genocide may never be prosecuted.
- Morally good behaviour may not be acknowledged in life, greed may bring success rather than censure.
- Relevant scriptural teaching may be cited.
- It is important to offer a positive future goal to all humanity.

On the other hand:

- Atheists would reject this claim as biased, implying that without God one cannot be morally good.
- There are many reasons to be morally good for the benefit of the individual, society and indeed future generations.
- The idea of an afterlife is a harmful delusion as it stops humanity from focusing on this life here and now.
- Religious teaching about an afterlife may lead to moral selfishness, only doing good for perceived reward.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Evil and Suffering

AVAILABLE MARKS

(a) Answers may include:

- Moral evil is evil caused by human wrong doing.
- Natural evil is evil that occurs in the natural world and over which humans have limited control.
- Moral evil includes the consequences of human greed, selfishness and sin.
- Natural evil is the result of a flawed universe and includes natural disasters, death and disease.
- For Christians, Jews and Muslims moral and natural evil may be traced back to the Fall (Genesis 3).
- Relevant examples of natural and moral evil should be provided.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

Christianity

- Evil entered the world due to the Fall of angels and humanity (Genesis 3).
- Adam and Eve were tempted in the Garden of Eden.
- Evil and suffering is the consequence of human disobedience to God's will.
- Examples of moral evil may be explored.
- Since then all humanity has inherited sin/the potential to sin.
- Sin and the consequences of sin, informs us that we have broken the relationship with God and must be reconciled with God.

Hinduism

- Evil comes from violating dharma, a natural force of virtue that permeates the universe.
- If a person acts contrary to dharma they create evil in the world.
- When individuals experience evil, it's part of the Hindu system of justice known as karma.
- Although many gods like Vishnu try to thwart evil and challenge lesser demons, even gods sometimes cause evil.
- Evil always goes back to an earlier wrong action.
- Hinduism may also teach of the fall of man, when demons destroyed the Golden Age of peace and caused humanity to fall from grace and act evilly.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'God should intervene to stop all evil.'

Agree:

- Evil results in horrific pain and suffering; if God is all loving he should wish to intervene.
- If the universe and humanity are created by God then He can be seen as the source of evil and has control over it.
- Surely God should intervene to protect the innocent from evil and the consequences of evil.
- If God has a chosen people should he not protect them?

On the other hand:

- If God always intervened we would not know right from wrong.
- If there is no evil would we be truly free human beings.
- Evil can serve a positive function.
- Atheists argue there is no God and so there can be no intervention evil is a natural phenomenon.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 Experiencing God

AVAILABLE
MARKS

(a) Answers may include:

- A religious experience is an encounter with the Divine.
- It is a personal experience which is interpreted within a religious framework.
- Religious experiences can be individual or group experiences.
- Religious experiences can take a number of forms including conversions, visions, miracles and mystical experiences.
- Specific examples of historical and or religious experiences may be cited.
- Reference to sacred texts may be made.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Religious experiences are a form of Divine revelation, they reveal important spiritual truths.
- Religious experiences encourage the individual to have a relationship with the Divine.
- Such experiences may lead the individual to a radical change of lifestyle as a result of this experience.
- Religious experiences reveal God's nature and character as a personal God.
- Sacred texts record key religious experiences that the believer should study and learn from.
- For atheism all such experiences are erroneous or delusional.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'Religious experience is the only way in which a person can truly know God.'

Agree:

- God actively reaches out to individual and faith communities to reveal essential spiritual truths.
- Sacred texts are themselves the product of individual experiences of God(s).
- Religious experiences can have multiple witnesses or supporting evidence.
- Many religious experiences share common features, helping theists to know God's nature.
- Ultimately belief in God is required to accept religious experiences.
- All religious traditions and multiple cultures testify to religious experiences.
- Specific examples of Divine revelation may be explored.

On the other hand:

- Religious experiences are subjective experiences which are often interpreted very differently.
- Not all agree on how to even define what is a religious experience.
- Experiences may be interpreted differently depending on the culture and faith of the witness(es) involved.
- Some traditions assert the importance of tradition/religious leadership over individual experiences of God.
- Some religious experiences may be challenged as delusions, hoaxes or misinterpretations of events.

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section B

SPaG

Total

**AVAILABLE
MARKS**

20

40

5

105