



Rewarding Learning

**General Certificate of Secondary Education
2015**

Religious Studies

Paper 9

An Introduction to Philosophy of Religion

[GRS91]

THURSDAY 11 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 Life after death

- (a) (i) Resurrection means rising to new life (AO1) [1]
- (ii) Christian or Muslim (AO1) [1]
- (iii) Reincarnation means being reborn in a new life form (AO1) [1]
- (iv) Hindu (AO1) [1]
- (v) Humanism (AO1) [1]
Accept valid alternatives

(b) Answers may include:

Islam

- There is an afterlife and a Final Judgement.
- Angels record human actions – these actions affect humanity’s end fate.
- There is a heaven and a hell.
- Heaven is a physical place a reward for those who are obedient to Allah.
- It is described as a paradise, a garden of bliss.
- In heaven people are in the presence of Allah.
- They will live a life of comfort and luxury.
- Heaven is a place of peace and happiness.

Hinduism

- Hindus believe in reincarnation.
- There is a cycle of birth death and re-birth.
- Souls are eternal and can be reborn into new life forms.
- Karma affects the soul's fate.
- The ultimate goal is moksha, unity of the soul with Brahman.
- Everything is ultimately a part of Brahman.

Accept valid alternatives

Mark in levels

(AO1) [5]

(c) Answers may include:

- Many Humanists and atheists promote this argument.
- Since there is no God and no afterlife our priority must be this life here & now.
- We must focus on human needs and not on any illusionary afterlife.
- We should focus on good actions such as alleviating poverty and sickness.
- We can rely on no one but our fellow humanity.
- Focusing on an afterlife is harmful as we fail to address real human need.

On the other hand:

- Theists are unlikely to accept this claim.
- Our goal must be on reaching heaven being at one with God.
- The hope of an afterlife encourages us to be moral and loving.
- The afterlife exists and is eternal unlike this temporary life on earth.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

2 Experiencing God

AVAILABLE
MARKS

(a) (i) Answers may include:

- Jesus
- Muhammad

Accept valid alternatives

(AO1)

[2]

(ii) Answers may include:

- Mecca
- Lourdes

Accept valid alternatives

(AO1)

[2]

(iii) Agnostic means being undecided concerning the existence of God.

Accept valid alternatives

(AO1)

[1]

(b) Answers may include:

- Not translating the text means that there is less chance of error or mistranslation.
- Some faiths believe sacred texts should not be translated e.g. Islam, Judaism.
- It is a sign of commitment to learn to read the text in its original form.
- The texts are sacred and should not be changed in any form.
- The language is the literal word of God/Allah.
- It demonstrated that the message within is unchanging and is to be respected.

On the other hand:

- Not translating the text means it is less accessible to readers.
- Followers read multiple different languages and it should be offered in these languages.
- Not all view sacred texts literally, they can be made more relevant to modern readers.
- Translating the text may promote the idea that all cultures are equal.
- The Bible for example is the most translated book of all time.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

3 Creation and Science

AVAILABLE
MARKS

(a) The story of creation in any tradition studied may include:

Christian

- The universe was created out of nothing (ex nihilo).
- Genesis 1 records God created the world and all within it in 6 days .
- In the beginning God created the heavens and the earth.
- After creating the earth, sky, seas and plants God made fish on the fifth day and animals and humans on the sixth day.
- Genesis 2 records that God created man first breathing life into him.
- God placed Adam in the garden of Eden and made beautiful trees grow there.
- Next God created animals and birds naming them.
- Finally God made woman taking a rib from Adam to do so.

Hindu

- There are multiple creation stories within Hinduism.
- The sacred sound Aum is the first sound of creation.
- Ultimate reality Brahman is revealed through Shiva, Brahma and Vishnu.
- Brahma is the Creator and source of all creation.
- Vishnu is the preserver (keeping all good things on earth).
- Shiva the destroyer is needed as change is necessary for the creation of new things.
- The Chandogya Upanishad describes creation as the breaking of an egg.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The story of creation reveals that humans are created by a deity/deities.
- Humanity's creation is not accidental or random.
- Humans have a Divine purpose in life.
- Humans are called to be guardians and/or stewards of creation.
- Humans have a special relationship with the creator.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'Creation stories and myths are no longer relevant for people today'.

Answers may include:

- All religions record creation accounts.
- They show God as the creator and sustainer of all life.
- They reveal God as omnipotent and omni-benevolent.
- They often contain moral messages for the reader, e.g. the Fall account in Genesis.
- If God creates all life then He has a purpose and end goal for humanity.
- God is both First and Final Cause.
- Atheism rejects all such accounts as fairy tales.
- We have no experience of universe creating and must reject all such accounts.

- It is possible to provide alternative explanations for the universe's creation such as the Big Bang.

Accept valid alternatives
Mark in levels
(AO2)

[5]

AVAILABLE
MARKS

15

4 Nature of God

**AVAILABLE
MARKS**

(a) Candidates may outline the nature of God as presented in any tradition studied.

Islam

- Allah actively reaching out to humanity, seen in his revelation of the Qur'an to Mohammad.
- Allah works through Jibrial as Allah is unknowable to humanity.
- Allah gives moral guidance and clear rules to his followers.
- Allah is omnipotent and creator of all that exists.
- Allah is all knowing revealing truths to humanity.

Judaism

- God revelation and promises to Abraham reveal a God reaching out to humanity.
- God is omnibenevolent, He keeps his promises.
- God asks for commitment and obedience – Abraham is to sacrifice his beloved son.
- God is merciful, Isaac's life is spared and his descendents survive.
- God makes moral demands establishing a covenant with Abraham and his successors.

Mark in levels
(AO1)

[5]

(b) 'The design of the world proves that God exists.'

Answers may include:

- The world exhibits design, just like a watch.
- The different parts fit together and produce order and beauty.
- The Goldilocks effect – the Earth seems to be just right for living creatures; the Earth seems to be the perfect distance from the sun for lots of water, etc.
- The principle of regularity and the nature of scientific laws.
- Design indicates intelligence and a divine designer.

On the other hand:

- Evolution can explain features of design.
- Design is in the eye of the beholder.
- The problem of suffering and evil.
- Prove is too strong a word.
- God existing does not show that he is concerned with world.

Accept valid alternatives

Mark in levels
(AO2)

[10]

15

Section A

60

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 The Existence of God

(a) Answers may include:

- The First Cause is also known as the Cosmological argument from ‘cosmos’/universe.
- Thomas Aquinas popularised this argument, Aristotle identified an Unmoved Mover.
- In the universe we see a chain of causes and effects.
- This sequence cannot continue infinitely.
- There must therefore have been a First Cause to start off this sequence.
- Aquinas claimed that the First Cause is God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Aquinas rejects an infinite chain of cause and effect but without evidence.
- The argument may be contradictory all effects must have a cause but God is uncaused.
- The universe may simply exist as a ‘brute fact’ as Russell claimed.
- There is no reason to link the Uncaused cause to the God of Classical theism.
- There may be multiple causes behind the universe.
- We have no experience of universes being created as Hume argued.
- Nonetheless the First Cause argument explains why there is something in the universe rather than nothing.
- It is an a posteriori argument using evidence from the universe to support its claims.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Theists would support this argument.
- There are multiple logical arguments to affirm God's existence.
- The majority of the world's population are believers.
- Theism brings multiple benefits for example moral and spiritual.
- Belief in God offers comfort and eschatological hope to humanity.
- Belief unifies humanity (Hick's pluralist case).
- We can neither prove nor disprove the existence of God.
- Pascal's Wager provides an argument for continued belief in God.

On the other hand:

- Atheists would challenge this argument.
- There is little need for God as Creator and sustainer of the universe.
- Belief in God is increasingly challenged (god of the gaps).
- Belief is superstitious, primitive and often divisive.
- Rejecting God encourages a focus on humanity.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 The problem of evil

AVAILABLE
MARKS

(a) Answers may include:

Christianity

- Satan is the fallen angel Lucifer described in Genesis 3.
- Satan is the source of all evil.
- Satan misused God's gift of freedom, tempted and led humanity into evil.
- Satan tested Jesus in the desert (Luke 4:1-13).
- Satan is described in various forms including that of the snake.
- God battles with Satan who will be overcome in the Kingdom of God.

Islam

- Satan/Shaytana is the 'evil one'.
- Satan is the source of all evil.
- Satan misused God's gift of freedom, tempted and led humanity into evil.
- Satan is described in various forms including that of the snake.
- Satan tests humanity (Surah 21) and humanity must show fortitude /sabr (al-Ghazali).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Natural evil is evil humans have little or no control over.
- It results from the malfunctioning of the natural world.
- Incurable illness and natural disasters are included in this category.
- Specific examples of natural evil contemporary or historical should be provided.
- Augustine sees the origins of natural evil as lying in Adam and Eve's disobedience to God.
- Leibniz refers to natural evil as physical evil.
- The consequence of natural evil is suffering and death.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'Satan/the Devil does not exist'

Answers may include:

- Atheists and Humanists would agree with this claim.
- The Bible and Satan is myth.
- Humanity often uses Satan to deny moral responsibility.
- Polytheistic religions may not accept the concept of the Devil.
- Some will argue that evil is the result of chemical imbalances in the brain or brain injury, rather than giving in to Satan.
- Humanity's evil choices are often the product of their upbringing, culture or relationships rather than Satan.

On the other hand:

- All monotheistic religions accept the existence of Satan.
- Literalist Christians/Creationists would strongly reject this claim.
- Sacred texts including the Torah, the Bible and the Qur'an clearly state that Satan exists.
- Liberal Christians may prefer to acknowledge 'evil' rather than a specific entity called Satan.
- Humanity must battle against Satan to be rewarded in the afterlife.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

7 The Existence of God

(a) Answers may include:

- The name of the religious leader selected.
- A description of his/her call.
- Significant teaching revealed at this call.
- The impact of the religious leader selected.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- A definition of Special and General Revelation.
- General revelation as ways in which God reveals himself through things anyone can experience while Special Revelation is when God reveals himself directly.
- General revelation as open to all, simply requiring individual acceptance or commitment.
- Special revelation as being God’s interaction with a chosen individual/ group.
- Special revelation as being often life changing.
- Contrasting examples of General and Special Revelation.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) ‘Prayer is of no benefit in the modern age.’

Answers may include:

- In an increasingly secular world few people pray or turn to the Divine for assistance.
- Prayers often do not seem to be answered.
- It is better to take practical action to address problems, rather than turn to prayer.
- Developments in science and technology means we have less need to turn to God in prayer.

On the other hand:

- Believers find comfort in prayer.
- Prayers are answered.
- God is benevolent and will respond to human needs.
- Communal prayer is important in religion, it encourages unity and solidarity.
- It is important to listen to God through prayer and reflection.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE MARKS