



**General Certificate of Secondary Education
2022 Reserve Series**

Religious Studies

Paper 7

An Introduction to Philosophy of Religion

[GRE71]

FRIDAY 1 JULY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are 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 which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

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 are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for 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 schemes

Mark schemes for tasks or 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

Tasks and 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 in the level 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.

AO1 (5 mark responses):

Level 1: The candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

Level 2: The candidate presents a clear knowledge and understanding with some development.

Level 3: The candidate presents a detailed answer showing very good development.

AO2 (5 mark responses):

Level 1: The candidate presents opinion supported by one simple reason.

Level 2: The candidate presents opinion supported by two simple reasons or one developed reason.

Level 3: The candidate presents a well-argued response with evidence of informed insights.

Quality of written communication

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These 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.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): The candidate presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

Level 2 (Limited): The candidate presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

Level 3 (Good): A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

Level 4 (Very good): Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

Level 5 (Excellent): The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Section A

AVAILABLE
MARKS

Candidates must answer **all** questions.

1 The problem of evil and suffering

(a) (i) What is meant by the term ‘moral evil’?

Answers may include:
Evil caused by humanity.
Accept valid alternatives
(AO1)

[1]

(ii) Give *one* example of moral evil.

Answers may include:
Murder
Theft
Adultery
Torture
Accept valid alternatives
(AO1)

[1]

(iii) What is meant by the term ‘natural evil’?

Answers may include:
Evil within the natural environment not caused by humanity.
Accept valid alternatives
(AO1)

[1]

(iv) Give *one* example of natural evil.

Answers may include:
Earthquake
Tsunami
Flooding
Disease
Drought
Accept valid alternatives
(AO1)

[1]

(v) What does a religion you have studied say about the origin of evil?

Answers may include:
Satan
Abuse of free will
Accept valid alternatives
(AO1)

[1]

(b) Explain how religious believers can justify the existence of evil and suffering.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how religions explain the existence of evil and suffering in the world.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- The theist may believe that evil and suffering are a consequence of human sin, e.g. the Fall Narrative in Genesis 3.
- Some religious believers argue that suffering is a test of faith. Humans have the freedom to choose between good and evil.
- Others justify the struggle against evil and suffering as an opportunity for human growth and development.

Accept valid alternatives
(AO1)

[5]

- (c) “Human freedom causes more pain than good.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the issues surrounding the causes of human suffering.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

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

On the other hand:

- Freedom to choose is an essential part of human nature and a valued gift from God.
- God does not want humans to be pre programmed in their decisions.
- Facing suffering and evil allows humanity the chance to develop moral strengths.
- Human freedom has brought about a lot of good in the world, e.g. charities.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 Creationism and science

AVAILABLE
MARKS

(a) (i) Name a sacred text that records a religious account of creation.

Answers may include:

- The Bible/book of Genesis
- The Qur'an

Accept valid alternatives

(AO1)

[1]

(ii) Give *two* ways in which creation stories can influence how people behave.

Answers may include:

- Respect for human life as all life is created in the image of God.
- Protect the environment as God made Adam and Eve caretakers of creation.
- In awe of nature as something created by God.

Accept valid alternatives

(AO1)

[2]

(iii) What is the theory of evolution?

Answers may include:

- The way that living things change or adapt over time.
- Survival of the fittest/natural selection.

Accept valid alternatives

(AO1)

[1]

(iv) Name *one* scholar associated with the theory of evolution.

Answers may include:

Charles Darwin

Accept valid alternatives

(AO1)

[1]

(b) Do you think creation stories from different world religions are similar? Give reasons for your answer.

AVAILABLE MARKS

Target: Analysis of creation stories from different world religions.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- World religions such as Christianity and Islam share similar creation stories which attribute creation to an omnipotent deity who existed before the universe was created. While Sikhs don't have creation stories, they share similar views and believe that Waheguru created the universe.
- Creation accounts from the book of Genesis (1:1–31) and the Qur'an (7:54) both state that God created the earth in six days or six stages.
- Creation accounts in Judaism, Islam and Christianity teach that God created Adam as the original man and that all humans have been given responsibility as caretakers or stewards and must therefore respect and look after God's creation.

On the other hand:

- There are fundamental differences between religions in relation to creation stories, e.g. Christians believe in one God as the Creator whereas Hindus believe that each god within the Trimurti is in charge of one aspect of creation.
- Unlike the Abrahamic faiths, Hindus believe that the universe is created in cycles – Brahma creates it, Vishnu preserves it and at the end Shiva destroys it before the cycle begins again.
- There is no story about the creation of the Earth within Buddhism as Buddhists deny the existence of a Creator God.

Accept valid alternatives

(AO2)

[5]

(c) “Scientific theories do not fully explain the origins of the universe.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the clash between religion and science.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Creationists would agree as they believe only religious texts fully explain the origins of the universe. Any theories contradicting this cannot be accepted as containing any truth.
- Many religious believers accept that science and religion can work together, e.g. the Big Bang doesn't contradict the intervention of a divine creator and some believers argue that the Big Bang actually required intervention from God.
- Many religious believers accept that while they can't be taken literally, there are spiritual truths behind creation stories – science can explain how things came into existence, but creation stories explain why.

On the other hand:

- Atheists would disagree with this statement and argue that science can fully explain the origins of the universe, e.g. the Big Bang. Religious texts containing creation stories were written in a pre-scientific era and contain nothing of relevance.
- There is evidence in support of scientific views, e.g. fossils prove that the earth is billions of years old and not several thousand as a literal reading of scripture appears to suggest. As a result of this, many liberal and conservative Christians accept that scientific views must be relied upon.
- Science can also fully explain the origins of life on earth, e.g. the theory of evolution.

Accept valid alternatives
(AO2)

[5]

15

3 Experiencing God

(a) Describe a miracle you have studied which reveals God.

Target: Knowledge of a miracle as an example of revelation.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- An account of a miracle including healings, nature miracles, exorcism or a vision.
- An outline of the key events and dialogue.
- An exploration of how this serves as a revelatory miracle.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain how sacred texts can help people experience God.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how sacred texts help people to experience God.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Sacred texts allow people to learn about the nature of God, e.g. God is an all powerful creator. Sacred texts also allow people to learn about God’s characteristics, e.g. the parable of the forgiving father.
- Sacred texts express the voice and commands of God and therefore they can offer humans moral guidance and support from God, e.g. the commandments.
- Sacred texts are often used in prayer and worship, e.g. Muslims read the Qur’an during worship.
- Sacred texts such as the Bible record the history of God’s relationship with humanity.

Accept valid alternatives
(AO1)

[5]

(c) “There are better ways of experiencing God than through religious leaders.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of how God can be experienced through religious leaders.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Religious leaders don’t always provide a reliable way of experiencing God because they are only human and are not always perfect. Sometimes religious leaders have failed to provide a good example.
- There are other better ways of experiencing God, e.g. through God’s word contained in sacred texts, through worship, private prayer, etc.
- Special revelation is the best way of experiencing God as it is often a life changing event for the person involved, e.g. John Wesley.

On the other hand:

- Religious leaders can be great role models and have lived life as an example for others to follow, e.g. Buddha, Jesus, Muhammad.
- Modern leaders such as Archbishop Desmond Tutu help people experience God’s love and care for His people, e.g. Tutu worked to dismantle Apartheid in South Africa. People can experience God by following the example of many other religious leaders such as Pope Francis.
- Muslims believe that the Prophet Muhammad helped a polytheistic society in Mecca experience the one true God.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 Nature of God

**AVAILABLE
MARKS**

(a) What do the words ‘immanent’ and ‘transcendent’ mean, concerning the nature of God.

Target: Knowledge of religious teaching about God’s immanence and transcendence.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Christianity teaches that God is immanent, that he is present and involved in the universe he created. There are many examples of God’s immanence from scripture, e.g. Jesus, the Holy Spirit.
- Christians believe that God is still active in the world today and they pray for God’s intervention, e.g. miracles. They believe that an immanent God will hear their prayers and answer them.
- Christians also believe that God is transcendent, that he had to be separate from the universe in order to create it.
- Christians think of God as a Trinity – the immanent Jesus and the Holy Spirit with the transcendent Father.

Accept valid alternatives
(AO1)

[5]

**(b) Do you think it is wrong to make images of God?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of contrasting beliefs about the nature of God.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- For many theists, making images of God in a human form would potentially limit their understanding of an omnipotent God. God is more powerful than humans and it is not appropriate to give God a human image or human characteristics.
- Making images of God goes against religious teaching. For example, the 10 Commandments prohibits the making of images of God. Muhammad also forbade the making of images of God.
- For some theists it is not appropriate to try to visualise an unknowable and transcendent God. Humans can never know or understand God so any attempt to do so through images will be futile.

On the other hand:

- Christianity believes in Jesus as God incarnate, believing that Jesus was both human and Divine. Therefore, it is acceptable to use human images for Jesus, and in particular, images reminding people of Jesus' suffering.
- In many religious traditions images are used to help people focus on worshipping God. For example, Hindus have various gods and statues are an important aid to worship for them.
- Theists may create images of God because they believe God is knowable and images help them form a better relationship with God.

Accept valid alternatives

(AO2)

[5]

- (c) **“It is better to follow a polytheistic religion.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the advantages of polytheism compared to monotheism.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- It is better to believe in more than one God because having a variety of gods and goddesses can reveal different aspects of the Divine and can enable people to have different experiences of worshipping different gods.
- Polytheistic religions have many gods and goddesses which give individuals choice of which gods to worship. Each person can decide for themselves who they want to worship and can avoid religion dominated by a male God or gods.
- Wider acceptance of more than one God can prevent the idea of religious exclusivism from developing, that there is only one correct way to worship God and only one way to salvation.

On the other hand:

- Polytheism is rejected by the Abrahamic faiths who assert belief in a single all powerful God. Belief in more than one God is a violation of the key belief of such faiths.
- A multitude of gods may lead to a divided faith. Different beliefs may lead to contradictions and a worry among believers that it is too difficult to please all gods.
- Some atheists argue that it would be better for society if people didn't worship any gods at all.

Accept valid alternatives
(AO2)

[5]

15

Section B

Candidates must answer **two** questions from this section.

AVAILABLE
MARKS

5 Life after death

(a) Outline some of the possible ‘proofs’ of life after death.

Target: Knowledge of arguments a person might use to try to prove that there is life after death.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Reference to the resurrection of Jesus as evidence that there is life after death. According to the gospels many people were witnesses to the resurrected Jesus.
- The disciples were able to see and touch his wounds. Jesus also taught of eternal life for those who accepted his message.
- Many argue that near death experiences are evidence of life after death and people’s descriptions of such experiences tend to back up scriptural descriptions of heaven.
- Many claim to have experienced ghosts and this too may be evidence that the soul/spirit lives on after death.

Accept valid alternatives
(AO1)

[5]

(b) Explain why some people believe that there is no life after death.

**AVAILABLE
MARKS**

Target: Knowledge and understanding why some people believe there is no life after death.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Life after death is not something that can be proven by science.
- Many have put forward alternative explanations for the resurrection of Jesus, e.g. the disciples/religious authorities may have stolen the body; the women went to the wrong tomb.
- Near death experiences may simply be a form of hallucination brought on by medication or by a sudden drop in blood pressure resulting in a floating feeling.

Accept valid alternatives
(AO2)

[5]

- (c) **“Belief in the afterlife affects how people live in this life.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of how beliefs in the afterlife affect the way believers live in this life.

**AVAILABLE
MARKS**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS
20

Answers may include:

- 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 immoral 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 claim there are many reasons to be morally good, e.g. 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
(AO2)

[10]

6 The existence of God

**AVAILABLE
MARKS**

(a) Describe the argument from religious experience for the existence of God.

Target: Knowledge of the argument from religious experience for the existence of God.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

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
(AO1)

[5]

(b) Explain why some people reject the argument from religious experience.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of why some people reject the argument from experience.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

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
(AO1)

[5]

- (c) “Trying to prove God’s existence is a waste of time.”
Do you agree or disagree? Give reasons for your answer showing you have considered different points of view.

Target: Analysis and evaluation of the value of trying to prove God’s existence.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

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.
- More and more people (especially in the developed world) are rejecting religious belief and society as a whole is becoming more secular.
- Many are not convinced of religious truth because It does not stand up to scientific scrutiny.
- Religious texts seem to belong to another era where people had a more simplistic view of the universe and contain little which is relevant to modern life.
- Many view religion as a source of conflict in the world and believe the world would be better without it.
- Medical and technological advances diminish the need for God.

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.
- In many parts of the world religious adherence is on the increase.
- Many people, even if they are not part of an organised religion, accept that humans have a soul/spirit and that there may be something beyond the physical world.
- Science has not succeeded in answering the ultimate question of where the universe came from.
- Postmodernity challenges the “absolute” truths imposed by science as much as it questions the absolutes of religious belief.
- Religious belief often provides people with a sense of purpose, comfort and hope for the future.

Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

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7 Experiencing God

AVAILABLE
MARKS

(a) Describe the differences between a theist, an atheist and an agnostic.

Target: Knowledge of the differences between a theist, an atheist and an agnostic.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- A theist is a person who believes in the existence of God. Theism can include monotheism and polytheism.
- An agnostic believes there is not sufficient evidence to either affirm nor deny the existence of a deity.
- An agnostic reserves judgment concerning theistic ‘proofs’.
- An atheist rejects **all** belief in a deity.
- An atheist argues that there is sufficient empirical evidence to reject belief in God and the supernatural and that Divine ‘proofs’ are unconvincing.
- Neither agnostics nor atheists actively worship a deity.

Accept valid alternatives
(AO1)

[5]

(b) Explain how unanswered prayer challenges religious believers.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the impact of unanswered prayer on a religious believer.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- If God does not intervene by answering prayer, believers may feel abandoned by God and doubt his presence.
- If God answers some prayers but not all it may make God seem unjust, unloving and arbitrary in whom He chooses to aid.
- A benevolent and omnipotent God who never intervenes to aid humanity may be unworthy of worship.
- Sacred texts promote the idea of Divine intervention and failure to intervene by responding to prayer may lead believers to doubt the truths of these texts.

Accept valid alternatives
(AO2)

[5]

(c) “Faith in God is necessary for human happiness.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of whether faith in God is necessary for human happiness.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- Religious faith and belief in eternal life gives people hope that death is not the end. Religious faith can make people happy knowing that they and their loved ones are going to a better place when they die.
- Public worship forms a significant part of religious faith for many believers. Worship can bring happiness through promoting a sense of comfort and support within the faith community.
- Prayer provides peace of mind for many religious believers and can change the way they see difficult situations. A peaceful mind can increase happiness. Believers who experience answered prayers also experience joy and happiness.

On the other hand:

- Some people argue that religious faith isn't necessary for human happiness and that religious faith creates fear of eternal punishment for sins or feelings of guilt regarding past sins.
- Atheists and humanists argue that it is possible to be happy without faith in God. Science has been responsible for developments in technology which make people happy, not religious faith.
- Religious faith may lead to greater happiness for some people, but other things are equally as important, e.g. good health, strong relationships with others and enough money to live comfortably.

Accept valid alternatives
(AO2)

[10]

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