

New
Specification



Rewarding Learning

**General Certificate of Secondary Education
2018**

Religious Studies

Paper 7

An Introduction to Philosophy of Religion

[GRE71]

FRIDAY 1 JUNE, AFTERNOON

**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.

Section A

**AVAILABLE
MARKS**

Candidates must answer **all** questions.

1 Nature of God

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

Answers may include:

- Close to (humanity)
- Able to have a personal relationship

Accept valid alternatives

(AO1)

[1]

(ii) What is meant by the term ‘transcendent’?

Answers may include:

- Beyond this world
- Over and above humanity

Accept valid alternatives

(AO1)

[1]

(iii) What is polytheism?

The belief in more than one God

Accept valid alternatives

(AO1)

[1]

(iv) What is monotheism?

The belief in one God

Accept valid alternatives

(AO1)

[1]

(v) Name one religion that is monotheistic.

Answers may include:

- Islam
- Judaism
- Christianity

Accept valid alternatives

(AO1)

[1]

(b) Explain what some worshippers believe about polytheism.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of polytheism as taught within religion.

| 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:

Hinduism

- Hinduism accepts the Trimurti Brahma, Shiva and Vishnu.
- Hinduism can be described as both polytheistic and/or monotheistic.
- There is one central deity Brahman who has many forms.
- Different characteristics of God are portrayed through different gods and goddesses.

Islam

- Islam rejects the concept of polytheism.
- There can only be one God Allah.
- Monotheism is a key part of the Shahadah.
- Islam asserts the concept of tawhid.
- Allah alone is the creator and sustainer of the universe.

Accept valid alternatives
(AO1)

[5]

- (c) “It is essential to believe in an all-powerful God.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the importance of God’s omnipotence.

| 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:

Agree:

- Monotheistic religions assert this concept.
- Omnipotence is a central feature of the God of Classical theism.
- A God who is not all powerful is not fit to be worshipped.
- God’s power is clearly seen through the creation and sustaining of the universe.

On the other hand:

- Not all believers are monotheistic and assert the concept of a single all powerful God.
- Some theists believe God is developing with humanity and is not yet all powerful.
- Other features of God are equally important and valid such as God’s benevolence.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 Religious Experience

AVAILABLE
MARKS

(a) (i) What is meant by the term “general revelation”?

God revealing Himself to all humanity through the created world.
Accept valid alternatives
(AO1)

[1]

(ii) Give one example of general revelation.

Answers may include:

- God revealing himself through the beauty of nature.
- God revealed in the patterns and structures of life on earth.

Accept valid alternatives
(AO1)

[1]

(iii) What is meant by the term “miracle”?

Answers may include:

- The direct intervention of God to bring about a beneficial end result.
- God’s healing power.

Accept valid alternatives
(AO1)

[1]

(iv) Give one example of miracle.

Answers may include:

- The creation of the universe.
- Divine healings/resurrection.
- Named miracles may be provided.

Accept valid alternatives
(AO1)

[1]

(v) What is meant by the term “worship”?

The feeling or expression of reverence and praise for a deity.
Accept valid alternatives
(AO1)

[1]

(b) Do you think revelation can lead to religious faith? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Analysis of the function of revelation.

| 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:

Agree:

- Special revelation is essential for believers as it informs and forms their faith.
- Having supporting evidence of God's existence can strengthen a believer's faith.
- Without revelation how can humanity know God?

On the other hand:

- Faith is ultimately an individual choice, revelation can merely support it.
- Many believers experience doubt despite Divine revelation.
- Atheists may share experiences with theists but still reject religious faith and belief.

Accept valid alternatives
(AO2)

[5]

(c) “It is increasingly difficult to experience God in the modern world.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of contemporary challenges to experiencing 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:

Agree:

- We are in an increasingly secular and atheistic society.
- Religious experiences such as visions and miracles are being increasingly challenged today.
- Atheism will not want to acknowledge any experiences of the Divine.
- Humanity turns to scientific explanations for what in the past was attributed to God.

On the other hand:

- God continues to actively reveal himself to humanity.
- There is an increasing interest in meditation (mindfulness) and spiritual experiences.
- Theism still exists and continues to have a powerful impact today.

Accept valid alternatives
(AO2)

[5]

15

3 Problem of Evil and Suffering

(a) Describe, using examples, what is meant by moral evil.

Target: Knowledge of moral evil, with relevant examples.

| 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:

- Moral evil is evil caused by human actions.
- Examples of moral evil includes sins such as theft, murder, greed.
- Moral evil may result from human complacency.
- Moral evil causes pain and suffering for self and fellow human beings.
- Moral evil damages humanity and the environment.
- Relevant examples of moral evil should be explored.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain what one world religion teaches about the origins of evil.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the origins of evil as taught in one world religion.

| 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 |

Reference may be made to any world religion.

Answers may include:

Christianity

- God created humanity as all good.
- Fallen angels tempted humanity to sin.
- Humanity in the Garden of Eden disobeyed God's command.
- As a result, suffering and evil entered life.

Islam

- Sin is a natural process built into creation.
- Satan deceived Adam who disobeyed Allah.
- Adam disobeyed but repented.
- Humans are polluted not due to Adam's sin but because of outside influences.

Accept valid alternatives

(AO1)

[5]

(c) “The suffering of the innocent makes it impossible to believe in the existence of God.”

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

Target: Analysis and evaluation of the impact of innocent suffering for religious belief.

AVAILABLE
MARKS

| 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:

Agree:

- The suffering of the innocent challenges belief in monotheism.
- Epicurus’ Inconsistent Triad explores this dilemma.
- The God of Classical theism is omnibenevolent, omnipotent and omniscient yet evil exists.
- While we might accept the suffering of the sinful as punishment for sin innocent suffering is harder to explain.

On the other hand:

- If one is polytheistic this is less of a challenge.
- Sacred texts suggest responses for human suffering: as a test, a punishment for original sin.
- Religions present various theodicies to resolve this problem.

Accept valid alternatives

(AO2)

[5]

15

4 Creation and Science

**AVAILABLE
MARKS**

(a) Outline one scientific account of the creation of the universe.

Target: Knowledge of one scientific account of the origins of the universe.

| 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:

- One theory is that of the Big Bang Theory.
- The Big Bang Theory suggests the universe originated with a mass of dense matter.
- This matter expanded rapidly some 13.7 billion years ago.
- The resultant gases formed galaxies.
- Evidence for this theory includes the fact the galaxies are moving outwards and the further away a galaxy is, the faster it moves away.
- The Big Bang Theory may or may not challenge the concept of a Creator God.

Accept valid alternatives,
e.g. The Theory of Evolution
e.g. Steady State Theory
(AO1)

[5]

- (b) Do you think the religious account of creation clashes with the scientific account of creation?
Give reasons for your answer.

Target: Analysis of the potential clash between religious and scientific views of creation.

| 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:

- Atheists would agree with this claim, the scientific view takes precedence over religious creation accounts.
- Atheistic scientists reject many religious creation accounts as primitive and non-scientific.
- Specific examples of clashes between religious and scientific accounts of creation may be cited such as the dating and time frame of creation.
- Creationism rejects any scientific views of creation that challenges the creation narratives.

On the other hand:

- It is possible to reconcile both accounts (accommodationism).
- Scientific accounts such as the Big Bang point to a single moment of creation and may support the existence of an intelligent and all powerful Creator.
- Some creation accounts may be interpreted figuratively such as the Hindu narratives.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

(c) “The creation stories clearly explain humanity’s role on earth.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the significance of the creation narratives, notably concerning humanity’s role.

| 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:

Agree:

- The Genesis accounts detail humanity’s role in life.
- Humanity is given the role of stewardship.
- Humanity is asked to be responsible for the earth and all life within it.
- Humanity falls away from God and must therefore rebuild their relationship with God.
- All religions portray God as creator and therefore should God be worshipped and praised.

On the other hand:

- Atheism totally rejects all religious creation accounts.
- If there is no creator there can be no God given role for humanity.
- Not all religions even agree on the actual creation stories.

Accept valid alternatives

(AO2)

[5]

15

Section A

60

AVAILABLE MARKS

Section B

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

AVAILABLE
MARKS

5 The Existence of God

(a) Outline the Moral argument for the existence of God.

Target: Knowledge of the moral argument.

| 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 moral argument was popularised by St Thomas Aquinas.
- The argument states that humanity has an awareness of both good and evil.
- In order to know/distinguish the good we need an absolute standard of good.
- God alone provides an absolute standard of good.
- Therefore humanity's knowledge of the good 'proves' God exists.

Accept valid alternatives

(AO1)

[5]

(b) Explain why arguments for the existence of God are important for believers.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the strengths of the moral argument.

| 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 arguments support the existence of a Deity.
- The arguments may sustain a believer's faith in times of questioning and doubt.
- The arguments allow a believer to counter challenges made by atheists.
- The arguments stem from real human experiences and lead to the God of classical theism.
- The arguments show that God chooses to reveal His presence to His people.

Accept valid alternatives
(AO1)

[5]

- (c) **“It is possible to be moral without believing in God.”**
Do you agree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of the relationship between belief and morality.

**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:

Agree:

- Atheism and Humanism support this claim.
- Humans can be moral without holding religious belief, to state otherwise may be offensive.
- Different religions often provide different moral rules that cause moral confusion and conflict.
- Relevant examples of atheistic philanthropy may be given.
- Many charities are open to and supported by those of all beliefs and none.

On the other hand:

- Theists disagree with this claim.
- For theists God is the ultimate source of morality.
- It is essential to obey Divine commands in order to be morally good.
- Human morality is limited and open to abuse.

Accept valid alternatives
(AO2)

[10]

6 Revelation

**AVAILABLE
MARKS**

(a) Describe how God can be experienced through prayer.

Target: Knowledge of prayer as a form of religious 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:

- Prayer is the central means to communicate with God.
- Prayer enables humanity to encounter a transcendent God.
- Passages from sacred texts may be used as a stimulus to pray and know God better.
- Specific examples of prayers may be cited for example Jesus' teaching on prayer/the Lord's Prayer.

Accept valid alternatives

(AO1)

[5]

(b) Explain why unanswered prayer might challenge the believer.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the dilemma of unanswered prayer.

| 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 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 God who never intervenes to aid humanity may be unworthy of worship.
- Sacred texts promote the idea of Divine intervention failure to do so may lead believers to doubt the truths of these texts.

Accept valid alternatives
(AO1)

[5]

- (c) “Humanity no longer needs to turn to God when in crisis.”
Do you agree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of the importance of belief in God and His role in the life of believers.

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:

Agree:

- Atheism would support this claim, many no longer accept belief in a deity.
- Falling church attendance means fewer people access any form of public prayer.
- Humanity turns to science, technology and medical advances rather than God to resolve problems.
- Not all faiths accept the concept of a personal interventionist God.
- People should not simply acknowledge God in times of crisis but to praise and thank him regularly.
- Reliance on a God-figure results in human immaturity and passivity.

On the other hand:

- Many find comfort in God in times of crisis.
- Specific examples of prayer may be explored.
- An omnibenevolent God will help His creation.
- God provides hope in an eschatological future.

Accept valid alternatives
(AO2)

[10]

7 Life after Death

AVAILABLE
MARKS

(a) Describe what one world religion teaches about final judgement.

Target: Knowledge of religious teaching on final judgement from one world religion.

| 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 |

Candidates may refer to any world religion.

Answers may include:

Islam

- All humanity will be judged with Allah as the sole judge (29:57).
- Recording angels record good and evil deeds to inform the process of judgement.
- Humans will be rewarded in paradise or punished in hell.
- Jannah is described as Gardens of bliss with pleasurable food and drink.
- Relevant texts may be cited from the Qur'an.

Christianity

- All humanity is judged by God.
- Humans are judged according to the greatest commands to love God and love neighbour.
- The parable of the final judgment (MT 25:31-46) details one account of final judgment.
- Humans will be rewarded in the Kingdom of God or punished in hell.
- Some Christians believe in the existence of purgatory.

Accept valid alternatives

(AO1)

[5]

(b) Explain non-religious teaching about the soul.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the concept of the soul in non-religious traditions.

| 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 |

The views of one or more world religions can be used.

Answers may include:

- The Greek philosopher Plato said that people have souls which are separate from their bodies.
- After death the soul does not decay but lives on.
- Monism rejects the possibility of a separate soul.
- Materialists reject the idea that any feature of humanity can survive death.

Accept valid alternatives

(AO1)

[5]

- (c) **“It is impossible to accept any idea of life after death.”**
Do you agree? Give reasons for your answer showing that you have considered different points of view.

**AVAILABLE
MARKS**

Target: Analysis and evaluation of the possibility of life after death.

| 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 |

Answers may include:

Agree:

- Atheism rejects any possibility of life beyond clinical death.
- There is no empirical evidence for the existence of a soul nor for life after death.
- Humanity invents the notion of life after death because humanity fears death and the unknown.
- The idea of life after death is a logical contradiction, a misuse of language.

On the other hand:

- Many religions support the idea of life after death.
- For theism there is supporting evidence for life after death including the evidence found in sacred texts.
- Near death experiences and past life memories may provide some support for a belief after death.
- Materialists reject the idea of any supernatural existence.

Accept valid alternatives
(AO2)

[10]

20

Section B

40

Total

100

**AVAILABLE
MARKS**