



**General Certificate of Secondary Education
2019**

Religious Studies

Paper 7

An Introduction to Philosophy of Religion

[GRE71]

FRIDAY 31 MAY, 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

Candidates must answer **all** questions.

AVAILABLE
MARKS

1 Life after Death

(a) (i) **What is meant by the term heaven?**

Answers may include:

- A place/state where one encounters the Divine.
- A place of reward and bliss.

Accept valid alternatives

(AO1)

[1]

(ii) **What is meant by the term hell?**

Answers may include:

- A place/state where one is excluded from God.
- A place of punishment and pain.

(AO1)

[1]

(iii) **Name one world religion that accepts belief in resurrection.**

Answers may include:

- Christianity

Accept valid alternatives

(AO1)

[1]

(iv) **Name two “proofs” of life after death.**

Answers may include:

- Near-death experiences
- Past lives

Accept valid alternatives

(AO1)

[2]

(b) Explain what one world religion teaches about reincarnation.

AVAILABLE
MARKS

Target: Knowledge and understanding of reincarnation as taught within one 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 believes that the atman exists and is eternal, passing through cycles of transmigration and rebirth.
- A being has to live many lives and undergo many experiences before it attains perfection and becomes one with the Divine.
- The next incarnation is always dependent on how the previous life was lived (karma).
- In a lifetime people build up karma, both good and bad, based on their actions within that lifetime. This karma affects their future lives and existences.
- Moksha is the end of the death and rebirth cycle and is classed as the fourth and ultimate artha (goal).

Buddhism

- Buddhists believe in the Law of Karma.
- Theravada Buddhists do not believe in the transmission of an eternal soul but that the karma transfers: the doctrine of anatta.
- The Buddha has successive rebirths.
- Mahayana Buddhists believe in an eternal self.

Accept valid alternatives

(AO1)

[5]

(c) “The promise of a life after death provides humanity with hope.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the benefits of a belief in the afterlife.

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:

- Life after death provides comfort to those who are dying or bereaved that there is a new and better life beyond death.
- The idea of life after death proves God’s power and benevolence.
- The idea of life after death fulfils the promises within sacred texts and affirms belief in a deity.
- It encourages humans to feel that good moral choices will be justly rewarded.

On the other hand:

- Atheism rejects the idea of life after death as a false hope.
- Believers may fear the concept of judgement associated with afterlife.
- The afterlife promises both punishment and reward.
- There is no certainty of the existence of any form of life after death.

Accept valid alternatives

(AO2)

[5]

15

2 The Existence of God

**AVAILABLE
MARKS**

(a) (i) What is meant by the term evolution?

A process whereby life develops from primitive to complex forms.
Accept valid alternatives
(AO1)

[1]

(ii) Give one “proof” put forward for evolution.

Answers may include:

- Fossils may show how organisms evolve over time.
- There is evidence of animals adapting to suit the needs of their environment.

Accept valid alternatives
(AO1)

[1]

(iii) Name one scholar who supported the theory of evolution.

Answers may include:

- Charles Darwin
- Accept valid alternatives
(AO1)

[1]

(iv) What is meant by the term Creator?

One/a deity who designs and creates life and the universe
Accept valid alternatives
(AO1)

[1]

(v) Name one group that challenges the theory of evolution.

Answers may include:

- Creationists
- Accept valid alternatives
(AO1)

[1]

**(b) Do you think there is evidence in favour of an Intelligent Designer?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the existence of an Intelligent Designer.

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:

- Theists would agree with this statement.
- A Creator God leaves clear evidence and imprint of his design upon Creation.
- The world seems to show evidence of intelligent design.
- Specific examples of design may be cited – laws, patterns and sequences found in the universe.
- Creationists support this claim citing evidence from the Creation narratives in Genesis.

On the other hand:

- Atheism rejects the idea of any form of Divine creation and thus any form of Intelligent Design.
- Scientific theories such as the Big Bang and evolution may mean there is no need for a Divine Designer.
- Design within the universe is simply the product of evolutionary forces or humanity’s desire to impose patterns upon our universe.
- The universe frequently reveals flawed/poor design.
- Evidence of flawed design may be cited.

Accept valid alternatives
(AO2)

[5]

(c) “Religion is based on outdated ideas.”
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:

Agree:

- Atheists would agree with this statement,
- Many religions were founded on sacred texts which were written in a pre-scientific era,
- Religious truths and contents of sacred texts are increasingly challenged as outdated,
- Examples may be explored, e.g. perceived sexism in religious texts, changing attitudes to morality.

On the other hand:

- Theism would argue that religions and religious truths are timeless.
- Religious knowledge takes precedence over limited and flawed human knowledge.
- God must be the ultimate source of human guidance.
- Religions simply echo God’s word and will.

Accept valid alternatives
(AO2)

[5]

15

3 The Nature of God

(a) Outline what one religion teaches about a personal and immanent God.

Target: Knowledge of the nature of God, notably personal and immanent.

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 any one world religion.

Answers may include:

Christianity

- Christianity believes in the Trinity, three persons within one God.
- Jesus reveals a personal and immanent God.
- Christianity asserts believers can have a personal relationship with God.
- Some Christians believe that Jesus is present in the Sacrament of the Eucharist.
- Humanity is encouraged to pray to a personal God who continues to be present in human history.

Judaism

- Judaism asserts belief in a God who has a relationship with His Chosen people.
- While God is not anthropomorphic, he is a personal God.
- God is accessible and available through time and place to whoever seeks him.
- Jews are encouraged to pray to a personal God who continues to intervene in human history.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why some religions believe that God is unknowable.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of nature of God with emphasis on 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

Reference may be made to one or more world religions.

Answers may include:

- For many believers God is transcendent and beyond full human understanding.
- Sinful humanity may not fully grasp the beauty and goodness of God.
- It would be arrogant for humanity to believe they truly know God.
- Adam and Eve's sin was to believe they could know God (Gen 3).

Accept valid alternatives

(AO1)

[5]

(c) “It is better to focus on humanity’s needs than on God.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Analysis and evaluation of humanity’s priorities: - fellow humanity or 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:

- Atheists would support this statement since God simply does not exist.
- It is better to focus on this world and tackle the real needs of humanity than to focus on an imaginary God figure.
- Religions too tell us to care for and love our fellow humanity.
- Humanity may be judged on attitude towards and treatment of others.

On the other hand:

- For theists God is the ultimate source of truth and life.
- While we must care for humans our priority must be on God and obedience to His will.
- Failure to respond to God may mean an eternity of punishment/ a longer journey to Moksha.

Accept valid alternatives

(AO2)

[5]

15

4 Experiencing God

**AVAILABLE
MARKS**

(a) Outline the purpose of sacred texts.

Target: Knowledge of the purposes of sacred texts.

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

More than one sacred text should be referenced within this response.

Answers may include:

- Sacred texts record the history of humanity’s encounter with God.
- Sacred texts express the voice and command of God.
- They offer humans moral guidance and support.
- Sacred texts reveal the existence and nature of God.
- Sacred texts are central to a believer’s faith.

Accept valid alternatives
(AO1)

[5]

(b) Do you think the best way to experience God is through following good role models?

Give reasons for your answer.

Target: Analysis of the importance of good role models/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:

- Role models put religious truths into action.
- Even those who do not attend church or read sacred texts can still learn from good role models.
- Candidates may refer to a specific role model.

On the other hand:

- We may not agree on what makes a good role model.
- Sometimes religious leaders are challenged as being poor role models.
- Other aspects of faith are more important than following role models.

Accept valid alternatives

(AO2)

[5]

AVAILABLE
MARKS

- (c) **“Strict obedience to religious texts can lead to conflict.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the impact of sacred texts.

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:

- Strict obedience to sacred texts may lead to conflict due to differences between sacred texts.
- Strict obedience may result in judgementalism and extremist views.
- Individuals and groups may misuse selected texts to justify hatred, sectarianism and violence.
- Many feel rules must be tempered with mercy, forgiveness and compassion.

On the other hand:

- Theists would disagree with this statement.
- Many sacred texts promote tolerance, forgiveness and build social harmony.
- Extremism is not exclusive to believers or sacred texts.

Accept valid alternatives
(AO2)

[5]

15

Section B

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

AVAILABLE
MARKS

5 The Existence of God

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

Target: Knowledge of the argument from 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:

- The argument asserts that it is only possible to experience that which exists.
- Religious experience demonstrates the existence of God.
- People experience God, therefore there must be a God.
- Therefore humanity's experience of the Divine 'proves' God exists.

Accept valid alternatives

(AO1)

[5]

(b) Explain how the argument from religious experience may be challenged.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the weaknesses of the argument from 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:

- The argument at best provides supporting evidence for the existence of God.
- Atheism challenges this argument, noting that religious experiences are open to interpretation.
- Not all religious experiences are verifiable.
- Different traditions may experience God in very different ways, can they all be true?
- Specific religious experiences/testimony may be explored.

Accept valid alternatives

(AO1)

[5]

- (c) **“It is important to convince atheists of the existence of God.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of the importance of evidence for the existence of God.

**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:

- Evangelism and conversion of non-believers is strongly promoted in many religions.
- Time and energy has been spent by theists in providing ‘proofs’ for the existence of God.
- It is important to provide rational evidence for the existence of God for non-believers.
- Many feel that conversion from atheism to theism is a prerequisite of salvation.

On the other hand:

- Atheists would disagree with this statement, seeing all attempts at conversion as arrogant and fruitless.
- The ‘proofs’ are often directed at theists to support their faith rather than for atheists.
- Ultimately belief is a personal issue, atheists do not wish to be converted.
- Those who don’t believe are unlikely to access and reflect on theistic proofs.

Accept valid alternatives (AO2)

[10]

20

6 Miracles

**AVAILABLE
MARKS**

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

Target: Knowledge of one revelatory miracle studied.

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 one miracle including healings, resurrection, nature miracles, exorcism or vision.
- An outlining of key events and dialogue.
- A structured account, e.g. request/stimulus, miraculous event and reactions to the miracle.
- An exploration of how this serves as a revelatory miracle.

Accept valid alternatives

(AO1)

[5]

(b) Explain how miracles may support a believer's faith.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of miracles for faith.

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:

- Evidence of God's intervention helps to support his existence.
- Miracles affirm faith in an immanent, personal and benevolent God.
- Theists trust that God will intervene to save his chosen people, miracles confirm this.
- If miracles continue to occur, it supports the idea of God's continued existence.
- Miracles support the truth of sacred texts which record such events.

Accept valid alternatives

(AO1)

[5]

(c) “Miracles are the result of wishful thinking.”

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

Target: Analysis and evaluation of the validity of miracles.

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:

- Atheists would agree with this and reject the validity of all forms of Divine intervention.
- Psychologists such as Freud see miracles as wishful thinking.
- People believe in what they want to believe, we want good news and so invent miracles.
- Specific examples of miracles challenged may be cited, for example dispute over Jesus' resurrection.

On the other hand:

- Theists would strongly disagree with this statement, evidence for miracles is found in sacred texts.
- God did and may still intervene to save and aid his Chosen people.
- Many miracles have strong supporting evidence, e.g. multiple witnesses.
- There is medical evidence to support unexplained healing.
- Christianity in particular demands belief in Jesus' resurrection as a key element of faith.

Accept valid alternatives

(AO2)

[10]

20

7 Evil and Suffering

AVAILABLE
MARKS

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

Target: Knowledge of the term human 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:

- Human evil is the product of human wrongdoing.
- For believers moral evil is the result of disobedience to God's will and commands.
- Human evil is the result of flawed human choices, humanity giving in to temptation/surrendering to the Devil.
- Relevant examples should be cited for example, warfare, torture, sin, killing of the innocent.
- Human evil may include both deliberate actions and failures to act.

Accept valid alternatives

(AO1)

[5]

(b) How might believers justify the existence of evil?

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how believers justify the existence of evil.

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 religion may be cited.

Answers may include:

- For theists evil may be a test, human beings can choose to do good or evil.
- Believers may see evil as the just consequence of human sin.
- For some theists evil may encourage human moral development, humans must struggle to overcome evil.
- Some theists see evil as the product of bad karma.
- Reference may be made to the Fall narratives (Gen.3).

Accept valid alternatives

(AO1)

[5]

- (c) **“Religions focus too much on evil and fail to celebrate life.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

**AVAILABLE
MARKS**

Target: Analysis and evaluation of the problem of evil for theism.

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:

- Atheists would agree with this, many religions focus on humanity's Fall from God's grace.
- Religions often focus on human sin and wrongdoing, warning of judgement and punishments to come.
- Religions place restrictions on human freedoms, curtailing enjoyment of this life.
- Religious leaders often preach negative messages.

On the other hand:

- Theists would strongly disagree with this statement, religions preach messages of joy and hope.
- Religions encourage building a better and more joyful life on earth.
- Religions have multiple celebrations of life (worship and festivals).
- Religions build cohesive and harmonious communities, sharing love and joy.
- Reconciliation with God will provide humans with eternal joy and happiness.

Accept valid alternatives
(AO2)

[10]

20