



Rewarding Learning

General Certificate of Secondary Education

Religious Studies

Paper 7

An Introduction to Philosophy of Religion

[GRE71]

Assessment

**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 teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to students' 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 students' responses

In marking the question paper, teachers 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 students 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 students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers 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 students 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 students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- **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 student presents something relevant or worthy of credit; elementary knowledge and understanding.

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

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

AO2 (5 mark responses):

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

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

Level 3: The student 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 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, teachers should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): The student 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 student 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 Experiencing God

(a) (i) What is meant by the term special revelation?

When God communicates directly with an individual.

Accept valid alternatives

(AO1)

[1]

(ii) Give *one* example of special revelation.

- A vision, a dream, a visit from an angel or another heavenly being.
- A miracle.
- A sense of the presence of God.

Accept valid alternatives

(AO1)

[1]

(iii) What is meant by the term worship?

- An act of religious devotion.
- Ways in which religious believers connect with their God.
- Ways in which many religious believers feel they can come to know or experience something of God.

Accept valid alternatives

(AO1)

[1]

(iv) Give *one* example of worship.

Answers may include:

- Prayer, praise, song, gifts offered to God.
- Private or personal worship.
- Charismatic, traditional worship.

Accept valid alternatives

(AO1)

[1]

(v) Give *one* example of a sacred text.

Answers may include:

- Qur'an.
- Bible.
- Vedas.
- Torah.

Accept valid alternatives

(AO1)

[1]

(b) Explain some of the ways God can be revealed through religious believers.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of God through religious leaders and 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:

- Usually a link between what people believe and the way they behave, qualities that humans show, e.g. love, justice, forgiveness etc. are pale reflections of God's love.
- Religious leaders try to live by the will of God, e.g. Mother Teresa and Desmond Tutu, showing care, selflessness and commitment.
- These qualities shown by humans are based on absolutes that have their source in God and reflect God's loving nature.
- God can be interpreted through the writings of others, helping others to understand the facets of God.

Accept valid alternatives
(AO1)

[5]

- (c) “Sacred texts cannot help people to know God.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the link between sacred texts and development of faith.

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:

- There is no evidence that sacred texts come from God so they are open to doubt and many interpretations.
- Different religions have different sacred texts so it is difficult to decide.
- God is so far beyond human understanding that human words can only interfere with what people want to say about God.
- All sacred texts are open to more than one interpretation and can confuse people about the true nature of God.
- If there is no God, nothing can help people know God.

On the other hand:

- Sacred texts can help people know God as they have been revealed by God, e.g. Muslims believe the Qur’an was revealed by God to Muhammad through the angel Gabriel.
- Sacred texts are the Word of God and people reading them can be inspired or guided by the sacred text.
- God’s message is truth and cannot deceive believers.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 Life After Death

AVAILABLE
MARKS

(a) (i) What is a near death experience?

Answers may include:

- An out of body experience associated with death where people feel they have left their physical bodies.

Accept valid alternatives

(AO1)

[1]

(ii) Give *one* feature of a near death experience.

Answers may include:

- A sense that they are dead followed by pleasant emotions of calmness and peacefulness.
- A tunnel sensation.
- Bright light.
- Beautiful garden.
- Meeting with dead friends or relatives.

Accept valid alternatives

(AO1)

[1]

(iii) What is meant by the term afterlife?

Answers may include:

- Life after death.
- Religious individuals believe that this life is not all there is, that their identity lives after their death.

Accept valid alternatives

(AO1)

[1]

(iv) Give *one* example of how a person might prepare for the afterlife.

- Making good choices in this life such as respecting themselves, others, the environment.
- Building a relationship with God through prayer and worship.

Accept valid alternatives

(AO1)

[1]

(v) What is meant by the term reincarnation?

Answers may include:

- When living things die their souls are reborn into another living being.

Accept valid alternatives

(AO1)

[1]

(b) Do you think near death experiences support the existence of an afterlife?

Give reasons for your answer.

Target: Analysis of the credibility of near death experiences.

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:

- Near Death Experiences are presented by some as evidence that the soul lives on after the body has died.
- Through the experience bright light, drawn down a tunnel, pulled back into physical bodies and meeting with dead friends or relatives, religious belief in afterlife is confirmed.
- Those who experience them often no longer fear death and have greater appreciation for family, friends and relationships.

On the other hand:

- It could be a dream or a hallucination caused by a lack of oxygen flowing to the brain.
- A floating sensation could be caused by a change in blood pressure.
- Some argue that near death experiences are a result of how the brain responds to trauma as a way of protecting our mind from the reality of death.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

- (c) “People should focus more on this life and less on the afterlife”.
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of variety of religious teachings and links to 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:

- Christian teaching, for example, the Parable of the Sheep and the Goats reminds believers about judgement of their actions in this life.
- Believers are challenged to help the poor and the needy through faith and action in this life, therefore this should be the focus.
- Stories like the Rich man and Lazarus in Christianity and the two recording angels in Islam remind believers that how they live dictates where they will spend eternity, therefore believers should focus more on this life.
- Humanists believe that people should live for the ‘here and now’ as they do not believe in the afterlife.

On the other hand:

- The more believers set their minds on the afterlife, the more their actions and attitudes transform their surroundings to strive for the good of all.
- Jesus taught about the importance of the afterlife and fulfilled his prophecy when he rose from the dead. This was seen by believers as the cornerstone of their faith.
- There is enough evidence in the Bible and the Qur’an, which are the Word of God, of the importance to prepare for the afterlife.

Accept valid alternatives

(AO2)

[5]

15

3 Existence of God

(a) Outline the First Cause argument for the existence of God.

Target: Knowledge of the First Cause 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:

- Everything has a cause, nothing can make itself happen but must be caused by something else. This chain of causes cannot go back to infinity and there must be an uncaused cause which we call God.
- Nothing can move by itself but has to be moved by something else, this cannot go back to infinity otherwise there would be nothing moving therefore there must be an unmoved mover, which we call God.
- Aquinas calls this the first cause the “uncaused cause”. The uncaused cause is God.
- The domino analogy is often used to describe the First Cause argument. There must be an outside force to cause the first domino to fall over to start the chain reaction. Likewise, God was the first cause who set the universe going.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why many religious believers accept both scientific and religious explanations for the origins of the universe.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of scientific and religious explanations for 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:

- Religious believers can agree with scientific explanations of the origins of the universe as long as they do not take creation stories literally.
- They see creation stories as symbolic, containing religious rather than scientific truths. God could have started the Big Bang.
- Both science and religion agree that nothing happened before the universe began. This agrees with Genesis and the stages in Genesis broadly follow the same patterns as science has discovered.
- Muslims accept the Big Bang as evidence to support creation by Allah related in the Qur'an.
- Hindu belief in a cycle of birth, death and rebirth includes creation and destruction in cycles, so the Big Bang could be how the universe is recreated after its destruction.

Accept valid alternatives
(AO1)

[5]

(c) “Religious experiences provide the most convincing evidence of God’s existence.”

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

Target: Evaluation of whether the argument from religious experience proves the existence 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:

- Religious experiences are so intense and life-changing that people cannot deny that they have happened. There are so many accounts of religious experience, therefore this is the most convincing evidence of God’s existence.
- Most people who have recorded religious experiences were not expecting or wanting them, so they must come from outside themselves. There are physical signs, e.g. stigmata that cannot be explained medically so should be regarded as genuine and supportive evidence for God’s existence.
- Many people bear witness to miracles happening that are totally beyond the possibility of the natural order so they must prove that there is a supernatural being.

On the other hand:

- Religious experiences do not provide convincing evidence of God’s existence because very few people actually have religious experiences. Why do only certain people have religious experiences if God wants everyone to believe in him?
- People only have religious experiences according to their own faith background, not from other religions, which may suggest the evidence is at best biased and at worse false.
- We can’t go from a limited human experience to prove an unlimited God.
- There is no proof that a person has had a religious experience as it could be down to a hallucination, an overactive imagination or due to the effect of drugs.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

15

4 The Problem of Evil

**AVAILABLE
MARKS**

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

Target: Knowledge of natural 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

Answers may include:

- Natural evil is suffering in the world which is not under the control of human beings.
- Natural evil includes examples such as earthquakes, volcanoes, floods, hurricanes, tsunamis which human beings cannot be held responsible for.
- Natural evil, according to Nietzsche is part of an imperfect world.
- Christians believe ‘natural disasters’ or ‘natural evil’ are not evil in themselves, e.g. lava from volcanic activity produces fertile soil and floodwater from rivers can irrigate land.

Accept valid alternatives
(AO1)

[5]

- (b) Do you think religion provides a satisfactory explanation for the existence of evil and suffering?
Give reasons for your answer.

Target: Analysis of the role of suffering and evil through the eyes of a believer.

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:

- Christians and Muslims believe evil came into the world due to Adam and Eve choosing to disobey God when they were granted freewill, and so evil and suffering entered the world.
- Evil and suffering can be viewed as a test of human character and a learning experience.
- Many would argue that this pattern has continued throughout human history. Much of the suffering that people experience can be traced back to the way human beings have chosen to live and behave.
- Some argue God allows suffering in order to test human faith, e.g. covenant with Abraham, or as a punishment, e.g. Zechariah.
- Others believe God uses human suffering for a purpose, that their suffering is part of a larger divine plan, e.g. Joseph in Genesis and Paul in Romans.
- The ultimate depiction of suffering within the Christian faith is the agony and death of Jesus on the cross. Christians believe the suffering of Jesus was part of God's plan, and through this suffering humans can be forgiven.

On the other hand:

- In the Brothers Karamazov, the character Ivan argues that the suffering of innocent children calls the existence of God into question. For him, religion could not explain the existence of evil and suffering.
- Evil is a problem for theists who believe that God is completely good, loving and omnipotent. How could a loving God allow people to suffer the way they do?
- Evil has led to many questions about God's goodness and power, e.g. Epicurus and Elie Wiesel.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

(c) “In a world where suffering exists, it is still possible to believe in God.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of how suffering can still allow for belief in 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:

- Many religious believers accept that God uses suffering for a purpose.
- This purpose may not be clear to those who are suffering, but people may find comfort in the belief that their personal suffering is part of a larger divine plan.
- Humans have freewill. Humans disobey the will of God and this can cause suffering.
- Once people believe that suffering is part of God’s plan to strengthen and test them and to make them more dedicated to their faith.
- Christians receive eternal life through the suffering of Jesus’ death and resurrection.

On the other hand:

- If God cannot prevent or destroy evil and suffering then God is not omnipotent.
- If God can prevent suffering, but chooses not to, then God is difficult to believe in.
- God should show his love by preventing suffering. Epicurus taught if evil exists, God does not exist.
- Nietzsche argued that in a world with no order or pattern there cannot be a designer, there is no God.

Accept valid alternatives
(AO2)

[5]

15

Section B

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

5 The Nature of God

(a) Describe what one religion you have studied teaches about monotheism.

Target: Knowledge of monotheism.

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 belief that there is only one true God.
- Christianity, Islam and Judaism are the three major world religions that consider themselves monotheistic.
- All three religions stem from the covenant made with Abraham.
- Christians believe that their one God exists as three beings: the Father, the Son and the Holy Spirit. This concept of these three facets of one God is known as the Trinity in the Christian faith.
- In Islam the Shahada is the most important belief in the religion of Islam. It emphasises that Allah is One. Muslims call this 'tawhid' – the oneness of God.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why some believers think of God as being both immanent and transcendent.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the varied presence of God to believers.

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 transcendent God is unknowable and distant, whilst an immanent God is involved and active in creation.
- Most religions teach that God is the creator of the world, that He wants to be in a relationship with human beings and that He receives their prayers and directs the lives of humanity.
- The Christian concept of God as a Trinity allows for God to be both transcendent and immanent. God the Father is the unknowable, omnipotent, transcendent creator of the world. God the Son is immanent and personal as God incarnate. God the spirit lives inside believers and guides them.
- Hinduism also teaches of an unknowable transcendent God (Brahman) which makes itself known and immanent through the many gods and goddesses worshipped by Hindus.
- Since God is unlike anything in the created world then why should anything be impossible for God.

Accept valid alternatives
(AO1)

[5]

- (c) “God is so removed from the universe that prayer is pointless.”
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 efficacy of prayer.

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

AVAILABLE
MARKS

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:

- For some people God is so transcendent that it is difficult to know how to pray to God appropriately.
- A transcendent God is distinct and removed from creation and so human prayer is irrelevant. It will make no difference to God.
- It is not possible for human beings to have any kind of relationship with a transcendent God and so prayer is meaningless.
- It is difficult to pray to or communicate with something which has no physical or definable form.
- There are many examples of unanswered prayer, so prayer is pointless. God must be so removed from the universe that he can't intervene.

On the other hand:

- The Christian idea of God taking human form in the person of Jesus Christ means that people can identify with God and prayer is not pointless.
- The fact that we cannot fully understand God does not mean that God does not receive our prayer and respond to it in some way.
- Many people claim to have had their prayers answered therefore God is active in the world and prayer is not pointless.

Accept valid alternatives
(AO2)

[10]

20

6 Experiencing God

**AVAILABLE
MARKS**

(a) Describe an example of a religious vision you have studied.

Target: Knowledge of a religious vision.

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:

- Isaiah’s vision of God sitting on a throne in the Temple.
- Saul’s vision of the risen Jesus on the road to Damascus.
- Visions of Mary, e.g. Bernadette’s vision in Lourdes or Mary appearing to the children at Fatima.

Accept valid alternatives
(AO1)

[5]

(b) Explain how an experience of God can lead to religious faith.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how an experience of God can lead to religious 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:

- Experiencing God in a dream or vision can have a profound effect on someone. On some occasions, such an experience may lead to a religious conversion.
- Some people claim to have had a near death experience where they glimpse heaven. Often these experiences lead to religious faith as a person is convinced in the reality of the afterlife.
- Answered prayer may lead to, or strengthen, faith in God.
- Witnessing a miracle may convince someone of God's existence and involvement in human life.
- Some people may experience God through worship or reading a religious text. They may have the feeling that God is speaking directly to them and this strengthens faith.

Accept valid alternatives
(AO1)

[5]

(c) “Religious worship should be at the heart of a believer’s religious practice.”

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

Target: Analysis and evaluation of the role of religious worship for a believer.

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 believers can come to know and experience God through personal, private and collective worship.
- Worship allows believers to have a special closeness with God and for Christians, the Eucharist makes them feel nourished and strengthened both physically and spiritually.
- Worship can be used to help forgiveness of sins and restore relationships bringing wholeness to an individual and community.
- Muslims believe they have a duty to pray to God five times a day and this type of worship is at the heart of their religious practice.

On the other hand:

- It is more important to live the teaching of the faith in everyday life through interactions with others, being just and fair in their treatments of others.
- Believers should support charities, respect the environment and each other to be at one with their environment.
- Believers must care for those less fortunate than themselves and support them in whatever manner they can.
- Action and worship can complement each other.

Accept valid alternatives
(AO2)

[10]

20

7 The Existence of God

**AVAILABLE
MARKS**

(a) Describe Paley’s Design Argument for the existence of God.

Target: Knowledge of Paley’s Design 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:

- If you were in the countryside and found a watch on the grass you would be impressed by the complexity of its workings.
- You might notice how all the coils and springs work together, each movement depending on the one before, each one moving precisely.
- It would be natural to ask, “Who made this?” The complexities of the workings imply an intelligent designer.
- The watch clearly has a design and purpose.
- To achieve the purpose it clearly had a maker.
- It would be ridiculous to say the watch came about by chance. Paley claims the same is true about the universe. It too is incredible and complex. This complexity points to an intelligent designer – God.

Accept valid alternatives
(AO1)

[5]

(b) Explain why some people do not feel that proofs are necessary to explain the existence of God.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the proofs 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:

- Proofs are not necessary as faith is a leap into the unknown and belief in God demands that there is no definite proof, otherwise faith cannot exist.
- Many people accept that we can never know or prove even one aspect of God's character or work because God is incomprehensible to humans. Proofs are therefore not necessary.
- If the proofs could not be rejected, people would have no choice but to accept them; this would remove any role for faith and any room for human freedom.

Accept valid alternatives
(AO1)

[5]

- (c) **“All arguments for the existence of God are totally convincing.”**
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 there are convincing arguments 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:

- The teleological argument is convincing. The world is so complicated it must have had a designer.
- The argument from religious experience is convincing. If someone experiences God then God must exist.
- Many people down the ages have believed in God and still do despite the evidence that has been produced against God, there must be something for people to accept.
- Even very well-educated and intelligent people have accepted the existence of God; it is not just those lacking education or intelligence.
- Faith goes beyond proof, just like the existence of God goes beyond proof.

Other views:

- The argument from design is not a convincing argument.
- Not all aspects of the universe seem to work so precisely or with such order, e.g. plates that move, causing volcanoes, earthquakes which can turn into mass destruction.
- Hurricanes, tsunamis, floods and droughts question if the designer can be described as good.
- Religious experience can be described as a result of imagination or hallucination so this is not a convincing argument for the existence of God.
- The first cause argument for the existence of God is not totally

convincing. Aquinas argued that everything needs a cause except God.
Some people consider this to be a contradiction.

Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

20