



Rewarding Learning

**General Certificate of Secondary Education
2022**

Religious Studies

Paper 7

An Introduction to Philosophy of Religion

[GRE71]

THURSDAY 16 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

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

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

AO1 (5 mark responses):

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

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

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

AO2 (5 mark responses):

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

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

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

Quality of written communication

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

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

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

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

AO2 (10 mark responses):

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

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

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

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

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

COVID-19 Context

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

Section A

Candidates must answer **all** questions.

AVAILABLE
MARKS

1 The Existence of God

(a) (i) **What is meant by the term “agnostic”?**

An agnostic believes that there is no definite evidence either way that God exists. God may not exist, we do not know.

Accept valid alternatives.

[1]

(ii) **What is meant by the term “theist”?**

A theist believes that God exists.

Accept valid alternatives

(AO1)

[1]

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

An atheist does not believe that God exists.

Accept valid alternatives

(AO1)

[1]

(iv) **Name *two* people associated with arguments for the existence of God.**

Answers may include:

Thomas Aquinas

William Paley

Accept valid alternatives

(AO1)

[2]

(b) Explain the moral argument for the existence of God.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the moral argument 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:

- Humans experience things that are good and evil.
- In order to know the difference between good and evil we need an absolute standard of good.
- God alone provides an absolute standard of good.
- Therefore humanity’s knowledge of good proves God exists.

Accept valid alternatives
(AO1)

[5]

(c) **“Atheists are just as moral as religious believers.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of whether atheists are as moral as religious believers.

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:

- 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 but cause moral confusion and conflict.
- Relevant examples of atheist philanthropy may be given.
- Many charities are open to and are supported by those of all beliefs and none.

On the other hand:

- Theists disagree with this claim as God is the ultimate source of morality.
- It is essential to obey Divine commands in order to be morally good.
- Human morality without God is too subjective.
- Belief in the afterlife can shape morality for religious believers.

Accept valid alternatives
(AO2)

[5]

15

2 The Nature of God

**AVAILABLE
MARKS**

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

Answers may include:

The idea that God is completely good and is the source of all goodness.

Accept valid alternatives

(AO1)

[1]

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

Answers may include:

It is possible for human beings to understand something of what God is like.

Accept valid alternatives

(AO1)

[1]

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

Answers may include:

Human beings can never hope to comprehend what God is like.

Accept valid alternatives

(AO1)

[1]

(iv) Give *one* example of a monotheistic religion.

Answers may include:

Islam

Christianity

Accept valid alternatives

(AO1)

[1]

(v) Give *one* example of a polytheistic religion.

Answers may include:

Hinduism

Accept valid alternatives

(AO1)

[1]

(b) Do you think it is wrong for religious believers to think of God in human terms?

Give reasons for your answer.

Target: Analysis of whether a religious believer should think of God in human terms.

**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:

- If God is transcendent and unknowable, then it is not appropriate to give God earthly/human characteristics.
- Describing God in this way limits God to the level of human understanding.
- If God created the universe and created human beings, then God is clearly different from/greater than everything on earth.
- Hinduism acknowledges multiple God images.

On the other hand:

- It is the tradition in many different religious traditions to use personal language to describe God.
- Christians believe that Jesus was God in human form.
- Within Christianity Jesus instructs his disciples to pray “Our Father in heaven...”.
- The Genesis account of creation says human beings were created in the image of God.
- Giving God human qualities helps humans to relate to God.

Accept valid alternatives

(AO2)

[5]

(c) “It is difficult to accept God’s existence as there are so many beliefs about him.”

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

Target: Evaluation of how God is involved in the lives of people today.

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:

- Different beliefs about God from different religions undermine the credibility of God’s existence.
- It is difficult to accept God’s existence and the existence of heaven reserved for people who worship God in a particular way. Will God exclude people whose beliefs are alternative in any way?
- Humanists would accept this claim and argue that all religions are false.

On the other hand:

- Most religions share common beliefs about God, e.g. God’s immanence, God is good, God is the creator.
- Different religions are different paths to the one God.
- God is bigger than human understanding so all religions are equally valid.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

3 Experiencing God

(a) Describe how God is revealed through religious leaders.

Target: Knowledge of how God is revealed through religious leaders.

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 may follow the teaching of a religious leader, e.g. the teachings of the Buddha, Jesus, Muhammad.
- People may claim to have an experience of a religious leader that convinces them of the truth of religion.
- A religious leader can pass on their experience of getting to know God to others.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain the difference between special and general revelation.

**AVAILABLE
MARKS**

Target: Understanding of special and general revelation.

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

Answers may include:

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

Accept valid alternatives

(AO1)

[5]

(c) “It is impossible to experience God in the twenty first century.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of whether God can be experienced in the twenty first century.

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:

- We are in an increasingly secular society.
- Experiences of God such as visions and miracles are being challenged today.
- Atheism will not want to acknowledge any experiences of the divine.
- Humanity turns to science for what previously was attributed to God.

On the other hand:

- God continues to actively reveal himself to humanity, e.g. answered prayer.
- There is an increasing interest in spiritual experiences, e.g. mindfulness.
- Theism still exists and continues to have a powerful impact today.

Accept valid alternatives

(AO2)

[5]

15

4 Creation and Science

AVAILABLE
MARKS

(a) Outline the story of creation in *one* world religion you have studied.

Target: Knowledge of a creation story 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

Answers may include:

Christian

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

Hindu

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

Accept valid alternatives
(AO1)

[5]

(b) Do you think the only way to relate to the universe is through taking care of the environment?

Give reasons for your answer.

Target: Analysis of the role of humans relating to the universe through stewardship.

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:

- The Genesis accounts detail humanity's role in life is to care and take responsibility of what God has created, thus the best way to relate to the universe is through human stewardship.
- Humanity is given the role of stewardship as we do not own the world, we are looking after it for future generations.
- Humanity is asked to be responsible for the earth and all life within it, giving time, talent and treasure to protect the earth.
- All religions portray God as creator and therefore God and his creations should be protected and cared for.

On the other hand:

- We can also relate to the universe by taking care of others and treating people with equality/respect.
- We can relate to the universe by showing appreciation to God for the wonder of the earth/creation.
- We can relate to the universe by simply appreciating the beauty of the world around us.

Accept valid alternatives
(AO2)

[5]

(c) “It is difficult for religious believers to accept the Big Bang theory.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the validity of the Big Bang theory.

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 believe that God is the creator of the universe.
- Arguments for the existence of God cite very convincing evidence. For example the evidence of design within creation, the need for a First Cause to the universe.
- The arguments for God’s existence answer the question why is there something rather than nothing?
- Many accept the Big Bang theory based on the premise that this is all part of Gods design plan. However believers do not accept that God’s creation led to chaos and destruction.
- From the Big Bang the integral workings of the planets came into being and these clearly reflect the work of God.
- Some people believe it is all part of the wider plan, of which humankind can only know a fraction of, but has responsibility to respect and care for it.

On the other hand:

- The Big Bang theory, discovered by scientists’ highlights that planets and galaxies are flying apart in chaos and were once close together in one dense mass.
- From the speed of this movement scientists have been able to gauge how old the universe is, but they cannot explain the disorder.
- Scientists believe that once the material cools it will begin to contract on itself, ultimately leading to the ‘big crunch’.
- However, scientists believe that the process of the big bang has a limit and it will eventually come to an end, leading to the question for theists – would God put limitations on his creation?

Accept valid alternatives
(AO2)

[5]

15

Section B

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

**AVAILABLE
MARKS**

5 Experiencing God

(a) Describe what religious believers might learn about the nature of God from looking at the world around them.

Target: Knowledge of God from creation and nature.

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 exists, then God as the creator of the universe is transcendent and unknowable. Such a God cannot be reduced to scientific/human means of investigation or proof.
- People look at the world around them and appreciate God's omnipotence, e.g. Aquinas believed God was the 'first cause'.
- Some would argue like William Paley that the universe has set rules and patterns which imply an intelligent designer (God), e.g. seasons, the human eye.
- A great number of religious believers claim to have experienced God's benevolence directly through miracles, visions, dreams, etc.

Accept valid alternatives
(AO1)

[5]

(b) Explain how worship allows a religious believer to experience God.

AVAILABLE
MARKS

Target: Knowledge and understanding of how worship allows believers to experience God.

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

Candidates may refer to any form of worship from any religious tradition.

Answers may include:

Christianity

- Sacramental Worship – an awareness that they are following the example, and obeying the command, of Jesus (Luke 22:14–23).
- the physical acts of eating and drinking make the death of Jesus more real and more personal.
- a special sense of the presence of God through taking part in the sacrament.
- within Catholic tradition, a sense of the physical presence of Christ in the bread and wine.

Islam

- Salah (five daily prayers).
- bowing down in prayer creates an awareness of God’s omnipotence.
- an awareness of God’s omnipresence.
- God hears the prayers of all Muslims at all times and in all places.
- Muslims learn that God is “compassionate and merciful” – this phrase begins each of the five daily cycles of prayer.

Accept valid alternatives

(AO1)

[5]

- (c) **“Miracles are not real, there is always another explanation.”**
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 validity of miracles.

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:

- Miracles do not stand up to scientific examination.
- Challenges to named miracles for example alternative explanations for Jesus' resurrection.
- In the future medical science may be able to explain claims of miraculous healings.
- Miracles may simply be the result of hallucination or an over active imagination.

On the other hand:

- There are some miraculous claims which science cannot explain.
- Miracles are the result of faith. Where there is genuine faith miracles still happen on a daily basis for some believers.
- God is unchanging – if God spoke through miracles in the past, why would he not do so today?

Accept valid alternatives
(AO2)

[10]

20

6 Life after Death

AVAILABLE
MARKS

- (a) Describe the teaching from *one* world religion about the final judgement.

Target: Knowledge of the teaching from one world religion about the final judgement.

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:

- Within Christianity all evil ends in the kingdom of God.
- Christ's death on the cross offers Christians an end to death and suffering in an afterlife.
- Christians should accept Christ's sacrifice and atonement for all sin and evil.
- Within Islam, Allah alone offers forgiveness to sinful humanity.
- Following judgement, suffering ends in heaven, a paradise.
- Muslims must show obedience to Allah.
- Reference to selected holy texts may be cited, e.g. the Book of Revelation, Sura 2.

Accept valid alternatives
(AO1)

[5]

(b) Explain some of the features of near-death experiences.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the features of near-death experiences.

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

Answers may include:

- Many describe an ‘out of body’ experience, a sign that their human body is linked to the material world while their spirit is transferable to the next.
- Those experiencing near-death experiences report common features.
- Some may refer to seeing a bright light, meeting loved ones, travelling along a darkened tunnel which may lead an individual to believe they are moving to another world or heaven.
- Some may refer to being in a garden/a place of tranquillity which may be a reflection of release from all the stresses, trials and tribulations humans endure on earth.
- Some refer to seeing a Deity/religious leader, a sign of role models for the next life.

Accept valid alternatives
(AO2)

[5]

(c) “Death should not be feared.”

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 evidence of life after death for those who fear death.

AVAILABLE
MARKS

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

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

AVAILABLE
MARKS

Answers may include:

- Many people believe that death should not be feared because the soul lives on after death. Proof of life after death such as near death experiences reassures people that death is not final.
- Death should not be feared because scriptural descriptions of heaven as a place of eternal joy puts the minds of religious believers at ease.
- Death is not feared by many religious believers who look forward to being reunited with their loved ones in heaven.
- Many humanists argue that death is a reminder of the brevity of life. For example, Richard Dawkins believes people should focus on the positives of being alive rather than fearing death.

On the other hand:

- People who have behaved immorally in this life may fear eternal punishment in hell in the next life. Scenes of hell from Dante's Inferno, for example, could increase their fear of death.
- Death is feared by some people who believe that this life is all there is and are not ready to accept death and never seeing their loved ones again.
- There is no scientific proof of what happens when people die. It is an unknown and many people fear this unknown.

Accept valid alternatives
(AO2)

[10]

20

7 The Problem of Evil and Suffering

(a) Outline religious teaching about the origins of evil.

Target: Knowledge of the origins 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

Answers may include:

- Within Judaism/Christianity/Islam there is the idea that sin entered the world as a result of the free will/choice of human beings who disobeyed God in eating the forbidden fruit.
- These religious traditions also share the concept of Satan as a source of evil; the being who tempts humanity to disobey God and who works to overcome good with evil. Candidates may refer to specific examples from the tradition they have chosen, e.g. Satan as the serpent in the Garden of Eden, the temptations of Jesus.
- Within Hinduism the soul (“atman”), like God, is considered to be eternal. For this reason, God (Brahman) cannot be to blame for the existence of evil and suffering in the world. The concept of suffering has an important role to play in the cycle of Samsara – living beings build up good and/or bad karma according to their good and evil actions in life. The final balance of karma will decide the nature of a being’s re-birth. God cannot be blamed when good people suffer – all suffering is the result of negative karma built up in the past.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why the existence of evil may be a problem for some religious believers.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of why the existence of evil may be a problem for some 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:

- Reference to the Inconsistent Triad.
- If God is all powerful He has the power to stop evil and suffering.
- If God is all loving He would want to do so.
- Yet evil exists.

Accept valid alternatives
(AO1)

[5]

(c) **“Suffering of the innocent serves no purpose.”**

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 suffering serves a purpose.

**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

Answers may include:

- Suffering is seen by some as a punishment for sin.
- Theists see suffering as an opportunity to grow spiritually and seek the Divine.
- Some see evil as a test from God encouraging the believer to remain strong in their faith.
- Not all suffering is pointless for example pain can be a warning of a physical problem that needs to be investigated.
- Suffering can help humanity to develop mental strength, endurance and patience.
- When faced with the suffering of others we can show compassion.

Other views:

- Atheists believe suffering is simply something to be endured.
- It is hard to see suffering on a huge scale such as the Holocaust as serving any purpose.
- Suffering may lead the believer to reject God and all hope in life.

Accept valid alternatives
(AO2)

[10]

Total

**AVAILABLE
MARKS**

20

100