



**General Certificate of Secondary Education
2024**

Religious Studies

Paper 7

An Introduction to Philosophy of Religion

[GRE71]

FRIDAY 7 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.

Section A

**AVAILABLE
MARKS**

Candidates must answer **all** questions.

1 Life after death

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

- Reincarnation means being reborn in a new life form.

Accept valid alternatives

(AO1)

[1]

(ii) Name *one* world religion that believes in reincarnation.

Answers may include:

- Hinduism

Accept valid alternatives

(AO1)

[1]

(iii) What is meant by the term resurrection?

- Resurrection means rising to new life.

Accept valid alternatives

(AO1)

[1]

(iv) Name *one* world religion that believes in resurrection.

Answers may include:

- Christianity

- Islam

Accept valid alternatives

(AO1)

[1]

(v) What is the name given to those who reject belief in God and the afterlife?

- Atheists

- Humanists

(AO1)

[1]

(b) Explain what *one world religion* you have studied teaches about reincarnation.

AVAILABLE
MARKS

Target: Knowledge and understanding of what *one world religion* teaches about reincarnation.

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:

- For Hindus, when the physical body dies and the soul lives on. The soul (atman) is reborn into another being which is called reincarnation, and the cycle of birth, death and rebirth begins again.
- The type of rebirth a soul has depends on the good or bad karma built up in the previous life. For example, some Hindus believe that humans may be reborn in animal form if an atman has repeatedly failed to learn lessons in human form.
- Living a good life through doing good deeds will create a positive effect and will eventually lead to moksha which is the ultimate goal for Hindus. Moksha marks the end of the death and rebirth cycle when the soul returns to Brahman.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “The idea of an afterlife motivates people to be good.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of how belief in the afterlife affects how believers live in this life.

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:

- Some people argue that belief in the afterlife encourages people to be good and to avoid acting immorally. For example, belief in hell should encourage Christians to avoid acting in a way that is against God’s commands, e.g. they will not kill, steal or commit adultery.
- Believers in reincarnation will want to achieve moksha and will serve others and be devoted to doing good in order to be liberated from the cycle of death and rebirth.
- Those who don’t believe in an afterlife can behave in whatever way they want in this life thinking that it will have no consequences for them after death. Atheists could be hedonistic and selfish without having fear of punishment.

On the other hand:

- People don’t act immorally just because they don’t believe in life after death. Many humanists donate money to charity because it is the right thing to do, not because they think they will be rewarded for it.
- Also, many religious people who have sincere beliefs in the afterlife have not been motivated to do good and have committed immoral acts, e.g. child abuse scandals.
- The idea of an afterlife can cause some religious believers to live in fear and it can prevent humanity from focusing more on this life and the here and now.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

2 Experiencing God

AVAILABLE
MARKS

(a) (i) Name a religious leader from *two* world religions you have studied.

Answers may include:

- Jesus
- Muhammad
- Buddha

Accept valid alternatives

(AO1)

[2]

(ii) What is meant by the term revelation of God?

- When God makes himself known to others.
- When God is revealed to humanity.

Accept valid alternatives

(AO1)

[1]

(iii) Give *one* example of general revelation.

Answers may include:

- Discovering God through the beauty of creation.
- Reading sacred texts.

Accept valid alternatives

(AO1)

[1]

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

Answers may include:

- Experiencing God through a vision.
- A miracle.

Accept valid alternatives

(AO1)

[1]

**(b) Do you think miracles prove the existence of God?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of miracles as evidence of God's existence.

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:

- Science cannot explain healing miracles. Several have been recorded in the twenty first century, e.g. healing of Mattheus by Carlo Acutis and they present evidence that God exists.
- Many believe miracles are evidence of an omnipotent God who has power over nature.
- Religious believers argue that many people claim to have experienced miracles and they can't all be wrong.
- Philosophers such as Richard Swinburne argue the religious experiences such as miracles prove the existence of God.

On the other hand:

- Philosophers such as David Hume rejected the possibility of miracles. If miracles are not real then they can't prove the existence of God.
- For many believers today dramatic miracles do not form part of their religious experience therefore can't prove the existence of God.
- Some claim the human mind can have a powerful effect on the body. They may experience a psychosomatic healing because they have so much faith in God's power to heal.
- There are better ways of proving the existence of God, according to some believers. People experience God through prayer and reading sacred texts, and this gives proof of God's existence.

Accept valid alternatives

Mark in levels

(AO2)

[5]

- (c) **“Worship is the best way of experiencing God.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of worship as the best way of experiencing God.

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

Answers may include:

- Worship is a central feature in many theists' lives where they experience the presence of God in worship.
- Worship encourages a sense of wonder and awe in God's presence and supports eschatological hopes as a means to communicate with God/ reflect on the nature of God.
- The importance of prayer within selected faith traditions and the use of sacred texts and preaching reveals the nature and will of God. For some believers the idea of answered prayer encourages worship.

On the other hand:

- Many Christians prefer to experience God in daily actions of showing respect to others. For others, supporting those in need through voluntary and charity work help them experience God.
- People should not simply experience God through worship. For many spending time in nature allows believers to experience general revelation of God.
- Others claim that reading sacred texts or following the example of religious leaders are better ways of experiencing God.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

3 Creationism and science

(a) Outline the Big Bang theory.

Target: Knowledge of scientific ideas about the origins of the universe.

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

Answers may include:

- According to the Big Bang theory, the universe started at a single point that expanded and stretched over billions of years. The idea was developed by Catholic priest and physicist Georges Lemaitre.
- The universe is believed to have originated approximately 14 billion years ago when an explosion made a single tiny point of dense matter expand rapidly.
- After this explosion and expansion, the universe began to cool and forces of physics emerged, e.g. gravity, electro-magnetism and nuclear forces which governed the behaviour of the material created by the explosion, e.g. atoms of hydrogen were pulled together to form bigger and bigger masses of rock.
- Eventually, the galaxies and stars began to form and after approximately 10 billion years, planets in our solar system started to form.
- Earth was probably formed around 4.6 billion years ago from a mixture of dust and gas orbiting around the sun. The Moon probably formed during a collision between the early Earth another small planet.

Accept valid alternatives

Mark in levels
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain religious views about the role of humanity in the created order.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of religious views about the place of humanity in the created order.

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:

- In the Genesis account God gave human beings an important role because they were created in his image.
- They had to look after what God had created and must act as stewards or guardians and take care of God’s creation.
- Humans must use the earth’s resources in a responsible way, not taking the earth for granted or spoiling God’s creation.
- The world is not owned by humans but on loan from God.
- Christians believe one day they will be held accountable for the way they have looked after the world.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “Religious and scientific ideas about creation are equally important.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether religious and scientific ideas about creation are equally important.

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

Agree:

- Science and religion can work together and many religious believers accept both, e.g. Catholic priest and cosmologist Georges Lemaître is associated with the Big Bang Theory.
- God has made humans intelligent, this intelligence should be used to pursue scientific knowledge, e.g. Darwin’s views on evolution.
- Science may support religious beliefs about creation – science investigates ‘how’ and religion ‘why’.

On the other hand:

- Theists must put God first, any scientific theories which contradict this are simply wrong.
- Theists must accept the truth about creation expressed in holy texts such as the Bible and reject all messages that contradict this.
- Some religious believers suggest that human discoveries may be incorrect, God’s Word is true.
- Many scientists reject religious beliefs, e.g. Darwin’s theory of evolution rejects the idea that God created the world in 6 days.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

4 The problem of evil and suffering

**AVAILABLE
MARKS**

(a) Describe religious beliefs about the origins of evil.

Target: Knowledge of theories about the origin 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:

Christianity

- Evil entered the world due to the Fall (Genesis 3) when Adam and Eve were tempted by Satan in the Garden of Eden.
- Evil and suffering is the consequence of human disobedience to God’s will.
- Since then, all humanity has inherited sin/the potential to sin.
- The consequences of sin informs people that they have damaged their relationship with God and must be reconciled with him.
- Most believe God has given humanity free will and it is up to humans how they use this free will.
- Humans choose to take the actions they do and so must be held responsible for their behaviour.

Hinduism

- Evil comes from violating dharma, a natural force of virtue that permeates the universe.
- If a person acts contrary to dharma they create evil in the world.
- When individuals experience evil, it’s part of the Hindu system of justice known as karma.
- Although many gods like Vishnu try to thwart evil and challenge lesser demons, even gods sometimes cause evil.
- Evil always goes back to an earlier wrong action.
- Hinduism may also teach of the fall of man, when demons destroyed the Golden Age of peace and caused humanity to fall from grace.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(b) Do you think humans should be blamed for all suffering in the world today? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Analysis of whether human choice should be blamed for suffering in the world.

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:

- Moral evil is evil caused by human wrongdoing that causes pain and suffering for self and fellow human beings, e.g. the Holocaust.
- Examples of moral evil includes sins such as theft and murder which may result from human misuse of free will.
- Suffering is the result of human greed and selfishness.
- For Christians, Jews and Muslims moral evil and suffering may be traced back to the Fall (Genesis 3), which was caused by human actions.
- Natural evil includes examples such as floods and hurricanes, which human beings cannot be held responsible for, but may add to due to a lack of responsible stewardship.

On the other hand:

- Natural evil is evil that occurs in the natural world and over which humans have little control.
- Humans cannot be responsible for natural evil as this is the result of a flawed universe and includes natural disasters, death and disease, e.g. earthquakes, volcanoes and tsunamis.
- Natural evil, according to Nietzsche is part of an imperfect world.
- Some people blame God and not humans for some of the suffering in the world. A loving and powerful God could easily prevent all suffering and evil.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) “A loving God would stop all evil.” Do you agree with this statement?
Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of whether God should intervene to stop all evil.

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

Answers may include:

Agree

- Evil results in horrific pain and suffering; if God is all knowing and all loving he should wish to intervene to stop the suffering.
- If the universe and humanity are created by an all powerful God, then he can be seen as the source of evil and has control over it.
- Surely a loving God should intervene to protect the innocent from evil and the consequences of evil, e.g. the suffering of innocent children.
- If God has a chosen people, should he not protect them? By not preventing evil, people may question his existence.

On the other hand:

- If God always intervened humanity would not know right from wrong.
- If there is no evil people would not be truly free. Humans have a duty to bring about positive change in the world.
- Some natural evil can have a positive function, e.g. when volcanic rock weathers it produces extremely fertile soil.
- Atheists argue there is no God and so there can be no intervention. Evil is a natural phenomenon and cannot be prevented.

Accept valid alternatives

Mark in levels
(AO2)

[5]

15

Section B

**AVAILABLE
MARKS**

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

5 The existence of God

(a) Outline Paley’s argument from design for the existence of God.

Target: Knowledge of William Paley’s argument from design 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:

- Paley used the watch analogy to argue for the existence of God.
- If someone was in the countryside and found a watch on the grass they would be impressed by the complexity of its workings.
- They 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 and 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 ordered and complex. This complexity points to an intelligent designer – God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Explain some of the reasons why people reject the argument from design.

AVAILABLE
MARKS

Target: Knowledge and understanding of some weaknesses associated with the argument for design.

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:

- Darwin's theory of evolution claims living things were not designed but have adapted. This undermines Paley's argument.
- When we look at the created world there are so many imperfections – earthquakes, tsunamis, wars, disease. Faulty design implies a faulty, or no designer.
- Paley's argument may lead to anthropomorphism where God is reduced to the level of a human watchmaker.
- Hume claims we cannot compare a watch maker to a world maker. We can compare one watch to other watches. We cannot say the same about the world. There is only one world.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “The moral argument is the strongest argument for the existence of God.” Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of the moral argument for the existence of God.

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:

- The moral argument is convincing as it has evidence to support it. Most people, including those who are not religious, share a very similar inbuilt sense of right and wrong which could only have been given by a being as powerful as God.
- The moral argument is supported by religious texts that trace the origin of morality back to God. For example, in the Bible, God is the source of morality. He expects certain standards of behaviour and instructs humans to obey the commandments.
- Other arguments for the existence of God are limited as they have too many weaknesses, e.g. the First Cause argument is flawed because there is no evidence for an 'uncaused cause'.

On the other hand:

- The moral argument is not the strongest argument for the existence of God as it has many weaknesses. For example, morality can be seen as something learned by upbringing and experience and doesn't necessarily prove the existence of God.
- Other arguments for the existence of God are stronger. For example, the First Cause argument is compatible with scientific discoveries such as the Big Bang Theory.

- Some argue that the argument from design is the strongest argument for the existence of God as it is supported by evidence. For example, the human eye is so complicated that humans must have been designed by an intelligent designer.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

6 Life after death

**AVAILABLE
MARKS**

(a) Describe some key features associated with near death experiences.

Target: Knowledge of near death experiences as proof of life after death.

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

Answers may include:

- Near death experiences are where some people have reported a strange experience when they were ‘dead’ following a serious accident or during an operation.
- Individuals have claimed to have experienced feelings of calmness and peacefulness.
- Some claim to be aware of the presence of God, loved ones who have died before them or being in a beautiful garden.
- Some people claim to have seen a bright light or felt that they were being drawn down a tunnel.
- Many people experienced a floating sensation, a sense that they are separate from their physical body.
- Many people who have had a near death experience claim to have a feeling of being pulled back into their physical bodies when resuscitated.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Explain religious beliefs about final judgement.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of religious beliefs 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:

Islam

- There is an afterlife and a final judgement.
- When the end time is announced the world will disappear and the dead will be raised.
- Angels record human actions – these actions affect humanity’s end fate.
- There is a heaven and a hell.
- Reference to relevant passages from the Qur’an (Surah 30).
- Heaven is a physical place a reward for those who are obedient to Allah.
- It is described as a paradise, a garden of bliss.
- In heaven people are in the presence of Allah.

Christianity

- Jesus will return to earth (the Parousia) to judge humanity.
- Jesus will separate the righteous from the unrighteous.
- An exploration of the concepts of heaven and hell.
- Possible reference to purgatory and to general and/or special judgement.
- Reference to relevant passages from the Bible (Matthew 25).

Accept valid alternatives from other world religions

Mark in levels

(AO1)

[5]

- (c) **“It is difficult to believe that there is life after death.”**
Do you agree with this statement? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of the extent to which life after death can be proven.

**AVAILABLE
MARKS**

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

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

AVAILABLE MARKS

Answers may include:

- Atheists accept this claim and believe that there is no possibility of life existing beyond the point of death. Some secular philosophers believe that the idea of an afterlife was constructed by humans to combat fear of death.
- Philosophers such as Hume argued that it was difficult to believe in life after death because there is no empirical evidence that it is real. There is also no evidence that a soul exists.
- Some of the ‘proofs’ used to support life after death can be explained, e.g. near death experiences could be hallucinations due to a reduction in oxygen levels.

On the other hand:

- Sacred texts in all major religions teaches that there is life after death. As a result, Christians and Muslims believe in Heaven and Hell while Hindus believe in reincarnation.
- Near death experiences are used as ‘proof’ of life after death. Many people who have been near death or resuscitated have reported seeing something beyond this life. Such experiences are used as evidence to prove that the soul lives on after the physical body dies.
- Supporters of reincarnation refer to people having past life memories as evidence of life after death.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Nature of God

**AVAILABLE
MARKS**

(a) Outline what one world religion teaches about polytheism.

Target: Knowledge of what one world religion teaches about polytheism.

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:

- Polytheism is the belief in many Gods.
- Hinduism accepts multiple Gods. For example, the Trimurti are the trinity of supreme divinity in Hinduism. Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer.
- Hindus also have a trinity of goddesses called the Tridevi, e.g. Saraswati, Lakshmi and Parvati.
- Gods and goddesses reveal different aspects of the Divine.
- Through worshipping the images of Gods believers learn about the Divine.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(b) Explain God’s omnibenevolent and omnipotent nature.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of God’s omnibenevolent and omnipotent 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:

- Omnipotent means all powerful, so an omnipotent God is an all-powerful God.
- God may show his power through the Creation and sustaining of the universe.
- God may show his power through healing miracles, defying the laws of nature.
- Omnibenevolent means ‘all-good’.
- An omnibenevolent God is absolutely good and there is no action, motive or anything else about him that is not purely good.
- Christians believe that God’s omnibenevolence was shown when he sacrificed his son to make up for the sins of humanity.

Accept valid alternatives

Mark in levels
(AO1)

[5]

- (c) **“God is knowable and actively involved in people’s lives today.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view.

Target: Analysis and evaluation of God’s involvement in people’s lives today.

**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:

- For many believers God is personal and knowable. He is often described in personal terms as though he has personal qualities, for example as a father or friend.
- Christians believe Jesus was God in human form who experienced human life in all its suffering. Christians believe the way to know more about God and his purpose is through a personal relationship with Jesus. This can be done through prayer.
- People continue to look to the Holy Spirit for comfort, support and moral guidance. They believe that God is actively involved in their lives through the Spirit who encourages them to keep the faith through everyday challenges and trials.

On the other hand:

- Some people believe that God is unknowable and transcendent and is not involved in their daily lives and routine. He is too powerful for humans to understand.
- Society and the media have become increasingly secular and have rejected belief in God.
- People may have no experience of reading sacred texts or visiting a religious building so God is not involved in their lives.
- People may have rejected God because of suffering or tragedy. Unanswered prayer may make them believe that God is not involved in their lives.

Accept valid alternatives
Mark in levels
(AO2)

[10]

20