



**General Certificate of Secondary Education  
January 2019**

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## **Religious Studies**

**Paper 9**

**An Introduction to Philosophy of Religion**

**[GRS91]**

**FRIDAY 25 JANUARY, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions and Mark Grids

### Introduction

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme

Mark schemes for 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

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 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.

## Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

### AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

#### Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [5] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## **AO2: [10] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

**Section A**

**AVAILABLE  
MARKS**

Answer **all** questions.

**1 Religious Experience**

- (a) (i)** Christianity, Islam and Judaism.  
Accept valid alternatives  
(AO1) [1]
- (ii)** Answers may include:
- Conversion experiences.
  - Call experiences.
  - Mystical experiences.
  - Charismatic experiences.
  - Answered prayer.
- Accept valid alternatives  
(AO2) [2]
- (iii)** William James, Schleiermacher, Richard Swinburne, etc  
Accept valid alternatives  
(AO1) [1]
- (iv)** A person who does not believe in God.  
Accept valid alternatives  
(AO1) [1]
- (b)** Answers may include:
- Religious believers may follow the teachings 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 his/her experience of getting to know God to others.
  - Religious leaders are examples to others of how to experience God.
- Accept valid alternatives  
(AO1) [5]
- (c)** Answers may include:
- Perceptual experiences are enjoyed by everyone, and religious experiences should be the same.
  - God would want to be experienced by everyone, if not then there is no God.
  - Religious experiences are claimed by uncritical and naive people.
  - Religious experiences may be dismissed as delusion or illusions.
- On the other hand:
- You need to be open to God to experience him.
  - Many people have had an experience they would label as religious.
  - Religious experiences are often very personal.
  - Some may refer to experiences/phenomena to argue the case for God's existence.
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

15

## 2 Revelation

AVAILABLE  
MARKS

(a) (i) Answers may include:

- Abraham/Moses
- Jesus
- Moses
- Gautama the Buddha

Accept valid alternatives  
(AO1)

[2]

(ii) Answers may include:

- Beauty of creation
- The heavens above
- Design features of the universe/world
- History

Accept valid alternatives  
(AO1)

[1]

(iii) Answers may include:

- Bible
- Qur'an
- Jesus in Christianity

Accept valid alternatives  
(AO1)

[1]

(iv) To provide knowledge of God.

Accept valid alternatives  
(AO1)

[1]

(b) Answers may include:

- God has revealed himself through sacred texts.
- Sacred texts provide reliable knowledge and information about God as they are in written form and cannot be changed.
- One has direct access to God through sacred texts.

On the other hand:

- Many read sacred texts and do not experience God.
- Sacred texts are human in origin.
- Sacred texts need to be interpreted.
- Sacred texts come from ancient history when people were credulous.
- Sacred texts contain errors.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

### 3 Evil and Suffering

AVAILABLE  
MARKS

(a) Answers may include:

- Evil challenges the key characteristics of God as being all loving, all knowing and all powerful.
- This problem is sometimes called the Inconsistent Triad.
- The argument is deductive in nature and purports to be valid.
- If God is all loving he would want to end suffering; if God is all knowing he would know how to end suffering and if God is all powerful he could stop suffering; yet evil and suffering exists.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Candidates may refer to any religious tradition in their answer.

Answers may include:

Christianity/Islam/Judaism

These religious traditions share the account of Adam and Eve (although there are some differences in the Qur'anic tradition) and the idea that sin entered the world as a result of the free will/choice of human beings to disobey God by disobeying God and 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 undermine good and establish evil.

Hinduism

In Hinduism the soul ('atman'), like God (Brahman), is considered to be eternal. God (Brahman) is not to blame for the existence of evil and suffering in the world. The concept of evil and 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. In some schools of Hinduism evil is ultimately illusionary.

Accept valid alternatives

(AO1)

Mark in levels

[5]

(c) Answers may include:

- There is a relationship between poverty and crime.
- Evil results when people have to strive to get the basic things of life.
- Evil results in economic injustice and the widening gap between rich and poor.

On the other hand

- There are high levels of crime in some of the richest nations.
- Some people always strive to have more and engage in crime to do so.
- Evil is the result of people exercising their free will.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**4 Worship**

**AVAILABLE  
MARKS**

**(a)** Candidates may describe how believers experience God through worship from any religious tradition. Answers may include:

Christian

- Christians believe that God is present when people meet together in the name of Jesus.
- The Holy Spirit is active in mediating the presence of God during worship.
- Believers may experience God through traditional worship led by a minister, priest or pastor in a church building which often includes prayers, scripture readings sermons/homilies, music and hymns.
- Through preaching God may reveal his reality and presence.

Islam

- Reading the Qur’an, the Word of God, is an act of worship.
- Believers may experience Allah through prayer (Salah).
- Some Muslims meditate on the names of God to experience his presence.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- Private worship is more personal as it is just the individual and God.
- Private worship can take place at anytime and anywhere – it can be part of everyday life and you do not have to be in a religious building.
- Some forms of public worship may become routine and lack meaning.
- God relates to individuals not to groups as such.

On the other hand:

- People may experience a sense of fellowship and belonging when taking part in public worship.
- God may reveal himself through public worship, e.g. in the reading of scripture, preaching, the celebration of sacraments, etc.
- The presence of God is more tangible when worshipping as part of a group.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

AVAILABLE  
MARKS

### Assessment of Spelling, Punctuation and Grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

#### Threshold performance [1]

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

#### Intermediate performance [2]–[3]

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

#### High performance [4]–[5]

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## 5 The Nature of God

(a) Answers may include:

#### Christianity

- There is one God.
- God is triune: Father, Son and Holy Spirit.
- God became incarnate in Jesus Christ.
- God is omnipotent, the Creator of the universe and all life.
- God is benevolent and acted in Christ to save humanity.
- God is transcendent and immanent.

#### Islam

- There is one God and Muhammad is the seal of the prophets.
- God is all knowing, all powerful and merciful.
- God is the Creator of the universe and all life.
- God is in control of all events.
- God is transcendent, He is the First and Final Cause of all that exists.

#### Hinduism

- There are multiple deities (polytheism).
- Brahman is the ultimate reality and pure spirit.
- The Trimurti includes Shiva (the destroyer), Vishnu (the preserver) and Brahma (the creator).
- Rama is the personification of righteousness and avatar of Vishnu.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(b) Answers may include:

- The challenge of secularisation.
- The association of religion by some with conflict and intolerance.
- The moral lapses of religious leaders.
- The problem of suffering and evil
- Lack of conclusive arguments for the existence of God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Belief in God provides a foundation for morality.
- People who are religious are happier and lead more fulfilled lives.
- Belief in God provides hope and encouragement for coping with adversity and suffering.
- Religious societies may experience less crime.

On the other hand:

- Belief in God can encourage violence and intolerance.
- Belief in God can inhibit people's freedom.
- You can be a good person without believing in God.
- If God does not exist, you are basing your life on a falsehood.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 6 The First Cause Argument

AVAILABLE  
MARKS

(a) Answers may include:

- Everything in the universe has a cause.
- Something must have begun the chain of cause and effect.
- When everything in the universe is traced back to its beginning there must have been a first cause that accounts for it.
- This cause must have been uncaused or it too would require a cause.
- The first cause is God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The universe could be eternal and does not require a cause.
- Science is able to explain the origin of the universe without recourse to God.
- We only know that things have a cause because we have experience of the conjunction of cause and effect; there is only one universe, so we lack the knowledge to posit a cause (Hume).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Belief in God involves trust and commitment.
- God has revealed his existence and one has to respond.
- An argument is always revisable, whereas faith provides certainty.
- Faith and reason go together; one does not exclude the other.

On the other hand:

- Without successful arguments belief in God lacks credibility.
- One should only believe what can be proved on the basis of the evidence.
- There are no convincing arguments for the existence of God.
- There are arguments that challenge belief in God.

Accept valid alternatives

Mark in levels

(AO2)

[10]

## 7 Creation and Origins

AVAILABLE  
MARKS

(a) Candidates may refer to any religious tradition in their answer .

Answers may include:

Judaism/Christianity

- Reference to the Genesis account of creation in six days.
- Attention may be given to the events of each day.
- The creation of Adam and Eve.
- Some may refer to the oversight of Adam and Eve over creation.
- Genesis 1:31 states, '*God saw all that he had made, and it was very good.*'

Islam

- Quite similar to Jewish and Christian accounts.
- Reference to the days of creation.
- Life made from water.
- The creation of Adam and Eve.

Hinduism

- The universe is many millions of years old.
- This is not the first universe, nor will it be the last.
- The universe is caught up in the cycle of birth, life, death and re-birth.
- The universe is created through Brahma (the Creator), who creates out of himself.
- Everything that exists is a part of Brahma (and so a part of Brahman).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- For a being to be regarded as God he must have no equals.
- Only that which God created can he exercise control over.
- Believers in God need to know that he is all-powerful and has authority over everything.
- Stories of creation are an important part of sacred literature.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Creation stories are mythological and belong to a pre-scientific age.
- The theory of evolution is incompatible with religious accounts of creation.
- There are contradictions in religious accounts of creation.
- Science appeals to reason and argument unlike religion.

On the other hand:

- Creation stories tell us why the universe was created not how it was created.
- Creation stories inform us that God created everything there is.
- It is possible to reconcile religious accounts of creation with scientific accounts.
- Scientists must have an open mind and be open to the truths of religion.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**

**AVAILABLE  
MARKS**