



GCSE

Religious Studies B

Unit 4 / 40554 Religious Philosophy and Ultimate Questions
Mark scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to students, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, eg L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases eg between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

In order to apply Spelling, Punctuation and Grammar (SPaG) examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the six mark AO2 questions. Very brief answers are unlikely to be awarded beyond threshold performance.

Spelling, punctuation and grammar will be assessed in the six mark AO2 questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The best of these marks will be included in the total for the paper. The performance descriptions are provided below.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

1 The Existence of God

01 Which one of these people is a ‘theist’?

Target: Knowledge of the technical term ‘theist’

1 mark for correct identification of the theist.

Bob / the one who said ‘Our conscience proves there is a God.’ / first man / 2nd person / black man / the man with a beard, etc.

[1 mark] AO1

02 Explain the argument from morality for God’s existence

Target: Knowledge and understanding of the argument from morality for God’s existence

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

People have a powerful sense of right and wrong / an inbuilt sense of morality / conscience. This sense comes from a source outside themselves / higher authority, ie God. Therefore God exists. Credit explanations of ‘morality’: a system of ethics which distinguishes between right and wrong. Also credit developmental statements, eg moral behaviour takes priority even when people would prefer to do something else / appears to be a command from a higher / ultimate authority that must be obeyed / is not created by society, like the law, because laws are sometimes immoral (eg slavery) / doing good feels like a duty / God is the ultimate source of good, etc.

[3 marks] AO1

03 ‘The First Cause argument cannot prove that God exists.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not the First Cause argument can prove that God exists

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

The First Cause argument cannot prove that God exists because it contradicts itself / if everything has a cause, God too must have a cause / what caused God? / if God is eternal, why cannot the universe be eternal? / just because things within the world have a cause does not mean that the universe itself has a cause / the Big Bang was a random event, not caused / the universe may have a cause, but this doesn't mean the cause is a personal, loving God / $0+0=0$ / infinite regress is illogical, etc.

The First Cause argument can prove that God exists because it says that everything that exists has a cause / the universe exists so it too must have a cause / there had to be something eternal (without beginning or end) that was not caused by anything / that eternal first cause is God / something cannot come from nothing / something must have always existed, ie God / the argument provides an answer to why there is something rather than nothing / it addresses the question of why the universe is here at all, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

04 Explain the argument for the existence of God from religious experience. You may use examples in your answer.

Target: Knowledge and understanding of the argument for the existence of God from religious experience

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

Some people believe in God because they believe they have had a personal experience of God / either individually or in a group / personal / direct experience of God makes them certain God exists / so many people claim to have experienced God that God's existence must be proved / seeing is believing / religious experience may make a profound change in a person's life / accept examples of religious experience, both direct and indirect, eg miracles / prayer / meditation / worship / feeling God's presence in nature / life conversion / accept examples of these from scripture or history, etc.

[5 marks] AO1

05 ‘Atheist arguments will never convince religious believers that God does not exist.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of whether or not atheist arguments will ever convince religious believers that God does not exist

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Religious believers base their belief that God exists on faith / faith is a conviction that goes beyond mere reasoning / usually dependent on religious experience / believers are supported in faith by the formal arguments for God's existence / design argument / First Cause / religious experience / morality, etc. / belief in God gives meaning to a believer's life / believers accept that some things are beyond human understanding / cannot be explained by science / reason alone / atheist arguments are ultimately not convincing because the believer trusts in God and accepts there is no definitive proof of God / if God could be proved human freedom would cease, etc.

Atheists base their lack of belief on reason / scientific arguments.

Other Views

Atheist arguments are strong / convincing that there is no God / atheists can put forward arguments against all the traditional arguments for God's existence / eg the world only appears ordered and designed / cruelty in nature / natural disasters show lack of design / accept other arguments against the traditional arguments for God / atheists argue that science has explained everything that used to be attributed to God, so God is no longer needed / believers who have experienced suffering may be persuaded by atheist arguments that there cannot be a good God who allows this to happen, etc.

[6 marks] AO2**05 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

2 Revelation**06 ‘Prayer is the best way to know God.’****What do you think? Explain your opinion.****Target: Evaluation of whether or not prayer is the best way to know God**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Prayer is communication with God / accepting the reality / presence of God. Through prayer a person can find out God’s will for his/her life / share problems / ask for forgiveness / ask for help / give God thanksgiving / praise. Prayer brings God close to people / establishes a personal relationship with God / makes a person feel one with God. It can make people feel God is listening to them / cares about them / taking up different physical postures in prayer (eg salat / kneeling / bowing, etc.) can help people feel humble in the presence of the greatness of God / prayer helps people to feel that God is immanent / personal / omnibenevolent / when prayer is answered, people experience the omniscience / omnipotence of God, etc.

Prayer is a waste of time / prayer is just a person talking to themselves / there is no God to pray to / prayers do not get answered / no one can know God, so praying is not going to reveal anything about God / there are better ways to know God, eg a vision / dream / reading scriptures / through nature / conscience / religious leaders, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

07 What is meant by the ‘supremacy’ of God?

Target: Knowledge of the technical term ‘supremacy’ as applied to God

God is above all things / has supreme power / authority over all / God is almighty / omnipotent.

Award 1 mark for correct explanation.

[1 mark] AO1

08 Explain the difference between special revelation and general revelation.

Target: Knowledge of the difference between the technical terms ‘special revelation’ and ‘general revelation’

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

General revelation is indirect / open to everyone / through ordinary, common human experience / nature / ordinary people / moral reasoning / conscience / a historical event.

Special revelation is extra-ordinary / not open to everyone / direct personal experience of God / through supernatural means / vision / dream / miracle / conversion / prophecy / sacred writing.

Some examples can be both, eg reading scripture is open to anyone (general) but it may be the means of a direct personal experience of God to an individual (special).

Do not credit those who say special is to one person and general is to a group of people as this is incorrect.

Maximum Level 2 for a well-explained answer of only one term or for those who have a clear understanding of both terms but label them the wrong way around (mixing up special with general) or for two simple points, eg ‘special revelation is direct; general revelation is indirect.’

[3 marks] AO1

09 Explain how revelations might affect the lives of religious believers. You may use examples in your answer.

Target: Knowledge and understanding of how revelations might affect the lives of religious believers

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

General and / or special revelations affect the lives of religious believers because they reveal God's nature / a truth about God / in the case of Buddhism bring enlightenment / they provide proof of God's existence / they usually help start the religion / founders who received revelations were compelled by their experience to persuade others of the truth of their revelations / many were willing to face death / persecution rather than deny the truth of the message they received. / Revelations have a big impact on those who receive them / they change people's lives / attitudes / they help people to know how to live their lives according to God's wishes / affect how they act towards others / towards God / how they worship / meditate to gain enlightenment / withdraw to monastic life / they may convert someone to a different religion / give a message from God that the person may act upon / inspire charity / deepen faith / follow a more religious life / encourage hope in an afterlife / alter the way people dress, etc. Accept specific examples of revelations that illustrate how they affect the lives of religious believers.

Allow for a negative response, eg not all effects may be positive. A special revelation may lead to despair / guilt / fear / disbelief, etc.

Students may use any examples of special or general revelation / enlightenment in the case of Buddhism to support their answer. Some examples of special revelations follow but these are not exclusive, nor are they required to gain Level 5.

Buddhism	Siddhattha Gotama achieving enlightenment.
Christianity	Paul on road to Damascus / Jesus' baptism / temptations.
Hinduism	Basava's special revelation / Arjuna's revelation from Krishna in the Bhagavad Gita.

Islam	Muhammad's revelation on the Night of Power / Cat Stevens' conversion to Islam.		
Judaism	Abraham's call to leave Ur / Abraham and Isaac / Moses' call and the burning bush / Moses receiving the Law on Mount Sinai / Jacob's ladder / Elijah's still small voice.		
Sikhism	Guru Nanak's experience in the river.	[5 marks]	AO1

10 ‘There are better ways to explain revelations than to claim that they come from God.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not there are better ways to explain revelations than to claim that they come from God

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

People who claim to have revelations may be suffering from an illness / eg Ellen G White who suffered from temporal lobe epilepsy / her revelations began after a head injury / she claimed to have had visions of bright lights / angels / Jesus / heaven / other planets / she was told past and future events / scientists think these were part of her epileptic fits / revelations may be explained as wishful thinking / eg some churches consider speaking in tongues a sign that a person is saved / therefore a person may make up the experience in order to be accepted as a member of the church / revelations depend on the interpretation of the believer / eg nature may reveal God to a believer but not to an atheist / some revelations have been exposed as frauds / eg televangelists in the USA who set themselves up to make money / gain fame / other explanations such as alcohol or drugs / mind playing tricks on the person, etc.

Other Views

There is nothing to say that Ellen G White, for example, was lying / had seizures during her revelations / any mental illness / witnesses present at these revelations did not report fits. Not all revelations have alternative explanations / eg Muhammad receiving the Qur'an / Moses receiving the Ten Commandments are accepted as sincere – not influenced by the desire for fame, money, drug-induced or owing to mental illness. The effects of revelations on people (eg willing to die for faith / change one's life, etc.) are evidence that they are genuine. Religious believers do not doubt the word of sincere people who claim to have had a revelation if they know them as truthful generally / not everyone who has a revelation has psychological needs / illusory perceptions may be the vehicle God uses to communicate, etc.

[6 marks] AO2**10 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

3 The Problems of Evil and Suffering

11 What is meant by ‘natural suffering’?

Target: Knowledge of the technical term ‘natural suffering’

Suffering caused by nature / a natural event / eg volcano / earthquake / disease / suffering not caused by human beings / death, etc.

Award 1 mark for correct definition.

[1 mark] AO1

12 Explain why suffering raises questions about what God is like. You may use examples in your answer.

Target: Knowledge and understanding of why suffering raises questions about what God is like

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

Theists believe God is omniscient, benevolent and omnipotent / if God knows suffering exists, why does God allow it to continue? / if God loves people, how can he allow them to suffer? / if God is all-powerful, God should be able to stop suffering / God either cannot stop it, so is weak / or deliberately allows it to continue, so is not loving / or does not know about it, so is not all-knowing / God’s intentions for people are questioned when innocent people suffer / God’s very existence is questioned / examples of suffering which raise questions about God’s nature or existence are creditable as part of an explanation, eg illness, natural disaster, innocent suffering, etc.

[5 marks] AO1

13 ‘Evil is caused by a devil (personal being).’

What do you think? Explain your opinion.

Target: Evaluation of whether or not evil is caused by a devil (personal being)

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

A personal being / devil describes a reality / Christians, Muslims, Jews believe Satan / Iblis / Shaytan is source of evil / God source of good, so ‘adversary’ source of evil / seen as personal like God / tries to trick people into doing wrong / not an excuse, but an explanation for the struggle between good and evil / needs to be fought against / enemy of humankind / devil tricked Adam & Eve in garden to disobey God bringing evil and suffering into the world, etc.

Evil is caused by humans / free to choose good or evil / ‘devil’ just a way of symbolising temptation / conscience pulling towards doing wrong / no such being as a devil / humans must take responsibility for evil actions / devil a convenient way of passing the buck / typified by Adam blaming Eve and Eve blaming the serpent / natural evil (suffering) is no one’s fault / God’s fault / God created everything including evil, so evil is God’s fault, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

14 Explain how some religious believers use the idea of karma to explain why there is suffering in the world.

Target: Knowledge and understanding of the concept of karma as an explanation for why there is suffering in the world

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Karma is the law of cause and effect / part of the cycle of life, death and rebirth / people's thoughts and actions have consequences now or in a future life / people reap what they sow / suffering may result from actions in a previous life / it is caused by humans turning away from God / giving into selfish desires / three poisons (greed, hatred, ignorance) / karma requires people to think about whether their actions now or in previous lives have contributed to suffering and evil in the world.

[3 marks] AO1

15 ‘Suffering makes people stronger.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not suffering makes people stronger

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.		2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Suffering strengthens character / requires courage / determination / brings out the best in humanity. It makes people morally stronger / teaches a lesson / is a just punishment for sin / can turn people back to God / change for the better / can make us appreciate things taken for granted / Christians may use suffering to imitate Jesus / repent for sin / deepen their relationship with God. It makes people spiritually stronger as they come through a test of faith / eg as in the story of Job / believe that the suffering is part of God's mysterious plan. Suffering may even strengthen physically in terms of resistance to future disease.

Other Views

Suffering may weaken character / cause despair / discouragement / rather than bring out the best, it brings out the worst in humanity when people enjoy seeing others suffer. It can weaken morally / nothing to live for, so why bother being good. It can weaken spiritually by loss of faith / anger against God / questioning God's purpose. It can weaken physically / mentally / end in death.

[6 marks] AO2**15 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

4 Immortality

16 What is meant by the term ‘immortality’?

Target: Knowledge of the technical term ‘immortality’

Endless life or existence / life after death / legacy / never dies or similar explanations.

Award 1 mark for a correct definition.

[1 mark] AO1

17 Explain why many religious believers think that a legacy does not make someone immortal.

Target: Knowledge and understanding of why many religious believers think that a legacy does not make someone immortal

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

A legacy refers to what a person leaves behind after their death / eg works of art, music, literature or architecture, scientific discoveries or inventions, charity work, etc. A legacy is only remembered for a period of time / once the body of work or building disappears, so too does the memory of the individual who created it / for a religious believer, immortality is life after death with God in Heaven or Paradise / reincarnation / rebirth / resurrection / either spiritually or bodily / a legacy is just remembering someone whereas immortality is new life after death / it does not involve the survival of a person, etc.

[3 marks] AO1

18 Explain arguments against religious beliefs about immortality.**Target: Knowledge and understanding of the arguments against religious beliefs about immortality**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

Belief in bodily resurrection presents the difficulty that the body decays after death / it is difficult to describe what sort of body will rise / what age would the body be? / if someone died as a baby would their resurrected body be a baby's body? / or a very old person? / if there is no separate 'soul', then once a person is dead they cannot be resurrected / belief that a new immortal body that looks like the person and contains their memories but will not age or decay is resurrected is difficult to prove / there is no evidence that people have souls / modern medicine has not found a part of the body that is a soul / those who say that the soul is unable to be detected as it is a different substance to the body are unconvincing / even if the soul rises, without a body how would the person be recognised? / materialist arguments that there is nothing spiritual about humans / no one has come back from the dead / no proof that Jesus did so / atheist arguments that there is no God so no life after death, etc.

Both reincarnation and rebirth present problems because a person living a new life in a new body is no longer the same person / if person has different memories / cannot remember past life then no longer the same individual / reincarnation self-defeating as its aim is not to be reborn / but to become one with Brahman / individual ceases to exist when nirvana / nibbana / mukti is reached / some so-called memories of former lives have been found to be false under hypnosis / memories may be from childhood not a past life / if reincarnation is true the population should be roughly stable but is increasing, etc.

It is not necessary for students to cover all three beliefs (resurrection, reincarnation, rebirth) in order to gain full marks but at least one religious belief should be considered to gain more than Level 3. The quality of the arguments they present against any one of these should determine their level of response.

[5 marks] AO1

19 ‘Ghost experiences are good evidence that people have souls.’**What do you think? Explain your opinion.****Target: Evaluation of whether or not ghost experiences are good evidence that people have souls**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Ghosts are believed to be the souls of dead people that have not yet broken their connection to the world / the ability of ghosts to go through walls suggests resurrection of the body in spiritual form / too many experiences of ghosts for all to be fake / some sightings have been by more than one person / some sightings at same place / same time / by different people suggesting good evidence that souls are parted from the physical body at death and continue to live, etc.

No such thing as ghosts / stories about them untrue / insufficient evidence / apparent ghostly sightings could have natural explanation / hallucinations / could be someone playing a trick on the person / no evidence from a Christian perspective that souls wander the earth / some religions suspicious of mediums and the occult / gospels stress resurrected Jesus was not a ghost / apparitions of Mary / saints are not considered ‘ghostly’ appearances but charismatic revelations to individuals / many religious believers who accept that people have souls do not believe that ghosts are real / materialists would say that there is no such thing as a soul / no evidence for either ghosts or souls, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

20 'Near Death Experiences prove that there is immortality.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not Near Death Experiences prove that there is immortality

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

So many people have described similar Near Death Experiences (NDEs) / tunnel of light / sense of happiness / desire not to return / sight of relatives / out of body experiences, etc. / not all of these people can be lying / NDEs have a life-changing effect on the person / advances in medical technology mean that more people can be resuscitated / shows something happens after death / confirms religious beliefs about afterlife / people see Heaven / Paradise imagery / confirms religious belief in person having a soul as often interpreted as soul being outside the body during such experiences, etc.

Other Views

NDEs can be explained scientifically / possible result of oxygen deprivation / release of endorphins just before death / as the name suggests, the person is not really dead / could be hallucinating owing to drugs given during treatment / culturally determined, ie images reflect Christian beliefs in many instances / do not suggest reincarnation / rebirth / NDEs often interpreted as the soul being outside the body, but there is no evidence that people have souls / other evidence is better proof of life after death / examples of better proof, eg ghosts / channelling / scriptures / revelation / religious tradition / God's word / example of Jesus, etc.

[6 marks] AO2

20 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

5 Miracles

- 21 Give one reason why some people would say that the event described above was not a miracle.**

Target: Knowledge of a reason why some people would say that the event described was not a miracle

Students may include one of the following points:

The miracle could be explained scientifically / it was just the way the mud fell / just the interpretation of some people / the shape was indistinct / could have been anything / no evidence it was actually Jesus / social media created an interest and this made people see what was not really there / because they are not Christians / do not believe in miracles / not something God is likely to do, etc.

Award 1 mark for a correct reason.

[1 mark] AO1

22 Give an account of one religious miracle you have studied.**Target: Knowledge of one religious miracle**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Students may describe an example of a miracle from any religion, eg healing, raising from dead, nature miracle. They may describe a miracle from scripture, tradition, history or personal experience. It is impossible to cover every possible miracle that could be described. Some miracles from scripture follow. There needs to be some religious element in the account given that shows the event was a miracle, ie performed by God / gods / prayed for / required divine intervention / broke the laws of nature / could not be explained by science, etc.

Buddhism – debate whether miracles occur or not / Buddha was said to be able to fly / be in more than one place at a time / read minds / hear things at long distances / tamed an elephant.

Christianity – Jesus' miracles, eg walking on water / raising Jairus's daughter / casting out demons / making the blind see / stilling the storm / resurrection of Jesus / Paul's conversion on Damascus road, etc.

Hinduism – Krishna saved from death when he was a baby / the revelation of Krishna to Arjuna, wherein Krishna persuades Arjuna to rejoin the battle against his cousins by briefly and miraculously giving Arjuna the power to see the true scope of the Universe, and its sustainment within Krishna, which requires divine vision / one of the feats of Hanuman in the Ramayana.

Islam – Muhammad receiving the Qur'an / miracles like Virgin conception of Jesus in Qur'an / miracles in the Hadith, eg splitting the moon / cleansing of Muhammad's heart / visit to Paradise, etc.

Judaism – Joshua – sun standing still / Moses parting Red Sea / striking rock for water / walls of Jericho falling.

Sikhism – Guru Nanak and the grazing buffaloes / the disappearance of Nanak's body after death.

[3 marks] AO1

23 Explain why many religious people believe in miracles. You may use examples in your answer.

Target: Knowledge and understanding of why many religious people believe in miracles

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

Many religious people believe in miracles because they believe in their scriptures / scriptures contain accounts of miracles / often associated with the founders of their religions / other holy people in their faith / some have personally experienced an event that they consider to be a miracle / eg being healed from a disease, etc. / some witness miracles that have happened to others / seen miracles reported on television / there are so many accounts of miracles that some must be true / miracles still occur today / no scientific explanation can be found for the miracle / miracles of the past were so convincing to followers that they were willing to die for their beliefs / research lends credence to healing miracles eg the power of prayer to heal / miracles convince believers that God exists / miracles reinforce beliefs about God's qualities, etc. Examples of miracles which are convincing to religious believers, are creditable as part of an explanation.

[5 marks] AO1

24 'Humans can perform miracles.'**What do you think? Explain your opinion.****Target: Evaluation of whether or not humans can perform miracles**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Humans can do seemingly impossible things / eg walk on hot coals / levitate / be in two places at once, etc. / Buddhists do not believe in God so those who believe in miracles would say they were done through the power of the human mind / Hindus and Sikhs believe in God but also think humans may perform miracles by harnessing the positive energy of the universe / through spiritual and mental powers / miracles may be events that people do not yet understand, therefore do not need a supernatural cause / explanation / there is no God anyway / miracles do not occur / it depends on how you define a miracle / doctors perform miracles everyday / birth of a baby is a miracle, etc.

Humans cannot perform miracles without God's help because only God has the power / knowledge / authority to perform a true miracle / God is outside time and space / not limited by the laws of nature, so can control them / God is working through the human to perform miracles / some events have no scientific explanation so only a supernatural being could be the cause / humans who perform seemingly impossible things without God's help are usually magicians or entertainers, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

25 ‘Hume’s arguments against miracles are correct.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not Hume’s arguments against miracles are correct

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Hume defined a miracle as a transgression of a law of nature by God / God does not exist so he was correct to argue that they do not happen / Hume was correct to say that miracles are impossible / the laws of nature have been witnessed for hundreds of years / there can never be enough evidence to deny the laws of nature / people do not fly / rise from the dead, etc. / for a miracle to be accepted, sufficient evidence must be produced which outweighs long established natural laws / witnesses to miracles are unreliable / biased / exaggerating / engaged in wishful thinking to back up their beliefs / most miracles occurred long ago when people did not have as much scientific knowledge / more gullible / less educated / did not have alternative explanations / religions depend on miracles to prove they are true / have conflicting truth claims so cannot all be.

Other Views

Miracles are rare occurrences / exceptions to the laws of nature / therefore there will never be as many witnesses to them as there are to the laws of nature / Hume’s view was tied to 18th century empiricism / was culture-bound / having a low opinion of non-European culture (‘barbarous nations’) / until 1903 no one had witnessed flight, yet air travel now exists / religions treat miracles with caution / Roman Catholic Church investigates miracles carefully / most nations, even ‘well-educated’ ones, have recorded miracles occurring / religions that accept miracles do not depend on them as proof of their teachings / miracles merely support their beliefs and teachings / religions are not in competition over miracles / Hume’s argument against miracles is circular, etc.

Students who merely argue for and against miracles, but do not evaluate the strengths or weakness of Hume’s arguments should be capped at Level 3.

[6 marks] AO2

25 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

6 Science and Religion

26 Which one of these people is giving an example of a religious truth?

Target: Knowledge of the technical term ‘religious truth’

Award 1 mark for correct identification of James / the person who said ‘God created the universe (or similar description).’

[1 mark] AO1

27 Explain how the discoveries of the Cosmological Revolution challenged religious beliefs in the Middle Ages.

Target: Knowledge and understanding of how the discoveries of the Cosmological Revolution challenged religious beliefs in the Middle Ages

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

The discovery that the sun was the centre of the universe meant that God had not put people at the centre / earth was merely one planet / challenged idea of God’s special relationship with humanity / science no longer needed to refer to God to explain the physical world / science began to separate from religion as a discipline / religion became the explanation for things science could not yet explain (God of the gaps thinking) / God’s creation seemed to be a machine that ran itself / challenged the idea of God’s immanence in creation / seemed to contradict the Bible (eg Psalm 19:6) which said that the sun moved across the sky.

[3 marks] AO1

28 ‘Evolution proves that God did not design life on earth.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not evolution proves that God did not design life on earth

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Evolution contradicts the design argument that beauty / order in nature was evidence of a divine designer / in fact beauty / order had an evolutionary purpose / it was the result of fixed laws of nature, not God / eg the opposable thumb developed through evolution not design / evolution gives the appearance of design / variations are caused by random mutations in DNA molecules of any life form / natural selection is guided by adaptation to the environment rather than guided by God / evolution works through random chance, not design / natural selection does not need the intervention of God / humans not created in their final form, but developed gradually over time / went against idea that humans are unique creations designed by God / made in God’s image / evolution involves a certain amount of cruelty / eg survival of the fittest / suffering within nature suggests that a designer would not have included such flaws, etc.

Evolution could be part of God’s plan / God may have used evolution to create life on earth / everything in nature is fit for purpose / shows evidence of design / opposable thumbs only present in higher primates, therefore evidence of design (Newton) / individual fingerprints show uniqueness of humans, therefore evidence that God planned each person separately (Newton) / order of creation in Genesis matches order of evolution, encouraging belief in design by God / some people believe that evolution did not happen so cannot show that God did not design life on earth, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

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

Target: Knowledge and understanding of why many religious believers accept both scientific and religious explanations for the origins of the universe

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

Religious believers can agree with scientific explanations of the origins of the universe as long as they do not take creation stories literally / see creation stories as myths / containing religious rather than scientific truths / God could have started the Big Bang / merely a way for people with limited scientific knowledge to understand creation / the 'old earth creationist' view that the Hebrew word 'yom' means 'era' as well as 'day' means that the world was created in six stages rather than days / both science and religion agree that nothing happened before the universe began / this agrees with Genesis / the stages of development in Genesis broadly follow the same pattern as science has discovered / little attention to creation story in Buddhism, so no problem to accept science / Muslims accept Big Bang as evidence to support creation by Allah related in the Qur'an / Sikh belief that nothing existed but God who enclosed everything needed for the universe in an egg which then burst open does not contradict Big Bang / Hindu story includes creation and destruction in cycles, so Big Bang could be how the universe is recreated after its destruction, etc.

[5 marks] AO1

30 ‘Science is more important than religion for the world today.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not science is more important than religion for the world today

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Science is the basis on which the modern world operates / technological advances are owed to science / science explains many things that religion used to provide the explanation for / secularisation of the modern world / fewer people are 'religious' / practise their religion / one reason has to do with the difference between scientific truth and religious truth: science tests hypotheses over and over / employs repeated observations / can be shown to be true / science is open to change as new circumstances arise / science is not fixed or absolute / whereas religion requires faith / no scientific proof for many of its claims / religious truth is unchanging / absolute / fixed / some people may regard it as 'old-fashioned' / out of date / science more logical so more attractive / religion makes greater demands on people to live a certain way / is more controlling / people like freedom, etc.

Other Views

Science can never totally replace religion as people need hope / need to make sense of their lives / belief in God / religion gives meaning and purpose to people's lives / science can actually help religion as it provides a sense of wonder at the natural world which supports faith / science cannot explain everything / science cannot provide moral guidance so religion is still needed / the world needs both religion and science / spiritual needs of people need to be addressed / science has shown that people with religious faith are healthier / suffer less stress than those without, etc.

[6 marks] AO2**30 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]