

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**



**RELIGIOUS STUDIES (SPECIFICATION B) (40554)
RELIGIOUS STUDIES (SPECIFICATION B) (SHORT COURSE)**

UNIT 4 RELIGIOUS PHILOSOPHY AND ULTIMATE QUESTIONS

SPECIMEN PAPER

For this paper you must have:

- an AQA 12-page answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book.
- Answer **four** questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all your rough work in the answer book and cross through any work you do not want marked. Do **not** tear out any part of the book. All work must be handed in.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- The marks for questions are shown in brackets.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
- Spelling, Punctuation and Grammar will be assessed in Questions 06, 12, 18, 24, 30 and 36. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be awarded a mark for Spelling, Punctuation and Grammar (**SPaG**) for each of the four questions that you attempt. The best of these marks will be included in your total for the paper.

Answer **four** questions.

There are 18 marks for content for each question.

There are four additional marks on the paper for Spelling, Punctuation and Grammar (SPaG).

Question 1 The Existence of God

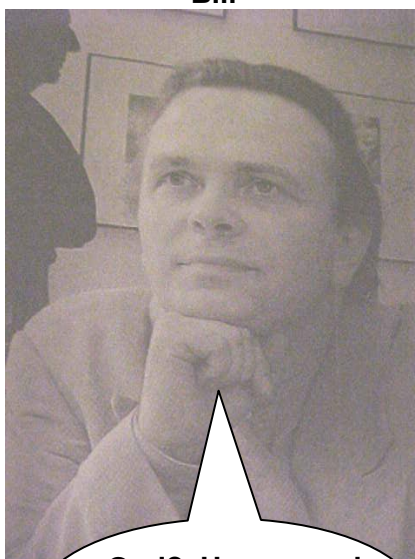
Look at the statements below.

Joyce



God? Of course I believe in the Creator of the world.

Bill



God? Hmm, good question. Not sure if I believe or

Sara



God? No, I don't believe at all.

0 1 Is Joyce an atheist, theist, or agnostic? (1 mark)

0 2 Give a reason for your choice. (1 mark)

0 3 Explain the Design (teleological) argument for the existence of God. (4 marks)

0 4 'The design argument proves that God exists.'

What do you think? Explain your opinion. (3 marks)

0 5 Explain briefly the reasons some people might give for **not** believing in the existence of God. (3 marks)

0 6 'Personal experience is the best proof that God exists.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

Question 2 Revelation

Look at the drawing below.



0 7 What is meant by 'revelation'? (1 mark)

0 8 Give an example of revelation. (1 mark)

0 9 Explain, using examples, the difference between general and special revelation. (4 marks)

1 0 'It is impossible to believe in a religion without having had a revelation.'
What do you think? Explain your opinion. (3 marks)

1 1 Why might it be difficult to know if a revelation is real? (3 marks)

1 2 'God can only be known through faith.'
Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

Turn over ►

Question 3 The Problems of Evil and Suffering

Look at the photograph below.



1 3 What is meant by evil? (1 mark)

1 4 Give an example of evil. (1 mark)

1 5 'It is impossible to solve the problem of evil.'

What do you think? Explain your opinion. (3 marks)

1 6 Explain what problems are caused for religious believers by the existence of suffering. (4 marks)

1 7 Explain briefly **one** of the ways that religious believers have tried to explain why God allows suffering to happen. (3 marks)

1 8 'As long as people have free will, there will be evil.'

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. (6 marks)

SPaG 4 marks

Question 4 Immortality

Look at the photograph below.

Is this an image of a ghost captured on screen?



1 | 9 What is meant by immortality? (1 mark)

2 | 0 Give **one** example of how some people believe that humans are immortal. (1 mark)

2 | 1 Explain the evidence that some people use to try to prove that there is life after death. (4 marks)

2 | 2 'It is not important to get another chance at life after death.'

What do you think? Explain your opinion. (3 marks)

2 | 3 Describe the beliefs of **one** religion about what happens after death. (3 marks)

2 | 4 'Birth, life, death – that is it – the end.'

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. (6 marks)

SPaG 4 marks

Turn over for the next question

Turn over ►

Question 5 Miracles

Look at the statement below.

**‘Miracles do happen,’
says Ali**

2 | 5 What is meant by miracle? *(1 mark)*

2 | 6 Give an example of miracle. *(1 mark)*

2 | 7 Explain how people use miracles to justify their belief in God. *(4 marks)*

2 | 8 Explain briefly some of the qualities of God shown in miracles. *(3 marks)*

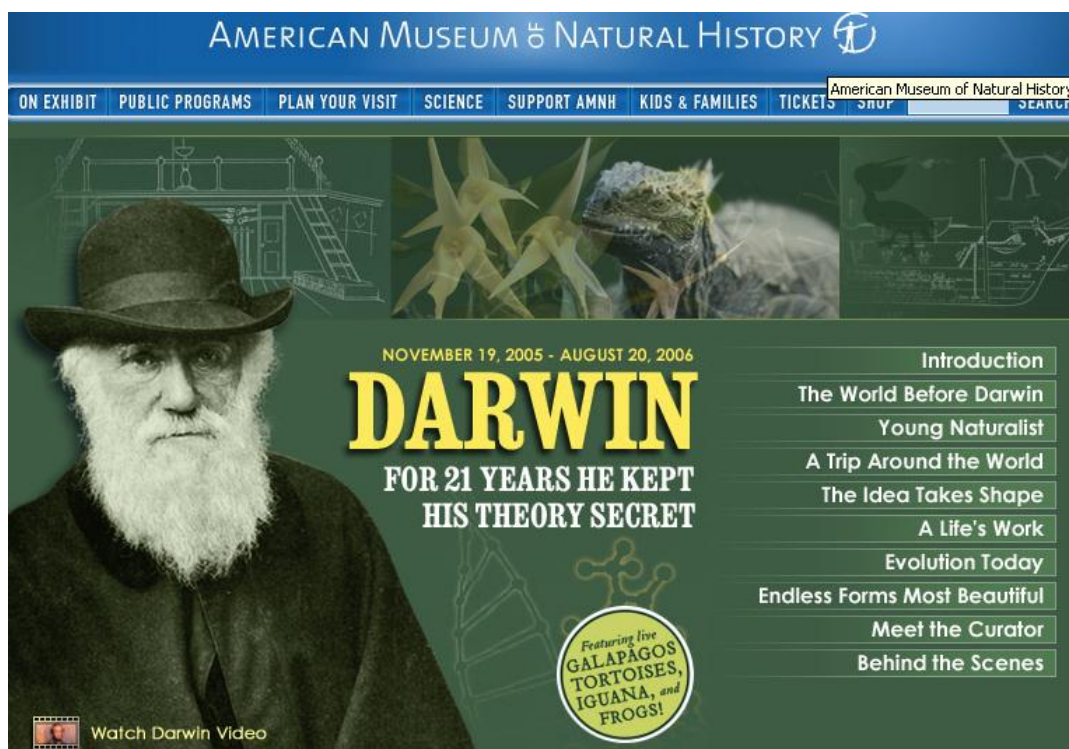
2 | 9 ‘Miracles are always religious events.’
What do you think? Explain your opinion. *(3 marks)*

3 | 0 ‘There is no such thing as a miracle.’
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. *(6 marks)*

SPaG *4 marks*

Question 6 Science and Religion

Look at the poster below.



3 | 1 What is meant by creation? (1 mark)

3 | 2 What is meant by evolution? (1 mark)

3 | 3 Explain briefly the story of creation in Genesis 1. (4 marks)

3 | 4 'Genesis and the Big Bang Theory are not compatible.'

What do you think? Explain your opinion. (3 marks)

3 | 5 Explain, using examples, the difference between scientific truth and religious truth. (3 marks)

3 | 6 'Evolution proves that God exists.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

END OF QUESTIONS

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Question 4 Source www.proofparanormal.com

Question 6 Source © American Museum of Natural History

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification B

Unit 4 Religious Philosophy and Ultimate Questions

Specimen Mark Scheme

June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, 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, e.g. 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 candidate 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 candidates' 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 candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 candidates 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 candidate 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, i.e. 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.

In addition, marks for spelling, punctuation and grammar will be awarded in the 6-mark questions.

Assessment of Spelling Punctuation and Grammar

Spelling, punctuation and grammar will be assessed in the 6-mark questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

Question 1 The Existence of God

01 Is Joyce an atheist, theist, or agnostic?

Target: Understanding of terms atheist, theist, or agnostic

Joyce is a THEIST.

Award one mark for a correct answer.

(1 mark)

AO1

02 Give a reason for your choice.

Target: Demonstration of understanding of term theist

Candidates may include any of the following points:

She believes in God / she speaks of Creator of the world.

Award one mark for appropriate response.

(1 mark)

AO1

03 Explain the Design (teleological) argument for the existence of God.

Target: Knowledge of the design argument for God's existence

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

They may give an account of a specific argument, e.g. Paley, Newton, Descartes, Aquinas. They may also give a generalised account.

Paley

Analogised the world with a watch / he claimed the watch was obviously a designed object / that no amount of arguing would change a person's mind on that as a fact / he then claimed the world was actually more obviously designed / this in itself was enough to believe the world to have been designed, therefore to require a designer / the designer is God.

Newton

Claimed the thumb was sufficient 'proof' for him to believe in God, given its unique 'design'.

Generally to describe examples of 'obvious' design, attributing their design to God will suffice for Level 1, but this question is about the argument, not the examples.

(4 marks)

AO1

04 ‘The design argument proves that God exists.’

What do you think? Explain your opinion.

Target: Personal opinion regarding the argument from design

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.	3 marks

This will be a personal response to the argument from design.

Candidates may include some of the following points:

Logical / fits own personal view of the world / upbringing has led to this belief / makes sense to them personally / best explanation they can find.

Atheist / illogical / does not see design in the world / contradicts their own world view / upbringing has led them to be atheist / prefers scientific explanation / not absolute proof, just suggestive.

(3 marks) AO2

05 Explain briefly the reasons some people might give for not believing in the existence of God.

Target: Understanding of some reasons why some people do not believe in God

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Upbringing / evil / suffering in world / science makes more sense / illogical / never met God / prayers unanswered / good things happening to bad people.

(3 marks) AO1

06 'Personal experience is the best proof that God exists.'

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

Target: Evaluation of claim that personal experience is the best proof that God exists

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate 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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

Personal proof / provides clear evidence for individual / believe own senses / not relying on someone else's word, which can be wrong for whatever reason / motivated founders of faiths, therefore faiths themselves.

Other views

There is no God, so there can be no best proof / most people haven't had such experience, but still believe, so other kinds of religious experience are more effective / there are other kinds of experience which have impact / could be mistaken / wrong in interpretation of experience / suggestion of alternative better proof.

(6 marks)

AO2

06 Spelling, punctuation and grammar

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

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

Question 2 Revelation

07 What is meant by 'revelation'?

Target: Understanding of term revelation

Revelation is God / the divine / an angel revealing something directly or indirectly.

Award one mark for a correct definition.

(1 mark) AO1

08 Give an example of revelation.

Target: Understanding of what counts as revelation

Candidates may include any of the following points:

Meeting God / seeing God in dream / vision / hearing God's voice / seeing God at work through nature, in worship, through people.

Award one mark for any appropriate example, for either general or specific revelation.

(1 mark) AO1

09 Explain, using examples, the difference between general and special revelation.

Target: Understanding of difference between general and special revelation

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

General revelation is where God or a message is revealed through the natural world or through conscience, e.g. beauty / design in nature / seeing God at work through the actions / words of others, an event perceived as miraculous.

Special revelation is where God or a message is revealed supernaturally, e.g. a meeting with God, e.g. in dreams, in a vision (as St Paul), a person hearing God's voice speak directly to them / or through revealed scriptures (e.g. Qur'an, Vedas, New Testament) / or through special messengers, e.g. Moses, Jesus, Muhammad, Guru Nanak.

(4 marks) AO1

10 'It is impossible to believe in a religion without having had a revelation.'

What do you think? Explain your opinion.

Target: Evaluation of importance of revelation

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.	3 marks

Candidates **MUST** focus on how important, not on examples of revelation.
Candidates may argue it is important, or not, or both.

Candidates may include some of the following points:

It starts the religion off, e.g. Muhammad, Nanak / it gives validity / proof to belief / it is life-changing.

Not provable / depends what kind of revelation you are talking about / some religions tell people to rely on themselves, not look for other supports (which revelation can prove to be) / better to believe without a 'proof'.

(3 marks) AO2

11 Why might it be difficult to know if a revelation is real?

Target: Understanding of problems caused by belief in direct revelation

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Why God reveals to some not others / appropriateness of person receiving revelation / takes away the belief element / why God is revealed at one time and not another / can't prove it empirically.

(3 marks) AO1

12 'God can only be known through faith.'

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

Target: Evaluation of claim that God should reveal himself to all to ensure knowledge of his existence

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate 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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

Direct revelation is stronger than general or none / would end religious argument / would guarantee people followed rules, and so world would be better place / can see how it changes people's lives from those who claim to have had such experience.

Other views

It would mean people had to comply – therefore no free will / may cause people to be victims, if they had followed non-correct belief of God / creates idea of supreme Big Brother – no freedom / undermines commitment of faith / better to believe without proof – shows greater belief.

(6 marks)

AO2

12 Spelling, punctuation and grammar

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

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

Question 3 The Problems of Evil and Suffering

13 What is meant by evil?

Target: Understanding of technical term evil

Evil is man-made suffering, usually deliberate and often from malevolence.

Award one mark for a correct definition.

(1 mark) AO1

14 Give an example of evil.

Target: Knowledge of an example of evil

Candidates may include any of the following points:

Murder, assault – any offences against / by a person which come from ill-intent.
Examples of evil versus non-humans are acceptable.

Award one mark for appropriate example.

(1 mark) AO1

15 ‘It is impossible to solve the problem of evil.’

What do you think? Explain your opinion.

Target: Personal response to solving the problem of evil

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.	3 marks

Candidates may offer an opinion to agree or disagree or both.

Candidates may include some of the following points:

That belief in God is enough / free will defence / have found an adequate solution, e.g. devil.

No argument is free of problems / centuries of study have not solved the problem / religion is based on faith, so it is impossible to solve the problem.

(3 marks) AO2

16 Explain what problems are caused for religious believers by the existence of suffering.

Target: Understanding of problems which existence of suffering cause for those believing in God

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Why would God allow evil? / why does God not use his power / omniscience to stop suffering? / does God exist? / why did God create suffering in the first place?

(4 marks) AO1

17 Explain briefly some of the ways that religious believers have tried to explain why God allows suffering to happen.

Target: Understanding of theodicies

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Theodicies commonly offered include – education / test / punishment / soul-making / transcendence (God not interfering).

(3 marks) AO1

18 'As long as people have free will, there will be evil.'

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

Target: Evaluation of claim that free will leads to evil

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate 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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

Evil comes from people who choose to do wrong / evil is about choices / stop choice (free will), and people will do right.

Other views

People can choose to do right / upbringing is key to how free will is used / God could control us all to make us have free will but still choose good.

(6 marks)

AO2

18 Spelling, punctuation and grammar

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

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

Question 4 Immortality

19 What is meant by immortality?

Target: Understanding of technical term immortality

Candidates may include some of the following points:

Immortality is life after death / never-ending life.

Award one mark for appropriate definition.

(1 mark) AO1

20 Give one example of how some people believe that humans are immortal.

Target: Understanding of term via example of it

Candidates may include any of the following points:

Resurrection / reincarnation / rebirth / other people's memory / some legacy, e.g. work of art.

Award one mark for an appropriate example.

(1 mark) AO1

21 Explain the evidence that some people use to try to prove life after death.

Target: Knowledge and understanding of evidence used to prove life after death

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Ghosts / words of holy book / spiritualism / resurrection of Jesus / visitation / knowledge of and held by reincarnated beings, e.g. Dalai Lama / Out of Body experiences / Near Death Experiences / if we are simply an arrangement of atoms, they continue.

(4 marks) AO1

22 'It is not important to get another chance at life.'

What do you think? Explain your opinion.

Target: Evaluation of importance of immortality

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.	3 marks

Candidates may include some of the following points:

To do more / to get a chance to make up for what we have done / as an education / this is whole raison d`etre for religion / allows Paradise / ensures justice for all.

No proof of afterlife, so should focus on this one / focusing on another life makes us ignore this life, so lose out / do wrong / why do you want another chance if it could be / has been awful?

Candidate may argue for or against importance, or both.
Must focus on whether important or not to attain Level 3.

(3 marks)

AO2

23 Describe the beliefs of one religion about what happens after death.

Target: Knowledge of the teachings of a religion about life after death

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may describe for any religion, though Judaeo-Christian are perhaps most likely.

Candidates may include some of the following points:

Buddhism: anatta / cycle of rebirth / karma and its shaping of live(s) / Nibbana.

Christianity: Purgatory / Judgement Day / Heaven / Hell.

Hinduism: cycle of reincarnation / moksha / karma and its shaping of life(s).

Islam: Barzakh (waiting) / Sorting / Paradise / Hell.

Judaism: Sheol / judgement / physical resurrection on return of Messiah.

Sikhism: cycle of reincarnation / karma / mukti / union with God.

(3 marks)

AO1

24 'Birth, life, death – that is it – the end.'

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 claim that there is nothing beyond this life

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate 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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The candidate 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	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

No proof of anything more / science supports nihilist idea / even our legacies are forgotten in time / most factual / evidenced attitude.

Other views

Religions teach otherwise / human desire / need for comfort of such belief / even if we don't consciously continue, our atoms remain / legacy is proof.

(6 marks)

AO2

24 Spelling, punctuation and grammar

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

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

Question 5 Miracles

25 What is meant by miracle?

Target: Understanding of term miracle

Candidates may include some of the following points:

Miracle may be defined as an act of God / something contravening the laws of nature / something impossible happening. Good event.

Award one mark for a correct definition. Do not credit examples.

(1 mark) AO1

26 Give an example of miracle.

Target: Knowledge of example of miracle

Candidates may include any of the following points:

Someone being cured / resurrected / God's name or a message from God in something natural / escape from disaster, e.g. not killed in plane crash.

Award one mark for an appropriate example.

(1 mark) AO1

27 Explain how people use miracles to justify their belief in God.

Target: Understanding of argument from miracles for God's existence

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Miracles are acts of God / miracles contravene nature, so must be caused by something outside nature / only God is outside nature, so God must be responsible / miracles are events of goodness, so are an appropriate example of God's love / immanence / many examples of God performing miracles in scriptures, which make people believe in God's power / love.

(4 marks) AO1

28 Explain briefly some of the qualities of God shown in miracles.

Target: Understanding of what is learnt of God through miracles

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Qualities may include: love / immanence / personal nature / power / knowledge / care for creation.

Allow for negative responses which suggest God being selective about who to help, or lacking fairness in choices, or for examples that are then expanded upon to include description / analysis of God's nature.

(3 marks) AO1

29 'Miracles are always religious events.'

What do you think? Explain your opinion.

Target: Evaluation of whether miracles are always religious events

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.	3 marks

Responses may include agreeing, disagreeing or both.

Candidates may include some of the following points:

Examples such as Lourdes / miracles are always good, so must be from benevolent being / miracles usually save lives / many examples in holy books where God is helping via miracles.

Not all miracles help people, e.g. image of Mary on glass / this is just an interpretation by people who want it that way / don't even know if there is a God to be involved.

(3 marks) AO2

30 'There is no such thing as a miracle.'

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

Target: Evaluation of claim that there is no such thing as a miracle

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate 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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

All just things science cannot yet explain / random nature leads to attitude 'miracle' is just label for unexplained event / acceptance of their existence, causes more problems than it solves.

Other views

Plenty of examples / evidence in all cultures / miracles have impact beyond event – people have seen miracles, and become believers as a result / many events that science / medicine cannot explain, God's act is only solution / personal belief.

(6 marks)

AO2

30 Spelling, punctuation and grammar

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

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

Question 6 Science and Religion

31 What is meant by creation?

Target: Understanding of technical term

Candidates may include any of the following points:

Creation is the making of something from nothing, usually by God.

Award one mark for a correct definition.

(1 mark) AO1

32 What is meant by evolution?

Target: Understanding of technical term

Candidates may include any of the following points:

Evolution is a theory put forward by Charles Darwin / explains how life has developed over time to the state we now know / survival of the fittest.

Award one mark for a correct definition.

(1 mark) AO1

33 Explain briefly the story of creation in Genesis 1.

Target: Knowledge of Genesis creation story

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Genesis – from nothing / God created world / seven days / light / atmosphere / land, sea, vegetation / sun, moon, stars / fish, birds / animals, humans / day of rest. It was good.

(4 marks) AO1

34 ‘Genesis and the Big Bang Theory are not compatible.’

What do you think? Explain your opinion.

Target: Evaluation of whether it is possible to believe both in Big Bang Theory and Genesis

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.	3 marks

Candidates may include some of the following points:

Agree

Similarities / idea that Genesis was only way people of that time could logically explain the universe / God could have made Big Bang happen / many scientists and religious people believe both / depends on interpretation of Genesis – can agree if believing Genesis to be a myth.

Other views

Science and religion are opposites / time difference / no God in science.

Responses may agree, disagree or both.

(3 marks)

AO2

35 Explain, using examples, the difference between scientific truth and religious truth.

Target: Understanding of the difference between scientific and religious truth

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Scientific truth is truth based on hypothesis and testing.

Religious truth is truth coming from religion and holy books.

Differences include: scientific truth wholly man-made, religious truth from divine source; scientific truth acceptable to society without challenge, religious truth given less credence by society; scientific truth based on evidence, religious truth does not need evidence (values faith).

Award Level 2 maximum for simply stating definitions of each.

(3 marks)

AO1

36 'Evolution proves that God exists.'

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

Target: Evaluation of claim that evolution proves God's existence

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate 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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

Darwin believed so / would show power of God, as God created beings able to adapt and survive / God created all, so if evolution is true, then God created it.

Other views

Evolution contradicts Genesis, so can't prove God exists / evolution is scientific not religious / evolution suggests nature is cruel, so against God / why did God not make perfect world – omnipotent, so could have done / evolution suggests God made flawed world – against Judaeo-Christian ideal of Garden of Eden.

(6 marks)

AO2

36 Spelling, punctuation and grammar

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

High performance	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.	<i>(4 marks)</i>
Intermediate performance	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.	<i>(2-3 marks)</i>
Threshold performance	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.	<i>(1 mark)</i>

Assessment Objectives Grids: GCSE Religious Studies Specification B Unit 4 Religious Philosophy and Ultimate Questions

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
01	1		1 Existence of God	1
02	1		1 Existence of God	1
03	4		1 Existence of God	4
04		3	1 Existence of God	3
05	3		1 Existence of God	6
06		6	1 Existence of God	
07	1		2 Revelation	1
08	1		2 Revelation	1
09	4		2 Revelation	4
10		3	2 Revelation	3
11	3		2 Revelation	3
12		6	2 Revelation	6
13	1		3 The Problem of Evil and Suffering	1
14	1		3 The Problem of Evil and Suffering	1
15	4		3 The Problem of Evil and Suffering	4
16		3	3 The Problem of Evil and Suffering	3
17	3		3 The Problem of Evil and Suffering	3
18		6	3 The Problem of Evil and Suffering	6
19	1		4 Immortality	1
20	1		4 Immortality	1
21	4		4 Immortality	4
22		3	4 Immortality	3
23	3		4 Immortality	3
24		6	4 Immortality	6
25	1		5 Miracles	1
26	1		5 Miracles	1
27	4		5 Miracles	4
28		3	5 Miracles	3
29	3		5 Miracles	3
30		6	5 Miracles	6
31	1		6 Science and Religion	1
32	1		6 Science and Religion	1
33	4		6 Science and Religion	4
34		3	6 Science and Religion	3
35	3		6 Science and Religion	6
36		6	6 Science and Religion	6
Total	36	36		72
			SPaG	4
			Total Marks	76