



**General Certificate of Secondary Education
June 2013**

Religious Studies **40554**

Specification B

Unit 4 ***Religious Philosophy and
Ultimate Questions***

Final

Mark Scheme

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

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 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 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, 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 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, 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.

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 e.g. 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

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and 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. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

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 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		(0 marks)

1 The Existence of God

01 Which person above is agnostic?

Target: Knowledge of technical term ‘agnostic’

Barry = 1 mark

(1 mark) AO1

02 Explain the argument from religious experience for the existence of God.

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

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 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 / accept examples of religious experience, both direct and indirect, e.g. miracles / prayer / meditation / worship / feeling God’s presence in nature / life conversion, etc.

(3 marks) AO1

03 *'It is impossible to believe in God without a personal experience of God.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not personal experience is necessary for belief in 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.	3 marks

Students may include some of the following points:

Depends on meaning of 'personal experience' / if it means a miracle / conversion / dramatic experience of God then many people don't have these yet believe in God / they may accept the logic of arguments for God's existence / general revelation.

If 'personal experience' means just feeling God's presence in one's life, then it is necessary / people who have never had any feeling at all of God's presence do not believe in God / some emotional connection is needed, not just logical arguments for God's existence / faith is not certainty, therefore a relationship with God is needed / it also depends on the meaning of 'believe' (intellectual assent / a faith that changes one's life), etc.

(3 marks) AO2

Note: two-sided arguments are creditable but not required.

04 Explain the arguments an atheist would give against God's existence.**Target: Knowledge and understanding of arguments against 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 simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

No proof / the existence of evil or suffering in the world / lack of justice, e.g. good things happening to bad people / science makes more sense / science provides the answers / evolution shows that God is not needed / God not needed as explanation for natural events, e.g. thunderstorms, etc. / no one has ever met God / prayers go unanswered / no personal experience of God / belief in God illogical / accept examples of faults in particular arguments for God's existence, e.g. miracles are impossible / lack of design in universe / first cause needs a cause / religious experiences are illusions / God is just made up because people fear death / lack of purpose in life / God is just a way of making people behave in society.

Accept minor duplication of arguments used in question 03 and / or rejection of the Design argument in 05.

(5 marks) AO1

05 'God designed the world.'

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 God designed the world

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, e.g. three simple reasons would reach this level. 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, i.e. 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

The emphasis in this question should be on design, not creation by God.

Students may include some of the following points:

Agree

Design shows there must be a designer / beauty and complexity of nature / order in universe / laws of nature / could not have happened by random chance / Paley’s argument about watch / Newton’s thumb / Anthropic Principle (if things had been a tiny bit different at the Big Bang, life would not exist, so shows deliberate creation by God) / accept examples of beautiful / orderly / complex design to support argument, etc.

Other views

Evolution shows how things appear orderly but order is needed for survival / cruelty in animal kingdom / problems of suffering and evil, e.g. natural disasters / man-made suffering show poor design / beauty is relative / even if design is accepted, it does not prove that God was the designer / someone other than God designed the world, e.g. many gods / an apprentice God / God does not exist/Big Bang as a result of random chance not God’s design/Buddhists do not believe in God, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

2 Revelation

06 Which type of revelation, special or general, is shown in the picture above?

Target: Understanding of the difference between general and special revelation

Special revelation = 1 mark

(1 mark) AO1

07 Give an account of a vision or a dream from scripture or religious tradition, that gave someone knowledge of God.

Target: Knowledge of an example of a vision or a dream from scripture or religious tradition that gave someone knowledge of God

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

Students may include some of the following points:

It is impossible to list all the possible examples of visions or dreams from scripture or religious tradition, but some examples follow. However, these must be widely recognised within the religion and not local/personal examples. Accept Buddhist responses concerning enlightenment despite not giving knowledge of God as such.

Buddhism Siddattha Gotama achieving enlightenment: ascetic life / accepting food / sitting under Bo tree / temptations / enlightenment / middle way / implications for teaching dhamma.

Christianity Paul on road to Damascus: persecution of Christians / blinded / words of Jesus 'Saul, Saul, why do you persecute me?' / conversion / visions of saints, e.g. Bernadette of Lourdes, apparition at Fatima, etc. / annunciation to Mary of Jesus' birth / Joseph's dreams about the child Jesus, etc.

Hinduism Basava's special revelation: devotee of Shiva / rejected life of comfort to become wandering ascetic / received enlightenment at a sacred meeting of rivers / refers to this in poems by calling Shiva 'the lord of the meeting rivers' / Arjuna's experience of a revelation from Krishna in the Bhagavad Gita. Do not accept Ganesha statue drinking milk unless clearly linked to the dream which prompted the action.

Islam Muhammad's revelation on the Night of Power: meditation in caves near Makkah / angel Jibril's appearances / 'Recite' / words written on heart / command to preach / continuing revelations recorded in Qur'an.

Judaism Moses' call and the burning bush / Moses receiving the Law on Mount Sinai / Jacob's ladder / Elijah's dream in the wilderness after his triumph over the priests of Baal when on the run from Jezebel prior to his revelation of God as the 'still small voice'.

Sikhism Guru Nanak's experience in the river: while bathing with friend Mardana / disappeared / presumed drowned / 3 days later reappeared in same location / in a trance / belief he spent 3 days in God's presence / spoke words – 'There is neither Hindu nor Muslim, so whose path shall I follow? I will follow God' / implications of this for his life.

(3 marks) AO1

08 'Religious visions and dreams are not real.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious visions and dreams are real

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

Students may include some of the following points:

Religious visions and dreams are made up / have no witnesses / cannot be verified / are subjective / may be wishful thinking / mistaken / tricks of the mind / a result of psychological imbalance / drugs / the subconscious, etc.

Many visions have been shown to fit in with reality / the revelation has come true / miracles have accompanied the vision, e.g. at Lourdes / visions and dreams are real to the person who experiences them / dreams and visions have changed people's lives / beliefs / religion, e.g. Paul, etc.

(3 marks) AO2

Note: two-sided arguments are creditable but not required.

09 Explain what revelation teaches about the qualities of God.**Target: Knowledge and understanding of what revelation teaches about the qualities of God**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

Revelation (particularly that in scriptures) can teach about God's qualities, seen in actions / all-loving / saviour / all-powerful / creator / all-knowing / forgiving / just / only one God / immanent / transcendent / personal / impersonal / God's purposes for humankind / expectations for people's behaviour, etc. Accept specific beliefs about God revealed in particular religions' revelations. (Many of these overlap.)

Buddhism Accept negative responses, i.e. that nothing can be learned about God as such from Buddhist revelation, but Buddhists can learn how to follow Eightfold Path, attain freedom, etc.

Christianity God is Trinity: Father, Son and Holy Spirit / creator / eternal / almighty / forgiving / Jesus is God's Son / died and rose again / saviour / Holy Spirit is God working in the world / God is love.

Hinduism One / unchanging / eternal God (Brahman) / all-present / timeless / formless / beyond human comprehension / revealed in different forms / deities that show different aspects of God's character.

Islam One God (Allah) / eternal / unchanging / compassionate / beyond human understanding / all-merciful / the sustainer / the greatest / 99 beautiful names, etc.

Judaism Eternal / unlimited God / in special relationship with the Jewish people (covenant) / protector / just judge / loving, etc.

Sikhism Eternal / self-existent / beyond human understanding / one creator (Ik Onkar) / Lord or Supreme Being (Bhagavan) / wonderful teacher (Waheguru), etc.

(5 marks) AO1

10 **'The best way to learn about God is through worship.'**

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 the best way to learn about God is through worship

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, e.g. three simple reasons would reach this level. 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, i.e. 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

Worship is communicating with God / prayer helps someone understand or accept God's will / worship reinforces faith / joining in a community helps learning more about God as knowledge is shared / private worship deepens relationship with God / actions in worship reveal God, e.g. prostration in mosque may give sense of the might and power of Allah / worshipping the deities reveals God has many forms / healing services / confession emphasises forgiveness of God / God's immanence felt in Communion / lively charismatic worship / people learn about God and his will through prophecy / tongues in charismatic worship, etc.

Other views

There are other ways of finding out about God besides worship, e.g. through nature / scriptures / other people / religious experiences / these teach more about God than a formal worship service / going to church, etc. / examples of how these teach about God / worship is boring / teaches very little about God as it is all created by human beings / God cannot be known through worship or any other way / there is no God, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

3 The Problems of Evil and Suffering

11 ***Which cause of suffering, natural or man-made, is shown in the picture above?***

Target: Knowledge of technical term ‘natural suffering’

Natural suffering = 1 mark

(1 mark) AO1

12 ***‘God allows suffering for a reason.’***

What do you think? Explain your opinion.

Target: Evaluation of whether or not God allows suffering for a reason

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

Students may include some of the following points:

God allows suffering for these reasons: it strengthens character / allows people to show courage / determination / compassion / opportunity to help others / brings out the best in people in a crisis / pulls the community together so strengthens community / some suffering, e.g. an illness, can strengthen the immune system / experiencing suffering can make someone better prepared for the future / helps one learn a lesson / strengthens faith by challenging an easy belief in God / example of Job whose faith remained in spite of great suffering / accept other examples in support of opinion / God has reasons that people may not know.

God does not ‘allow’ suffering at all / it is created by people / is just the way nature works / is not part of God’s will for humans / God does not want to make people stronger through suffering as this would make God cruel / suffering can weaken people’s faith so this would be counter-productive on God’s part / God does not exist / God has no reasons / God is vicious / cruel, etc.

(3 marks) AO2

Note: two-sided arguments are creditable but not required.

13 Explain the problem of evil for religious believers.**Target: Knowledge and understanding of the problem of evil for religious believers**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may interpret 'evil' to mean natural evil (suffering) and / or moral evil.

Students may include some of the following points:

Evil causes suffering / if God is all-good, why did God create a world in which evil exists? / theists also believe God is benevolent, omniscient and omnipotent / if God is all-loving, why create people with the potential to do evil? / if God is omniscient, why does God allow people to have free will when God knows that sometimes they will choose to do evil? / if God is all-powerful, why can God not stop someone before they commit evil acts? / should God not control people? / create in them a natural tendency to do good and not to sin? / some believers say everything that happens is God's will, so does this mean God wants evil to happen? / why did God create a world where natural evil (suffering) takes place through earthquakes, drought etc? / why can God not intervene to protect people from such dangers? / 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 / accept personal reasons for disbelief owing to suffering, e.g. believers who are suffering whose prayers for relief go unanswered / loss of faith when suffering occurs to innocent children, etc.

(5 marks) AO1

14 Explain why evil is sometimes described as an impersonal force.

Target: Knowledge and understanding of one explanation for the nature of evil, that it is an impersonal force

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

Students may include some of the following points:

Evil seems to be a force that draws people into doing wrong / beyond a person's control / too powerful to resist despite knowing that one should do so / e.g. addiction / when evil occurs it seems to make no sense / is beyond reason / is beyond the power of individuals to influence or stop.

This explanation for evil is contrasted with thinking of evil as a personal being (devil) and thinking of evil in purely psychological or behavioural terms, so credit responses that make those distinctions, e.g. 'they mean it is not caused by the devil' / 'it is more than just peer pressure' / 'it is not from within a person, e.g. emotions'.

(3 marks) AO1

15 ***'Religious believers should always take action against 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.

Target: Evaluation of whether or not religious believers should always take action against evil

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, e.g. three simple reasons would reach this level. 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, i.e. 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:

Students may approach this question from the point of view that religious believers should / should not take action against evil done to other people, but they may also respond by arguing that believers should / should not take action when evil is done to them personally. They may also discuss what ‘taking action’ involves, e.g. violence v. non-violence, etc. Credit examples of specific religious teaching about responding to evil, e.g. Buddhists think evil actions have consequences / hatred is never appeased by hatred but by love / Jesus taught ‘turn the other cheek’ / forgiveness / Hindus respect life / do not wish to harm living things / wish to gain good karma by responding with love / Islam teaches peace with others / Jews believe evil can be overcome by obedience to God / Sikhs practise selfless service / five virtues, etc.

Agree

All religions teach believers to take action against evil within oneself / fight against sin / the devil / do good to / love others / ‘Love your neighbour as yourself’ / loving others requires people not to stand by while others suffer / ‘All that is necessary for the triumph of evil is for good men to do nothing’ (Burke) / if believers are able to oppose evil in society by protest / other means they should do so. It depends on what ‘taking action’ involves / if it means going to war, some religious believers would oppose this because of religious teachings about not harming others, etc. / many religious believers have opposed evil in society by non-violent means / some religious believers would accept violent means to oppose a very great evil, e.g. just war / response to genocide, etc. / as regards evil done to the believer personally, religious believers are only human / it is natural to want to take action against someone who has done them harm / justice requires evildoers do not get away with their crimes / some religions teach that retaliation is justified in self-defence / ‘turning the other cheek’ is an ideal that cannot always be reached / bullies need to be stopped, etc.

Other views

Believers should not take action against evil by being evil back as it only perpetuates evil / is against the spirit of religious teaching / makes the person just as bad as the other / they should ‘turn the other cheek’ / revenge is wrong / taking action against evil might put their own lives / families’ lives in danger / not everyone can take action (old / too young / ill / have other responsibilities, etc.) / can make matters worse / religious teachings about responding to evil with love as mentioned above, must accept evil as part of God’s plan / there is nothing people can do about evil / it is up to God, not humans, to punish/take action against evil, etc.

(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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

4 Immortality

16 What is meant by immortality as a memory of others?

Target: Knowledge of one type of immortality, as a memory of others

Award 1 mark for a valid statement, e.g. a person lives on in the memories of other people / friends / family members / through photographs / keepsakes / fond recollections, etc.

(1 mark) AO1

17 Explain why Near Death Experiences may not be evidence for life after death.

Target: Knowledge and understanding of reasons why Near Death Experiences may not be evidence for life after death

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

Students may include some of the following points:

NDEs are so called because the person is not dead, so cannot prove anything about life after death / NDEs could be the result of oxygen starvation / medication / trauma / other medical conditions brought about by the person’s critical state / NDEs can be explained scientifically rather than supernaturally / person could be hallucinating / mind can play tricks on people / people might be seeking publicity / be unreliable witnesses / people often experience what they expect, e.g. Christians often see a ‘heavenly’ scene (English country garden), etc.

(3 marks) AO1

18 *'Religious scriptures provide the best evidence for life after death.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious scriptures provide the best evidence for life after death

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

Students may include some of the following points:

Scriptures confirm to religious believers that life after death exists / scriptures are held to be true / God's word / most enlightened writings / contain teachings about life after death which a believer should accept. Accept examples from particular scriptures to support the argument, e.g. the Qur'an makes it clear there will be judgement by Allah and resurrection of the body after death / Jesus' resurrection is evidence in New Testament, etc.

Scriptures are not the best evidence as they were written so long ago / are from a time when medical science was not as advanced as now / contradict each other about what life after death might be like / will not be believed by those of a different religion / lack detail / are open to many interpretations so untrustworthy / accept other criticisms of scriptures' truth / relevance to modern age / other evidence for immortality is more convincing, e.g. channelling / NDEs / medium's contacts with the dead / ghost sightings, etc.

(3 marks) AO2

Note: two-sided arguments will be credited but not required.

19 Explain religious beliefs about immortality.**Target: Knowledge and understanding of 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 simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

- Buddhism** Buddhists do not believe people have souls that are reincarnated (anatta= no self / no soul) / people have an ever-changing, individual character / consciousness that moves from rebirth to rebirth / like a flame being transferred from candle to candle / not identical but linked / dependent on karma / ending in freedom from individual existence and suffering (nibbana).
- Christianity** Christians believe in resurrection / based on central Christian belief in Jesus' resurrection / Jesus' promise to go to prepare a place for believers (John 14:2-3) / belief that soul will be judged by God / go to heaven to live with God for eternity / be cleansed of sin in Purgatory / suffer eternal punishment in hell / Judgement Day / Second Coming of Christ / resurrection of the body / restoration to glorified bodies.
- Hinduism** Reincarnation is the belief that after death a person is reborn into another living thing / a person's soul (atman) lives a new life in a different body / can be animal or human / depends on karma achieved in previous life / idea that eventually soul will reach perfection and obtain release from cycle of birth, death and rebirth (moksha) / also called 'transmigration of souls'.
- Islam** Muslims believe that soul (nafs) leaves the body at death / al- Barzakh (waiting) / sorting by crossing Sirat Bridge / physical resurrection, hence speedy burial at death / bodies resurrected on Judgement Day / Paradise / Hell.

- Judaism** Jewish beliefs vary / spiritual resurrection to Sheol to await judgement / pain of regret at wrong choices cleanses soul / most believe in a physical resurrection of the dead at coming of Messianic Age / Judgement Day when called to account for actions before God / unrighteous sent to gehinnom (hell) to be cleansed of sin before entering presence of God / Gan Eden (Garden of Eden / heaven) place for the righteous.
- Sikhism** Sikhs, like Hindus, believe in reincarnation: after death a person is reborn into another living thing / a person's soul (atman) lives a new life in a different body / can be animal or human / depends on karma achieved in previous life / idea that eventually soul will reach perfection and obtain release from cycle of birth, death and rebirth (mukti).

Note: Students may answer from one or more religion(s). The name of the religion is not required.

(5 marks) AO1

20 **'No one would want to live forever.'**

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 anyone would want to live forever

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, e.g. three simple reasons would reach this level. 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, i.e. 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

Being reborn / reincarnated has disadvantages / some would not wish to live another life / suffer all over again / images of heaven may appear boring to some / hard for people to imagine what living forever would entail / fear of hell forever puts people off / few would want to live physically forever / for believers in reincarnation or rebirth it is release from the cycle of samsara that is important not living forever, etc.

Other views

Idea of immortality attractive if finally justice is done / a life of suffering is rewarded by eternal life with God / release from samsara / something to look forward to if required to sacrifice life for faith / gives meaning or purpose to life / most people want to be remembered so would like to be immortal in some way (through legacy / memory, etc.) / people cannot accept the fact of their own death so crave immortality / believers want to be immortal to be with God / union with Brahman / state of bliss, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

5 Miracles

21 Give one reason why some people would say that the birth of a baby is not a miracle.

Target: Knowledge of what might count as a ‘miracle’

Students may include some of the following points:

The birth of a baby is natural / not supernatural / not performed by God / not a seemingly impossible occurrence / happens daily / does not break the laws of nature / not a ‘happy coincidence’ / sometimes there is something wrong with the baby / circumstances of the pregnancy.

Award 1 mark for a valid statement.

(1 mark) AO1

22 ‘Humans can perform miracles without God’s help.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not humans can perform miracles without God’s help

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

Students may include some of the following points:

Humans can do seemingly impossible things / e.g. 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.

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.

(3 marks) AO2

Note: two-sided arguments are creditable but not required.

23 Give an account of one miracle from scripture or religious tradition.**Target: Knowledge of an example of a miracle from scripture or religious tradition**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • 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, e.g. healing, raising from dead, nature miracle. It is impossible to cover every possible miracle that could be described. Miracles described in the media, e.g. aubergine with Allah written in it, crying / bleeding statues, Ganesha drinking milk, etc. can be accepted as well as personal testimony from within someone's religious tradition.

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 – walking on water / raising Jairus's daughter / casting out demons / making the blind see / stilling the storm / conversion of Saul, etc.

Hinduism – Ganesha statue drinking milk / Krishna saved from death when he was a baby.

Islam – Muhammad receiving the Qur'an / miracles like Virgin conception of Jesus in Qur'an / the Qur'an itself is a living miracle.

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

Sikhism – Guru Nanak and the grazing buffalo.

(3 marks) AO1

- 24 **Explain why some people say miracles do not happen. You may refer to Hume's argument against miracles in your answer.**

Target: Knowledge and understanding of arguments against miracles

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

No proof / unreliable witnesses, e.g. biased / gullible / desperate to back up beliefs already held / willing to believe in miracles when no scientific explanation can be found / miracles raise difficulties for believers, e.g. God appears to pick and choose whom to help / why does God not prevent suffering so a miracle is not necessary? / Hume's arguments that there can never be enough evidence to deny the laws of nature / laws of nature have been witnessed for hundreds of years / people who report miracles are uneducated / primitive / religions depend on miracles to support faith but they cannot all be right / seeing is believing / without personal experience of a miracle it is hard for people to believe the reports of others.

Reference to Hume is **not** necessary for an answer to reach Level 5.

(5 marks) AO1

25 **'Miracles prove God's love and care for all creation.'**

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 miracles prove God's love and care for all creation

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, e.g. three simple reasons would reach this level. 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, i.e. 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

Miracles necessarily bring about good for people / save people's lives / heal people / which shows that God loves human beings / the creation itself is a miracle / Muslims think Allah's love is shown through the miracle of the Qur'an as a guide to living according to Allah's will / Christians believe God's love is shown through the miraculous events surrounding Jesus' birth / ministry / Resurrection / God's love and care for the Jews is shown in miraculous events linked with Abraham, Moses, the prophets, etc. / Hindu gods use miracles to rescue / help people, etc.

Other views

Miracles do not prove God's love and care because they are few and far between / many people die without being helped by a miracle / miracles make God seem cruel when he helps some and not others / it is impossible to learn anything about God from miracles including whether God loves and cares for people / healing miracles could just be luck / have a medical reason / if God loves his creation why does he break its laws? / there are no such things as miracles / there is no God, etc.

(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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

6 Science and Religion**26 Which person above is giving an example of a scientific truth?****Target: Knowledge of technical term ‘scientific truth’**

Eddie = 1 mark

(1 mark) AO1**27 Explain why the theory of evolution challenges some religious beliefs.****Target: Knowledge and understanding of why the theory of evolution challenges some religious beliefs**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

Evolution works through random chance, not design / natural selection does not need the intervention of God / humans descended from apes, not created from dust or a rib as in the story of Adam and Eve / humans not created in their final form, but developed gradually over time / went against idea that humans are unique creations of God / made in God’s image / evolution showed things changed to fit into the environment, not that God provided the environment for creatures (as Bible suggests) / evolution contradicts design argument that beauty / order in nature was evidence of a divine designer / that beauty or order had an evolutionary purpose / was the result of fixed laws of nature.

(5 marks) AO1

28 ***'The Cosmological Revolution proved that religious beliefs were wrong.'***

What do you think? Explain your opinion.

Target: Evaluation of whether or not the Cosmological Revolution proved that religious beliefs were wrong

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

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 in vast cosmos / challenged idea of God's special relationship with humanity / science could explain the physical world without reference to God / God's creation seemed to be a machine that ran itself / God did not seem to control the universe / challenged the idea of God's immanence in creation / seemed to contradict the Bible (e.g. Psalm 19:6) which said that the sun moved across the sky / challenged the traditional religious view of unchanging / perfect heavens / firmament above earth / pillars below, etc.

The Cosmological Revolution did not prove all religious beliefs were wrong, just some understanding of the natural world / Galileo did not set out to disprove God / many religious beliefs were not affected by the scientific discoveries / accept examples of such beliefs, e.g. belief in Jesus, moral beliefs, eastern faiths' beliefs, etc. / some people's faith was reinforced by being in awe at the majesty of the cosmos / natural laws were seen as set up by God, etc.

(3 marks) AO2

Note: two-sided arguments are creditable but not required.

29 Explain why some people favour science over religion in the modern world.**Target: Knowledge and understanding of why some people favour science over religion in the modern world**

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

Students may include some of the following points:

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 / we live in a modern world / religion no longer relevant / science more logical so more attractive / religion makes greater demands on people to live a certain way / is more controlling / people like freedom / secularisation of the modern world / fewer people are 'religious' / practise their religion / science has explained many things that religion used to provide the explanation for / religion no longer seen to be 'needed' / scientific advances in medicine / technology impress people / are part of daily life, etc.

(3 marks) AO1

30 ***'It is important to believe that human beings were created by 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 it is important to believe that human beings were created by 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, e.g. three simple reasons would reach this level. 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, i.e. 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

If God did not create human beings, humanity has no value / life has no purpose / ultimate meaning / no need to respect other humans / humans simply advanced animals who have no more right to be on earth than other animals / humanity not 'special' / belief in creation by God affects the way people live their lives / respect themselves and others / feel compassion / act in self-sacrificial way and not blind determinism / duty of care to creation / stewardship / have qualities that reflect God, because made in God's image / share in the life of God / encourages attitude that life should be protected and cherished / motivation for living a good or moral life, etc.

Other views

It does not matter in practical terms whether people believe humans were created by God or whether they just evolved / people still need to survive on this earth with each other so still need to respect others / purpose in life is to pass on genes to next generation / be happy while one is alive / live life to the full / there is no God, so it is intellectually dishonest to believe humans were created by God, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>