

GCSE

RELIGIOUS STUDIES B

Unit 4 Religious Philosophy and Ultimate Questions (40554)

Mark scheme

4055

June 2014

Version 1.0 Final

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

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

Further copies of this Mark Scheme are available from aqa.org.uk

Methods of Marking

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

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, 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

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

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

1 The Existence of God**01 Explain the First Cause (cosmological) argument for the existence of God.**

Target: Knowledge and understanding of the First Cause (cosmological) argument 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 relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

The universe itself is the best evidence for God / everything that exists has a cause / the universe exists, so it too must have a cause / there had to be something eternal (without beginning or end) that was not caused by anything / that eternal first cause is God / therefore God exists. Accept 'first mover' argument: we see things moving / things do not move themselves, they must be moved by something else / this cannot go back to infinity / must be a starting movement / there must be an unmoved mover, God. Accept Aquinas' third way: everything comes into being and goes out of being / things either exist or do not exist / this means there was a time when there was nothing / but something cannot come from nothing / therefore something must have always existed, God / $0+0=0$, etc.

[4 marks] AO1

02 Explain briefly why some people say that the First Cause (cosmological) argument does not prove the existence of God.

Target: Knowledge and understanding of arguments against the First Cause (cosmological) argument

Students may include some of the following points:

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

1 mark for a superficial comment or a simple point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

03 'The design argument cannot prove that God exists.'

What do you think? Explain your opinion.

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

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

Students may include some of the following points:

What appears to be design is just evolution / there are too many flaws in the so-called design, e.g. earthquakes, etc. / suffering and evil show that the world is not designed / God cannot be proved in any scientific sense / even if a designer could be proved, the designer is not necessarily God / could be the work of many gods or an apprentice god, etc.

On the other hand if humans are merely evolved animals, why do they paint or create music which is not needed for survival / there is suffering but there may be reasons for this that humans do not understand / God is beyond human understanding / there is too much order to have come about by random chance / the natural beauty / complexity of nature / unique fingerprints / right distance from the sun to sustain life / all suggest design by a designer God, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

04 Explain why a religious experience could convince someone that God exists.

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

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

Students may include some of the following points:

A religious experience is outside normal experience, usually involving the supernatural (God) / a religious experience is personal, so convincing / one's emotions are involved so can give more weight than arid arguments for God's existence / examples of religious experience (dreams / visions / miracles / experiencing God in worship / prayer / healing miracles) sometimes effect a total change in person's life proving to them that a force outside themselves has caused this change / no other explanation for some miracles than divine intervention, therefore give strong evidence for God's existence / the religious experience of others (e.g. founders of a religion / people in the news / family members, etc.) could convince someone that God exists if they believe the account (e.g. from scripture, tradition or people they trust). Accept examples given of particular religious experiences and how they might convince, e.g. climbing a mountain and seeing the beauty of the natural world might overwhelm someone and convince them of God, etc.

[3 marks] AO1

05 ‘Morality (having a sense of right and wrong) 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 whether or not morality proves that God exists

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

People have an inbuilt sense of morality / know right from wrong / everyone has a conscience even if he or she does not follow it / some theists argue that conscience is the voice of God / this sense of morality comes from a source outside of individuals / theists say it is built in by God / people follow moral principles even when they would prefer to do something else / being moral deserves justice, but not everyone who acts morally has a happy life / therefore God must exist to reward people for living a good life / morality is a command that must be obeyed / it comes from an ultimate authority / theists say this authority is God / morality is not created by society, like the law, because laws are sometimes immoral (e.g. slavery), etc.

Other views

Morality itself cannot easily be proved to exist / morality is socially defined rules / laws / developed to control people / morality is part of evolution / survival depends on cooperation with others / guilt feelings are not from God / guilt occurs when people go against their upbringing / society / family / religion / not everyone feels guilty / some people seem not to have a conscience / people have different morals / people do not all agree about what is right and wrong / atheists question why being good should be rewarded by a happy life / no such link between the two / there is no afterlife so no reward for a moral life, 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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

2 Revelation**06 Explain briefly what is meant by a person’s conscience.****Target: Knowledge and understanding of the meaning of ‘conscience’****Students may include some of the following points:**

A person’s conscience is the voice inside their head that tells them right from wrong / the inner feeling that you are doing right or wrong / to some believers it is the ‘voice of God’ guiding them / a feeling of guilt when doing wrong, etc.

1 mark for a superficial comment or a simple point.

2 marks for a developed answer or more than one point.

[2 marks] AO1**07 ‘God can be revealed in the lives and work of people.’****What do you think? Explain your opinion.****Target: Evaluation of whether or not God can be revealed in the lives and work of people**

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

Students may include some of the following points:

The life and work of someone can be so selfless / heroic / extraordinary/ that religious believers may feel that God is guiding / inspiring them / these people are examples to others of the nature and qualities of God, i.e. God is revealed through the compassion, love, forgiving nature of these people who are said to be inspired by him / those who are willing to die for their beliefs convince religious believers of the truth of their faith / actions speak louder than words / reference to special revelation – may include an example / influence of the Holy Spirit, etc.

On the other hand, there is no proof that God is guiding the lives of these people / they are merely doing good work / unconvincing without a personal revelation of God/ God is better revealed in other ways, e.g. holy books / worship / nature / miracles, etc.

Accept responses which interpret the question as meaning people can have a revelation of God in their lives, e.g. people can experience special/general revelations.

Two sided answers are creditable but not required.

[3 marks] AO2

08 Give an account of a special revelation.**Target: Knowledge of one example of special revelation**

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

Students may include some of the following points:

Any special revelation can be accepted including visions, dreams, conversion experiences, miracles, near death experiences, experiences during prayer or worship, which has changed the person's life or revealed the truth about life or a message from God. **Some examples from religious traditions and scriptures follow but these are not exclusive.** Credit personal / contemporary accounts that are examples of special revelation (but not general revelation). (Accept definitions of special revelation which include an example.)

Buddhism Siddhattha 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 / Jesus' baptism / temptations.

Hinduism Basava's special revelation: devotee of Shiva / received enlightenment at a sacred meeting of rivers / against caste system and ritual which prevented spiritual progress in ordinary people / taught non-violence / equality for women / dignity of labour / in language they understood, not Sanskrit.
Also Arjuna's experience of a revelation from Krishna in the Bhagavad Gita.

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 / Muhammed's 'Night Journey' to Jerusalem and then Paradise (al Miraj).

Judaism Abraham's call to leave Ur / Abraham & Isaac / Moses' call and the burning bush / Moses receiving the Law on Mount Sinai / Jacob's ladder / Elijah's still small voice.

Sikhism Guru Nanak's experience in the river: while bathing with friend Mardana / disappeared / presumed drowned / 3 day 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

09 Explain why some people say that special revelations are illusions.

Target: Knowledge and understanding of why some people say that special revelations are illusions

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

Students may include some of the following points:

Revelations difficult to prove / subjective / no witnesses / could be hallucinating / induced by drugs / trick of the mind / wishful thinking / mental illness / deceptive to gain fame / conflicting revelations between religions / atheist view that God does not exist, etc.

[4 marks] AO1

10 'There are too many different ideas of what God is like for them all to be true.'

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

Target: Evaluation of whether or not there are too many different ideas of what God is like for them all to be true

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

There are different ideas of God in different religions / some contradict each other / Hindus and Christians think of God in different forms / Muslims, Jews, Sikhs reject that idea / even within one religion there are seeming contradictions, e.g. immanent or transcendent / personal or impersonal / each religion thinks their ideas of God are the right ones / events can contradict beliefs about God, e.g. the problem of suffering and evil creates difficulties for believers in a benevolent, almighty God / God is beyond human understanding / descriptions of God are meaningless as no one really can know what God is like / there is no God, etc.

Other views

The different ideas of what God is like come through revelations / religious believers accept these revelations as true / although there are different interpretations of revelations in different religions they could still have some truth in them / different interpretations may show different truths about God / different religions agree on a lot of things about God / qualities of God are shared by many religions, e.g. supreme, almighty, creator / limitations of language lead to a variety of attempts to explain what God is like, using different kinds of words and descriptions / Hindu parable of the blind men and the elephant (each has knowledge of part of the elephant but they are all describing the same animal), 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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

3 The Problems of Evil and Suffering

11 Explain religious teachings about why there is suffering in the world.

Target: Knowledge and understanding of religious teachings about the reasons for suffering in the world

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

Students may include some of the following points:

In general, Christians / Jews / Muslims teach that God gave people free will / people choose to do things that make others suffer. Buddhists / Hindus / Sikhs explain suffering through the law of karma / kamma / people's actions have consequences now and in the future / suffering now may be caused by actions in a previous life / selfishness and sin cause suffering. Suffering is a test of faith / exists for a (mysterious) purpose / may be punishment for sin / can teach a lesson / build character / make people appreciate things taken for granted. Natural suffering is no one's fault, just the way the world is / man-made suffering is caused by human free will / weakness, etc. Specific religious explanations for suffering follow.

Buddhism Suffering just is / life is unsatisfactory, full of suffering caused by craving / selfishness / greed / ignorance / hatred (the three poisons) / challenge is to stop suffering by overcoming desire by following the Eightfold Path.

Christianity Suffering is caused by free will / brought into the world when Adam and Eve disobeyed God / is a punishment for sin / devil who tempted Adam and Eve still tempts people to do wrong and cause suffering to others / original sin passed down to every human being / innocent suffering of Jesus broke the power of evil and suffering.

Hinduism Suffering a result of sinful actions in this or a previous life (karma) / building up good karma will reduce future suffering / help people gain release from the cycle of birth, death and rebirth.

- Islam** Allah gave Adam free will / humans can choose to sin / Shaytan tests people’s faith through suffering / but will not test someone more than he or she can bear.
- Judaism** Suffering was brought into the world as a result of free will / Adam and Eve chose to eat the forbidden fruit / suffering is punishment for disobeying the will of God / God uses suffering to discipline / train people / to bring people back to God / suffering is part of God’s mysterious plan / the story of Job shows that God’s reasons for suffering should not be questioned / faithfulness to God will eventually be rewarded.
- Sikhism** Selfishness causes suffering / people reap what they sow (karma) / why some suffer more than others is a mystery / God did not put suffering in the world to get people to turn to him / good actions performed now will ensure less suffering in a future life.

[4 marks] AO1

12 ‘A loving God would not allow suffering.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not a loving God would allow suffering

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

Students may include some of the following points:

A loving God would prevent the suffering of people, especially innocent children / intervene to stop suffering / the innocent do not deserve to suffer / if God wants his creatures to suffer, God is cruel not loving / why did God create a world in which suffering occurs / this makes people question God’s love/ existence / a loving God who is also omniscient would know how to stop suffering / a loving God is also omnipotent would be able to stop suffering, etc.

God is loving but suffering is not God’s fault / natural suffering may injure people but not intention of God / human freedom is to blame for suffering caused by people / God cannot intervene every time someone is at risk without taking away human freedom / a loving God wants to allow us freedom / to learn from our mistakes / God should not be questioned / God has mysterious reasons for allowing suffering, etc.

Two sided answers are creditable but not required. Allow some overlap with 11.

[3 marks] AO2

13 Explain how religious believers can help those who are suffering.

Target: Knowledge and understanding of how religious believers can help those who are suffering

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

Students may include some of the following points:

Believers can help those who are suffering by supporting religious and secular charities / organisations to help all sorts of types of suffering / personal help of neighbours / global help for the poor, etc. Credit specific examples of help given / examples of moral support (comforting / praying for someone / listening) / encourage love of / trust in God, etc.

The answer must be an explanation not a list, so do not award Level 3 for brief bullet points of three items. Maximum Level 2 for a list.

[3 marks] AO1

14 Explain briefly the difference between evil and suffering.

Target: Knowledge and understanding of the meaning of the terms ‘suffering’ and ‘evil’

Students may include some of the following points:

Suffering is when people have to face and live with unpleasant events or conditions / evil is the opposite of good / a force or the personification of a negative power that is seen in many traditions as destructive and against God / evil is an action or event that usually causes suffering to others / suffering may be the result of evil, natural disaster or human error etc.

1 mark for a superficial comment or a simple point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

15 'There will always be evil in 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 there will always be evil in 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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.		2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, 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

As long as human beings are free to choose between right and wrong, some will choose to do evil things / human beings are weak / greedy / selfish / will do things for own gain rather than for others / God is eternal and his adversary, Satan / Shaytan will always tempt people to do evil / the source of evil is ignorance / greed / hatred / the three poisons / people will always have a wrong understanding of reality / natural 'evil' (suffering caused by nature) could also increase with damage to the earth caused by human choices, etc.

Other views

Evil does not need to continue if people seek enlightenment / live by religious values / follow their scriptures / follow God's laws / gain good karma / kamma / follow the Eightfold Path / overcome craving / selfish desires, etc. / are brought up to use their free will correctly / God is more powerful than evil / Satan / Shaytan / for Christians, death and resurrection of Jesus triumphed over evil / Christians believe that there will be no evil when the Kingdom of God is established on earth / natural 'evil' could be reduced if people took threat to the environment seriously, 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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

4 Immortality**16 Explain the idea of rebirth.****Target: Knowledge and understanding of the idea of rebirth**

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

Students may include some of the following points:

At death an individual's ever-changing character / consciousness survives from one life to the next / similar to a flame being transferred from one candle to another / each life is linked through kamma / the quality of the next life is influenced by the good or bad in the previous ones / when Buddhists achieve enlightenment nibbana is reached / freedom from individual existence and suffering, etc.

N.B. Rebirth does not involve an immortal soul that passes from one life to the next. Do not award Level 3 for accounts that cannot be distinguished from reincarnation / contain inaccurate ideas, e.g. the soul migrating at death into a different person / an animal.

[3 marks] AO1

17 Explain the evidence from scripture (holy books) for life after death.

Target: Knowledge and understanding of the evidence for life after death from scripture (holy books)

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

Students may include some of the following points:

Religious scriptures (holy books) describe some form of immortality or the means to achieve it. Reference to specific scriptures is not necessary as long as the evidence presented has a scriptural base.

Buddhism Buddhist scriptures, particularly the Tripitaka, contain beliefs about rebirth. The Buddha described how to end suffering and achieve nibbana by following the dhamma. The impermanence of all things, including no permanent soul, means that immortality is seen in terms of a continuous process of life, death and rebirth (samsara). The kammic energy of a person who dies sets another life in motion. Other people and animals are seen as possible close relatives and friends. The Tibetan Book of the dead describes a direct vision of ultimate reality, a brilliant light.

Christianity The creed states the belief in ‘the resurrection of the body and the life everlasting’ which is based on scripture. Eternal life has been established by the resurrection of Jesus described in the New Testament. Eternal life comes through Jesus. “...I am the resurrection and the life. He who believes in me will live, even though he dies; and whoever lives and believes in me will never die...” Before his death, Jesus spoke of preparing a place for his followers with God. St Paul’s letters taught that Christians will be raised with a new spiritual body after death.

Hinduism Many Hindu scriptures (Vedas, Upanishads, Bhagavad Gita etc.) speak of reincarnation, karma, and release (moksha) from the cycle of samsara (death, reincarnation, death). Scriptures describe the ultimate goal of life as union with Brahman, the Supreme Spirit (Ultimate Reality). Hindus are told to fix their mind on Brahman and serve Brahman, and they will reach Brahman.

- Islam** The Qur'an is the direct word of God in which are found teachings about life after death. It describes the interrogation of the person by the angel of death, a state of waiting (barzakh) until the resurrection of the body and the Day of Judgement. It describes Allah sorting the souls and their crossing of the Sirat Bridge into paradise.
- Judaism** Jewish ideas about life after death vary. The Torah and the Talmud refer to God raising people from the dead, and the sorrows of Sheol, but no clear picture emerges of an afterlife. The book of Samuel says, 'The Lord brings death and makes alive; brings down to the grave and raises up.' Maimonides (13th c. CE) believed in a resurrection of the dead. Various prayers speak of hope for eternal life and the world to come.
- Sikhism** The Guru Granth Sahib teaches Sikhs how to break the cycle of samsara (birth, death and reincarnation) and to be united with God forever. Those who meditate on God attain release (mukti). The soul is the image of the transcendent God. It is reincarnated into another body after death depending on karma. Every person will eventually be united with God.

[4 marks] AO1

18 'Being remembered by others is not immortality.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not being remembered by others is 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 with slight development of one.	3 marks

Students may include some of the following points:

Immortality to a religious believer means life after death / being remembered by others is not truly living after one's death / once the last people who knew the deceased pass on, the memory dies with them, etc.

People use the word 'immortality' to describe someone who is remembered by family and friends / through photos / keepsakes / even though this does not mean actual life after death, it is still a common use of the term, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

19 Explain briefly the meaning of the term ‘dualism’.

Target: Knowledge and understanding of the meaning of the term ‘dualism’

Students may include some of the following points:

Dualism is the idea that human beings have two basic natures: the physical and the spiritual / mind or soul determines our personality / the body is an outer shell for the real self / body will decay / mind or soul is immortal / survives the body at death, etc.

1 mark for a superficial comment or a simple point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

20 ‘There is no afterlife.’

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

Target: Evaluation of whether or not there is an afterlife

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks

Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<p>Levels 5 and 6 QWC</p> <p>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.</p> <p>Level 5 Guidance</p> <p>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.</p>	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.	<p>Level 6 Guidance</p> <p>The keywords are 'well-argued' and 'apply...effectively'.</p> <p>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.</p> <p>However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.</p>	6 marks

Students may include some of the following points:

Agree

There is no proof of life after death / no one has come back from the dead / materialist arguments that there is nothing spiritual about humans / no soul to live on after death / body decays / evidence for immortality such as ghosts, channelling or near death experiences weak / wishful thinking (comforting) / science / atheism, etc.

Other views

Evidence may include experience of ghosts / channelling / near-death experiences / out-of-body experiences / spiritualism / revelations / scriptural accounts / resurrection of Jesus / visitation / religious beliefs and teachings like resurrection / reincarnation / rebirth / soul / law of karma / knowledge of and held by reincarnated beings, e.g. Dalai Lama / if humans are simply arrangement of atoms, they continue / there is no way of knowing for sure, so why not hope? 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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

5 Miracles**21 Give an account of one miracle from someone's personal experience.****Target: Knowledge and understanding of an example of a miracle from personal experience**

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

Students may include some of the following points:

All miracles are someone's personal experience so all accounts of miracles whether from personal experience, scripture, tradition or history are acceptable.

The phrase 'from personal experience' hints at those perhaps more contemporary miracles which are experienced or seen personally, for example faith healing. Students may cite examples from text books of people who witnessed the statue of Ganesha drinking milk / Angela Cavello lifting a car to rescue her son / William Kent walking again after 15 years in a wheelchair / stairwell B in the World Trade Center / other accounts known to the student / a train driver having a heart attack and stopping the train in time to save the life of a boy on the track etc.

[3 marks] AO1

22 ‘God works in the world through miracles.’**What do you think? Explain your opinion.****Target: Evaluation of whether or not God works in the world through miracles**

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

Students may include some of the following points:

God works in the world through miracles to show his power / to show approval of someone acting or speaking on God’s behalf / God works through people who perform miracles / humans cannot break the laws of nature without God’s help / Christians believe that Jesus was God in human form so directly showed God’s love and power through the miracles he performed / Hindus believe miracles are the result of the intervention of Vishnu, e.g. through Krishna and Rama or other deities / Jews believe God works directly through miracles, for example to save the Israelites from the pursuing Egyptians / Muslims believe only Allah can perform miracles but can do so through Allah’s chosen prophets, etc.

Sikhs believe that saints and prophets can perform miracles but not to prove a prophet’s power or even to prove the greatness of the religion but only to help people / Buddhists and atheists do not believe in God so disagree with the statement / Buddhists may accept miracles but do not think they are actions of God / Buddhist view that individual can develop miraculous powers through meditation / living a good life / humans can perform miracles without God’s help, e.g. doctors performing miraculous seeming cures / birth of a baby / scientific view that miracles are not supernatural events, just natural events people cannot yet explain / so-called miracles are just mind over matter / miracles can be unfair / only affecting a few people, so cannot be God’s work, etc.

[3 marks] AO2**23 Explain briefly why accepting that God performs miracles might cause problems for religious believers.****Target: Knowledge and understanding of reason(s) why acceptance of miracles might cause problems for religious believers**

Students may include some of the following points:

God is loving / just / so why does he not perform miracles for everyone? / is God choosing favourites to help? / why would God make a statue weep but ignore thousands who died in tsunamis / earthquakes, etc. / human miracle workers might become too important and God's message might be lost / the so-called miracles might not be done by God / God is transcendent so does not intervene / God created laws of nature, why would he break them? / God gives people intelligence to use in finding reasons for seeming miracles / believers might lose faith if they are not granted a miracle, etc.

1 mark for a superficial comment or a simple point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

24 Explain Hume's arguments against miracles.

Target: Knowledge and understanding of Hume's 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 relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Hume thought that there can never be enough evidence to deny the laws of nature / laws of nature have been witnessed for hundreds of years / overwhelming evidence that people do not fly / rise from the dead, etc. / for miracle to be accepted sufficient evidence must be produced which outweighs long established natural laws / witnesses to miracles are unreliable / biased / exaggerating / desperately desire miracles to back up their beliefs / most witnesses are primitive, uneducated people / gullible / willing to accept extraordinary events because they do not have an alternative explanation / lack scientific knowledge / religions depend on miracles to prove they are true, but they cannot all be right / therefore none of them are right / religions' truth claims based on miracles cancel each other out / Hume himself never experienced miracles, etc.

[4 marks] AO1

25 'The best evidence for miracles is found in scripture (holy books).'

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

Target: Evaluation of whether or not the best evidence for miracles is found in scripture (holy books)

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

Scripture is God’s word so reliable and true / should not be questioned by believers / God is almighty so can do anything / scripture has been held and accepted for a long time so no reason to doubt its veracity / miracles recorded in scripture were seen by many people / why would they lie? / too many accounts for them not to have happened / research into the power of prayer to heal supports scriptural accounts of miracles / miracles performed by founders and leaders of religions convince people to convert to / die for the religion, etc.

Other views

Most scriptural stories of miracles were written long ago / before scientific knowledge progressed to where it is today / historical accuracy of such accounts can be questioned / even religious believers may not accept all the accounts of miracles from scripture as literally true / accounts allow for interpretation so not clearly miraculous / e.g. may be seen as symbolic / examples of such stories can be shown to be impossible / unreliable evidence for miracles / people are biased towards their religion so accept stories that others would find questionable / the best evidence for miracles is from religious tradition (e.g. Lourdes / traditions associated with Buddha / Varanasi, etc) / personal experience / more modern accounts of miracles that have been thoroughly investigated, etc.

N.B. Accept examples of miracles from scripture or tradition to support the arguments.

[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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

6 Science and Religion**26 Explain the theory of evolution.****Target: Knowledge and understanding of the theory of evolution**

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

Students may include some of the following points:

Different species have developed from simple life forms into more complex forms / a chain going back through time can be established to show the origins of species / e.g. apes developed from other mammals who were descended from reptiles, fish, back to simple bacterium / species adapt to their environment / natural selection / survival of the fittest / the genes that allow individuals to be successful are passed to their offspring, etc.

[3 marks] AO1**27 'It is possible to believe in God and evolution.'****What do you think? Explain your opinion.****Target: Evaluation of whether or not it is possible to believe God and evolution.**

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

Students may include some of the following points:

Many religious people believe that God designed the process of evolution / God gave life-forms intelligence and adaptability that helped them to change / huge, sudden jumps in evolution resulting in unexplained changes happening could be explained as being part of God's plan / order and complexity in the evolutionary process could be interpreted as evidence of a designer God / evolution shows God's power / both Genesis and evolution say that life began in sea and ended with humans / if Genesis is not taken literally a believer can accept evolution, etc.

Evolution is a natural process without need for a creator / designer God / evolution occurs by random chance / only appears 'designed' because creatures adapt to their environment / animals and plants were not in their final form by the sixth day of creation so not 'designed' perfectly by God / the environment was not designed to suit the needs of creatures, rather the creatures adapted to suit their environment / the complexity of creatures can be explained by evolution alone / there is no need for a 'watchmaker' / creationists would reject evolution as it contradicts a literal reading of Genesis, etc.

Accept discussion of whether evolution is a belief or a fact / 'belief' refers to God whereas evolution is scientific truth / one does not have to 'believe' when it comes to evolution, whereas God requires faith, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

28 Explain how believing that God created the world might influence the way religious believers live their lives.

Target: Knowledge and understanding of the impact on attitudes and behaviour of a belief in creation of the world by God

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

Students may include some of the following points:

A belief in creation of the world by God may affect both attitudes and behaviour, so students may approach the question in relation to either attitudes or behaviour or both.

Religious people may show respect towards God's creations / animals / plant life / other people / actively work for conservation of the natural world / take their role as stewards of the creation seriously / adopt humility rather than arrogance towards nature / seek peace among warring groups / work for sustainable development / they get enjoyment from seeing beauty in nature / amazing natural phenomena.

Accept other practical attitudes / behaviour that relate to a belief in creation by God, etc.

[4 marks] AO1

29 Explain briefly the difference between scientific truth and religious truth.

Target: Knowledge and understanding of technical terms 'scientific truth' and 'religious truth'

Students may include some of the following points:

Scientific truth is based on observation / hypothesis / experiments / repeated testing / is objective / changes when new evidence comes to light / trustworthy in the light of current knowledge, etc. Whereas religious truth is based on evidence that can be examined by anyone / has more 'proof' / religious truth is spiritually revealed / part of the doctrine of a religion / based on faith / trust / belief / experience / the authority of a religion / not accepted by those who do not share that faith, etc.

1 mark for a superficial comment or a simple point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

30 'The Genesis creation story and the Big Bang theory cannot both be true.'

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

Target: Evaluation of whether or not Genesis and the Big Bang theory can both be true

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

There is a big difference between the Genesis creation story and the Big Bang theory for example, Genesis says that there was darkness and God / creation began at God's command out of nothing / light was created followed by heaven and earth, land and sea, plants, animals and people / Genesis claims the universe was made in six days / God made it good. By contrast, the Big Bang theory suggests the universe began to be formed 10- 15 billion years ago / a singularity began to expand and from this explosion all the matter that makes up the universe came into being / it was a random / natural occurrence, not caused by God / took billions of years before conditions were right to allow life to develop on earth / atheists would agree because they do not believe in God / fundamentalist interpreters of Genesis would agree because they believe the Bible is God's word / the Genesis account is true, etc.

Other views

If Genesis is not taken literally, the two accounts can be compatible / it is possible that God made the Big Bang happen / science agrees with Genesis that nothing happened before the universe began / the stages of creation in Genesis are not so different from scientific accounts / e.g. stars, galaxies and planets formed followed by life on earth / God's view of time is different from the human concept of time / Genesis contains the religious truth that God created the universe / Genesis is not meant to be a scientific account, 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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>