



GCSE

Religious Studies B

Unit 4 / 40554 Religious Philosophy and Ultimate Questions
Mark scheme

40554
June 2015

Version/Stage: v1.0 Final Mark Scheme

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

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

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

Methods of Marking

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

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

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

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

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

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

Assessment of Spelling Punctuation and Grammar

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

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

1 The Existence of God**01 Explain the Design (teleological) argument for the existence of God.**

Target: Knowledge and understanding of the Design (teleological) 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, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

The intricacy / complexity / interdependence / order / beauty of the natural world / human body / the fact that if any of the physical constants in the universe had been different, life would have been impossible – all / give evidence of design. Credit examples of a camera / telescope / human eye, etc. Credit use of the arguments of William Paley / Isaac Newton / Aquinas / Swinburne / Tennant / Intelligent design.

William Paley argued that if you were walking in a deserted place and found a stone, you might conclude it had always been there or was natural to that place. But if you came across a watch, even if you had never seen one before, its inner workings (cogs, wheels and springs) would convince you that someone had designed it. Even if the watch was broken, its structure would make you conclude that the intricate pieces could not have come together by themselves. Paley said that the universe is even more complicated than the watch. The human eye, for example, is far more complex than a human-made telescope, which can only *help* the eye. Therefore the universe, like the watch, must have had a designer. The only designer able to design such a complex and intricate universe is God.

Isaac Newton argued that the design of the thumb was so clever and unique to each person that it must have been designed. Even if it was the only proof that God existed, the thumb alone would convince him that there was a Designer of the universe.

Students do not need to use all of these arguments in order to gain full marks if they have answered comprehensively about one of them. Students who use two or more traditional arguments (Paley, Newton, Tennant and Aquinas, for example) should be credited. Students who give a detailed general argument, eg the anthropic argument, without reference to a named person should also be able to gain full marks depending on the quality of the explanation presented.

[5 marks] AO1

02 Give two reasons why some people disagree with the Design (teleological) argument.

Target: Knowledge of two reasons why some people disagree with the Design (teleological) argument

Students may include some of the following points:

Flaws in the design of the natural world, eg earthquakes / problem of suffering / problem of evil / cruelty within nature / evolution entirely natural / no need for a designer / evolution (through natural selection / survival of the fittest) gives appearance of design / order is necessary to support life / any universe would need its parts to be adapted to one another to a certain extent for life to exist / no physical evidence of God's existence / humans impose the order / structure to explain them, etc.

1 mark for each correct reason given.

[2 marks] AO1

03 ‘God is the First Cause of the universe.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not God is the First Cause of the universe

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:

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 must be God / only God is supreme / powerful enough to create the universe / even if the universe started with a Big Bang, something must have caused the Big Bang, ie God, etc.

No proof of God / no evidence God caused the universe / if everything has a cause then God too must have a cause / who made God? / the universe might be eternal / just because other things have causes does not mean the universe itself has to have a cause / the Big Bang caused the universe, not God / for unbelievers God cannot be the First Cause, etc.

General answers which argue for or against God as creator but do not refer to First Cause arguments should not receive more than Level 2.

Two sided answers are creditable but not required.

[3 marks] AO2

04 Explain briefly how morality might be used to try to prove that God exists.

Target: Knowledge and understanding of how morality might be used to try to prove that God exists

Students may include some of the following points:

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 sometimes laws are immoral, eg slavery / so morality must be from a higher source of authority, etc.

1 mark for a superficial comment or simple point.

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

[2 marks] AO1

05 'Religious experiences are the best evidence for the existence of God.'

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 religious experiences are the best evidence for the existence of God

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

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

Agree

Religious experiences / dreams / visions / miracles are convincing to the person who experiences them / thousands of people have had such experiences so not all can be wrong / lying / deluded / people claim to experience God in worship / prayer / healing miracles / remarkable recoveries put down to faith in God / sometimes effect a total change in person’s life / no other explanation for some miracles than divine intervention / shared religious experience reinforces faith in God / some willing to die for faith after a religious experience / no substitute for direct, personal experience / religious experience has been the foundation of religions / other evidence for God is not as convincing / too based on intellectual arguments rather than the heart / because religious experiences are personal, they provide a ‘truth’ which is stronger than any evidence offered against them, etc.

Other views

Religious experiences are subjective / difficult to prove / could be made up / mistaken / publicity seeking / have no witnesses / unreliable / wishful thinking / illusions, etc therefore cannot prove to anyone that God exists / is the cause of these experiences / some believers are more convinced by evidence from scriptures / nature / conscience / not everyone has dramatic religious experiences yet still believe in God / other philosophical arguments for God’s existence are more convincing / accept elaboration on the merits of different arguments for God, eg Design / morality / First Cause, etc.

[6 marks] AO2

05 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below	Response does not meet the threshold performance. For example, errors	[0 marks]

Threshold	in spelling, punctuation and grammar severely hinder meaning or nothing is written.	
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2 Revelation

06 ‘Nature reveals the power of God.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not nature reveals the power of God

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

Students may include some of the following points:

Power / beauty / intelligence / complexity of nature / creation of new life / inspires awe / wonder at its creation by a powerful God / God’s supremacy and power is seen in nature’s power to create and destroy / nature seems to show purpose / design which leads to belief in a mighty God / natural events like earthquakes, etc. are beyond the control of human beings showing that there is a power greater than humans, ie God / laws of nature not created by humans, etc.

Nature reveals its own wonder / power / beauty without needing a God / nature can be cruel so unlikely to reveal a loving God, even if it reveals a powerful one / seeing God’s power in nature is a believer’s interpretation but not convincing to the unbeliever / earthquakes, et al, are due to physical forces that have scientific explanations / nature cannot reveal God because God does not exist, etc.

Answers which do not refer to the power of God should not achieve more than Level 2.

Two sided answers are creditable but not required.

[3 marks] AO2

07 Give two examples of special revelation.

Target: Knowledge of two examples of special revelation

Students may include some of the following points:

Examples of special revelation include vision / dream / miracle / conversion / prophecy / sacred writing / a direct meeting with God / God talking to someone, etc. Accept examples of revelation from scripture / worship / prayer / eg named examples such as Moses and the Burning Bush, Paul on the Damascus Road, Muhammad receiving the Qur’an on the Night of Power, a group experience like the Toronto Blessing, etc.

1 mark for each correct example.

[2 marks] AO1

08 Explain the impact revelation may have on the lives of believers. You may use examples in your answer.

Target: Knowledge and understanding of the impact revelation may have on the lives of believers

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

Students may include some of the following points:

Accept impact of general and / or special revelation, eg change someone's life (eg turning away from drugs, etc.) / conversion to a different religion / reveal a truth about God / give a message from God that the person may act upon / provide proof of God's existence / help start a religion / help someone know God's will / reach enlightenment / inspire charity / follow a more religious life / behave according to God's wishes / encourage hope in an afterlife / deepen faith / alter the way people dress / eat and drink / live their lives / worship, etc.

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

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

Buddhism Siddhattha Gotama achieving enlightenment.

Christianity Paul on road to Damascus / Jesus' baptism / temptations.

Hinduism Basava's special revelation / Arjuna's revelation from Krishna in the Bhagavad Gita.

Islam Muhammad’s revelation on the Night of Power / Cat Stevens’ conversion to Islam.

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

Sikhism Guru Nanak’s experience in the river.

[5 marks] AO1

09 Explain briefly what religious believers mean when they say that God is transcendent.

Target: Knowledge and understanding of the technical term ‘transcendent’ when applied to God

Students may include some of the following points:

God is beyond / outside life on earth and the universe / God is beyond time and space / God does not need people but people need God / without God nothing would exist / God cannot be comprehended / has unlimited power / God does not interfere with his creation, etc.

Do not credit, ‘You can’t see God.’

1 mark for a superficial comment or simple point.

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

[2 marks] AO1

10 ‘Scripture (holy books) cannot reveal anything about God.’

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 scripture (holy books) can reveal anything about God

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

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

Scriptures (holy books) were written long ago / are outdated / are unreliable in terms of authorship / different religious scriptures contradict each other / contain different claims to truth / are dependent on interpretation / do not reveal God but only the writer's ideas about God / God cannot be revealed / described adequately by humans / God is beyond human understanding / Buddhist scriptures do not reveal anything about God as Buddhists do not believe in a God, etc.

Other views

Scripture (holy books) reveal much about God's purposes for humankind / God's nature (qualities) / how God has interacted with humans / how God wants people to live their lives / how God wants people to worship / scriptures are the word of God / inspired by God / Qur'an contains actual words of Allah revealed to prophet Muhammad / creation stories in scriptures reveal God's almighty power as creator / accept other examples from scriptures that reveal something about God, eg gospels show saving action of God in sending Jesus / Torah shows God as lawgiver / Hindu scriptures relate stories about the deeds of the gods / Qur'an gives 99 names for Allah / Guru Granth Sahib describes the qualities of 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.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

3 The Problems of Evil and Suffering

11 Explain religious teachings about the origins of evil.

Target: Knowledge and understanding of religious teachings about the origins of evil

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

Students may include some of the following points:

Religious explanations for evil generally divide between western and eastern faiths. Christians, Jews and Muslims see evil as the result of human misuse of free will given by God. Buddhists, Hindus and Sikhs see its source as ignorance and relate it to the law of karma (kamma).

Students do not need to mention which religion the teachings come from. They may concentrate on one or two religions or give a broad sweep of religious teachings about the origins of evil.

Buddhism Evil caused by craving / selfish desires / three poisons (greed, hatred and ignorance) / law of kamma requires people to reflect on whether their actions in this life or a previous life contributed to its cause / practising generosity / loving kindness / wisdom / right understanding helps overcome the causes of evil.

Christianity God created perfect world / evil came into it through original sin / Adam and Eve's disobedience / Satan (Lucifer) tempted them to taste freedom / free will misused creates evil as people choose wrong over right.

Hinduism Forces of evil are at work in the world / gods fight against them / part of cycle of samsara (birth, death and rebirth) / God not source of evil / evil is more the absence of God when people turn away from God / living a dutiful life gains good karma which can make up for evil actions in this or previous lives.

Islam	Allah created perfect world / beings called Jinn / like humans had free will / Jinn called Iblis (Shaytan) rebelled against Allah / tempted Adam & Hawa to disobey / Shaytan still a force at work in world which Muslims must resist / people have free will but Allah knows the outcome of their choices.
Judaism	God created everything including evil / under God's control / Satan fights against God / represents tendency of people to stray / God is loving so created evil for a good purpose / so people can have real choices / freedom / if people followed God's law, evil would lose its power.
Sikhism	God's divine presence is in all humans / humans are not evil but are ignorant and self-centred / forget to see God in other people / do wrong / misunderstand reality / God source of both good and evil / people free to choose between them / each person must overcome the five evils of anger, attachment, greed, lust, pride.

[5 marks] AO1

12 Explain briefly why evil is sometimes described as a psychological phenomenon.

Target: Knowledge and understanding of the description of evil as a psychological phenomenon

Students may include some of the following points:

Describing evil as a psychological phenomenon means that evil arises from the mind of a person / is influenced by upbringing / by society in general / the result of a damaged mind / psychological illness / childhood abuse / parental influences / not a personal being or devil / not an impersonal force / influenced by peer group / media influences, etc.

1 mark for a superficial comment or simple point.

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

[2 marks] AO1

13 ‘Religious believers should not try to explain why God allows suffering.’

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should not try to explain why God allows 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:

It is impossible to explain why a loving God allows suffering / it is a mystery known only to God / suffering is just a fact of life / suffering is not ‘allowed’ by God, it just is / God does not need defending by religious believers / some suffering is necessary / beneficial / God does not control human actions that cause suffering / there is no God so believers should not bother trying to explain, etc.

Religious believers must try to explain why God allows suffering in order to make sense of what seems a great injustice / their faith is illogical if they believe God is all-powerful yet cannot stop suffering / all-loving yet will not prevent suffering / atheists believe that God does not exist / others cannot be convinced of the existence of a caring, loving God in the face of evil, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

14 Give two examples of man-made suffering.

Target: Knowledge of two examples of man-made suffering

Students may include some of the following points:

Man-made suffering is suffering caused by the actions of humans / intentional or unintentional, eg crime / accident / carelessness. Accept specific examples, eg murder / stealing / assault / cruelty to children / rape, etc.

1 mark for each correct example.

[2 marks] AO1

15 'All suffering is unjust.'

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 all suffering is unjust

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

People should not have to suffer / life should be happiness and pleasure / innocent children suffer when they have done nothing to deserve it / people who have lived good lives sometimes suffer cruelly / people should be treated equally by a loving God / even if people have done wrong, what they suffer is too harsh / accept examples of unjust suffering, eg Job / personal examples, etc.

Other views

Suffering has a purpose / pain keeps people alive / suffering helps people appreciate things taken for granted / can make people stronger / better / bring out the best in a community / some suffering is necessary to achieve a goal / test of faith / punishment for sin / result of karma / deserved in order to teach a lesson / part of God’s mysterious plan / purpose for humankind / suffering is owing to karma / people are suffering the results of actions in past lives / suffering is outweighed by an eternity of bliss with God in heaven, 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.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

4 Immortality

- 16 Explain one reason why ghost experiences may convince some people that there is an afterlife.**

Target: Knowledge and understanding of why ghost experiences may convince some people that there is an afterlife

Students may include some of the following points:

A ghost is meant to be a dead person's soul / spirit / experiencing a ghost would show that the person's spirit was living on in some way / ghosts appear to be able to walk through walls, which may support belief in the resurrection of the body in spiritual form / if the ghost was someone known to the person it could convince them of life after death, etc.

1 mark for a superficial comment or simple point.

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

[2 marks] AO1

- 17 Explain the beliefs and teachings of one religion about life after death.**

Target: Knowledge and understanding of beliefs and teachings about life after death in one religion

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

Students may include some of the following points:

- 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 kamma / 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 (moksha) from cycle of birth, death and rebirth / 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 survival in 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 (mukti) from cycle of birth, death and rebirth.

[5 marks] AO1

18 ‘Near Death Experiences prove there is an afterlife.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not Near Death Experiences prove there is an afterlife

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:

Near Death Experiences prove afterlife as so many have described similar experiences / not all can be lying / can have life-changing effect on person / advances in medical technology mean more people have been resuscitated, giving more evidence that something happens / similar descriptions of experiences, eg tunnel of light / sense of happiness / desire not to return, etc.

Near Death Experiences can be explained scientifically / result of oxygen starvation / person is not really dead / could be hallucinating owing to drugs given during treatment / some accounts could be made up by fame-seekers / some scientific research points to Near Death Experiences as a construct of the mind / the phase to ease the brain into death, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

19 Explain briefly how belief in dualism affects the understanding of death.

Target: Knowledge and understanding of how belief in dualism affects the understanding of death

Students may include some of the following points:

Dualism refers to the idea that humans have two basic natures, physical and spiritual / physical nature is separate from the spiritual nature / at death the body dies but the soul lives on / mind / soul is immortal / linked to physical body while alive / separated at death / body merely an outer shell for the real self / belief in dualism makes people agree with some religious ideas about the afterlife but not all / dualists agree that the soul continues after death / for dualists death is not the end / dualists do not fear death as it is merely a changing point in a person’s development, etc.

1 mark for a superficial comment or simple point.

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

[2 marks] AO1

20 ‘Atheists are right to say that there is no life after death.’

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 atheists are right to say that there is no life after death

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

Atheists do not believe in God therefore there is no one to return to / there is no survival after death / no one has incontrovertibly returned from the dead / no proof of anything beyond this life / no evidence for soul / proof that bodies decay or are cremated / wishful thinking / space exploration shows no evidence of 'heaven up there' / legacies forgotten in time / evolution a matter of survival – no overriding 'purpose' in life other than passing on DNA / foolish to believe in something with so little evidence / scriptures written long ago / before scientific understanding of death / / lack of detail / agreement about what actually happens in scriptural accounts / unconvincing to people not of that religion / belief in resurrection of the body problematic as body decays after death / what form would a resurrected body take? / problem with identity – without a body, is it the same person? / problems with reincarnation and rebirth – if one lives again in a new body, one is not the same person so has not survived death / memories of a past life can be questioned – perhaps remembering something learned in childhood / not all memories of past life under hypnosis have been found to be accurate, etc.

Other views

Atheists are wrong: if there is no divine purpose to life, why do so many make the effort to worship? / help others? / desire to worship shows that life has a purpose that includes achieving eternal life with God on earth and in afterlife / evidence in scriptures eg Jesus' resurrection, teachings of the Buddha about putting an end to suffering to reach nibbana / teachings in New Testament that eternal life with God begins with acceptance of Jesus' resurrection (John 11:25-26) / Paul's teaching that Christians will be raised with a new spiritual body after death / Hindu texts advise how to achieve moksha / the Qur'an teaches the resurrection of the body and judgement by Allah / references to the sorrows of Sheol and God raising people from the dead in Jewish scriptures / the Guru Granth Sahib's teaching on how to break the cycle of reincarnation / Person is given a new, immortal body that cannot age or decay which looks the same and has the same memories / soul is made of a different substance than the physical body so cannot be detected by medical equipment / if soul has memories of the life lived, it is still the same person / some memories of past lives have been confirmed in historical records / accounts of experience of ghosts / haunting / mediums contacting the dead / 'channelling' / near death experiences / historical belief in afterlife legacy in some sense proves we live on / atoms remain, even if no conscious life / not foolish as belief in immortality can give hope / meaning and purpose to life / encourages moral life, etc.

[6 marks] AO2

20 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

5 Miracles**21 Explain briefly what is meant by the term ‘miracle’.****Target: Knowledge and understanding of the term ‘miracle’****Students may include some of the following points:**

A seemingly impossible occurrence, usually good / an event performed by God that seems to break the laws of nature / an event that cannot be explained by science / a happy coincidence believed to be through God’s intervention / an ‘act of God’.

Credit development of one of these points through an example of a miracle.
If only examples of miracles are given with no explanation of the term, award only 1 mark.

1 mark for a superficial comment or simple point.
2 marks for a developed answer or more than one point.

[2 marks] AO1**22 Describe briefly one miracle from history.****Target: Knowledge of one miracle from history****Students may include some of the following points:**

Students are likely to choose miracles from the history of a religion of which the following are examples. However, given that the past is history, they could choose a more modern or up-to-date miracle. Accept any modern miracle properly described.

Examples may include miracles linked to the founders of religions (eg Buddha tames an elephant / Krishna saved at birth / Jesus born of a virgin / Jesus’ resurrection / cleansing of Muhammad’s heart / Moses’ parting the Red Sea / Guru Nanak and the grazing buffalo, etc.) / places of pilgrimage (eg Lourdes / Varanasi, etc.) / the angels of Mons, etc.

1 mark for a superficial comment or simple point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

23 'If God performs miracles, then God is not all-loving.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not God is all-loving if God performs 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:

Agree

Believers think God is all-loving, 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.

Other views

Although God does not perform miracles for everyone individually, they benefit everyone indirectly / eg the lessons learned from miracles / the strengthening of faith through miracles is just as important as the miracles themselves / miracles always have good outcomes so they show God's love and care for humankind / God's act of creation is a miracle itself and demonstrates God's benevolence / Muslims believe God's love is shown through the miracle of the Qur'an as a guide to living by God's will / Christians believe God's love is shown through Jesus' miracles / Jesus' resurrection, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

24 Explain what miracles might teach religious believers about God.

Target: Knowledge and understanding of what miracles might teach religious believers about 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, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

Miracles show God's love / care for his creation / God's immanence / God's knowledge of what needs to be done / God's power to do anything even the unexpected / God's very existence / that God is beyond human understanding / Jesus' miracles show that Jesus is God / examples / development / counterarguments of these points.

Accept negative responses, eg that God is selective / has favourites / is immoral / capricious in dealing with an individual's illness but not saving millions from the gas chambers, etc. Accept Buddhist responses, eg Buddhists do not believe in God so learn nothing / some Buddhists believe that people can perform miracles if they reach a certain stage of enlightenment, etc.

Merely listing several qualities of God without explanation should not receive more than Level 2,

[5 marks] AO1

25 'Miracles are impossible.'

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 are impossible

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

It depends on how one defines 'miracle'. If by miracle is meant 'a transgression of the laws of nature' (as in Hume) performed by God, then miracles are impossible because the laws of nature cannot be broken / there would never be enough evidence to deny the laws of nature / laws of nature have had repeated testing / witnessing over many years / if an event is impossible according to the laws of gravity or physics then it cannot happen so miracles are impossible and do not occur / another explanation for the event must be found / so-called miracles may be explained one day / miracles are impossible: that is what makes them miracles / an event would not be 'miraculous' if it was not impossible, etc.

Other views

If the definition of a miracle is a wonderful event or amazing happening that shows God working in the world to help people then miracles are not impossible / much evidence in religious texts / traditions of miracles occurring / personal knowledge of miracles of healing / cures at Lourdes that are carefully checked out, etc. / arguing against Hume, miracles are a rare occurrence so do not regularly break the laws of nature / therefore there will always be more witnesses to the laws of nature than to the miracle / miracles are a matter of interpretation of events, 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.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

6 Science and Religion

26 Explain briefly one scientific theory about the origins of the universe.

Target: Knowledge and understanding of one scientific theory about the origins of the universe

Students may include some of the following points:

The universe began with a Big Bang / explosion / all matter was concentrated into a single very tiny point (singularity) / it began to expand rapidly and continues to expand today / evidenced by red shift of light from other galaxies / cosmic background radiation is thought to be heat left over from the original explosion / created dust and gas cloud from which stars and galaxies formed / happened between 10 to 15 billion years ago, etc.

Accept other theories, eg Steady State (now discredited by many scientists) which says that new matter is created as the universe expands so its overall appearance never changes / Oscillating theory says that the universe is one of many – some past and some will form in the future when the universe contracts in a big crunch and a new big bang causes a new universe to begin / pulsation hypothesis theory – that the universe alternately expands and contracts and it is currently in an expansion phase, etc.

Do not credit evolution. The question is about the origins of the universe not the origins of life on earth.

1 mark for a superficial comment or simple point.

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

[2 marks] AO1

27 Explain briefly the difference between an evolving truth and an absolute truth.

Target: Knowledge and understanding of the terms ‘evolving truth’ and ‘absolute truth’

Students may include some of the following points:

An evolving truth is the idea that what is considered true changes as new knowledge becomes available / circumstances change / eg scientific truth changes when new discoveries are made / some religious truths change with passage of time / different cultural understanding, eg acceptance of slavery, etc.

An absolute truth is fixed / does not change / is true for all times / all cultures / eg religious truth is considered absolute / mathematical truths / laws of physics are absolute, etc.

Accept correct definitions of the two types of truth as these imply the difference between them. Students do not need to draw out further distinctions for 2 marks. However, if students merely make a superficial comment, eg ‘evolving truth changes and absolute truth does not’, award only 1 mark. If students only address one type of truth, award 1 mark. If students merely give an example of each that does not show any difference between the two types of truth, award 1 mark.

1 mark for a superficial comment or simple point.

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

[2 marks] AO1

28 'Religious truth is more comforting than scientific truth.'**What do you think? Explain your opinion.****Target: Evaluation of whether or not religious truth is more comforting than scientific truth**

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:

Religious truth is more comforting because it gives hope for the future / provides meaning for people's lives / religious truth concerns humans' ultimate destiny / purpose in life / assures believers that they are loved / saved by God / helps comfort in times of suffering / religious truth provides a moral dimension to life which is comforting in guiding moral behaviour / religious truth is comforting because it is felt deeply to be true, etc.

Scientific truth is more comforting because it is more objective / based on observations / hypothesis / evidence / repeated experiments / changes when new discoveries are made / willing to adapt to new circumstances / therefore more reliable in sense of being believed / accepted / seemingly 'honest' and open / favoured by society today over religious truth / whereas religious truth is unprovable / merely speculation / subjective, etc.

Credit students who argue that both types of truth are comforting / neither more comforting than the other, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

29 Give an account of one religious creation story.**Target: Knowledge and understanding of one religious creation story**

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

Students may include some of the following points:

- Buddhism** Buddha did not concern himself with explanations of creation. One story in Digha Nika ya, (27th Agganna Sutta) explains how all castes came from the same kind of beings: World contracts then expands with luminous beings reborn in it / water & darkness / earth formed on surface of water / beings ate earth / own luminosity disappeared and sun, moon, stars, time and seasons came about / handsome ones became arrogant / tasty earth disappears / mushrooms, plants, rice appear / beings develop into males and females / build shelters / gather rice for a few meals at a time / rice deteriorates / people create rice fields with boundaries (origin of theft)/ choose leader to fight crime / finally all different castes come about originating from the same kind of beings.
- Christianity** Six days of creation (Genesis 1): light / dark, sky, vegetation, sun, moon and stars, fish and birds, animals and people; Adam and Eve (Genesis 2): garden, man formed from earth, animals as companions, Eve from man's rib; in both accounts: a perfect creation, creation out of nothing / God ordering pre-existent chaos. Do not credit the Fall.
- Hinduism** There are a number of Hindu creation stories, but one is given here. No time and space, just endless ocean/ giant cobra floated / Vishnu asleep within its coils / Aum humming sound filled emptiness and silence / Vishnu wakes / lotus flower grew out of Vishnu / at centre sat Brahma / lotus split into three: heaven, sky, earth / on earth Brahma created vegetation, then life in the sea, land animals, finally humans / the universe is created and destroyed in cycles.

Islam	Allah created everything in the universe, all living things, people, angels, etc. / the universe is ultimate proof of the existence of one creator, Allah / God poured down rain in torrents / broke up soil from which vegetation came / angels sent to earth for 7 handfuls of different coloured soil from which he modelled Adam / from his side came Hawa / placed in garden of paradise.
Judaism	Six days of creation (Genesis 1): light / dark, sky, vegetation, sun, moon and stars, fish and birds, animals and people; Adam and Eve (Genesis 2): garden, man formed from earth, animals as companions, Eve from man's rib; in both accounts: a perfect creation, creation out of nothing / God ordering pre-existent chaos.
Sikhism	Cosmic egg account / before creation, only God and his will / enclosed all that was needed for life in a shell similar to that of an egg / God willed egg to burst and whole cosmos was created / all elements of universe started moving away from point of bursting / living creatures came into being.

[5 marks] AO1

30 'Evolution shows that it is wrong to believe in religious creation stories.'

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 evolution shows that it is wrong to believe in religious creation stories

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. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Religious creation stories are not factual / scientifically provable / lack scientific evidence (accept examples of these points from particular religious creation stories) / there is much scientific evidence for evolution (accept examples of this point) / the Genesis creation story says life was created by God / life was in final form by the 6th day / human characteristics were complete at the time of creation / humans were made in the image of God / if the story is taken literally it disagrees with evolution which says that species evolved rather than were perfectly formed / evolution does not require a God, it is a natural process / if humans descended from apes (or a shared ancestor) they were not made in God's image / have a soul that distinguishes them from animals / evolution was a result of chance not planned by God / creatures changed to fit the environment, rather than the other way around as Genesis suggests, etc.

Other views

It is possible to believe in both evolution and religious creation stories if the latter are interpreted non-literally / symbolically / as myth / as a story with religious truth rather than scientific truth / according to Genesis first life appears in the sea / final life form is human which agrees with evolution / many religious scientists accept both / many religions, eg the Roman Catholic Church, accept both / religious believers see evolution as God's planned process / evolution shows God's design / the sudden jumps in evolution that result in unexplained changes happening could show they are part of God's plan / not everyone believes that evolution is conclusive, eg creationists / God is a higher authority than scientists / creation stories in scriptures are absolute truth / gaps in the fossil record mean that there is no conclusive evidence for evolution / no clear fossil evidence to support link between apes and humans, etc.

Some students may argue about the word 'wrong' in the statement. Accept reasons such as 'it is not wrong as people are entitled to their own views.'

[6 marks] AO2

30 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]