
GCSE

RELIGIOUS STUDIES A

Unit 7/405007 Philosophy of Religion
Mark scheme

4050
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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

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

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
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. Read the information on the following page about using Levels of Response mark schemes.
8. 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.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

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

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<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>

PART A

A1 The Problem of Evil

(a) What is moral evil?

Target: Knowledge of the meaning of moral evil

Students may include some of the following points:

A person freely doing something wrong / breaking one of the 10 Commandments / people hurting others deliberately / credit any valid example e.g. theft.

1 mark for a superficial comment or a single point.

[1 mark] AO1

(b) Explain why the existence of moral evil raises questions about the nature of God.

Target: Knowledge and understanding of the questions moral evil raises about the nature 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

Students may include some of the following points:

Why did God make people who could harm others / if God is all-loving? / why doesn't a loving God interfere to stop moral evil? / can God know all things if he allows evil to hurt people / is God not all-powerful and so he cannot stop moral evil happening?, etc.

[3 marks] AO1

- (c) Describe how a religious believer might respond to suffering. You may use an example of suffering in your answer.

Target: Knowledge of the believer’s response to 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:

Going to the help of those in need e.g. earthquake victims / providing or raising money to help obtain food, shelter, medication for those afflicted by the earthquake / following religious teachings of caring for the neighbour / donating extra money to zakat / donating e.g. tzedakah for Judaism, or to religious charities / rejecting belief in a loving God who can make people suffer in this way / seeing it as an opportunity for spiritual growth / praying about it, etc.

Note: negative responses are creditable. Reference might be made to personal suffering and/or the suffering of others. Spiritual and psychological responses are valid. Examples are creditable but not compulsory

[3 marks] AO1

- (d) 'The concept of karma gives the best explanation for the existence of 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 ideas in your answer.

Target: Evaluation of the concept of karma as an explanation for the existence of evil

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, 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

Because karma is the consequence of a person's actions, all evil consequences are acceptable as they are the effects of what a person has done either in this life or in previous lives / only karma explains how an individual suffers because of what he/she has done at some time / all other explanations bring in a God for which there is no proof, etc.

Other views

Karma requires belief in reincarnation, for which there is no proof / if reincarnation exists, why should the person in this life be punished for what another reincarnation (which cannot now be remembered) did in a previous existence? / free will explains evil far better than karma does / God created evil to allow free will / other relevant religious explanations are acceptable / etc.

[6 marks] AO2

A2 The Afterlife

- (a) Explain briefly what is meant by reincarnation.**

Target: Knowledge and understanding of the meaning of reincarnation

Students may include some of the following points:

When people die their souls move into another body / might be human or animal / they come back to this earth in a new form of life / the new form is affected by their build-up of karma. (Accept any valid comments about the Buddhist concept of rebirth.)

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

[2 marks] AO1

(b) Explain how believing in heaven might affect how a person lives this present life.

Target: Knowledge and understanding of how beliefs in heaven affect the way believers live in this life

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:

People want to ensure they get to heaven so treat their fellow humans in a good way / they fulfil religious obligations to show their commitment to God so that God might welcome them into heaven / they keep the commands laid out in their holy book to lead a good life / live in an optimistic, hopeful way / endure present suffering, believing it is only temporary, etc.

NB Full marks requires clear reference to living life today.

[3 marks] AO1

(c) 'There is no evidence for the existence of an afterlife.'

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

Target: Evaluation of the evidence for and against the existence of 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.	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

When people die, their bodies are left here / without a body there is no person, so no afterlife / nobody has fully died and provably come back to life to tell us what there is after death / all claims of remembering past lives, e.g. reincarnation, near death experiences, etc. could be caused by hallucinations / people create the idea of an afterlife because they are scared of facing their end in death but this does not have any valid evidence to support it, etc.

Other views

Jesus rose from the dead and was seen by many people / there is enough evidence in the Bible and the Qur'an, which are the word of God, so they can be trusted as reliable evidence / there have been many cases of people having similar near-death experiences that strongly suggest there is a reality there / people have seen visions of the dead, ghosts etc. which all show that the dead continue in some form, etc.

[6 marks] AO2

A3 Revelation and Enlightenment

- (a) **Explain why some people believe that they can receive special revelations through sacred texts.**

Target: Knowledge and understanding of special revelation through sacred texts

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:

Sacred texts are the word of God / some people believe that God dictated them through the Holy Spirit so that God speaks through the texts / when reading the texts people feel they are in the presence of God and God can inspire them at that moment / God can show people what to do through the lives, actions and examples of people mentioned in the texts / following the guidance of scripture has made them successful / experienced conversion or call to vocation through reading the texts / as a source of enlightenment, etc.

For Level 3 there needs to be some clear indication of an understanding of special revelation.

[3 marks] AO1

- (b) Explain briefly why some people believe that God can be known through nature.**

Target: Knowledge and understanding of general revelation through nature

Students may include some of the following points:

God is the creator of nature / so by looking at what God has created, humans can get an idea of what God is like / what is important to God / nature can reflect the qualities of God e.g. harmony, sense of beauty, caring for the world / the power and forces of nature might reflect these qualities of God, natural beauty creates a sense of awe, invoking worship / people feel nearer to God in a garden, etc.

1 mark for a superficial comment or a single point.

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

[2 marks] AO1

- (c) Explain briefly what is meant by enlightenment.**

Target: Knowledge and understanding of the meaning of enlightenment

Students may include some of the following points:

Reaching spiritual insight / the gaining of true knowledge / seeing what the truth really is so a person can escape the cycle of rebirth / seeing new meaning and significance in the familiar / a sense that something hidden has been revealed / peace through meditation, etc.

1 mark for a superficial comment or a single point.

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

[2 marks] AO1

(d) 'Religious visions cannot be trusted.'

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

Target: Evaluation of the validity of religious visions

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

There is no proof any vision took place / even if a person had a vision it could have been the effects of drugs, wishful thinking, hallucination / the meaning of any vision is open to interpretation and what the visionary says might be a misinterpretation / don't know if a vision comes from God or the devil / natural or medical explanations, etc.

Other views

God can speak through visions and people need to be open to this possibility / the person who hears about the vision can be inspired in a different, but equally meaningful, way to the visionary / people need to accept the evidence of others even when there is no proof / the reputation or knowledge of that person will be a factor in trusting what they say / medical or natural explanations do not mean that the experience is false, etc.

[6 marks] AO2

A4 The Existence of God

(a) Explain why some people claim that God does not exist.

Target: Knowledge and understanding of the reasons for atheism

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:

There is no proof that there is such a thing as God / by definition God goes beyond proof so nothing said about God can be accepted / there is too much evil and suffering in the world which a loving God would not allow, so God cannot exist / science has explained creation, so no need for God / God is just a figment of people's imaginations to help them cope with hardships; a mature person does not need this crutch / the idea of God is just an opiate, not a reality, etc.

[3 marks] AO1

(b) 'It is easier to be an atheist than to be a theist.'

What do you think? Explain your opinion.

Target: Evaluation of the relative difficulties of theism and atheism

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:

Since God cannot be proven, it is easier to live as if God does not exist / if you reject God you don't have to live by God's standards and rules / rejecting belief in God means that you don't have to try to justify anything e.g. the existence of evil, etc.

Accepting God means that most things can be fitted into a whole world-view / belief in God can give structure and guidance to a life / belief in God gives hope for the afterlife and means that this life has long-term meaning, etc.

No credit is given for a simple definition of the terms.

Two sided answers are creditable, but not required.

[3 marks] AO2

(c) Explain briefly why some people believe that religious experiences prove that God exists.

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

Students may include some of the following points:

There has to be a God to give a religious experience to a person / so many people have these experiences that they all point in the same direction, to an existing God / the experience is so powerful that the recipient cannot deny the experience or the God who sent it / personal experience is the only really convincing argument, etc.

1 mark for a superficial comment or a single point.

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

[2 marks] AO1

(d) **‘Religious believers do not need proof that God exists.’**

What do you think? Explain your opinion.

Target: Evaluation of whether or not believers need proof 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:

Faith is a leap into the unknown / proof could destroy the power of faith / nothing can actually prove God exists so believers can commit themselves fully without proof / believers who have personal experience of God may not feel the need for ‘proof’, etc.

Belief needs to be founded on a rational idea, not something that goes beyond reason / proofs help to guarantee that the believer is not creating fantasies / while faith is a leap into the unknown, it must start from what is known, not go against what is known / believers may need to explain their faith to others, so they need to think through it in a rational way, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

B5 The Characteristics of God**(a) Explain why some people say that God can have only one form.****Target: Knowledge and understanding of God in one form**

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
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
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

God is infinite / there can only be one infinite so there can only be one form of God / God cannot be limited so he can only be One as many gods or forms imply limited beings / God has revealed himself as One in the Bible and in the Qur'an, so this quality that God possesses must be accepted by believers / God cannot be separated or divided / God is so far beyond human understanding that words cannot express him, but saying God is One is a way of stressing this uniqueness and otherness / God is absolute / God cannot be depicted as this would be to limit God by putting him into different forms / God is self-contained, the 'I AM', etc.

NB This is an AO1 question. Any material against God being in one form is irrelevant.

[6 marks] AO1

- (b) 'People should use only inclusive words like "parent" and "ruler" when talking 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 the use of inclusive language 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. 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

All human words are limited so have problems when used about God / words like 'father', 'king', etc. are sexist / men are no better than women so it is wrong to use masculine words about God suggesting that God is male / inclusive words convey the right message about God without the 'baggage' of potential misunderstanding / it is easier to use inclusive language with children as it stops them growing up with negative ideas about God if their father had been absent or abusive / inclusive words can also convey some of the more 'feminine' characteristics that can be found in God, etc.

Other views

Most people see words like 'parent' and 'ruler' as too abstract or possibly not abstract enough / it is much easier to have a relationship with God if he is called 'father' / people appreciate that words are only being used analogically (even if they don't know that word) so there is no need to avoid these words, creating problems that don't exist except in theory / there is nothing wrong with using non-PC terms that are used in divinely revealed scriptures / each individual should be able to use the words they themselves feel are appropriate for God, etc.

[6 marks] AO2

(c) Explain what people mean when they say that God is:

- all-powerful and
- all-merciful.

Target: Knowledge and understanding of the terms ‘all-powerful’ and ‘all-merciful’ when applied to 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
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
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

All-powerful – God can do anything that can be done / there is nothing outside God’s ability / it implies that God is the creator and ruler, the one to whom all things owe their being and praise / some people think that it does not imply that God can do things that are impossible e.g. make square circles, but that he is in total control, a power that he can choose not to use, etc.

All-merciful – one of the 99 Beautiful names of Allah / God is willing to let people off when they have done wrong / but God is still just / God makes allowances for human weaknesses when he judges / God understands and is willing to forgive / God is prepared to give people a new start when they can admit that they are in the wrong / all-caring / involved with those who are suffering, etc.

Maximum Level 4 if only one term addressed correctly. There does not have to be equal balance between the two terms though each needs some development for Level 6.

[6 marks] AO1

(d) 'God cannot be both transcendent and personal.'

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

Target: Evaluation of the ideas of God being transcendent and personal

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

'Transcendent' and 'personal' seem to be total opposites / if God goes beyond all things and is greater than the universe he created, he cannot be involved in the individual's life in the way that 'personal' implies / 'personal' says that God cares about people as individuals which suggest that God is immanent, not transcendent etc.

Other views

God can be anything he wants as God is without limits / to say God cannot be both 'transcendent' and 'personal' suggests that God is limited and therefore not God / God can be both the underlying reality that goes beyond all things, yet be deeply involved in the working of the individual / these are human words that don't really apply to God, so people shouldn't get confused about what is being said in these words, etc.

[6 marks] AO2

B5 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>

B6 Science and Religion**(a) Explain what religious stories of creation teach about God and creation.****Target: Knowledge and understanding of religious stories of creation**

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
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
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

The answer can focus on (a) specific stor(y)ies or be a generic response that uses illustrations from one or more religion(s).

e.g. Judaeo-Christian: Genesis 1 – God made everything by his word / God’s word is powerful and creative / everything that God makes is good / God made things with a purpose / all parts of the created world fit together in a pattern / there is no evil in God’s creation, etc.

Genesis 2 – God is intimately involved in the creative act (fashioning things) / God made everything for a purpose / God made a place of perfect harmony, which is how God wants creation to be, etc.

Hindu – Vishnu stated that it was time for creation to begin / Vishnu commanded the wind to stir up the sea / Brahma calmed the sea then created the heavens, the earth and the skies from the lotus blossom / Brahma gave things feelings / everything works together and must be respected, etc.

Sikh – The True Lord created air and other gases / from the air came water and from water he created three worlds (everything) / everything is beautiful and a gift from the creator, etc.

Muslim – Allah breathed life and power into the soil / immediately everything sprang to life at Allah’s command / Allah has given creation to humans but it is Allah’s gift so it must be respected and cared for, etc.

Notes: Maximum Level 3 for narrative without any explanation.

[6 marks] AO1

(b) ‘The Big Bang theory removes the need for God in creation.’

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

Target: Evaluation of the role of God in creation in the light of the Big Bang theory

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

Science has explained how everything started with a great explosion that led to the formation of atoms, gases, galaxies, etc. / there is no room or need for God / God had been brought in to explain what humans had no knowledge about; now we have this knowledge we can dispense with the idea of God / there is evidence for the Big Bang (recession of the galaxies, red shift, etc.) so we can trust these ideas; but there is no evidence for God so we can get rid of any idea of God / what cannot yet be explained will become obvious soon, etc.

Other views

While science has shown how the universe came about, it has not explained why this happened in the first place / science has not answered the central question of why there is something rather than nothing / the cause of the Big Bang needs to be explained / the best explanation is God, etc.

[6 marks] AO2

(c) Explain the role of humans in the world, according to:

- religious stories of creation and
- the Darwinian view of evolution.

Target: Knowledge and understanding of the role of humans from a religious and from an evolutionary perspective

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
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
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

Religious stories of creation – God created humans to be his stewards on earth / God shares his breath with humans / the Creator placed his light into every single heart / Allah modelled man from handfuls of soil / humans were made first / last (dependent on the story) to show their importance in creation / humans have to care for the whole of creation / humans are made in the image of God / humans have souls, wisdom and knowledge, given them by God, which makes them superior to other animals / humans named the other animals, showing that humans are superior, etc. (NOTE: any valid points from any religious story of creation can be accepted.)

Evolution – Humans are just another lucky animal that has changed and adapted to its environment / humans have little more than other animals so they should not see themselves as special / compared with other animals e.g. alligators, humans have only been on earth a very short time and will probably evolve out or destroy themselves very quickly / humans currently appear to be the most evolved of the animals in existence, etc.

Maximum Level 4 if only one of the two perspectives is correctly addressed. There does not have to be equal balance between the two topics though each needs some development for Level 6.

[6 marks] AO1

(d) 'The theory of evolution must be accepted as true by all religious believers.'

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

Target: Evaluation of religious views on evolution

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**

There is a lot of evidence that supports the theory of evolution / God could easily work through evolution so there is no reason for religious believers to reject the idea / the ideas about evolution have come through people using their God-given reason and intelligence; to reject the use of these gifts would be to reject God, the giver / the creation stories in the Bible and other sacred texts are the word of God, but need to be interpreted in the context in which they were written, not seen as scientific textbooks, etc.

Other views

The theory of evolution goes against the word of God as found in the Bible and other sacred texts / God has given humans all the information that they need and it is all true, not to be added to by human reasoning / evolution is not in the Bible so it is not true / the 'evidence' for evolution has to be twisted to make it fit the theory as there are too many gaps in the fossil records, etc. / no-one has seen evolution at work, it is all guess-work / evolution undermines the special place that God has given to humanity in creation, etc.

[6 marks] AO2**B6 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>