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**General Certificate of Secondary Education  
June 2010**

**Religious Studies**

**405007**

**Specification A**

**Unit 7 Philosophy of Religion**

***Mark Scheme***

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

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

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

## Levels of Response Marking

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

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

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

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

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

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

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

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

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

Candidates will be given credit for reference to diversity in belief and practice within Christianity.

**Part A**

**A1 The Characteristics of God**

- (a) Explain why some people think of God in many forms.

**Target: Knowledge of the idea of God in many forms**

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

**Candidates may include some of the following points:**

It is easier to deal with all the different qualities of God if they are divided up rather than talked about in one whole / people like to focus on different ideas and relate to the form of God that is connected with that idea / it can make God more personal rather than abstract / seeing God in a form does not mean God is limited but that human minds cannot cope with absolutes, etc.

**(3 marks) AO1**

- (b) 'God can only have one form.'

**What do you think? Explain your opinion.**

**Target: Evaluation of the idea of God in one form**

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

**Candidates may include some of the following points:**

God in one form stresses God's absolute nature and God's otherness / it makes people respond to God's power and all the attributes that are associated with God, like all-mighty, all-loving / it is easier to think of one God being the creator than many gods, or one God in many forms / it stops confusion about whether people are dealing with different forms of one God or many gods, etc.

A human mind finds it impossible to encompass the idea of one infinite God / it is easier to break the idea of God into smaller sections for the human mind to deal with / suggesting that God has many forms doesn't destroy the absolute power of God, unless the person deliberately takes the line that there are many different gods, etc.

**(3 marks) AO2**

**(c) Explain briefly what is meant by saying that God is transcendent.**

**Target: Knowledge and understanding of the idea of a transcendent God**

**Candidates may include some of the following points:**

God is beyond all things / God is so totally other that humans cannot even begin to understand God / God has no limitations / is beyond space / beyond time, etc.

NOT God is everywhere

1 mark for a single point or a superficial comment.  
2 marks for two different points or one developed point.

**(2 marks) AO1**

**(d) Explain briefly what is meant by saying that God is all-merciful.**

**Target: Knowledge and understanding of the idea of an all-merciful God**

**Candidates may include some of the following points:**

Mercy is a willingness to let people off for what they have done wrong / true mercy is tempered by justice / God is willing to take into account human weakness and is prepared to put the past behind and move forward / all-mercifulness is an expression of God's all-loving nature / reference to forgiveness / fair to everyone.

1 mark for a single point or a superficial comment.  
2 marks for two different points or one developed point.

**(2 marks) AO1**

**(e) 'It is wrong to call God "parent".'**

**What do you think? Explain your opinion.**

**Target: Evaluation of the idea of God as parent**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

'Parent' is too distant and abstract an idea for most people to refer to / people hardly ever call their own mother or father 'parent' as it does not reflect any real sense of intimacy / Jesus called God 'Father' which is far warmer an idea and helps to build up a real relationship.

God as parent brings out the loving qualities that most people associate with their mother and father / 'parent' stops any problem with thinking of God in sexist terms but it does allow the relational elements to come out, etc.

**(3 marks) AO2**

## A2 Revelation and Enlightenment

(a) Explain why some people say that religious revelation is only an illusion.

**Target: Understanding of the arguments against religious revelation**

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

**Candidates may include some of the following points:**

There is no guarantee where the ‘voices’, visions, thoughts come from / could be caused by things such as drugs or an over-active imagination / there is no proof that there is a God to give the revelation / questions about why only some people claim to have them, so does this mean that God is biased and limited and so not God, etc.

**(3 marks) AO1**

(b) Explain what believers mean when they say that God has spoken to them through prayer.

**Target: Understanding of how God is thought to use special revelation**

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

**Candidates may include some of the following points:**

When people pray, they are opening themselves up to the presence of God / some people are so involved in this that they feel close to God and become aware that God has shown them something intimate about God or about what God wants them to do in life or in a situation / this can be through an intense thought or by suddenly getting a new insight into a passage of scripture / few people say that they have heard a voice from outside but they get a message that they associate with God, etc.

For Level 3 examples must be linked to the question.

**(3 marks) AO1**

## (c) 'Nature shows that God is all-loving.'

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

Target: Evaluation of the way nature may be said to reveal God as all-loving

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	



**Candidates may include some of the following points:**

**Agree**

Nature is made by God / God shows care for creatures by providing all that they need for survival through nature / what is important to God can be seen in nature / nature is uncomplicated and not open to confusing interpretations so people can see God's loving work most clearly revealed through nature / the immensity of creation gives some indication of the greatness of God but also the fact that God made the smallest details in nature out of care for the creation, etc.

**Other views**

Nature is 'red in tooth and claw' so does not give a good idea about God unless people think that God is violent and uncaring / have to accept the idea of God being loving before you interpret things as showing God is loving / no loving God would allow the amount of suffering that nature can produce, etc.

**(6 marks) AO2**

**A3 The Problem of Evil**

**(a) Explain how moral evil raises questions about the love of God.**

**Target: Knowledge of the relationship between God and moral evil**

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

**Candidates may include some of the following points:**

People are given free will but use it against each other / why does God not limit the amount of pain people can make? / why can't God do something to protect the innocent? / is God uncaring and not bothered about the way people suffer? etc.

MAX Level 3 for generalisations about evil and the love of God  
Level 4 must have reference to moral evil.

**(4 marks) AO1**

**(b) Explain briefly what is meant by natural evil.**

**Target: Understanding of natural evil**

**Candidates may include some of the following points:**

The way creation causes harm and suffering / a lot of damage is done to property and many people are hurt by things like earthquakes, volcanoes, tsunamis, droughts and floods.

1 mark for a single point or a superficial comment.  
2 marks for two different points or one developed point.  
(Allow the use of (a) valid example(s) for 1 mark.)

**(2 marks) AO1**

## (c) 'There is no satisfactory explanation of where natural evil comes from.'

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 origin of natural evil

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

If God is the creator then God must have made natural evils / but natural evils are bad and hurt people / does this mean that God is bad? / if natural evils come from a power of evil, e.g. the Devil, does this mean that God is not as powerful as the Devil / most explanations that are offered to justify the existence of evil, e.g. Free Will Defence cannot account for the great extent of natural evil / humans could use their freedom in a world where fewer things went wrong, etc.

**Other views**

People need natural evils to be present otherwise they are living in a world that cannot go wrong, where their own use of free will is limited / this would mean that people were just God's puppets with no ability to affect things / there is a major difference between saying that God wants natural evils to hurt people and saying God accepts that some people might be affected by natural evils / natural evils are only called this when people are hurt but they are just the result of the way the earth works, etc.

**(6 marks) AO2**

**A4 Science and Religion**

- (a) **Explain how one religious story of creation shows the importance of humanity. (Do not retell the story.)**

**Target: Knowledge of the importance of humanity in a creation story**

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

**Candidates may include some of the following points in relation to one creation story:**

e.g. **Genesis 1** – man made last after everything else was ready to receive him. Made in the image and likeness of God, showing his special role and a nature that is different to all the rest of creation. Equality of man and woman.

**Genesis 2** - man made from dust but has the breath of God in him to give him life – different to all other creatures / all other animals made for man and named by him – showing his superior role but also his role as guardian / rest of creation made as a home for man, etc. (Note: accept any account that treats Genesis 1 and 2 as one story.)

**A Hindu creation story** - Brahma the creator grows lonely and splits himself in two to create male and female. Then he becomes one again and human beings are created / so humans come directly from Brahma and will be absorbed back into him at the end.

**A Muslim story** - Allah ordered the angels to go to the earth, and to bring seven handfuls of soil, all of different colours, from which he could model man. Allah breathed life and power into the soil, and it immediately sprang to life. This first man was called Adam. Allah took Adam to live in Paradise where God created Eve from out of Adam's side. Allah taught Adam the names of all the creatures, and then commanded the angel to bow down before Adam / humans are created from the breath of Allah and are superior to all other creatures, including the angels.

For Sikhism what is created by the Supreme Lord is all one-whole / humanity is on a par with all other aspects of the created order.

Since there is no story of creation in Buddhism, no credit can be given to candidates who refer to Buddhism in their answers to this question.

Any valid comments about a creation story that implies that man is just another element in creation, with no special role to play can be credited.

Max Level 2 for general comments without a specific creation story

**(3 marks) AO1**

- (b) Outline what a fundamentalist believer might say about the Darwinian view of evolution.**

**Target: Knowledge and understanding of a fundamentalist approach to Darwinian evolution**

**Candidates may include some of the following points:**

In the Bible and other scriptures the focus is on special creation, not evolution / there is insufficient evidence to say that evolution has always worked, e.g. there are no complete fossil records of evolutionary development / humans cannot put themselves in the place of God and say what has happened – only God was there at creation, etc. Accept valid references to fundamentalist evolutionists, e.g. Dawkins / or other references to extreme views concerning the reasons for the appearance of ‘evidence’.

1 mark for a single point or a superficial comment.

2 marks for two different points or one developed point.

**(2 marks) AO1**

**(c) ‘The Big Bang theory is the only acceptable explanation of the origin of the universe.’**

**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 theories of creation**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	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.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Most scientists accept that the Big Bang theory is true / it makes sense of the way the universe is currently moving / there is no reason why God could not have created the universe through the Big Bang – it is not against belief in God to accept the scientific theory, etc.

**Other views**

Not all scientists accept the Big Bang – it is simply an attempt to link together different pieces of possible evidence / alternatives like the Steady State theory cannot be totally ruled out / why does God have to work in a way that pleases scientists? / scriptural accounts of creation could be correct – only God was there to inform people how things happened , etc.

**(6 marks) AO2**

**Part B**

**B5 The Existence of God**

**(a) Explain the First Cause (Cosmological) argument for the existence of God.**

**Target: Knowledge and understanding of the First Cause argument for the existence of God**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

The First Way:

- We see things moving.
- Things do not move themselves but have to be moved by something else.
- However, that “something else” had to be moved by something that existed before it. This cannot go back to infinity as there would be no starting movement and therefore no second movement.
- Things must have been moved by something that in itself was not moved by anything else. This is called “God”.

The Second Way

- Everything has a cause.
- Nothing makes itself happen but depends on another thing make it happen.
- This cannot go back to infinity as there would be no first cause and so no subsequent cause.

The Third Way

- Everything comes into being and goes out of being, i.e. they might exist or not exist.
- But things like this mean that there must have been a time that there was nothing.
- If there was nothing, then something cannot come from nothing.
- Therefore something must always have existed. This is called “God” etc.

Note: the candidates can get a full answer from covering in detail any one of the above ways, or a mixture of two or three ways, or any other valid version of a first cause argument (**not** the design argument, though).

**(6 marks) AO1**



**(b) ‘Arguments against the existence of God do not work.’**

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

**Target: Evaluation of the effectiveness of arguments against the existence of God**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	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.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Any argument is based on limited human knowledge so it cannot either prove or disprove an infinite God / logic goes beyond the point of physical proof and arguments against the existence of God all depend on people accepting lack of proof for the existence of God as proof that there is nothing there to be proved and this is not a tenable position, etc.

**Other views**

No proof for the existence of God works despite centuries of trying to make them work / there is at least as much validity in the arguments against the existence of God / people can use the amount of imperfections in the world, etc. to show that there cannot logically be a loving, all-powerful God, etc.

**(6 marks) AO2**

**(c) Explain the different beliefs of a theist, an atheist and an agnostic.**

**Target: Knowledge and understanding of the different positions of belief**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

Theist – a person who believes there is a God / who is involved in his / her life / shows commitment to a God in the way of life

atheist – a person who says there is no such thing as God / who doesn't believe in an ultimate power / whose life is not necessarily guided by any belief system

agnostic – a person who does not know if there is a God or not / who is not convinced by the arguments either way / who does not base actions or way of life on a particular belief system.

Maximum Level 2 for one correct, Level 4 for two correct.

**(6 marks) AO1**

**(d) 'Faith in God does not need proof.'**

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

**Target: Evaluation of the nature of faith and the proofs for the existence of God**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	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.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Faith is a leap into the unknown / you cannot have faith in what is known / proof can only support a faith which already exists, at least in some form / it cannot create faith / reason and faith are totally different things, etc.

**Other views**

Faith cannot ignore what logic and proof have to offer / while these cannot create faith, faith cannot be irrational / believers think that God gave humans their intellect to be used not to be ignored / blind faith is not a virtue, etc.

**(6 marks) AO2**

**B6 The Afterlife**

**(a) Explain the differences between resurrection and reincarnation.**

**Target: Knowledge and understanding of different ideas about the afterlife**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

Resurrection – the idea that life continues in a more perfect form after death / central to Christian teachings / found in some form among Muslims and Jews / belief that the individual lives on without the limitations of this body on earth / some believe that at the end of time people will rise from the grave and gain a perfected body, etc.

Reincarnation – the belief that the soul moves to another body at a person’s death / in Hinduism the atman is trying to reach Brahman but is drawn back to an earthly form as it is not ready to escape the cycle of reincarnation / the next form of life is a reward or punishment for the type of life led this time, etc.

Maximum Level 3 for one correct.

**(6 marks) AO1**

**(b) ‘There is no heaven or paradise.’**

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

**Target: Evaluation of the nature of heaven or paradise**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	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.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Heaven / paradise is the perfect place where God will reward those who are faithful / there is no proof that this place exists so why should people accept it? / there is a need for God before these places can be thought to be real, and the proof is lacking / people are scared of facing death and so cling to belief in a perfect place, etc.

**Other views**

Heaven / paradise is central to the beliefs of Christians and Muslims / the founders of these religions based everything on the idea that the loving God wants people to be saved / if there is no heaven / paradise most religions become meaningless / the resurrection of Jesus proves there is eternal life to Christians and eternal life must happen “somewhere”, etc.

**(6 marks) AO2**

**(c) Explain how belief in an afterlife affects the way that people live.**

**Target: Knowledge and understanding of the way belief in the afterlife affects actions**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

This life is a time of preparation for eternal life / believers do good actions now so that they will be rewarded / belief in the love of God can encourage people to share this love both on earth and in the afterlife / fear of punishment for bad deeds can help people stay on the right path / reincarnation is connected with the rewards of karma so people will do the right actions this time to ensure that their next reincarnation / rebirth is favourable, etc.

Note: a good treatment of how either the belief in resurrection or rebirth / reincarnation affects a person’s lifestyle will be sufficient for full marks.

**(6 marks) AO1**

(d) ‘Near death experiences prove that there is something beyond this life.’

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 value of out of body experiences as evidence for an afterlife

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Near death experiences reflect a person's soul leaving the confines of the body and being aware of the greater depth of life / the soul must live on somewhere if it can escape from the body even for a short while / number of people who have this type of experience has increased with the improvement of medicine – this would suggest that it is more than an individual person's fantasy, etc.

**Other views**

Near death experiences happen in intense situations so the evidence is very unreliable / a lot of other things might cause the sensations, e.g. drugs or the body's reaction to intense experiences / numbers do not justify making any "valid" statements as sometimes people can almost make this type of thing happen because it is expected to happen, etc.

Note: candidates can be rewarded for any valid references to near death experiences or out of body experiences.

**(6 marks) AO2**