



**General Certificate of Secondary Education
June 2012**

Religious Studies **405007**

Specification A

Unit 7 ***Philosophy of Religion***

Final

Mark Scheme

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

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

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the student's work. 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.

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.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** 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.

Assessment of Quality of Written Communication

Where students are required to produce extended written material in English, they will be assessed on the quality of written communication.

Students will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

PART A

A1 The Existence of God

(a) ***Explain why some people are not sure whether God exists.***

Target: Knowledge of (an) argument(s) against the existence of God

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

Students may include some of the following points:

There is no proof of any being outside the universe / God could be only an invention by people who are scared of the unknown / the Big Bang and evolution have shown us that there is no need to have a God to explain origins / there is too much pain and suffering in the world to accept the idea of a loving, powerful God / if God exists he should let everybody know about him rather than have different ideas / God is made in man's image / society needs to invent God to keep people in control etc.

Note: answers could either be a short account of different opinions or a more detailed account of one opinion.

(3 marks) AO1

(b) Outline the First Cause (Cosmological) argument for the existence of God.

Target: Knowledge of the First Cause argument for the existence of God

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

Students may include some of the following points:

We see things moving (being caused) / things do not move (are not caused) by themselves but have to be moved (caused) by another / this process cannot go on to infinity / things have to be moved (caused) by something that is not moved (caused) by another / this is called God.

Everything comes into and goes out of being / this means there was a time when there was nothing / if there was nothing, something cannot come from nothing / therefore something has always existed / this something is called God etc.

Note: any form of the First Cause argument or a clear mixture of more than one form of it is acceptable. Clumsy mixing up of correct ideas will probably not go beyond Level 2.

(3 marks) AO1

(c) **‘Agnostics should make up their minds 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 validity of the agnostic position

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

Agnosticism may be seen as ‘sitting on the fence’, without making any commitment / faith goes beyond proof and does not need the limitations that come with proof / since God cannot be proven he has to be accepted or rejected totally / total rejection of the idea of God is at least an honest reflection of what people feel etc.

Other views

God is so totally beyond human thinking that God can never be understood or contacted / because of this humans cannot know whether there is a God or not / there is no proof either for or against God so a position of non-commitment is best / any other position is based on ascertaining what cannot be proven; only agnosticism is honest etc.

(6 marks) AO2

A2 Revelation

- (a) Explain why some people claim that God can be known through nature.**

Target: Understanding of the idea of knowing God through nature

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

Students may include some of the following points:

God is the creator / nature is part of God’s creation / an artist can be known in part through his work so God can be known through nature / the power, beauty, harmony, peace of nature all reflect qualities of God / humans can respond to these qualities by being in the presence of nature and experience the presence of the all-mighty creator at work etc.

(3 marks) AO1

- (b) Explain briefly how prayer might help a person to know God.**

Target: Knowledge and understanding of revelation through prayer

Students may include some of the following points:

Prayer is an opening of the mind and heart to God / the person becomes more aware of the presence of God / the sense of oneness with the divine and the closeness that comes from communication / the sense that God not only hears but is interested in the pray-er builds up a personal relationship etc.

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

(2 marks) AO1

(c) ***‘Religious revelations are just illusions.’***

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

Target: Evaluation of whether or not religious revelations are illusions

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

The mind plays tricks on people / there is no proof that any revelation comes from outside the mind / God does not exist so he cannot reveal himself to anyone / people want to feel special so they invent these ‘revelations’ / people could be drunk or on drugs or half-asleep when they get these ‘revelations’ etc.

Other views

Many people who have revelations are normal, down-to-earth people who do not want to draw attention to themselves but who cannot deny what has happened to them / there are too many accounts of revelations for them all to be dismissed as fakes / many revelations have led to major decisions and actions being taken that proved true, despite being beyond expectation / just because another person does not believe in God it does not mean that there is no God to reveal himself etc.

(6 marks) AO2

A3 The Characteristics of God

- (a) ***Explain briefly what people mean when they say that God is all-compassionate.***

Target: Knowledge of the idea of God as all-compassionate

Students may include some of the following points:

God is aware of human weaknesses and makes allowances for them / God is involved in what happens to the individual / God supports those who are in need / God feels for the sufferings of humans etc.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

- (b) ***Explain briefly why some people claim that God should be called ‘parent’ rather than ‘father’.***

Target: Understanding of the use of inclusive language about God

Students may include some of the following points:

‘Parent’ is non-sexist / it does not allow misunderstandings about the nature of God based on poor experiences of a father figure / inclusive language / not suggesting that God is male rather than female etc.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

(c) **‘God is not immanent.’**

What do you think? Explain your opinion.

Target: Evaluation of the immanent nature of God

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

Students may include some of the following points:

God is beyond human ideas, even the ideas of immanence and transcendence / God is other, beyond all things / it is better to think of God as transcendent etc.

God is the ground of all being, closer than the air a person breathes, so he is immanent / immanence shows that God is intimately close, in a way that cannot be expressed using any other term / it is difficult to have a personal relationship with God if he is not immanent / for Christians God is present in his Holy Spirit, etc.

Allow reference to examples from creation to show that God is still at work.

(3 marks) AO2

(d) 'It is helpful to think of God in many forms.'

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

Target: Evaluation of the ways of talking about God

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

The human mind cannot deal with the idea of infinity / talking about God in different forms helps people to respond to God's many different qualities without implying that there is more than one God / each form can help an individual relate to a specific aspect of God in detail, without implying that the other aspects do not exist etc.

Other views

Many people confuse many forms with many gods / this can reinforce bad understanding of the nature of God / God cannot be divided / many forms can imply that, given time, the human mind can encompass all aspects of God, which is impossible etc.

Credit any reference to specific religions that show understanding of the different forms / one form argument.

Note: the 99 Names of Allah are not different forms, but students may refer to them in the argument against as one way in which the believer can relate to Allah.

(6 marks) AO2

A4 The Problem of Evil

- (a) **Explain the difference between natural evil and moral evil. You may use examples in your answer.**

Target: Knowledge of the different forms of evil

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

Students may include some of the following points:

Natural evils are those events that hurt people or cause great damage / that happen because of the way the world is / e.g. tsunamis, earthquakes.

Moral evils are the result of deliberate actions by human beings / e.g. rape, murder etc.

Note: students may, but do not have to, use examples to clarify their answers.

(3 marks) AO1

(b) ‘Natural evil helps religious believers to become better people.’

What do you think? Explain your opinion.

Target: Evaluation of the effects of evil

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

Students may include some of the following points:

Natural evil gives opportunities for people to show their commitment to the teachings of religion by showing kindness to others / evil situations help people to become more aware of the strength of their own personalities / to use their gifts to the full etc.

Students may refer to practical things that religious people may do as a result of natural evil.

Natural evil can make people give up in despair / loss of hope can lead to a rejection of any good in life or in themselves / it raises serious questions about the loving nature of God / can make religious people turn away from their religion etc.

(3 marks) AO2

(c) Outline how the Free-Will Defence explains the existence of evil.

Target: Knowledge and understanding of the Free-Will Defence

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

Students may include some of the following points:

The greatest difference between humans and animals is their ability to choose / believers think that God has given them this freedom of choice / humans cannot make choices in a world where nothing goes wrong / otherwise their choices can have no negative effects / and they are not real choices / since God has given humans freedom, he had to let them live and choose in a world where things can and do go wrong / without God interfering etc.

(3 marks) AO1

(d) **Describe how the idea of karma explains why there is evil in the world.**

Target: Knowledge and understanding of karma

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

Students may include some of the following points:

Karma is the law of consequences / every action produces either good or bad results / people do acts that will have either positive or negative effects on themselves / either in this life-cycle or in a subsequent one / if evil happens, it must be the consequence of something that the person chose to do at an earlier time / suffering is a consequence of bad actions / evil helps to show a contrast between good and bad actions etc.

(3 marks) AO1

PART B

B5 Science and Religion

(a) **Explain one scientific theory about the origin of the universe.**

Target: Knowledge and understanding of one explanation for the origin of the universe

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

The Big Bang theory / 15 billion years ago a singularity exploded in a great fireball / inflation followed / leading to a great drop in the temperature / and the formation of hydrogen and helium / followed later by the heavier elements / islands of more solid matter gradually formed / leading to the creation of individual stars and galaxies.

Steady State theory / the universe is expanding / but the universe is infinite in time / the universe is full of matter that is constantly changing in form / from energy to matter / when stars explode they form new material / that leads to formation of other galaxies etc.

(4 marks) AO1

(b) ‘The religious stories of creation are true.’

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 the religious creation stories

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

Nobody was about when the whole of creation started except God / God has informed humans what happened at creation / humans have no right to question the word of God / sacred texts are the word of God who will not mislead believers / it is wrong to twist the word of God to fit in with some human idea as humans are weak and sinful and will inevitably twist things away from the truth / the stories are symbolically true but not in their factual detail / there is poetic truth that allows believers to see the work of God in creation etc. Allow for some reference that suggests true but not totally true.

Other views

The creation stories were made up by humans to express their understanding of the way God works / the stories were made at a time that scientific knowledge was limited so they cannot be taken to represent facts / these stories only express beliefs about God etc.

(6 marks) AO2

(c)(i) Explain the Darwinian view of evolution.

Target: Knowledge of the Darwinian view of evolution

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

Plants and animals develop gradually from primitive life forms / species adapt to their environment / the variation that is best suited to its environment will thrive and breed / and pass on the elements that have best suited its survival / while elements that are not helpful to survival will die out / natural selection / the survival of the fittest.

Note: Anyone who thinks along Darwinian lines (e.g. Richard Dawkins) is acceptable in answers to this question.

(4 marks) AO1

(c)(ii) Explain why some religious people do not agree with the idea of evolution.

Target: Knowledge and understanding of some religious responses against the Darwinian view of evolution

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

The Darwinian view questions the creative power of God / it means that God did not make everything perfect / does this mean that God is not perfect? / it questions the content of the sacred writings / putting human thought before the word of God / there are major gaps in the fossil evidence for evolution / making people question if there actually is evidence that evolution happened / the complexity of the forms of most animals would suggest that they could not have happened by chance but had to have a specific creation etc.

(4 marks) AO1

(d) ‘Humans are the most important part of creation.’

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 role of humanity in creation

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

Humans are the high-point of creation / made in the image and likeness of God / made specially according to the creation stories of most religions / given the role to govern the rest of creation by God / the highest form of evolved life / any other high form of evolution will be a development of the human life etc.

Other views

Evolution proves that humans are just another animal form / possibly more developed but not more important / God loves all his creation / it is arrogant for humans to think of themselves as special / humans have only been around for a few thousand years / while dinosaurs were around for hundreds of millions of years / this puts humans in their proper perspective etc.

(6 marks) AO2

B6 The Afterlife

(a)(i) Explain why some people believe in resurrection.

Target: Knowledge and understanding of the idea of resurrection

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

The soul will live on in a new, perfected way / to complete God's work of creation / nothing that God has created of value will come to an end / so humans will rise to new life / resurrection is promised in the sacred texts of Islam and Christianity, and probably Judaism / Jesus rose from the dead / Christians believe that resurrection will apply to all people / resurrection makes sense of the sufferings and hopes of this life / everything will be completed in the afterlife etc.

(4 marks) AO1

(a)(ii) Explain what is meant by reincarnation.

Target: Knowledge and understanding of the idea of reincarnation

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

When people die they come back to earth in another form / to be rewarded or punished for the way they lived previously / the soul is attracted to the pleasures of this life that needs to be in a bodily form / karma needs to be played out / rebirth is a sense of continuity between the different people / the basic challenge is to escape the cycle of rebirth by enlightenment or liberation etc.

Note: there is no requirement for students to differentiate between rebirth and reincarnation.

(4 marks) AO1

(b) ‘To have a good afterlife, people must be religious.’

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 how beliefs in the afterlife affect the way believers live in this life

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

Life is a whole / what is done in this life will affect the afterlife / religion shows people how to be good / religion shows karma coming into effect, poor quality of reincarnation for bad actions / religion also shows the reward / punishment of heaven and hell / people must ensure that the way they live now follows a religion and is positive and will have positive end results / they need to follow the teachings of the Qu’ran, the Bible etc. which stress the importance of living a life pleasing to Allah / God to guarantee a reward etc.

Other views

If God is all-loving he will forgive non-religious lives anyway / there is no need to be too bothered about following the right rules / there is no afterlife so there is no point in living well now to be rewarded / many people live religious lives because that is the type of people they are / they value the importance of life and other people / they do not live good lives just to be rewarded in an afterlife etc.

Accept the idea that having faith is more important than being religious.

(6 marks) AO2

- (c) Explain what is meant by a near-death experience. You may use examples to support your answer.**

Target: Understanding of near-death experiences

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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

An experience when the spirit or mind seems to become detached from the body / when the person is dying / and makes contact with other spirits or dead people / people claim that they have been able to see their own body from outside / and heard things that have been taking place when their own body was classed as dead etc.

Notes: 1. Students who confuse near-death experiences with out-of-body experiences can be credited.

2. Credit can be given for a relevant use of examples, but will be limited to Level 3 if the student only gives examples without any commentary.

(4 marks) AO1

(d) ‘This life is all there is.’

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 an afterlife

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

There is no proof of anything beyond this life / death is the end / any thoughts about an afterlife are because people are scared of facing the fact of their own extinction etc.

Other views

Most religions stress the idea of life continuing in some form, either resurrection or reincarnation/rebirth / life seems pointless if all there is 70 years of pain and drudgery / people can think of so much beyond the immediate lifestyle which suggests there must be something there / God would have created people for no purpose if they end at death / this would undermine the loving nature and perfection of God etc.

Allow for reference to extra-terrestrial beings.

(6 marks) AO2

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