



**General Certificate of Secondary Education
June 2013**

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. 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

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the 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.	(4 marks)
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
Below Threshold		(0 mark)

PART A

A1 The Existence of God

(a)(i) *What is a theist?*

Target: Knowledge of the term ‘theist’

e.g. someone who believes that God exists / someone who accepts that God is involved in their life, etc.

Credit students who copy out the relevant quote from the stimulus.

1 mark for a correct answer.

(1 mark) AO1

(a)(ii) *What is an agnostic?*

Target: Knowledge of the term ‘agnostic’

e.g. someone who does not know if there is a God or not / someone who defers judgement on the existence of God pending evidence, etc.

Credit students who copy out the relevant quote from the stimulus.

1 mark for a correct answer.

(1 mark) AO1

(b) Outline the Design (Teleological) argument for the existence of God.

Target: Knowledge and understanding of the Design (Teleological) argument for the existence of God

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Things seem to have a purpose or design / “you cannot have a design without a designer” / inanimate things cannot just make things happen; there must be an intelligence behind them, etc.

Students may give a detailed answer describing either Paley’s watch, Newton’s thumb or Aquinas’ archer to show that order both exists and suggests the existence of God, etc. Credit Tennant’s Anthropic principle.

NB: No implication of the existence of God should be capped at L3.

(4 marks) AO1

(c) 'Human beings cannot prove that God exists.'

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

Target: Evaluation of the difficulties of proving the existence of God

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

God is so far beyond human understanding that we cannot begin to understand what we are trying to prove / any human proof must be based on limited material / God is beyond any limitations so anything that claims to prove God cannot actually do so / at best, our attempts will end up suggesting something about God that might be possible, never definite proof / proof would destroy the need for faith, etc.

Other views

God has given humans reason and intelligence so we can use these gifts to prove that God exists / logical arguments, like the First Cause argument, make sense through human reasoning and can be seen to prove that God must exist / logical proof might work to show that God exists even though any physical proof will fail to do so / “proof” might mean “probability”, etc.

(6 marks) AO2

A2 Science and Religion**(a) Explain the role of God in one religious story of creation.****Target: Knowledge and understanding of what the religious stories of creation show about the role of God in creation**

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

Students may include some of the following points:

e.g. Judaeo-Christianity: Genesis 1 – God made everything by his word / his word is powerful and creative / everything that God makes is good / God made things with a purpose / God created humans to be his stewards on earth, etc.

Genesis 2 – God is intimately involved in the creative act (fashioning things) / God shares his breath with humans / God made everything for a purpose, etc.

Note: accept a mixture of Genesis 1 and Genesis 2 as one story. Genesis 2 ends with the creation of Eve, but it includes the command not to eat of the tree of knowledge.

Hindu – Vishnu states that it is time for creation to begin / Vishnu commands the wind to stir up the sea / Brahma calmed the sea then created the heavens, the earth and the skies from the lotus blossom / Brahman gave things feelings, etc.

Sikh – The True Lord created air and other gasses / from the air came water and from water he created three worlds (everything) / the Creator placed his light into every single heart, etc.

Muslim – Allah modelled man from handfuls of soil / Allah breathed life and power into the soil / immediately everything sprang to life at Allah's command, etc.

Credit only **one** story.

Students who only retell the story – maximum Level 2.

NB: Some students will focus on what God did in the 'Creation' Story. Others will link the Creation to God's qualities. Both are creditable.

(3 marks) AO1

(b) Explain briefly what is meant by the Big Bang theory.

Target: Knowledge of the Big Bang theory

Students may include some of the following points:

The universe started with an explosion / about 14 billion years ago (accept anything between 10 and 20 billion) / things slowly cooled down / gradually galaxies etc. began to form, etc.

1 mark for a superficial comment or a single point.

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

NB: Reference to the Big Bang theory as a scientific explanation for the origin of the universe is equal to L1.

(2 marks) AO1

(c) *'It is only religious views that give humans a special place 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 different views of the place of humanity in creation

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, e.g. three simple reasons would reach this level. 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

Religious views show that humans are made specially by God / they share in God's qualities / they have a very special role as guardians of creation, given them by God / any idea of evolution means that humans are just slightly evolved animals with no fundamentally special role or purpose / humans can claim things about themselves but if it is not supported by God, these claims have little foundation, etc.

Other views

Human intelligence is enough to set humans apart from the rest of creation / there is no need to bring God into the issue to justify humans having a special place / evolution has built up to humans and any further development of an intelligent being will be based on humanity; this shows humans must be special / many scientific theories accept the special nature of humanity / humans are at the top of the food chain, etc.

(6 marks) AO2

A3 The Afterlife

- (a) Explain briefly what is meant by heaven or paradise.**

Target: Knowledge of the idea of heaven or paradise

Students may include some of the following points:

Eternal happiness in the presence of God / the reward for a good life / physical pleasures for those who have been faithful to Allah / a sense of oneness and contentment, etc.

Note: full marks can be gained by candidates who specifically refer to either heaven, or paradise or both.

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 why some people think that near death experiences are evidence for life after death.**

Target: Knowledge and understanding of the nature of near death experiences

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

Students may include some of the following points:

People are aware of leaving their body behind / this means that people are different from their body / they must continue after bodily death / accounts of these experiences often refer to meeting dead relatives so these people must still exist / seeing angels, gates etc. all suggest that the person moves on to another existence / the body was shut down and these experiences could not be explained except as a reality, etc.

(3 marks) AO1

- (c) **Explain one piece of evidence, other than near death experiences, for the existence of an afterlife.**

Target: Knowledge and understanding of evidence for an afterlife

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

Students may include some of the following points:

The resurrection of Jesus / proves that life continues after death / the belief that what happened to Jesus will happen to all people.

The teachings of scriptures / point to God's promises that life will continue / scriptures are God's words so must be true.

The idea that God has made humans in love / what God loves cannot end or God would be imperfect and not God / therefore life must continue after death.

Visions of dead people e.g. Mary / these appear with messages from God / therefore they must still exist in some way.

People who can give detailed evidence of a previous existence / the use of particular examples is acceptable / these accounts are too accurate to have been invented, etc.

Question does not speak about belief therefore ghosts, channelling must also be accepted.

NB: If reference is made to 'out of body experience' that is obviously connected to a 'near death experience' then no credit can be given. But, if the 'out of body experience' focuses on the 'soul' being separate from the body credit may be given.

(3 marks) AO1

(d) ***‘Believing in reincarnation should not affect the way a believer lives.’***

What do you think? Explain your opinion.

Target: Evaluation of the effects of the belief in reincarnation

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:

Life should be lived as important in itself, not because a person wants to gain something better from it in the next life / beliefs can be wrong so people should be good for the sake of doing good to others, etc.

If a person believes that they are building up their karma which will affect their reincarnation, they cannot help but be affected in the way they lead their lives / it is impossible to admit the real motive for any action / what matters is doing the right thing, not the reason for doing it, etc.

NB: Two-sided arguments are creditable but not required.

(3 marks) AO2

A4 The Characteristics of God

(a) ***Explain why some people do not believe that God has many forms.***

Target: Understanding of the idea 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 simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

God is infinite and there can only be one infinite / many forms would suggest that God has limitations whereas one form stresses the completeness of God / God has revealed himself as one to Muhammad and Moses / God in one form stresses the idea that God is totally beyond human understanding, not divisible so that God can be understood in smaller parts by humans / the oneness of God is stated in sacred writings, etc.

(3 marks) AO1

(b) **Explain briefly why some people call God ‘Truth’.**

Target: Understanding of the concept of God as Truth

Students may include some of the following points:

Name of God used by Sikhs / stresses the fact that God is changeless, reliable, able to be trusted / focus on the perfection and oneness of God / Truth cannot be divided just like God cannot be divided in any way / preference for an impersonal concept / desire to avoid anthropomorphism / it is impossible for God to lie, 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) **‘God cannot be personal.’**

What do you think? Explain your opinion.

Target: Evaluation of the idea of God as personal

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:

Personal implies that God might be limited / God is not affected by what an individual does / personal implies that God is biased which would be to limit God.

God can be thought of as involved as the ground of an individual’s being so he can be seen as personal / stresses the fact that God cares for each person as an individual – otherwise God might be thought to be limited / every part of creation is important to God the Creator and this is included in the idea of God as personal.

NB: Two-sided arguments are creditable but are not required.

(3 marks) AO2

(d) 'God cannot be described.'

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 words 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, e.g. three simple reasons would reach this level. 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

Any description has to use words / words are human constructs and therefore limited / God cannot be limited in any way / words give other people the wrong impression of what an individual is trying to say as all words have particular nuances that might vary between individuals and cultures / words imply that humans can understand God but God is far beyond the capacity of the human mind / any attempt to use words about God will fail, etc. / danger of God being made in the image of man.

Other views

Humans need to express their thoughts about God to try to understand him better / humans only have words to do this so they have to use words about God, even if they are inadequate / people are sensible enough to realise that any description is only being used to give an idea about God, not trying to encapsulate God / humans have to share our understanding so have to use descriptive words / images are valid attempts to describe God as there is little else that can do this, etc.

(6 marks) AO2

PART B**B5 The Problem of Evil**

- (a) ***Explain why the existence of evil challenges belief in an all-loving and all-powerful God.***

Target: Knowledge and understanding of the contradiction between an all-loving and all-powerful God and the existence of evil

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

All-loving: If God is all-loving he would not want his creatures to suffer / especially needlessly / evil and suffering destroy people's happiness and well-being / why does God not do anything to limit this evil and suffering? / does this mean that God is not all-loving? / does it mean that God does not exist? etc.

All-powerful: All-powerful means that God has the ability to stop anything / the fact that evil and suffering exist suggests that God does not have the power to prevent them happening, especially if God is all-loving / is God's power limited? / if so, he is not God / is evil at least as powerful as God? etc.

Maximum Level 4 if student only deals with either "all-loving" or "all-powerful".

NB: This is an A01 question. Anything that tries to explain how God and evil can co-exist is irrelevant.

(6 marks) AO1

(b) Explain different ideas about the origins of evil.

Target: Knowledge of religious ideas about the origin of evil

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

The story of Iblis – Allah made Adam and told the angels to bow down before him. Iblis refused to do this as he thought he was better than Adam. God sent Iblis out of Paradise because of his refusal to obey. Iblis asked Allah to allow him to tempt humans. Iblis then went to make suggestions to humans and turned them away from Allah.

The story of Lucifer – Lucifer was one of the greatest of the angels but he claimed equality with God. He and his followers were defeated in a great battle by Michael and his angels and thrust down to Hell. Here they plot the defeat of God by getting humans to reject God through disobedience.

The Fall – Adam and Eve were put in a perfect garden but were told not to eat of a particular tree. Eve was tempted to disobey God by the snake. She ate the fruit and gave some to Adam who also ate. They suffered the consequences of their disobedience by hard work and the pain of childbirth.

Craving – The origin of suffering is craving and attachment that leads people to dissatisfaction, evil and constantly seeking pleasure and never being satisfied.

Karma – Evil is created by people doing bad deeds and the consequences follow on inevitably.

Free Will Defence – Evil is created so that people may grow through making totally free choices in a world where things can and do go wrong.

Also possible: Process theology / mental states

Pandora's Box can be accepted in this question.

Maximum Level 4 for only one idea or story.

NB:

- Credit can only be given for material about Natural Evil that either links it to one of the above points OR which shows how nature itself can create suffering.
- Those who show how natural and moral evil cause problems, without reference to the above, maximum L2.

(6 marks) AO1

(c) 'Natural evil is far worse than moral evil.'

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 comparative evils of natural and moral 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, e.g. three simple reasons would reach this level. 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

Everyone is affected indiscriminately by natural evils / the weakest are hit most by natural evil / people usually cannot defend themselves against natural evils or predict when they will happen / natural evil seems to be in God's hands whereas moral evils are created by humans, etc.

Other views

Most natural evils have positive side-effects e.g. good soil produced by volcanoes / people cannot predict how another person is going to act / many moral evils are against the innocent and vulnerable without any mitigating reasons / humans have free will so are accountable for the evils that they do, whereas nature just follows its own course, etc.

(6 marks) AO2

(d) 'Human beings need to live in a world that contains suffering.'

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 need for suffering

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, e.g. three simple reasons would reach this level. 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

If there is no suffering people will never have a chance to develop as individuals / God has given humans free will but this can only take place in a world where things can and do go wrong / suffering helps people to make choices to prepare them for the afterlife / it gives people a chance to build up their karma to determine what type of reincarnation they will have / suffering gives them the opportunity to help those who are suffering, thus building up relationships and their own character, etc.

Other views

If God loves humans then he should remove all suffering / humans do not need any suffering to help them develop / suffering is only a comparative thing – minor hurts should be enough to let people respond, they don't need the amount of suffering that exists in the world / there is too much innocent suffering that is unacceptable e.g. millions of babies starving in Africa, 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		<i>(0 mark)</i>

B6 Revelation and Enlightenment

- (a) ***Explain why some people think it is possible to know God through sacred texts and through worship.***

Target: Understanding of the role of sacred texts and worship for specific revelations

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Sacred texts – God has inspired the writers about himself / the words are God’s self-revelation so can be accepted as valid ideas about God / they are shared by many people so can give a common understanding of God / for some people, the words of God are true so do not need to be interpreted just accepted as fact / sacred texts show how God has worked through history so can give guidance about how God is helping people today, etc.

Worship – a raising of the heart and mind to God / an opening of the believer’s awareness to allow God to speak and inspire the believer / a personal revelation to allow the believer to come closer to understanding God / being still in the presence of God to allow the person to experience God’s presence, etc.

Maximum Level 4 if student only deals with either sacred texts or worship.

(6 marks) AO1

- (b) **Explain the importance of religious visions and dreams for believers. You may use examples in your answer.**

Target: Knowledge and understanding of the validity of special revelations for the recipient and for other people

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

For the recipient: a personal proof of the existence of God / usually involves a message for other people e.g. Bernadette at Lourdes / often includes a change in direction of the life of the individual with a commission to fulfil e.g. Muhammad / a confirmation of what is needed / a sense of the presence of God in life that guides the recipient through the challenges that follow, etc.

For other people: a challenge to believe and accept what they are told / the need to test the message to see how it fits into their understanding of God / often the revelation includes a warning message to change direction e.g. the Biblical prophets with threats of what will happen if they fail to respond / responding to the message can often lead people into a better quality of life in the long term e.g. Pharaoh responding to Joseph's interpretation of his dream, etc.

Much of the same material applies to both visions and dreams. Full marks may be awarded to the student who only deals with either the recipient or other people.

NB:- Max. L3 where the list of examples is not applied to the question.

(6 marks) AO1

(c) 'People can find out everything they need to know about God through nature.'

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 importance of general revelation through nature

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, e.g. three simple reasons would reach this level. 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

God has created nature so people can see the artist clearly through his handiwork / nature displays beauty, order, harmony etc. which reflect aspects of God's personality / pure nature has not been distorted by human interference / nature reflects the great gift of God's creation and his care for humans / nature is not distorted by humans so it can fully reflect the character of God, etc.

Other views

Nature can be cruel and uncaring unlike God, so nature does not help people understand God / there is a lot more to God than is shown through his creation / many characteristics of humans reflect God better than nature does e.g. justice, truth, love / God is so much greater than any created thing that nothing created can even begin to display the true nature of God, etc.

(6 marks) AO2

(d) ‘Enlightenment and revelation are just illusions.’

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 truth of enlightenment and revelation

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, e.g. three simple reasons would reach this level. 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

Enlightenment means controlling the mind or letting it become totally open / this means that people are not in control so do not know what they are experiencing / both enlightenment and revelations cannot be proven in any physical way, so it is easier to accept that they did not happen / people want to feel good about themselves or things outside themselves that they are prepared to give great credit to anything that makes them feel good, etc.

Other views

Enlightenment and revelations are so much beyond the human imagination that there must be a reality behind the claim that an individual has experienced them / while people might open their minds up to these experiences, that does not mean that the experiences themselves are artificial / there are too many accounts of these experiences from well-balanced individuals to dismiss them all as made-up, 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		<i>(0 mark)</i>