

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405007)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 7 PHILOSOPHY OF RELIGION

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5** **or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

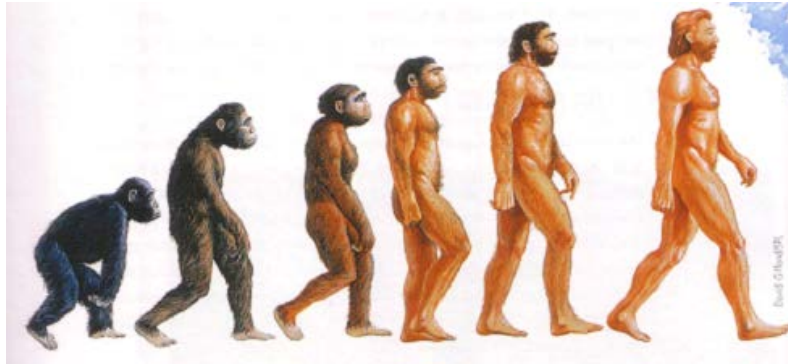
- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 The Compatibility of Science and Religion

Look at the drawing below.



(a) What is evolution?

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(2 marks)

(b) Describe **one** story that deals with the creation of the world.

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(4 marks)

- (c) 'God could not have made the world as science proves that everything was made by the Big Bang.'

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

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(6 marks)

Turn over ►

A2 The Characteristics of God

Look at the drawing below.



- (a) Explain briefly how the child in the drawing shows belief in a personal God.

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(3 marks)

- (b) 'God does not care about people who suffer.'

What do you think? Explain your opinion.

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(3 marks)

(c) Explain how the idea that God is in many forms might help believers.

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(4 marks)

(d) 'It is wrong to use the word 'he' about God.'

What do you think? Explain your opinion.

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(3 marks)

Turn over ►

A3 The Afterlife

(a) What is reincarnation?

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(2 marks)

(b) Explain **two** arguments that could be used against the idea of eternal life.

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(4 marks)

(c) 'People are only good in this life because they fear the afterlife.'

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

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(6 marks)

Turn over ►

A4 Revelation and Enlightenment

(a) How does worship help believers to make contact with God?

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(2 marks)

(b) Explain briefly why some believers say that God speaks through nature.

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(3 marks)

(c) 'There is no such thing as a religious revelation.'

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

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(6 marks)

Turn over ►

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405007)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 7 PHILOSOPHY OF RELIGION

INSERT

M/Jun/INSERT TO Unit 7

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 The Existence of God

B5 (a) Explain how a personal religious experience might lead a person to believe in God.
You may include an example to support your answer. *(6 marks)*

B5 (b) Explain **two** arguments that suggest that the existence of God cannot be proved.
(6 marks)

B5 (c) 'Even if you can prove that God exists, it will not make other people believe in God.'
Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

B5 (d) 'The Design (Teleological) argument is more successful at proving the existence of God than the First Cause (Cosmological) argument.'
Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

SPaG *4 marks*

TOTAL MARKS FOR THIS QUESTION: *(28 marks)*

OR

B6 The Problem of Evil

B6 (a) Explain some ideas about the origins of evil. (6 marks)

B6 (b) Explain **two** arguments that try to justify why evil still exists. (6 marks)

B6 (c) 'God cannot be loving since he allows so many evil things to happen.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

B6 (d) 'Suffering brings out the best in people.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious teachings in your answer. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 7 Philosophy of Religion

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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 candidates, 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 candidate 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, candidates' 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 candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

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

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

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

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	Candidates 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	Candidates 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	Candidates 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>

PART A

A1 The Compatibility of Science and Religion

(a) What is evolution?

Target: Knowledge of the meaning of evolution

Candidates may include some of the following points:

The survival of the fittest / proposed by Darwin / everything adapts and changes / man has come about through changes in other species, especially apes, 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

(b) Describe one story that deals with the creation of the world.**Target: Knowledge and understanding of a myth of creation**

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

Candidates may include some of the following points:

e.g. Genesis 1 – Seven day account – God said and it was / created light and dark on day 1 / vault of heaven on day 2 / land and seas and plants on day 3 / sun, moon stars on day 4 / fish and birds on day 5 / animals and man on day 6 / God rested on day 7 / God saw that it was good.

e.g. Genesis 2 – God made man from dust and breathed into him / planted a garden for man / made all the animals which man named man fell into a deep sleep / woman created from man's rib / everything was peaceful.

e.g. Before this time began, there was no heaven, no earth and no space between. A vast dark ocean washed upon the shores of nothingness and licked the edges of the night. A giant cobra floated on the waters. Asleep within its endless coils lay the Lord Vishnu. He was watched over by the mighty serpent. Everything was so peaceful and silent that Vishnu slept undisturbed by dreams or motion. From the depths a humming sound began to tremble, Aum. It grew and spread, filling the emptiness and throbbing with energy. The night had ended, Vishnu awoke. As the dawn began to break, from Vishnu's navel grew a lotus flower, in the middle of which sat Brahma. Vishnu spoke to Brahma: 'It is time to begin.' Vishnu commanded: 'Create the World.' A wind swept up the waters. Vishnu and the serpent vanished. Brahma remained in the lotus flower, floating and tossing on the sea. He lifted up his arms and calmed the wind and the ocean. Then Brahma split the lotus flower into three. He stretched one part into the heavens, another part into the earth, the third part into the skies. The earth was bare. Brahma created grass, flowers, trees and plants of all kinds. To these he gave feeling. Next he created the animals and the insects to live on the land, birds to fly in the air and fish to swim in the sea. To all creatures, he gave the senses. The world was soon bristling with life and the air was filled with the sounds of Brahma's creation.

Note: it is perfectly acceptable for candidates to present any myth of creation, but the above are the most likely offerings.

(4 marks) AO1

(c) **‘God could not have made the world as science proves that everything was made by the Big Bang.’**

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 Big Bang theory of 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	

Candidates may include some of the following points:

Agree

The increasing size and speed of the universe suggests there was a single starting point / if God had made the universe there would be no need for it to be changing size / everything can fit into the Big Bang theory, evidence would seem to support it unlike other theories / there is no evidence for the idea of God while the scientific theories fit in with evidence, etc.

Other views

There is nothing to say that God could not have made the universe through the Big Bang / if the Big Bang made everything, there is still the question of where the thing came from that started the Big Bang, need to come back to a creator / the Big Bang itself is only a theory – there is no more proof of it than there is of God or other theories of creation, etc.

(6 marks) AO2

A2 The Characteristics of God

(a) Explain briefly how the child in the drawing shows belief in a personal God.

Target: Understanding of the meaning of the phrase “a personal God” and how this belief is expressed

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

Candidates may include some of the following points:

Talking directly to God as to a friend / asking for individual help / believing that God not only has the power to help him but also is interested enough to intervene, etc.

(3 marks) AO1

(b) ‘God does not care about people who suffer.’

What do you think? Explain your opinion.

Target: Evaluation of the personal 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

Candidates may include some of the following points:

If God cared he would not allow bad things to happen / God could intervene to ease the grief directly seeing people in difficulty always affects others, why not God?

God needs people to be able to care for each other, not relying on him to sort things out / he is compassionate and loving but this can be shown in many ways / sometimes interfering can make situations worse, etc.

(3 marks) AO2

(c) Explain how the idea that God is in many forms might help believers.

Target: Understanding of how seeing God in many forms can assist belief

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

Candidates may include some of the following points:

There is only One Reality, but it cannot be limited to a particular name or form / it is an inclusive, not an exclusive Oneness / a spiritual reality of Being - Consciousness - Bliss, which could be called God but which transcends all names / the different gods and goddesses of Hinduism represent various functions of this One Supreme Divinity, and are not separate Gods / having many names for something is not necessarily a sign of ignorance of its real nature, it may indicate an intimate knowledge of it / it gives freedom to relate to the form the believer likes / it gets rid of the need to be constricted to one approach, etc.

(4 marks) AO1

(d) 'It is wrong to use the word 'he' about God.'

What do you think? Explain your opinion.

Target: Evaluation of the way language is used about 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

Candidates may include some of the following points:

Words cannot be used which imply limitations, such as 'masculine' / gives feeling of the second-rate value of the feminine / gives wrong impression of a limited deity, etc.

Have to use some word to show the personal and relational nature of God / 'it' would not do / 'she' is too specifically female and would raise more problems about gender, etc.

(3 marks) AO2

A3 The Afterlife

(a) What is reincarnation?

Target: Knowledge of the term reincarnation

Candidates may include some of the following points:

Coming back on earth in a different form or different quality of life / a reward or punishment for the way you lived in the former life / the effect of karma / the soul going into another form, 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

(b) Explain two arguments that could be used against the idea of eternal life.

Target: Understanding of different arguments about the afterlife

Candidates may include some of the following points:

There is no evidence for anything beyond this life / for an individual to be a real person they need the body, which is left behind at death / some people say the souls cannot exist without the body and if the body is gone so must the soul be / no memories of previous existence implies that it did not happen / how can you be the same person if the body is different, etc. (Note: answers could refer to either the idea of resurrection or reincarnation or rebirth or any combination.)

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

(4 marks) AO1

(c) 'People are only good in this life because they fear the afterlife.'

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

Target: Evaluation of the relationship of belief in the afterlife and behaviour 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	

Candidates may include some of the following points:

Agree

People are scared of the unknown so play safe / they are brain-washed into believing there is a link between what they do in this life and the afterlife / many actions are not justified in themselves but can be thought so by those who feel they will face judgement if they do not follow a particular course, etc.

Other views

People behave because they feel they are respecting their humanity, not out of fear of reprisals / the sense of absolute values which goes with belief in an afterlife is sufficient to help people live lives that are in harmony with themselves and with others / belief does not come through fear, etc.

(6 marks) AO2

A4 Revelation and Enlightenment

(a) How does worship help believers to make contact with God?

Target: Knowledge of the nature and role of worship for believers

Candidates may include some of the following points:

Opening mind and heart to God / accepting the idea that God has supreme value and is worthy of worship / raising own spirit to another level, 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

(b) Explain briefly why some believers say that God speaks through nature.

Target: Knowledge and understanding of the way nature can be thought of as revealing 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

Candidates may include some of the following points:

Nature is God's creation / believer can value his handiwork / something of the artist can be found in what he produces / what God wants can be appreciated through what and how he works / the way God wants the world to be is shown through the qualities he has given the world, etc.

(3 marks) AO1

(c) 'There is no such thing as a religious revelation.'

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

Target: Evaluation of the nature of revelations

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	

Candidates may include some of the following points:

Agree

Dreams are just the mind working overtime / the same could be said about ‘revelations’ / anything could cause weird thoughts, they don’t have to come from God / even if there is no alternative explanation of the cause, this does not mean the “revelation” comes from a God / you have to prove there is a God before you can assert there are such things as religious revelations / there is no proof that what people claim to have happened actually took place, etc

Other views

Too many serious messages come from visions for them to be dismissed lightly / a loving God would make himself known to those he loves / there is enough evidence down the ages of revelations coming true – this cannot be coincidence, etc.

(6 marks) AO2

PART B

B5 The Existence of God

- (a) **Explain how a personal religious experience might lead a person to believe in God. You may include an example to support your answer.**

Target: Knowledge and understanding of the nature of religious 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
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Sense of being cared for by a higher power / something so real and intense it cannot be denied, even if its cause is hard to explain / an awareness of a supreme reality which can help people make more sense of their lives.

Give credit for any valid references to religious experiences and how they transformed the lives of the person who experienced it, etc.

(6 marks) AO1

(b) Explain two arguments that suggest that the existence of God cannot be proved.**Target: Knowledge and understanding of the value of proofs when dealing with 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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

God is not physical; any scientific proof could only prove a physical thing, therefore what is proven cannot be God / humans have limited understanding; God is without limits; any proof which man can understand cannot truly encompass the unlimited God and so will fail / all arguments for the existence of God start from the created order; God is uncreated; you cannot work backwards to prove the uncreated from the created / many questions arise from the problem of evil that cannot be easily answered / psychological and sociological explanations of humans wanting a God so they make one up, etc.

Maximum Level 4 if only one argument is presented.

(6 marks)**AO1**

- (c) 'Even if you can prove that God exists, it will not make other people believe in 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 relationship of the proofs of the existence of God and faith

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	

Candidates may include some of the following points:

Agree

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

Other views

Having a rational idea of God helps reinforce faith / it can remove doubts so faith can flourish / sometimes seeking the answer through logic can clear the mind which removes obstacles to committing oneself to God, etc.

(6 marks)

AO2

- (d) **'The Design (Teleological) argument is more successful at proving the existence of God than the First Cause (Cosmological) argument.'**

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

Target: Evaluation of the relative effectiveness of different arguments for proving the existence of 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	

Candidates may include some of the following points:

Agree

Structure needs explanation whereas things could just always have been / it is easier to see design everywhere / the First Cause could just imply a limited deity, whereas the Design argument could point to an all-powerful guide, etc.

Other views

If there is no creator of everything, then there is no need to invent a designer / creation cannot just have come into being, whereas things could have adapted to an arrangement which allowed them to flourish, without any orderer, etc.

(6 marks) AO2

B5 Spelling, punctuation and grammar

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

High performance	Candidates 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	Candidates 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	Candidates 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>

B6 The Problem of Evil**(a) Explain some ideas about the origins of evil.****Target: Knowledge and understanding of views of the origin 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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Genesis 3: humanity was given free will by the command not to eat of the fruit of a tree (accept apple) / tempted by the serpent that they will know the difference between good and bad and be like God / woman ate the fruit and gave it to her husband who ate it / they realised they were naked / God asked them what they had done and they blamed each other and the serpent / the consequences are hardship in labour for the woman and the man having to struggle against nature for food.

Iblis, full of hubris, jealously refused to obey God's command of bowing down to Adam, seeing Adam as being inferior in creation. He then claims that if the punishment for his act of disobedience is to be delayed until the day of Judgement, he will convert many of Adam's own descendants during the period of respite. God accepts the claims of Iblis and guarantees recompense to Iblis and his followers in the form of Hellfire. God, to test mankind and jinn alike, allowed Iblis to roam the earth to attempt to convert others. He was sent to earth along with Adam and Eve, eventually luring them into eating the fruit from the forbidden tree.

(6 marks) AO1

(b) Explain two arguments that try to justify why evil still exists.

Target: Knowledge and understanding of two explanations for the existence 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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

This life is a time of preparation for eternal life / people need the obstacles which evil creates to become more fully developed as individuals / 'a vale of soul-making' / need evil to enable people to see good.

Karma is the idea that every action has a consequence which will come to fruition either in this life or in a subsequent one / this means that all evil is the result of people's choices and that those who suffer have at some stage brought it on themselves / evil is not indiscriminate in this way as it is in many other explanations.

Maximum Level 4 of only one argument.

(6 marks)

AO1

(c) 'God cannot be loving since he allows so much evil to happen.'

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

Target: Evaluation of the nature of God and the problem of evil

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	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 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 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	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.	6 marks	

Candidates may include some of the following points:

Agree

How can any loving being deliberately sit back and not do his best to get things changed so that the innocent at least do not suffer? / if God were bothered he could stop all evil but since he doesn't stop it, he must want it, therefore he cannot be loving.

Other views

God has given humans freedom / the greatest sign of God's love is allowing humans to live in this world and to be free, despite how much God is grieved by what people suffer / any restriction on evil things happening would be God interfering in the world, in which case he is going against his gift of freedom, i.e. he is changing his mind, so he cannot be perfect.

(6 marks)

AO2

(d) 'Suffering brings out the best in people.'

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

Target: Evaluation of the role of suffering

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	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 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 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	

Candidates may include some of the following points:

Agree

Suffering gives people a chance to respond in a mature way and to develop their potential in a way that is not possible without the challenges that suffering brings / it gives the opportunity for people to work together and help each other / it makes people aware of the needs of others and not to be selfish, etc.

Other views

Suffering is not good as it hardens people / while minor challenges may be useful occasionally, suffering goes well-beyond what is needed to help people respond / suffering can lead to frustration and rejection of all that is good in life, e.g. to suicide, etc.

(6 marks)

AO2

B6 Spelling, punctuation and grammar

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

High performance

Candidates 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

Candidates 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

Candidates 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)

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 7 Philosophy of Religion

Question Number	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
A1(a)	2		5. Evolution	2
A1(b)	4		5. A story of Creation	4
A1(c)		6	5. God and the Big Bang theory	6
A2(a)	3		2. God as Personal	3
A2(b)		3	2. God as all-compassionate	3
A2(c)	4		2. God in many forms	4
A2(d)		3	2. Language used about God	3
A3(a)	2		6. Reincarnation	2
A3(b)	4		6. Eternal Life	4
A3(c)		6	6. How belief in afterlife affects actions	6
A4(a)	2		3. Role of worship	2
A4(b)	3		3. Revelation through nature	3
A4(c)		6	3. Validity of religious revelation	6
Either				
B5(a)	6		1. Argument from religious experience for the Existence of God	6
B5(b)	6		1. Difficulties of proving the existence of God	6
B5(c)		6	1. Proofs for the existence of God and belief	6
B5(d)		6	1. Teleological and Cosmological arguments	6
Or				
B6(a)	6		4. The origins of evil	6
B6(b)	6		4. Justification for evil	6
B6(c)		6	4. God and evil	6
B6(d)		6	4. Role of suffering	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation for Assessment Objectives

Assessment Objectives	Section/Part A	Section/Part B	Totals
AO1	24	12	36
AO2	24	12	36
TOTAL	48	24	72

Mark Allocation: Specification Section

Specification Section	Section/Part A	Section/Part B	Totals
1 The existence of God		24*	24
2 Characteristics of God	13	0	13
3 Revelation	11	0	11
4 Problem of Evil		24*	24
5 Science and Religion	12	0	12
6 Afterlife	12	0	12
SPaG	0	4	4
TOTAL	48	28	76

*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.