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**General Certificate of Secondary Education
June 2010**

Religious Studies

40554

Specification B

Unit 4 *Religious Philosophy and Ultimate Questions*

Mark Scheme

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

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

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

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Methods of Marking

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

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
4. 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?'
5. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
6. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

Levels of Response Marking

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

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

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.

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 the six marks AO2 answers.

1 The Existence of God

01 Explain briefly how an atheist might explain the experience described above.

Target: Understanding of an atheist’s criticism of religious experience

Candidates may include some of the following points:

Atheist does not believe in God, therefore it could not be God calling the person / could be imagination / thought they heard a voice but in the mind / no proof of what happened / no witnesses to experience. Accept explanations that the atheist was converted by the experience.

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

(2 marks) AO1

02 ‘Religious experiences prove that God exists.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious experiences prove that God exists

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

Candidates may include some of the following points:

Religious experiences are subjective / difficult to prove / could be made up / mistaken / publicity seeking / have no witnesses / unreliable / wishful thinking / illusions, etc. therefore cannot prove to anyone that God exists / is the cause of these experiences.

Religious experiences / dreams / visions / miracles are convincing to the person who experiences them / thousands of people have had such experiences so not all can be wrong / lying / deluded / people claim to experience God in worship / prayer / healing miracles / remarkable recoveries put down to faith in God / sometimes effect a total change in person’s life / no other explanation for some miracles than divine intervention, therefore prove / give strong evidence for God’s existence.

(3 marks) AO2

03 Explain the First Cause argument for the existence of God.

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

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:

The universe itself is the best evidence for God / everything that exists has a cause / the universe exists, so it too must have a cause / there had to be something eternal (without beginning or end) that was not caused by anything / that eternal first cause is God / therefore God exists. Accept arguments that God caused the Big Bang.

(4 marks) AO1

04 Explain the arguments against the idea that God is the First Cause of the universe.

Target: Understanding of the arguments against the First Cause argument for God's existence

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:

No evidence God caused the universe / God cannot be produced as proof / if everything has a cause then God too must have a cause / who made God? / if you say God is eternal, then the universe might be eternal / just because other things have causes does not mean the universe itself has to have a cause / the big bang caused the universe, not God / science provides a better explanation for the cause of the universe than the Bible / holy books.

(3 marks) AO1

05 ‘The design of the world shows that God created it.’

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

Target: Evaluation of whether or not the design of the world shows that God created it

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

Candidates may include some of the following points:

Agree

Design shows there must be a designer / beauty and complexity of nature / could not have happened by random chance / Paley’s argument about watch / Newton’s thumb / Anthropic Principle (if things had been a tiny bit different at the Big Bang, life would not exist, so shows deliberate creation by God) / accept examples of beautiful design to support argument.

Other views

Evolution shows how things appear orderly but needed for survival / cruelty in animal kingdom / natural disasters show poor design / beauty is relative / even if design is accepted, it does not prove that God was the designer.

(6 marks) AO2

2 Revelation

06 Explain how nature might reveal God to some people.

Target: Understanding of God’s revelation through nature

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

Candidates may include some of the following points:

Power/ beauty / complexity of nature / creation of new life / inspires awe / wonder at its creation by God / God’s immanence seen in power to create and destroy / the mysteries of nature make people think it must have a creator (God) / nature is evidence of design.

(3 marks) AO1

07 Explain what people might learn about God from scripture (holy books).

Target: Knowledge and understanding of what might be learned about God from scripture (holy books)

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:

Scriptures contain stories about God’s actions in the world through prophets / miracles / creation, etc. / holy books, e.g. Qur’an are God’s actual words so reveal his truth / will / plans / contain explanations / interpretations of God’s words and intentions / God’s qualities are seen in actions, e.g. all powerful, all loving, forgiving, etc. / teachings about how people should behave show God’s expectations of a moral life / accept examples from holy books of any religion. (Buddhists may not learn about God as such, but can learn how to follow Eightfold Path, attain freedom, etc.)

(4 marks) AO1

08 ‘The best way to know God is through your conscience.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not the best way to know God is through one’s conscience

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:

A person’s conscience is their mind telling them what is right or wrong/ making them feel guilty if they do wrong / voice of God to believers / believers know they are going against God when they go against their conscience / reveals God’s moral demands through a person’s reason and instincts about morality / conscience is evidence that God exists / argument from morality.

Conscience can be misinformed / guilt does not mean going against God / guilt more about upbringing than God’s will / other means of knowing God are better, e.g. scriptures / nature / special revelations / worship / prayer, etc. Conscience does not prevent people from doing wrong / people have free will / so conscience might make someone doubt God’s power / control.

(3 marks) AO2

09 Explain briefly what religious believers mean when they say that God is omnipotent.

Target: Knowledge of key term

Candidates may include some of the following points:

Omnipotent means all powerful / believers think God has control over the universe / created all things / can heal the sick / forgives sins / can destroy / punish, etc. Accept any valid examples of God’s power.

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

(2 marks) AO1

10 'God does not seem to be making himself known today.'

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

Target: Evaluation of whether or not God makes himself known today

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

Candidates may include some of the following points:

Agree

In the past more revelations of God occurred, e.g. miracles / scriptures / traditions of various religions / many scriptures now considered 'closed' / cannot be added to / more scientific knowledge now makes people more sceptical of God making himself known / examples of these points, e.g. miracles now have to be checked carefully before accepted / people less gullible as more educated / less faith around in some Western countries so people not looking for God.

Other views

God is making himself known in the lives of courageous people / teachings of religious leaders / historical events / examples of these / people just do not know where to look / interpretation needed through faith / God makes himself known to individuals through prayer / worship, etc. God did not make himself known in the past or today – atheist view.

(6 marks) AO2

3 The Problems of Evil and Suffering

Read the newspaper headlines below.

**Villagers flee war zone
Murderer given life sentence**

**Floods leave thousands homeless
Earthquake destroys hospital**

11 Explain, using examples, the difference between natural suffering and man-made suffering.

Target: Understanding of the difference between natural and man-made suffering

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:

Natural suffering is caused by a natural event, e.g. earthquake, tornado, etc. / it is no one's fault / just the way nature is. Man-made suffering is caused by the actions of humans / intentional or unintentional, e.g. crime / accident / carelessness.

If only one term is identified with an example, award Level 2.

An example of each type of suffering but no definition also gains Level 2.

(3 marks) AO1

12 Explain what religious believers might do when faced with suffering.

Target: Knowledge and understanding of what believers might do when faced with suffering

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:

Response to own personal suffering: prayer / acceptance of suffering as part of God's plan / use as a means to become holier / trying to make sense of suffering / trying to live in such a way that suffering is minimised / try to see positive side if possible. Some may lose faith / be angry with God.

Response to suffering of others: practical responses, e.g. charity work / donation of time, money or work to alleviate suffering / examples of these.

Buddhism	Way to stop suffering is to stop craving / follow Eightfold Path / overcome attachment / develop compassion / help others through practice of generosity / charity work, e.g. Karuna Trust.
Christianity	Trust in God to accept and endure suffering / part of God's mysterious will / help others / 'Love your neighbour as yourself' / show compassion / follow Jesus' example / charity work, e.g. Christian Aid, CAFOD, etc.
Hinduism	Practise yoga / develop loving devotion / tradition of helping their families / communities / holy men / dharma (duty) to help those in need. Charity work, e.g. Hindu Aid.
Islam	Show compassion towards people who suffer / Allah is 'The Compassionate' / zakah / sadaqah, e.g. Muslim Aid.
Judaism	Help people who are suffering / leave part of the harvest for the poor in Biblical times / charity a duty from God / given sensitively so retain self-respect / encourage people to help themselves / charity work, e.g. Tzedek.
Sikhism	Rise above / transcend suffering / practise selfless service / sharing is an important duty / particularly with regards to poor.

(4 marks) AO1

13 ‘God cannot be loving if he lets people suffer.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not a loving God would let people suffer

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:

A loving God would prevent the suffering of people, especially innocent children / intervene to stop suffering / the innocent do not deserve to suffer / if God wants his creatures to suffer, God is cruel not loving / why did God create a world in which suffering occurs / this makes people question God’s love.

God is loving but suffering is not God’s fault / natural suffering may injure people but not intention of God / human freedom is to blame for suffering caused by people / God cannot intervene every time someone is at risk without taking away human freedom.

(3 marks) AO2

14 Explain where evil comes from.

Target: Knowledge of ideas about the origins of evil

Candidates may include some of the following points:

Evil comes from God (by giving free will) / originates with Lucifer / Iblis / Shaytan’s fall / original sin / Adam and Eve / Hawa / human nature / impersonal force that draws people to do wrong / personal being (devil) tempting people to sin / psychological phenomenon related to upbringing or mental illness / selfishness / craving / ignorance / absence of God / disobedience / natural evil.

Do **not** credit ‘Pandora’s box’.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

15 'There will always be evil'.

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

Target: Evaluation of whether or not evil will always exist

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

Candidates may include some of the following points:

Agree

As long as human beings are free to choose between right and wrong, some will choose to do evil things / human beings are weak / greedy / selfish / will do things for own gain rather than for others / God is eternal and his adversary, Satan / Shaytan will always tempt people to do evil / natural 'evil' (suffering caused by nature) will always exist / could increase with damage to the earth caused by humans.

Other views

Evil does not need to exist / will not exist in the Kingdom of God / if people seek enlightenment / live by religious values / follow their scriptures / follow God's laws / gain good karma, etc / natural 'evil' could be reduced if people took threat to the environment seriously / God is more powerful than evil / Satan / Shaytan / for Christians, death and resurrection of Jesus triumphed over evil.

(6 marks) AO2

4 Immortality

16 Give two ways in which some people believe that humans can be immortal.

Target: Knowledge of what might count as immortality for some people

Candidates may include some of the following points:

Different ideas about what might count as immortality include resurrection / rebirth / reincarnation / a legacy / as a memory of others / going to heaven / paradise / hell / sheol / soul lives forever / union with God / Brahman / coming back as a new life, etc. / existence of ghosts.

1 mark for each way.

(2 marks) AO1

17 Describe the evidence for immortality found in scripture (holy books).

Target: Knowledge of evidence for immortality found in scripture (holy books)

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:

Religious scripture (holy books) describe some form of immortality or the means to achieve it. Believers consider their scriptures to be true, in most cases because they are God’s words. Their evidence for life after death is therefore held in high esteem.

Buddhism Buddhist scriptures, particularly the Tripitaka, contain beliefs about rebirth. The Buddha described how to end suffering and achieve nibbana by following the dhamma. The impermanence of all things, including no permanent soul, means that immortality is seen in terms of a continuous process of life, death and rebirth (samsara). The kammic energy of a person who dies sets another life in motion. Other people and animals are seen as possible close relatives and friends. The Tibetan book of the dead describes a direct vision of ultimate reality, a brilliant light.

Christianity The creed states the belief in ‘the resurrection of the body and the life everlasting’ which is based on scripture. Eternal life has been established by the resurrection of Jesus described in the New Testament. Eternal life comes through Jesus. “...I am the resurrection and the life. He who believes in me will live, even though he dies; and whoever lives and believes in me will never die...” Before his death, Jesus spoke of preparing a place for his followers with God. St Paul’s letters taught that Christians will be raised with a new spiritual body after death.

Hinduism	Many Hindu scriptures (Vedas, Upanishads, Bhagavad Gita, etc.) speak of reincarnation, karma, and release (moksha) from the cycle of samsara (death, reincarnation, death). Scriptures describe the ultimate goal of life as union with Brahman, the Supreme Spirit (Ultimate Reality). Hindus are told to fix their mind on Brahman and serve Brahman, and they will reach Brahman.
Islam	The Qur'an is the direct word of God in which are found teachings about life after death. It describes the interrogation of the person by the angel of death, a state of waiting (barzakh) until the resurrection of the body and the Day of Judgement. It describes Allah sorting the souls and their crossing of the Sirat Bridge into paradise.
Judaism	Jewish ideas about life after death vary. The Torah and the Talmud refer to God raising people from the dead, and the sorrows of sheol, but no clear picture emerges of an afterlife. The book of Samuel says, 'The Lord brings death and makes alive; brings down to the grave and raises up.' Maimonides (13 th century CE) believed in a resurrection of the dead. Various prayers speak of hope for eternal life and the world to come.
Sikhism	The Guru Granth Sahib teaches Sikhs how to break the cycle of samsara (birth, death and reincarnation) and to be united with God forever. Those who meditate on God attain release (mukti). The soul is the image of the transcendent God. It is reincarnated into another body after death depending on karma. Every person will eventually be united with God.

(4 marks) AO1

18 ‘At the moment of death, the soul returns to God.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not the soul returns to God at the moment of death

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:

The moment of death is defined by brain function ceasing so body dies but / body is an outer shell for soul / soul cannot be seen but is of a different substance to the body (Descartes) / soul is spiritual essence of person / soul seeks reunion with God / heaven or purgatory.

Depends on what sort of life lived / might not go to God but go to hell / might not return to God at precise moment of death but after period of waiting / barzakh / purgatory / Hindus, Sikhs believe soul / essence of person begins new life in another body so only returns to God if released from cycle of samsara / Buddhists do not believe in a permanent soul / self but believe that rebirth takes place, so they would disagree with the statement. Atheists would say there is no such thing as a soul / the soul cannot be proved to exist / at the moment of death, the person dies and nothing lives on.

(3 marks) AO2

19 Explain why some people say there is no life after death.

Target: Understanding of reasons why some people say there is no life after death

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:

No proof / no one has come back from the dead / materialist arguments that there is nothing spiritual about humans / no soul to live on after death / body decays / evidence for immortality such as ghosts, channelling or near death experiences weak / wishful thinking (comforting) / science / atheism.

Accept ‘because they don’t believe in it’.

(3 marks) AO1

20 'Ghosts prove that there is life after death.'

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

Target: Evaluation of whether or not ghosts prove that there is life after death

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

Candidates may include some of the following points:

Agree

Ghosts are the souls of dead people, so prove life after death / too many experiences of ghosts for all to be fake / some sightings have been by more than one person / some sightings at same place / same time / by different people suggesting good evidence / ability of ghosts to go through walls suggests resurrection of body in spiritual form.

Other views

No such thing as ghosts / stories about them untrue / insufficient evidence / no proof of life after death / apparent ghostly sightings could have natural explanation / hallucinations / could be someone playing a trick on the person / no evidence from a Christian perspective that souls wander the earth / some religions suspicious of mediums and the occult / life after death true – based on faith not on ghosts / gospels stress resurrected Jesus was not a ghost / apparitions of Mary / saints are not considered ‘ghostly’ appearances but charismatic revelations to individuals.

(6 marks) AO2

5 Miracles

Look at the statement below.

Woman with cancer is cured through prayer.

21 Give two reasons why some people believe that God performs miracles.

Target: Knowledge of reasons for belief that God performs miracles

Candidates may include some of the following points:

Reasons based on God’s nature/qualities, e.g. all powerful, all loving, all knowing, etc. / healing miracles show God’s love and care / nature miracles show God’s power / knowledge / authority over his creation / miracles reported in scripture / holy books / people who believe in God’s immanence believe that God can and does act in history to save / Hindu gods perform miracles that show Brahman acts through the gods on behalf of humans / no explanation for miracle other than divine intervention.

Do not credit mere examples of miracles that do not explain God’s involvement.

1 mark for each reason given.

(2 marks) AO1

22 Describe one miracle from scripture (holy books) or religious tradition.

Target: Knowledge of one miracle described in religious scripture or tradition

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:

Candidates may describe an example of a miracle from any religion, e.g. healing, raising from dead, nature miracle. It is impossible to cover every possible miracle that could be described. Miracles described in the media, e.g. aubergine with Allah written in it, crying / bleeding statues, Ganesha drinking milk, etc. can be accepted as well as personal testimony from within someone's religious tradition.

Do **not** accept secular miracle stories like Stairwell B or cures, etc.

Buddhism	Debate whether miracles occur or not; Buddha was said to be able to fly / be in more than one place at a time / read minds / hear things at long distances / tamed an elephant.
Christianity	Walking on water / raising Jairus's daughter / casting out demons / making the blind see / stilling the storm, etc.
Hinduism	Ganesha statue drinking milk / Krishna saved from death when he was a baby.
Islam	Muhammad receiving the Qur'an / miracles like Virgin conception of Jesus in Qur'an.
Judaism	Joshua – sun standing still / Moses parting Red Sea / striking rock for water / walls of Jericho falling.
Sikhism	Guru Nanak and the grazing buffalo.

(4 marks) AO1

23 ‘Humans can perform miracles.’

What do you think? Give reasons for your opinion.

Target: Evaluation of whether or not humans can perform miracles

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:

Humans can perform miracles if they reach a certain level of spiritual progress / yogis can levitate / walk on nails, etc. / humans can perform miracles but only with God’s help working through the person, e.g. Sikh saints can perform miracles with God’s help but only to teach about God or help someone, not for reasons of showing off. It depends on the definition of miracle, e.g. a doctor might save a patient’s life and some would consider this a miracle.

Accept the ‘miracle of childbirth’.

Humans cannot perform miracles because only God has the power / knowledge / authority to perform a true miracle / God is outside time and space / not limited by the laws of nature, so can control them / credit particular examples of miracles that could not be performed by anyone except God / no such thing as miracles anyway / just events that people can’t explain as yet / miracles are impossible.

(3 marks) AO2

24 Explain why miracles might cause problems for believers in God.

Target: Knowledge and understanding of why miracles may cause problems for believers in 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:

God is loving and just, so why does he not perform miracles for everyone? / is God choosing favourites to help? / why would God make a statue weep but ignore thousands who died in tsunamis / earthquakes, etc. / human miracle workers might become too important and God’s message might be lost / the miracles might not be done by God / God is transcendent so does not intervene / God created laws of nature, why would he break them? / God gives people intelligence to use in finding reasons for seeming miracles.

(3 marks) AO1

25 'Miracles are impossible.'

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

Target: Evaluation of whether or not miracles are impossible

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

Candidates may include some of the following points:

Agree

It depends on how one defines 'miracle'. If by miracle is meant 'a transgression of the laws of nature' (as in Hume) performed by God, then miracles are impossible because the laws of nature cannot be broken / there would never be enough evidence to deny the laws of nature / laws of nature have had repeated testing / witnessing over many years / if an event is impossible according to the laws of gravity or physics then it cannot happen so miracles are impossible and do not occur / another explanation for the event must be found / so-called miracles may be explained one day.

Other views

If the definition of a miracle is a wonderful event or amazing happening that shows God working in the world to help people then miracles are not impossible / much evidence in religious texts / traditions of miracles occurring / personal knowledge of miracles of healing / cures at Lourdes that are carefully checked out, etc. / arguing against Hume, miracles are a rare occurrence so do not regularly break the laws of nature / therefore there will always be more witnesses to the laws of nature than to the miracle / miracles are a matter of interpretation of events.

(6 marks) AO2

6 Science and Religion

26 Explain briefly the Big Bang theory.

Target: Knowledge and understanding of the Big Bang theory

Candidates may include some of the following points:

The universe began with a huge explosion / all matter was concentrated into a dense mass / began to expand with speed and force of explosion / planets and stars were formed when the matter sent out by the big bang cooled down.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

27 Give an account of a religious creation story.

Target: Knowledge of a religious creation story

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:

Buddhism	Buddha did not concern himself with explanations of creation. One story in Digha Nika ya, (27 th Agganna Sutta) explains how all castes came from the same kind of beings: World contracts then expands with luminous beings reborn in it / water and darkness / earth formed on surface of water / beings ate earth / own luminosity disappeared and sun, moon, stars, time and seasons came about / handsome ones became arrogant / tasty earth disappears / mushrooms, plants, rice appear / beings develop into males and females / build shelters / gather rice for a few meals at a time / rice deteriorates / people create rice fields with boundaries (origin of theft) / choose leader to fight crime / finally all different castes come about originating from the same kind of beings.
Christianity	Six days of creation (Genesis 1): light / dark, sky, vegetation, sun, moon and stars, fish and birds, animals and people; Adam and Eve (Genesis 2): garden, man formed from earth, animals as companions, Eve from man's rib; in both accounts: a perfect creation, creation out of nothing / God ordering pre-existent chaos.
Hinduism	Ocean / cobra / Vishnu / Aum / lotus flower / Brahma / lotus split into three: heaven, sky, earth / vegetation / animals.
Islam	Allah / Adam / Hawa / Iblis / garden of paradise.
Judaism	Six days of creation (Genesis 1): light / dark, sky, vegetation, sun, moon and stars, fish and birds, animals and people; Adam and Eve (Genesis 2): garden, man formed from earth, animals as companions, Eve from man's rib; in both accounts: a perfect creation, creation out of nothing / God ordering pre-existent chaos.
Sikhism	Cosmic egg account / before creation, only God and his will / enclosed all that was needed for life in a shell similar to that of an egg / God willed egg to burst and whole cosmos was created / all elements of universe started moving away from point of bursting / living creatures came into being.

(4 marks) AO1

28 ‘It is possible to believe in both the Big Bang theory and in God.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not it is possible to believe in both the Big Bang theory and in 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:

God could be the cause of the Big Bang / Big Bang theory does not give an explanation for what started the expansion of matter, therefore it could be God / as long as creation stories are not taken literally it is possible to believe in both.

Atheists would not accept both God and the Big Bang theory / the Big Bang theory does not need a ‘God’ to provide the explanation for the cause of the explosion / it could be random chance / a fundamentalist Christian would not accept the Big Bang theory as it contradicts Genesis which they would take as literal truth.

(3 marks) AO2

29 Explain how the discovery that the earth is not the centre of the universe challenged religious belief.

Target: Knowledge and understanding of how the discovery that the earth is not the centre of the universe challenged religious 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

Candidates may include some of the following points:

Until the late Middle Ages, science and religion agreed about God creating the world / agreed that man was at the centre of God’s creation / discovery that the earth went around the sun made earth less important / loss of human status as unique and special in God’s creation / Galileo’s discovery that the movement of the planets was natural challenged idea of God’s control of the universe / discovery that earth was round not flat challenged Biblical view of firmament.

(3 marks) AO1

30 'Scientific truth is more important than religious truth.'

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

Target: Evaluation of whether scientific truth is more important than religious truth

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

Candidates may include some of the following points:

Agree

Scientific truth more objective / based on observations / hypothesis / evidence / repeated experiments / changes when new discoveries are made / willing to adapt to new circumstances / therefore more important in sense of being believed / accepted seemingly 'honest' and open / favoured by society today over religious truth / religious truth unprovable / merely speculation / subjective.

Other views

Religious truth more important because concerns ultimate destiny / purpose in life / affects moral choices that science may ignore in pursuit of scientific aims / religious truth based on experience and faith so valid in different ways to science / both types of truth valid for different reasons / examples of these reasons / neither type of truth more important, both needed, etc.

(6 marks) AO2

