



**General Certificate of Secondary Education
June 2012**

Religious Studies **40554**

Specification B

Unit 4 *Religious Philosophy and
Ultimate Questions*

Final

Mark Scheme

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

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

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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 students, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

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

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

Quality of written communication will be assessed in each six mark A02 answer. There will no longer be a separate mark awarded to the student for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

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

1 The Existence of God

01 Explain the design (teleological) argument for God's existence.

Target: Knowledge and understanding of the design (teleological) 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

Students may include some of the following points:

The intricacy / complexity / interdependence / order / beauty of the natural world / human body / the fact that if any of the physical constants in the universe had been different, life would have been impossible – all / give evidence of design. Credit examples of a camera / human eye, etc. Credit use of the arguments of William Paley / Isaac Newton / Aquinas / Swinburne.

William Paley argued that if you were walking in a deserted place and found a stone, you might conclude it had always been there or was natural to that place. But if you came across a watch, even if you had never seen one before, its inner workings (cogs, wheels and springs) would convince you that someone had designed it. Even if the watch was broken, its structure would make you conclude that the intricate pieces could not have come together by themselves. Paley said that the universe is even more complicated than the watch. The human eye, for example, is far more complex than a human-made telescope, which can only *help* the eye. Therefore the universe, like the watch, must have had a designer. The only designer able to design such a complex and intricate universe is God.

Isaac Newton argued that the design of the thumb was so clever and unique to each person that it must have been designed. Even if it was the only proof that God existed, the thumb alone would convince him that there was a Designer of the universe.

Students do not need to use all of these arguments in order to gain full marks if they have answered comprehensively about one of them. Students who use two or more traditional arguments (Paley, Newton, Tennant and Aquinas, for example) should be credited.

(4 marks) AO1

02 Explain why some people say the world is not well-designed.

Target: Knowledge of problems with the design argument

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

Students may include some of the following points:

Flaws in the design of the natural world, e.g. earthquakes / problem of suffering / problem of evil / cruelty within nature / evolution entirely natural / no need for a designer / evolution (through natural selection / survival of the fittest) gives appearance of design / order is necessary to support life / any universe would need its parts to be adapted to one another to a certain extent for life to exist.

(3 marks) AO1

03 ‘Miracles prove that God exists.’

What do you think? Explain your opinion.

Target: Evaluation of the argument from miracles for God’s existence

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

Students may include some of the following points:

Millions of people believe in miracles (e.g. Jesus’ resurrection / the giving of the Qur’an, etc.) / so many people cannot be wrong / lying / some miracles have changed people’s lives / made them willing to die for their faith / miracles may have no other scientific explanation than that God performed them / unexplained miracles must have been caused by something outside nature / only God is outside nature / therefore God exists. Credit examples of miracles.

Miracles do not convince those who have not experienced one / are difficult to prove as genuine / could be coincidences / a cure could be mind over matter / natural / misdiagnosed illness / some reported miracles could be the result of deliberate deception / people wanting fame / money / people can be mistaken / even if true miracles do not prove their source was God / science might one day explain the event.

(3 marks) AO2

04 Explain briefly one example of religious experience.

Target: Knowledge and understanding of one kind of religious experience

Students may include some of the following points:

Examples include prayer / meditation / worship / sacraments / nature / conversion / conscience / scripture / religious leaders / religious people / working for others / vision / dream / Near Death Experiences / mystical experiences / miracles.

Explanations may include what such examples do for people, i.e. help people to experience God / inspire / create feelings of awe and wonder / help people live a moral life, etc. They may also include further explanation of what the example is, e.g. sacraments are outward signs of God's grace / Near Death Experiences involve seeing a light at the end of a tunnel / heavenly images, etc.

Accept specific examples such as Moses and the burning bush / Paul on the Damascus road.

1 mark for an example of religious experience / superficial comment / single point.

2 marks for an explanation of the example / developed answer / more than one point.

(2 marks) AO1

05 ***‘The fact that people have a sense of right and wrong (morality) proves that God exists.’***

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 morality proves that God exists

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

Students may include some of the following points:

Agree

People have an inbuilt sense of morality / know right from wrong / everyone has a conscience even if he or she does not follow it / some theists argue that conscience is the voice of God / this sense of morality comes from a source outside of individuals / theists say it is built in by God / people follow moral principles even when they would prefer to do something else / being moral deserves justice, but not everyone who acts morally has a happy life / therefore God must exist to reward people for living a good life / morality is a command that must be obeyed / it comes from an ultimate authority / theists say this authority is God.

Other Views

Morality itself cannot easily be proved to exist / morality is socially defined rules / laws / developed to control people / morality is part of evolution / survival depends on cooperation with others / guilty feelings are not from God / guilt occurs when people go against their upbringing / society / family / religion / not everyone feels guilty / some people seem not to have a conscience / atheists question why being good should be rewarded by a happy life / no such link between the two / there is no afterlife so no reward for a moral life.

(6 marks) AO2

2 Revelation

06 Explain how God may be revealed to some people through worship.

Target: Understanding of revelation of God through worship

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

Students may include some of the following points:

Worship can help people to feel close to God / establish a personal relationship with God / aid communication with God through prayer / make people feel God is listening / experience God's presence through sacramental / charismatic worship / see God in others in faith community worshipping together / worship may include hearing word of God from holy books / worship may include singing / dance / ritual that increases sense of God's power / love / some experience a direct communication with God through worship / find out God's will for life / receive God's forgiveness / may learn qualities of God from worship, e.g. mercy, love, forgiveness, power, majesty.

(3 marks) AO1

07 *Explain briefly what religious believers mean when they say that God is immanent.*

Target: Knowledge and understanding of key term ‘immanent’ as applied to God

Students may include some of the following points:

God is involved with life on earth and the universe / has acted in history / can be experienced in the lives of believers / immanence of God shown through Jesus / Holy Spirit’s action in the world / Hindu deities / holy scriptures / prophets / gurus, 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

08 *‘No one can know what God is like.’*

What do you think? Explain your opinion.

Target: Evaluation of whether or not humans can know what God is like

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

Students may include some of the following points:

God is beyond human understanding / concepts / language / God is invisible / impossible to ‘know’ in the way people know other people’s qualities / some of God’s qualities seem contradictory e.g. the problem of suffering if God is all-loving, etc. / there are too many different ideas of God to say which one is true / God does not exist.

God’s qualities can be known through religious experience / revelation / worship / scriptures / miracles, etc. / many religions describe God as loving, powerful, just, etc. / 99 names for Allah in Islam / lots of agreement across religions about God’s characteristics / Christians can know God through Jesus.

(3 marks) AO2

09 Explain how a direct meeting with God might affect someone's life. You may use an example in your answer.

Target: Knowledge and understanding of how a direct meeting with God might affect someone's life

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

Students may include some of the following points:

Possible impacts of a direct meeting with God: change someone's life (e.g. turning away from drugs, etc.) / conversion to a different religion / reveal a truth about God / give a message from God that the person may act upon / provide proof of God's existence / help start a religion / help someone know God's will / reach enlightenment / inspire charity / following a more religious life / behaving according to God's wishes / encourage hope in an afterlife. Not all impacts may be positive. A direct meeting with God may lead to despair / guilt / fear / disbelief, etc.

Students may use any example of a direct meeting with God / enlightenment in the case of Buddhism. Some examples follow but these are not exclusive.

Allow for a negative response.

Buddhism Siddhattha Gotama achieving enlightenment: ascetic life / accepting food / sitting under Bo tree / temptations / enlightenment / middle way / implications for teaching the Dhamma.

Christianity Saint Paul on road to Damascus: persecution of Christians / blinded / words of Jesus 'Saul, Saul, why do you persecute me?' / conversion / Jesus' baptism / temptations.

Hinduism Basava's special revelation: devotee of Shiva / rejected life of comfort to become wandering ascetic / received enlightenment at a sacred meeting of rivers / refers to this in poems by calling Shiva 'the lord of the meeting rivers' / against caste system and ritual which prevented spiritual progress in ordinary people / religious reformer who challenged accepted practices of his day / taught non-violence / equality for women / dignity of labour / taught religious ideas to common people in language they understood, not Sanskrit. Also Arjuna's experience of a revelation from Krishna in the Bhagavad Gita.

- Islam** Muhammad’s revelation on the Night of Power: meditation in caves near Makkah / angel Jibril’s appearances / ‘Recite’ / words written on heart / command to preach / continuing revelations recorded in Qur’an. Also Cat Stevens’ conversion to Islam.
- Judaism** Abraham’s call to leave Ur / Abraham & Isaac / Moses’ call and the burning bush / Moses receiving the Law on Mount Sinai / Jacob’s ladder / Elijah’s still small voice.
- Sikhism** Guru Nanak’s experience in the river: while bathing with friend Mardana / disappeared / presumed drowned / 3 days later reappeared in same location / in a trance / belief he spent 3 days in God’s presence / spoke words – ‘There is neither Hindu nor Muslim, so whose path shall I follow? I will follow God’ / implications of this for his life.

(4 marks) AO1

10 **'General revelation is better than a special revelation of God.'**

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 general revelation is better than a special revelation 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	

Students may include some of the following points:

Agree

General revelation is open to everyone / not exclusive / sacred texts, etc. accessible to all / whereas special revelation is only for the people who receive it. General revelation available at all times / all places / throughout human history / whereas special revelation occurs at a specific time / place. General revelation is ongoing / religions can update their thinking / whereas special revelation is tied to its historical time / may be outdated. Conscience available to all as general revelation / guides people in what to believe / how to behave / whereas a special revelation is only available to certain people.

Other Views

Special revelation is direct / received first hand / so has a stronger impact / person knows it is true. Special revelation discloses the whole of God's message / e.g. the Qur'an was the total revelation of Allah / whereas general revelation discloses only part. People who receive a special revelation have authority / confidence to lead others to faith. A special revelation to an individual is more personal / meaningful / conveys God's love to the person.

(6 marks) AO2

3 The Problems of Evil and Suffering

11 Explain briefly what is meant by evil.

Target: Understanding of key term 'evil'

Students may include some of the following points:

Evil is the opposite of good / a force for bad / a devil (personification of a negative power) / opponent of God / an action that causes harm / suffering to others / actions that go against God's will. Examples include murder / rape / war / stealing, etc. Accept 'natural evil' as events such as earthquakes that cause suffering.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

12 **'Evil is God's fault.'****What do you think? Explain your opinion.****Target: Evaluation of whether or not evil is God's fault**

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

Students may include some of the following points:

God created everything including evil / God is powerful so evil must be under God's control / the devil is created and controlled by God despite opposing God / God's purpose in creating evil was to allow free will, but its existence is God's fault.

God created a perfect world / humans brought evil into it by disobeying God / original sin / evil is the devil's 'fault' for tempting people to break God's laws / human selfishness / greed / ignorance / hatred etc causes evil / God allows evil but does not want people to choose it, so it is not God's fault / Hindu scriptures relate the battle of the gods against evil / there is no God.

Although the question is about evil, not suffering, credit those who argue that natural evil is or is not God's fault.

(3 marks) AO213 **Explain how some religious believers use the idea of karma to explain suffering.****Target: Knowledge and understanding of the concept of karma as an explanation for 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

Students may include some of the following points:

Karma is the law of cause and effect / part of the cycle of life, death and rebirth / 'what goes around comes around' / people's thoughts and actions have consequences now or in a future life / people reap what they sow / suffering may result from actions in a previous life / it is caused by humans turning away from God / giving into selfish desires / three poisons (greed, hatred, ignorance) / karma requires people to think about whether their actions now or in previous lives have contributed to suffering and evil in the world / living a good life can make up for evil actions in this or previous lives.

(3 marks) AO1

14 Explain why suffering makes some people doubt God.

Target: Understanding of the problem of 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

Students may include some of the following points:

Theists believe God is omniscient, benevolent and omnipotent / if God knows suffering exists, why does God allow it to continue? / if God loves people, how can he allow them to suffer? / if God is all-powerful, God should be able to stop suffering / God either cannot stop it, so is weak / or deliberately allows it to continue, so is not loving / or does not know about it, so is not all-knowing / God's intentions for people are questioned when innocent people suffer / suffering is unfair / makes people wonder why God is picking on them.

(4 marks) AO1

15 **‘Suffering makes people stronger.’**

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 suffering makes people stronger

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

Students may include some of the following points:

Agree

Suffering strengthens character / requires courage / determination / brings out the best in humanity. It makes people morally stronger / teaches a lesson / is a just punishment for sin / can turn people back to God / change for the better / can make us appreciate things taken for granted. It makes people spiritually stronger as they come through a test of faith, e.g. Job kept his faith in God despite suffering / believe that the suffering is part of God's mysterious plan. Suffering may even strengthen physically in terms of resistance to future disease.

Other Views

Suffering may weaken character / cause despair / discouragement / rather than bring out the best, it brings out the worst in humanity when people enjoy seeing others suffer. It can weaken morally / nothing to live for, so why bother being good. It can weaken spiritually by loss of faith / anger against God / questioning God's purpose. It can weaken physically / end in death.

(6 marks) AO2

4 Immortality

16 Explain religious beliefs about resurrection.

Target: Understanding of key concept

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

Students may include some of the following points:

Resurrection means rising from the dead / in a physical form (resurrection of the body) / immortal souls living on in some way after death / could take place at death / Judgement Day / end of time / when people will be raised from the dead and judged by God / resurrection appearances of Jesus / cleansing in purgatory / Sheol / waiting period of Barzakh.

(3 marks) AO1

17 ***‘No one can rise from the dead.’***

What do you think? Explain your opinion.

Target: Evaluation of whether or not anyone can rise from the dead

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

Students may include some of the following points:

Death is final / the end of life on earth / no brain activity / physical body decays / what form could resurrection of the body take? / no physical proof of soul / no proof of life after death / exploration of space has not discovered a heaven.

Soul is spiritual, so cannot be seen but this does not mean it does not exist / Christian belief that Jesus rose from the dead / Jesus appeared to disciples / people are given a new immortal body after death that will not age or decay / soul is resurrected with person’s memories intact / identity is retained through memories. Muslims believe in full bodily resurrection / forbid cremation / therefore it is Allah’s will that a person rises from the dead. God is omnipotent / can do anything / so can raise the dead / because I am a Christian / atheist etc.

(3 marks) AO2

18 Explain arguments for and against reincarnation.**Target: Understanding of arguments for and against reincarnation**

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

Students may include some of the following points:

People's souls are reborn in a new body after death / through each lifetime the soul improves itself until it reaches perfection / karma determines whether a person is reborn to a higher or lower station / life is a cycle of birth, death and rebirth / people are unlikely to become perfect in one lifetime / many lifetimes are needed to achieve moksha / mukti / wisdom is often obtained late in life / reincarnation helps explain suffering and evil / some recall former lives under hypnosis / some children have spontaneous memories of past lives / Near Death Experiences may be evidence for reincarnation.

People do not survive death / no evidence of the soul / a person living a new life in a new body is no longer the same person / if person has different memories / cannot remember past life then no longer the same individual / reincarnation self-defeating as its aim is not to be reborn / but to become one with Brahman / individual ceases to exist when nirvana / nibbana / mukti is reached / some so-called memories of former lives have been found to be false under hypnosis / memories may be from childhood not a past life / if reincarnation is true the population should be roughly stable but is increasing.

Max Level 3 if only one side is discussed.

(4 marks) AO1**19 Explain briefly what is meant by channelling when referring to immortality.****Target: Understanding of key term 'channelling' in the context of immortality****Students may include some of the following points:**

Communicating with the dead through a medium / a medium calling upon the spirits of dead people / receiving messages from the dead / contact with the spirit world e.g. going to séances / using ouija board.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

20 **‘Near Death Experiences are the best evidence for 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 Near Death Experiences are the best evidence for life after death

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

Students may include some of the following points:

Agree

So many people have described similar Near Death Experiences (NDEs) / tunnel of light / sense of happiness / desire not to return / sight of relatives etc. / not all of these people can be lying / NDEs have a life-changing effect on the person / advances in medical technology mean that more people can be resuscitated / shows something happens after death / confirms religious beliefs about afterlife.

Other Views

NDEs can be explained scientifically / possible result of oxygen deprivation / release of endorphins just before death / as the name suggests, the person is not really dead / could be hallucinating owing to drugs given during treatment / culturally determined, i.e. images reflect Christian beliefs in many instances / do not suggest reincarnation / rebirth / other evidence is better proof of life after death / examples of better proof, e.g. ghosts / channelling / scriptures / revelation / religious tradition / God's word / example of Jesus, etc.

(6 marks) AO2

5 Miracles

21 Explain briefly what is meant by the term 'miracle'.

Target: Knowledge and understanding of key term 'miracle'

Students may include some of the following points:

A seemingly impossible occurrence, usually good / an event performed by God that appears to break the laws of nature / event that cannot be explained by science / a happy coincidence believed to be through God's intervention / an 'act of God'.

Credit development of one of these points through an example of a miracle.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

22 Give an account of one miracle from history or from religious tradition.**Target: Knowledge of an example of a miracle from history or religious 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

Students may include some of the following points:

Students may use any example of a miracle from history (any past event whether famous or not) and from any religious tradition, e.g. healing, raising from the 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, Stairwell B, the angels of Mons, etc. can be accepted as well as personal testimony from within someone's religious tradition, e.g. someone who survived the Holocaust and considered it a miracle.

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 / rising from the dead, 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 / angels removing Muhammad's heart to cleanse it of sin.
Judaism	Joshua – sun standing still / Moses parting Red Sea / striking rock for water / walls of Jericho falling.
Sikhism	Guru Nanak and the grazing buffalo / Guru Granth Sahib as a living guru.

(4 marks) AO1

Analysis of the example chosen can be credited as development.

23 *'All miracles are performed by God.'***What do you think? Explain your opinion.****Target: Evaluation of whether or not all miracles are performed by God**

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

Students may include some of the following points:

Only God is powerful enough to break the laws of nature / only God is transcendent / outside time and space / God is working through people who perform miracles / humans cannot break the laws of nature without God's help / God works in the world through miracles to show his power / to show approval of someone acting or speaking on God's behalf.

There is no God / humans can perform miracles without God's help, e.g. doctors performing seemingly miraculous cures / birth of a baby / Buddhist view that individual can develop miraculous powers through meditation / living a good life / Hindu view that humans can harness the positive energy of the universe / miracles are not supernatural events, just natural events people cannot yet explain / so-called miracles are just mind over matter / luck/ coincidence.

(3 marks) AO2**24** *Explain what religious believers think miracles teach about God.***Target: Knowledge and understanding of what religious believers think miracles teach about God**

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

Students may include some of the following points:

Miracles show God's love / care for his creation / God's immanence / God's knowledge and power / God's very existence / that God is beyond human understanding / Jesus' miracles show that Jesus is God / examples and development of these points. Accept negative responses, e.g. that God is selective / has favourites / is immoral / capricious in dealing with an individual's illness but not saving millions from the gas chambers, etc.

(3 marks) AO1

25 ***‘Hume was right when he said that miracles cannot happen.’***

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 Hume’s argument against miracles was right

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	

Students may include some of the following points:

Agree

Hume was right to say that miracles are impossible / the laws of nature have been witnessed for hundreds of years / there can never be enough evidence to deny the laws of nature / people do not fly / rise from the dead, etc. / for a miracle to be accepted, sufficient evidence must be produced which outweighs long established natural laws / witnesses to miracles are unreliable / biased / exaggerating / engaged in wishful thinking to back up their beliefs / most miracles occurred long ago when people did not have as much scientific knowledge / more gullible / less educated / did not have alternative explanations / religions depend on miracles to prove they are true / have conflicting truth claims so cannot all be right / like Hume, most people never experience miracles for themselves.

Other Views

Miracles are rare occurrences / exceptions to the laws of nature / therefore there will never be as many witnesses to them as there are to the laws of nature / Hume's view was tied to 18th century rationalism / was culture-bound / having a low opinion of non-European culture ('barbarous nations') / until 1903 no one had witnessed flight, yet air travel now exists / religions treat miracles with caution / Roman Catholic Church investigates miracles carefully / most nations, even 'well-educated' ones, have recorded miracles occurring / religions that accept miracles do not depend on them as proof of their teachings / miracles merely support their beliefs and teachings / religions are not in competition over miracles.

N.B. Hume's argument about miracles is a 'religious argument' therefore students do not need to incorporate specific religious teaching in order to gain more than Level 3.

(6 marks) AO2

6 Science and Religion

26 Explain briefly what is meant by the term 'the Cosmological Revolution'.

Target: Understanding of a key term 'the Cosmological Revolution'

Students may include some of the following points:

The Cosmological Revolution refers to the changing world view / caused by scientific developments in the sixteenth century / new discoveries in astronomy and science / leading to a division between religious and scientific thinking / loss of Church control over ideas.

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 Explain how the Cosmological Revolution challenged religious belief.

Target: Knowledge and understanding of how the Cosmological Revolution 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

Students may include some of the following points:

The discovery that the sun was the centre of the universe meant that God had not put people at the centre / earth was merely one planet / challenged idea of God's special relationship with humanity / science no longer needed to refer to God to explain the physical world / science began to separate from religion as a discipline / religion became the explanation for things science could not yet explain (God of the gaps thinking) / God's creation seemed to be a machine that ran itself / challenged the idea of God's immanence in creation / seemed to contradict the Bible (e.g. Psalm 19:6) which said that the sun moved across the sky / genesis / scientific findings were backed up by evidence but religious beliefs were based on faith / had no 'proof'.

(3 marks) AO1

28 *'If science answers every question, there will be no need for God.'***What do you think? Explain your opinion.****Target: Evaluation of whether or not science will replace religious belief 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

Students may include some of the following points:

Science can provide the answers to questions about how life and the universe operate / one day science may find the conclusive explanation for the origins of the universe / God is no longer needed as an explanation ('God of the gaps') for things humans cannot understand / physical laws govern the universe, not God / universe is like a clock that has been set going / God is not immanent / in control as some people believe.

Religion answers questions of meaning / purpose / people still have spiritual needs / most religions accept scientific truths / science reinforces religious truths / truth is evolving and changing / God is still needed to provide meaning to life / way of life in service of others / Einstein's theory of relativity / theory of quantum mechanics have challenged scientific thinking about the reality of the world / science can never answer every question, there will always be more / many scientists are religious believers.

(3 marks) AO2

29 Give an account of the creation story in Genesis.

Target: Knowledge of the Genesis 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

Students may include some of the following points:

In the beginning there was darkness and God / at God's command creation out of nothing began / creation of light and sky / land, sea and vegetation / sun, moon and stars / fish and birds / animals and people / it took six days and God rested on the seventh / God saw that his creation was good.

The specification requires the Genesis 1 account, but students should not be penalised for using Genesis 2 as the question does not specify Genesis 1 only. Do not credit the story of the Fall.

Exemplar levels:

Level 1 – God created the earth in 7 days. (Something relevant.)

Level 2 – God created the earth in 6 days and rested on the seventh. He made animals and people. (Two simple points.)

Level 3 – God created the earth in 7 days. He made the sea and sky, day and night, sun, moon and stars, the animals and insects and humans and on the 7th day he rested. (Rather generalised, not in order of creation, but a range of elements of the story.)

Level 4 – The Bible states that the world was made over 6 days. God made light and dark on the first day, the sky on the second, the sun, moon and stars on the third, the oceans on the fourth, birds and sea creatures on the fifth, and land animals, mammals and humans on the sixth, and on the seventh day God rested. (Although the order of creation is inexact, the student knows the story well.)

(4 marks) AO1

30 *'It is possible to believe in both religious and scientific accounts of how the world began.'*

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 it is possible to believe in both religious and scientific accounts of how the world began

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

Students may include some of the following points:

Agree

Religious creation stories can agree with science as long as people do not take creation stories literally / God could have started the Big Bang / God could have intended evolution to be the means of developing human life / order of creation in Genesis 1 largely follows evolution / little attention to creation story in Buddhism, so no problem to accept science / Muslims accept Big Bang as evidence to support creation by Allah related in the Qur'an / Sikh belief that nothing existed but God who enclosed everything needed for the universe in an egg which then burst open does not contradict Big Bang / Hindu story includes creation and destruction in cycles, so Big Bang could be how the universe is recreated after its destruction / religious believers see creation accounts as myths / containing religious rather than scientific truths / merely a way for people with limited scientific knowledge to understand creation / the 'old earth creationist' view that the Hebrew word 'yom' means 'era' as well as 'day' so the world was created in six stages rather than days.

Other Views

Religious creation stories are opposed to science / Big Bang theory does not require action of God / Big Bang random chance, not creation by God / universe took billions of years to develop, not six days / details of Genesis 1 story incorrect from scientific perspective / e.g. sun, moon and stars could not have been created after light / vegetation would require the sun / other creation stories not true, e.g. universe not created out of an egg / lotus flower, etc / fundamentalists take creation stories literally / direct word of God so cannot be contradicted / evolution does not involve creation of man from dust / woman from a rib / dinosaurs not mentioned in stories, etc.

N.B. Students do not need to incorporate specific religious teaching in order to gain more than Level 3.

(6 marks) AO2

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