



**General Certificate of Secondary Education
June 2011**

Religious Studies **40554**

Specification B

Unit 4 ***Religious Philosophy and
Ultimate Questions***

Final

<i>Mark Scheme</i>

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. 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 candidate 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 candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

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

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

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

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

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

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

Assessment of Quality of Written Communication

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

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

1 The Existence of God**01 Explain the argument from morality for God's existence.**

Target: Knowledge and understanding of the argument from morality 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:

People have a powerful sense of right and wrong / an inbuilt sense of morality. This sense comes from a source outside themselves / higher authority, i.e. God. Therefore God exists. Credit explanations of 'morality': a system of ethics which distinguishes between right and wrong. Also credit developmental statements, e.g. moral behaviour takes priority even when people would prefer to do something else / appears to be a command from a higher / ultimate authority that must be obeyed / is not created by society, like the law, because laws are sometimes immoral (e.g. slavery).

(3 marks) AO1

02 Give two reasons why some people disagree with the argument from morality.

Target: Knowledge of problems with the argument from morality

Candidates may include some of the following points:

Morality is hard to prove / may just be rules made up to control people / derived from evolution not God / people who cooperate survive better than groups who do not / guilt feelings not from God / guilt arises from breaking society's rules / going against upbringing / not everyone feels guilt / no afterlife so no reward / punishment of moral / immoral behaviour/ morals are culturally determined/ non-religious people may have a strong sense of morality/ different people have different morals, so why would God give different messages to the world?

N.B. The fact that people choose to do wrong is not an argument against having a powerful moral sense. People can go against their conscience.

1 mark for each valid reason.

(2 marks) AO1

03 ***‘God must exist because so many people have experienced God.’******What do you think? Explain your opinion.*****Target: Evaluation of whether God must exist because so many people have experienced God (the argument from religious experience 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

Candidates may include some of the following points:

Millions of people claim to have experienced God through nature / prayer / meditation / worship / conversion / miracles / so many people cannot be wrong / lying / religious experiences have changed people’s lives / made them willing to die for their faith / personal experience of God is most convincing evidence / many religions are founded upon the religious experiences of their founders / leaders. Credit examples of these.

Religious experiences do not convince those who have not had one / cannot be trusted / are difficult to prove as genuine / could be wishful thinking / deliberate deception / mistaken / even if true do not prove their source was God/ could have other explanations.

(3 marks) AO2**04** ***Explain why some people do not believe in God.*****Target: Knowledge and understanding of reasons for atheism**

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:

Upbringing / evil / suffering in world / science makes more sense / illogical / faults in particular arguments for God’s existence / never met God / prayers unanswered / good things happening to bad people / God as an explanation for natural events, e.g. thunderstorms, no longer needed.

(4 marks) AO1

05 ‘God is the First Cause of the universe.’

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 is the First Cause of the universe

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

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 / Big Bang explains how the universe came to be, but what caused the Big Bang? / the measurement of time suggests there was a starting point to the universe / a beginning caused by God / no proof of any other 'cause'.

Other views

If everything has a cause, then who or what caused God? / no proof of God's existence / universe could be eternal / even if universe had a beginning, no proof that God caused that beginning / scientific explanations (Big Bang) more plausible.

(6 marks) AO2

2 Revelation

06 Explain briefly how praying might help someone to know God.

Target: Understanding of revelation of God through prayer

Candidates may include some of the following points:

Communicating with God in prayer brings God close to the person / establishes personal relationship with God / makes the person feel God is listening to them and cares about them / helps find out God's will for one's life / share problems / ask for forgiveness / petition / thanksgiving / praise / person may learn qualities of God from prayer, e.g. mercy, love, forgiveness, power, majesty.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

Accept definition of prayer as communicating with God for one mark.

07 Explain the difference between general and special revelation.

Target: Knowledge and understanding of key terms

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:

General revelation is indirect / open to everyone / through ordinary, common human experience / nature / ordinary people / moral reasoning / conscience / a historical event.

Special revelation is extra-ordinary / not open to everyone / direct personal experience of God / through supernatural means / vision / dream / miracle / conversion / prophecy / sacred writing.

Some examples can be both, e.g. reading scripture is open to anyone (general) but it may be the means of a direct personal experience of God to an individual (special).

Maximum Level 2 for a well-explained answer of only one term or for those who have a clear understanding of both terms but label them the wrong way around (mixing up special with general), or for two simple points, e.g. 'special revelation is direct; general revelation is indirect.

(3 marks) AO1

08 *'There are too many religions for all their revelations to be true.'***What do you think? Explain your opinion.****Target: Evaluation of whether or not many different revelations can be true**

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:

Revelations in different religions produce different ideas of God / cannot all be right / Buddhists do not believe in God / Hindus and Christians think of God in different forms / Muslims, Jews, Sikhs reject that idea / some religions claim their revelation is the only true one / religions have different rules to live by / credit examples of different religious rules / ethics.

Although there are different interpretations of revelations they could still be 'true' / God is beyond human understanding / different interpretations may show different truths about God / different religions agree on a lot of things / many ways of becoming close to God / revelations influenced by culture / different translations of holy books could alter understanding of past revelations.

(3 marks) AO2**09** *Describe a special revelation found in religious scriptures.***Target: Knowledge of an example of special revelation from scriptures**

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:

Any special revelation found in religious scriptures, including visions, dreams, conversion experiences, miracles, experiences during prayer or worship, which has changed the person's life or revealed the truth about life or a message from God can be acceptable. Some examples follow but these are not exclusive. The Hindu example of Basava is contained in poems, rather than the recognised scriptures, but can be accepted.

Candidates who offer more than one example should only be credited for one incident: whichever one they describe most fully.

Buddhism	Siddattha Gotama achieving enlightenment: ascetic life / accepting food / sitting under Bo tree / temptations / enlightenment / middle way / implications for teaching 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.
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 day 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 ‘All revelations are illusions.’

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 revelations are illusions

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

Revelations difficult to prove / subjective / interpretation of general revelation
subjective / atheist view that God does not exist / could be hallucinating / induced by
drugs / trick of the mind / wishful thinking / mental illness / deceptive to gain fame /
conflicting revelations between religions.

Other views

Revelations radically change lives / revelations cause conversions / examples of life
changing revelations / people willing to die for faith / why would someone lie? / need a
reason to reject word of person / millions believe owing to general revelations, so
cannot all be wrong / if revelation fits in with science / human experience it is not an
illusion / if revelation does not contradict other prior revelations in the religion, then
probably genuine.

N.B. Revelation is a religious concept, therefore answers will necessarily contain
religious arguments. Well-argued reasoned responses do **not** need a specific religion
to be mentioned in order to gain more than Level 3.

(6 marks) AO2

3 The Problems of Evil and Suffering

11 Explain briefly what is meant by saying evil is a psychological phenomenon.

Target: Understanding of one idea about the nature of evil

Candidates may include some of the following points:

‘Psychological phenomenon’ refers to behavioural / mental reasons / explanations why
someone behaves in an evil way / due to upbringing / society / result of damaged mind
/ childhood abuse / parental influences / arising from the mind of an individual.

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 Explain religious teachings about the origins of evil.

Target: Knowledge and understanding of religious teaching about the reasons for evil

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

Candidates may include some of the following points:

Religious explanations for evil generally divide between western and eastern faiths. Christians, Jews and Muslims see evil as the result of human misuse of free will given by God. Buddhists, Hindus and Sikhs see its source as ignorance and relate it to the law of karma (kamma).

N.B. Do not accept the story of Job as one about the origins of evil.

Buddhism	Evil caused by craving / selfish desires / three poisons (greed, hatred and ignorance) / law of kamma requires people to reflect on whether their actions in this life or a previous life contributed to its cause / practising generosity / loving kindness / wisdom / right understanding helps overcome the causes of evil.
Christianity	God created perfect world / evil came into it through original sin / Adam & Eve's disobedience / Satan (Lucifer) tempted them to taste freedom / free will misused creates evil as people choose wrong over right.
Hinduism	Forces of evil are at work in the world / gods fight against them / part of cycle of samsara (birth, death and rebirth) / God not source of evil / evil is more the absence of God when people turn away from God / living a dutiful life gains good karma which can make up for evil actions in this or previous lives.
Islam	Allah created perfect world / beings called Jinn / like humans had free will / Jinn called Iblis (Shaytan) rebelled against Allah / tempted Adam & Hawa to disobey / Shaytan still a force at work in world which Muslims must resist / people have free will but Allah knows the outcome of their choices.
Judaism	God created everything including evil / under God's control / Satan fights against God / represents tendency of people to stray / God is loving so created evil for a good purpose / so people can have real choices / freedom / if people followed God's law, evil would lose its power.
Sikhism	God's divine presence is in all humans / humans are not evil but are ignorant and self-centred / forget to see God in other people / do wrong / misunderstand reality / God source of both good and evil / people free to choose between them / each person must overcome the five evils of anger, attachment, greed, lust, pride.

(4 marks) AO1

13 ***‘Blaming a personal being (devil) for evil is just an excuse.’******What do you think? Explain your opinion.*****Target: Evaluation of whether or not blaming the devil for evil is just an excuse**

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:

Evil is the fault of humans / free to choose good or evil / ‘devil’ just a way of symbolising temptation / conscience pulling towards doing wrong / no such being as a devil / humans must take responsibility for evil actions / devil a convenient way of passing the buck / typified by Adam blaming Eve and Eve blaming the serpent.

Devil describes a reality / Christians, Muslims, Jews believe Satan / Iblis / Shaytan is source of evil / God source of good, so ‘adversary’ source of evil / seen as personal like God / tries to trick people into doing wrong / not an excuse, but an explanation for the struggle between good and evil / needs to be fought against / enemy of humankind.

(3 marks) AO2**14** ***Explain how religious believers might help people who are suffering.*****Target: Understanding of believers’ responses to the suffering of others**

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:

Practical responses to suffering include religious and secular charities / organisations to help all sorts of types of suffering / personal help of neighbours / global help for the poor. Credit specific examples of help given. The answer must be an explanation not a list, so do not award Level 3 for brief bullet points of three items.

(3 marks) AO1

15 **‘Suffering is part of God’s plan.’**

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 is God’s will

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

God has plan / purpose for humans / suffering may be part of God's mysterious plans / humans unable to understand fully / perhaps a test of faith / punishment for sin / teaching a lesson / way of bringing people back to God.

Other views

Suffering is not God's will as God is not in control of people's actions (free will) / humans cause suffering not God / God is transcendent / does not intervene in the world / natural suffering just happens / God does not intend for earthquakes to kill people / if suffering is God's will, God must be cruel / unable to prevent human suffering / Buddhists believe that there is no God.

(6 marks) AO2

4 Immortality

16 Explain briefly what is meant by a legacy.

Target: Understanding of key term

Candidates may include some of the following points:

Something (including money / property) handed down from an ancestor / something inherited in a will / a way of being remembered after death / a person's life work / achievements that live on / examples: great art / architecture / music / literature / scientific discovery / invention / charitable contribution.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

17 *'A legacy does not make someone immortal.'****What do you think? Explain your opinion.*****Target: Evaluation of whether or not a legacy makes someone immortal**

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:

Immortality means endless life or existence / life after death / legacy is not endless / once legacy is gone, person no longer remembered / person is still dead / no proof the person lives on after death in any other way / survival through memories of person's achievements is not what religious believers mean by immortality.

Some legacies will always be remembered / great scientific discoveries / works of Shakespeare remain / depends on how famous the legacy is / will be remembered in history and history never dies / despite not being endless / for all time, a certain kind of immortality can be achieved in this way.

(3 marks) AO2**18** *Explain the evidence some people give for believing in the afterlife (life after death).***Target: Knowledge and understanding of the evidence of immortality**

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:

Evidence may include experience of ghosts / channelling / near-death experiences / out-of-body experiences / spiritualism / revelations / scriptural accounts / resurrection of Jesus / visitation / religious beliefs and teachings like resurrection / reincarnation / rebirth / soul / law of karma / knowledge of and held by reincarnated beings, e.g. Dalai Lama / if humans are simply arrangement of atoms, they continue. Credit particular examples of evidence.

(4 marks) AO1

19 Explain what is meant by dualism. You may use examples in your answer.

Target: Understanding of the concept of dualism

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:

Dualism refers to the idea that humans have two basic natures, physical and spiritual / physical nature separate from the spiritual nature / at death the body dies but soul lives on / mind / soul is immortal / linked to physical body while alive / separated at death.

(3 marks) AO1

20 ***‘There is no such thing as a soul.’***

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 soul exists

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

Buddhist concept of anatta (no soul / self) / soul cannot be seen / not a physical entity / no proof of soul existing / scientific evidence (empirical evidence) suggests brain dies with body / mind cannot survive on its own / soul a metaphor for personality.

Other views

Soul is the essence of the person that continues after death / soul / mind can mean same thing / Descartes' view 'I think therefore I am' / mind exists because of individual thoughts / identified with self / physical body and mind must be made of different substances / all religions apart from Buddhism share belief in a soul / soul questioned and judged by God/Allah / Sikh idea of soul as 'divine spark' / part of God in each individual / soul desires union with God / reality of soul explains how near-death / out-of-body experiences are possible.

N.B. A soul is a religious concept, therefore answers will necessarily contain religious arguments. Well-argued reasoned responses do **not** need a specific religion to be mentioned in order to gain more than Level 3.

(6 marks) AO2

5 Miracles

- 21** *Explain briefly why some people might say that events like those given above are not miracles.*

Target: Understanding of arguments against miracles

Candidates may include some of the following points:

There may be scientific explanations for such events, e.g. statues cannot 'drink' / 'bleed' / statues are inanimate objects / stone statue may appear to absorb milk / wooden statue might ooze resin that resembles blood / could be a chemical reaction with varnish, etc. / devotees / worshippers may be mistaken / wishful thinking / desire to make local statue / shrine famous / there are no such things as miracles.

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 Explain why many religious people believe that miracles do happen.

Target: Knowledge and understanding of why many religious people believe that miracles do happen

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:

Personal experience / witnessing the miracle / large numbers experiencing a miracle so that it is not just one person's word for it / trust in scriptural accounts of miracles as accurate / belief in the teachings/ tradition/ leaders of one's religion / too many accounts so at least some must have happened / not just past events – still occur today / no scientific explanation can be found when investigated / people have died for their beliefs in miracles / lives have changed through miracle personally witnessed / experienced / research has found prayer helps heal which supports belief in miracles.

Accept interpretations of the question that explain why God performs miracles, e.g. to prove that God exists, to help people, to show qualities of God (omnipotence/benevolence) etc.

(3 marks) AO1

23 ***'It is not important for religious people to believe in miracles.'******What do you think? Explain your opinion.*****Target: Evaluation of whether or not miracles are important for religious faith**

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:

Debate in Buddhism whether miracles occur / so not needed for following Buddhist way of life / most people do not witness / experience a miracle / belief in miracles may depend on how someone interprets scriptures / accepts traditional stories / some believers reject miracles as problematic, e.g. they make God's behaviour seem unfair / God is transcendent / does not intervene in most cases to break laws of nature, etc.

Miracles are important for faith because doubting God's power to perform miracles could lead to a loss of faith / miracles show God's love which strengthens faith / miracles are part of the religion's deeply held tradition / refers to leaders / founders / prophets of the religion so important for faith / show God's immanence so makes possible a relationship with God / important for Christians as Jesus' resurrection is central to the faith.

(3 marks) AO2

24 Explain why David Hume thought that miracles were impossible.

Target: Knowledge and understanding of Hume's argument about the impossibility of miracles

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:

Hume thought that there can never be enough evidence to deny the laws of nature / laws of nature have been witnessed for hundreds of years / overwhelming evidence that people do not fly / rise from the dead, etc. / for miracle to be accepted sufficient evidence must be produced which outweighs long established natural laws / witnesses to miracles are unreliable / biased / exaggerating / desperately desire miracles to back up their beliefs / most witnesses are primitive, uneducated people / gullible / willing to accept extraordinary events because they do not have an alternative explanation / lack scientific knowledge / religions depend on miracles to prove they are true, but they cannot all be right / therefore none of them are right / religions' truth claims based on miracles cancel each other out / Hume himself never experienced miracles.

Level 4 can be awarded to answers that show clear knowledge and understanding with some development or analysis without necessarily all of the points made by Hume listed above. Candidates must show knowledge of Hume's arguments, however, and not just general arguments about why miracles are impossible.

(4 marks) AO1

25 ‘Miracles make God seem unfair.’

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

Target: Evaluation of whether or not miracles make God seem unfair

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

Healing miracles imply God picks and chooses people to help and people to ignore / therefore shows God does not love all people equally / trivial examples of miracles like weeping statues seem silly compared to intervening and stopping an earthquake that would kill thousands of people / why would God do the former and not the latter?

Other views

God is not being unfair, God is showing love and care / what is learned from a miracle is as important as the people who were helped / miracles strengthen faith / many miracles like Muhammad receiving the Qur'an, or Jesus' resurrection are for the benefit of everyone / people take hope from seeing others cured / humans should not question God's motives / why God helps one and not another is known only to God / God is all just.

(6 marks) AO2

6 Science and Religion

- 26** *Explain briefly why some people say that science and religion answer different questions.*

Target: Understanding of the different questions raised by science and religion

Candidates may include some of the following points:

Science tries to answer the question 'How?' / investigates how life and the universe began / studies the structure of life / laws of nature / religion tries to answer the question 'Why?' / looks for purpose/meaning in life.

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 the difference between ‘absolute truth’ and ‘evolving, changing truth’.***
You may use examples in your answer.

Target: Understanding of key terms

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:

Absolute truth is fixed, unalterable facts / something which is true for all times and in all cultures / for example there are no square circles / round triangles / for believers an absolute truth may be belief that God exists / scriptures like the Qur’an.

Evolving, changing truth varies depending on the knowledge and understanding people have at the time / can change as information and circumstances change / new discoveries can cause truth to develop and change / science often describes things they think are true as theories because they accept that new discoveries might change them / e.g. earth goes around the sun / some religious believers accept scriptures as evolving, changing truths that can change with new interpretations as new understanding of the world develops / some things are no longer accepted that appear in scriptures, e.g. slavery.

Maximum Level 2 for a well-explained answer of only one term or for those who have a clear understanding of both terms but label them the wrong way around (mixing up absolute truth with evolving, changing truth).

(3 marks) AO1

28 ***‘Religion and science will never agree.’*****What do you think? Explain your opinion.****Target: Evaluation of whether or not religion and science will ever agree**

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:

Atheistic scientists will never agree with religion / fundamentalist believers who think their scriptures are true will not agree with science if it contradicts their scriptures / these believers may try to formulate scientific theories to match their beliefs, e.g. scientific creationism / argue it is dangerous to change religious truths to fit scientific laws as it will lead to loss of faith in other parts of scripture.

Religious scientists do not see a problem in accepting both religious ideas and scientific findings / conflict mainly over trivial things / if scriptures not taken literally, science is the discovery of God's laws of nature / Muslims believe science proves truth of Qur'an / Buddhists, Hindus, Sikhs think science tends to support their oldest teachings / puts forward some of the same truths as religion.

(3 marks) AO2

29 Explain why Darwin's theory of evolution challenged religious belief.

Target: Knowledge of why Darwin's theory of evolution 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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Darwin's theory challenged the Christian belief that God created humans in God's image / that humans were superior to animals / humans were unique / had an immortal soul / not descended from apes / other animals.

Darwin's findings challenged the design argument (complexity & beauty in nature showed evidence of a creator God) / whereas these features of nature were a gradual development / result of natural selection / a result of random chance.

Darwin showed that things changed to fit their environment / not (as Bible suggests) that God created the environment for the benefit of living creatures / undermined a literal interpretation of Genesis that man was fully formed on 6th day of creation.

Level 4 can be awarded to answers which show clear knowledge and understanding with some development and/or analysis without necessarily all the points listed above.

(4 marks) AO1

30 ‘There is no place for religious creation stories in the modern world.’

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

Target: Evaluation of whether or not there is a place for religious creation stories in the modern world

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

Science has answered / will answer all the questions about the origins of life / no need for fanciful myths / stories / if taken literally they can be shown to be untrue / examples of impossible elements, e.g. creation in 6 days / giant cobra / egg / creation stories only confuse / create arguments about science and religion.

Other views

Fundamentalist view that creation stories are true / direct word of God so have important place in modern world / non-literal view that creation stories teach religious ideas / God made the world / saw it was good, etc. / need not be considered scientifically accurate / some correspond with scientific views of Big Bang / do not contradict scientific explanations / still a place in the tradition of the religion / passed down through generations so should be preserved.

(6 marks) AO2

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