



**General Certificate of Secondary Education
June 2011**

Religious Studies **405007**

Specification A

Unit 7 ***Philosophy of Religion***

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the 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

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

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

Levels of Response Marking

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the candidate's work. 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.

If a candidate demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** 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.

Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

Candidates will be given credit for reference to diversity in belief and practice within Christianity.

PART A

A1 The Existence of God

- (a) *Explain the Design (Teleological) argument for the existence of God.*

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

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

Candidates may include some of the following points:

Things seem to have a purpose or design / “you cannot have a design without a designer” / inanimate things cannot just make things happen; there must be an intelligence behind them / candidates may refer to Aquinas’ archer sending the arrow to a target or Paley’s watch to show that order both exists and suggests the existence of God, etc.

(4 marks) AO1

- (b) *Explain briefly one way in which a religious experience might prove that God exists.*

Target: Knowledge and understanding of the way religious experiences suggest the existence of God

Candidates may include some of the following points:

Religious experiences seem to come from outside the person / they make people open to the presence of God / God must exist if people experience him in some way, etc. Accept any valid reference to miracles, the religious experience of self or others, the numinous, etc.

1 mark for a superficial comment or a single point.

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

NOTE: only positive answers are valid for this question.

(2 marks) AO1

(c) ***‘There is no point in trying to prove that God exists.’***

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

Target: Evaluation of the validity of attempting to prove the existence of God

| 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 is unlimited so God cannot be proven in any way that makes sense to humans / anything that claims to prove God fails because it will not be able to include the whole of God / if you prove that God exists, it would remove the need for faith and the ability for humans to be free and to reject the idea of God / God doesn't exist as the idea of God is just made up, etc.

Other views

While God cannot be definitely proven, it is good for humans to feel that there is actually something there, that faith is within the realms of reason / God can make sense of many things which otherwise would make people feel uncomfortable / showing that God probably exists changes many people's outlook on life, etc.

(6 marks) AO2**A2 The Afterlife**

- (a) ***'There is no such thing as an out of body experience.'***

What do you think? Explain your opinion.

Target: Evaluation of out of body experiences

| 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:

There is a lot of evidence of people who claim that they have had such an experience; they can't all be liars / some of the things these people say in evidence could not have been discovered except through an out of body experience.

The mind can do strange things to people which can cause them to feel that they have left their body / how can a person be a person without a body? / few people know how drugs, drink, food, etc. can affect them and can go for the more extreme explanation, etc.

(3 marks) AO2

- (b) *Explain briefly two pieces of evidence, other than out of body experiences, for the existence of an afterlife.***

Target: Knowledge of the evidence for an afterlife

Candidates may include some of the following points:

The resurrection of Jesus shows that life continues – people have followed Jesus' example of sacrifice / visions of dead people who have come back to show that death is not the end, e.g. Mary / people who claim to remember things from a previous existence would show that they have been reincarnated / the writings of the prophets and in the Qu'ran which promise eternal life; if it is from God it must be the truth, etc.

For each piece of evidence:

1 mark for a superficial comment or a single point.

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

NOTE: there is no need for candidates to distinguish resurrection and reincarnation – both are acceptable in answer to this question.

(2x2 marks) = 4 marks AO1

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

Target: Knowledge of the idea of heaven / paradise

Candidates may include some of the following points:

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

NOTE: Candidates do not have to differentiate between heaven and paradise. Any valid statements that can be applied to either concept are acceptable.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

(d) 'There is no proof for reincarnation.'***What do you think? Explain your opinion.*****Target: Evaluation of the idea of reincarnation**

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

Candidates may include some of the following points:

Only a very few people claim they can remember anything from a previous existence / if everybody was in the cycle of reincarnation people could expect more people to remember.

There is evidence of people who can remember their previous existences / why would they make it up? / reincarnation is central to the beliefs of millions of people who must sense it as a reality even if direct proof is lacking 'déjà vu', etc.

(3 marks) AO2**A3 Revelation and Enlightenment****(a)(i) *Explain briefly why some people claim that God can be known through other people.*****Target: Understanding of God's revelation through people****Candidates may include some of the following points:**

God made people so they reflect something of their maker / the qualities that make people special like love and truth reflect the qualities of God / care and concern for those in need do not really benefit the person helping / this must be a sign of a greater set of values that people claim come from God, etc.

Allow for references to sacred texts that are revealed to other people (e.g. prophets, gospel writers, Muhammad) or human incarnation of deity.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

- (a)(ii) ***Give one other example of general revelation.***

Target: Knowledge of general revelation

Candidates may include some of the following points:

e.g. through nature (allow for either a generic idea, e.g. nature or a specific example, e.g. through the beauty of a flower). Since it can be argued that sacred texts can be a source of either general or specific revelation, credit can be given in this question to reference to sacred texts.

1 mark for any correct point.

(1 marks) AO1

- (b) ***Explain why some people reject the idea that special revelations come from God.***

Target: Knowledge of alternative explanations for special revelations

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

Candidates may include some of the following points:

God does not exist so cannot reveal himself to people / too many people imagine things that they can take as coming from God but it is only the effect of society, upbringing, mental imbalance, etc. / if people want something like a message from God, they can make themselves experience it or interpret things in the way they want / drugs, alcohol, food can make people see and hear strange things, etc.

(3 marks) AO1

- (c) ***‘Visions and dreams only have religious meaning for the person who receives them.’***

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

Target: Evaluation of the importance of visions and dreams

| 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**

No one can read or understand what is in another person's mind so what the other person says he dreamed or saw can have no relevance to anyone else / dreams and visions can be so weird that they cannot be put into words so others cannot trust what the person claims they experienced / even if you accept what another person says, it does not prove anything about an outside God, only what the dreamer personally believes / but only if they can validate it, etc.

Other views

There have been many important messages that have been passed on through dreams and visions, e.g. Muhammad and the Qu'ran, Joseph's dreams that led to the Jews going into Egypt / no message has definite proof behind it; everything is down to the hearer accepting what they are told because it resounds in themselves in some way, etc.

(6 marks) AO2**A4 Science and Religion****(a) Describe the Darwinian view of evolution.****Target: Knowledge of the Darwinian view of evolution**

| 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:

Evolution states that species change according to the situation that they find themselves in / evolutionists believe that life started as simple organisms and that gradually these organisms developed genetic differences / Darwin came up with the idea that the genetic differences that allowed a particular variety to feed, reproduce and survive had the upper edge, and it was the form that possessed this genetic difference that mutated over the generations to eventually produce new species, etc. Credit: survival of the fittest.

(3 marks) AO1

- (b) **Explain the religious beliefs found in one religious story of creation. (Do not retell the story.)**

Target: Knowledge and understanding of a religious story of creation

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

Candidates may include some of the following points:

e.g. Judaeo-Christianity: Genesis 1 – God made everything through the power of his word / everything was made good / man is the highpoint of creation.

Genesis 2 – God made man made from dust but God breathed into man to give him life / all other animals made for man and named by man / the rest of creation made as a home for man, etc. *Note accept a mixture of Gen 1 and 2 as one story.*

A Hindu creation story – creation comes from Vishnu who told Brahma to create / Brahma made the world from the lotus flower, showing that it is a beautiful thing / life and senses come from Brahma so all things are related to the creator God and will return to him.

A Muslim story - Allah modelled man from handfuls of soil and Allah breathed life and power into the soil, and it immediately sprang to life / man was made to look after the earth.

For Sikhism what is created by the Supreme Lord is all one-whole / humanity is on a par with all other aspects of the created order.

For Buddhism one story about human origins suggests that a long time ago there were supernatural beings (devas), shining in their own light, who could move through the air without requiring nourishment. Gradually these creatures acquired a taste for food, and this resulted in a change of appearance and shorter lives. The sexes evolved, and greed, theft and violence became common. This stresses that passions destroy humans' true nature.

(3 marks) AO1

(c) ***‘Evolution proves that God did not make humans.’***

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

Target: Evaluation of the theories of creation

| 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

Humans have just developed from the first single-cell organisms via apes / there is no stage at which humans entered into creation as a different or new species / there is enough evidence to show that evolution has happened and that humans are just part of the whole picture, etc.

Other views

God could work through evolution to create humans as a special point / human intelligence and ideas like conscience suggest that there is a lot more to humans than to any other animal / this means that there had to be a jump to another level of quality in creation, which most evolutionists accept as evolution can take place in leaps and bounds rather than at a steady pace / God could interfere to give humans their special quality when the right moment came, etc.

(6 marks)

AO2

PART B

B5 The Problem of Evil

- (a) ***Describe one religious idea or religious story that explains the origin of evil.***

Target: Knowledge of a story that explains the origin of evil

| Levels | Criteria | Marks |
|----------------|--|--------------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Something relevant or worthy of credit. | 1 mark |
| Level 2 | Elementary knowledge and understanding, e.g. two simple points. | 2 marks |
| Level 3 | Sound knowledge and understanding. | 3 marks |
| Level 4 | A clear knowledge and understanding with some development and / or analysis. | 4 marks |
| Level 5 | A detailed answer with some development and / or analysis. | 5 marks |
| Level 6 | A full and coherent answer showing good development and / or analysis. | 6 marks |

Candidates may include some of the following points:

Genesis 3: The serpent said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?" The woman replied, "We may eat fruit from the trees in the garden, but we must not eat from the tree in the middle of the garden or we will die." The serpent said, "God knows that when you eat of it you will be like God, knowing good and evil." The woman took some and ate it and gave some to her husband, who ate it. Then they realized they were naked; so they sewed fig leaves together. The man and his wife heard God walking in the garden and they hid from God. God called to the man, "Where are you?" He answered, "I heard you in the garden, and I was afraid because I was naked; so I hid." God said, "Who told you that you were naked? Have you eaten from the tree that I told you not to eat from?" The man said, "They gave me some fruit, and I ate it." God said to the woman, "What you have done?" The woman said, "The serpent deceived me, and I ate." God said to the serpent, "You will crawl on your belly and eat dust all the days of your life." To the woman he said, "You will give birth to children in pain." To Adam he said, "Cursed is the ground because of you; through painful toil you will eat of it all the days of your life. By the sweat of your brow you will eat until you return to the ground; for dust you are and to dust you will return."

Qur'an 7: Allah told the angels to prostrate before man. Iblis claimed that he was better than man and he refused to bow down before him. Allah threw Iblis out of paradise. Iblis asked to be allowed to show that humans were bad and would reject Allah. Allah asked humans to stay faithful but Iblis whispered to Adam and his wife and got them to do what Allah had told them not to, by eating from the tree. Adam and his wife were thrown down to earth until the time of judgement.

In **Buddhism** The Four Noble Truths show that all life is suffering / suffering is caused by craving and that humans have to recognise this and work to end cravings / the cycle of rebirth is caused by people not being able to get beyond craving and suffering / evil is the cause of cravings and cravings bring about suffering / it is a vicious circle that has to be destroyed by people reaching for liberation from craving and suffering, etc.

In **Sikhism** there is no original sin, no Satan. People are in the age of sin when evil is likely to flourish. Humans are weak and give into temptations. God created everything and gave people free will. Evil is allowed as a test of the character of each person and to show how faithful each person is in the face of evil. Evil-doers are to be avoided.

For **Hindus** there is an Absolute Good but there cannot be absolute evil. Evil is a limitation and a failure to be good. Evil does not exist in its own right but is simply the failure of an individual to be perfect. The reason for reincarnation is that each person can get beyond the limitations that can be thought of as evil and escape reincarnation.

(6 marks) AO1

(b) 'The existence of evil proves that there is no God.'

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

Target: Evaluation of the effectiveness of arguments against the existence of God

| 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**

If God had the power, love or knowledge he would stop all suffering, especially of the innocent / therefore God cannot be all-powerful, all-loving or all-knowing, meaning that he is not God / there is too much suffering – more than can be allowed for from giving people choices / God not only could but should stop this situation but he doesn't / this means that God must be limited, etc.

Other views

If God interfered each time there was suffering it would show that God was totally in control of everything / but this could remove human freedom and dignity / we don't know how much suffering might happen; maybe God is limiting suffering in the world but we do not appreciate the fact / who is to decide what is too much suffering? etc.

(6 marks) AO2

- (c) *Explain two ways in which believers might respond to suffering. You may use examples to support your answer.***

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

Candidates may include some of the following points:

People put themselves out to help remove the effects of suffering, even when they cannot remove the root causes, e.g. Mother Teresa and her sisters helping the dying in Calcutta / sometimes it is possible to attack the root cause of the problem, e.g. getting countries to remove the interest on poor countries' loans so that the people can have a chance to build themselves up / people can work against political oppression, e.g. Gandhi, the Dalai Lama, either through non-violent protests or through raising awareness, etc.

Max Level 4 for one correct way.

Accept any response which deals with attitude, e.g. become negative about life / reject the idea of God / give up trying to improve things as there seems to be little point, etc.

(6 marks) AO1

(d) ‘Suffering is not always a bad thing.’

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

Target: Evaluation of the role of suffering

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|---|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The 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**

Sometimes suffering leads to good things e.g. the pains of childbirth / suffering helps people to respond positively, e.g. overcoming selfishness to come to the aid of someone afflicted / suffering shows when things are not right so correct steps can be taken to remedy the situation, e.g. the hurt that shows damage to parts of the body / suffering helps people to appreciate when things are going right because of the contrast, etc.

Other views

Life is meant to be good and full of love, suffering interferes with this / suffering affects the innocent too and this is not fair / don't need the bad to highlight the good, etc.

(6 marks) AO2**B6 The Characteristics of God**

- (a) **Choose two of the following words that are used about God: Father, King, Truth. Explain what each of the words you have chosen says about God.**

Target: Knowledge and understanding of how words are used to try to explain the characteristics of God

| Levels | Criteria | Marks |
|----------------|--|--------------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Something relevant or worthy of credit. | 1 mark |
| Level 2 | Elementary knowledge and understanding, e.g. two simple points. | 2 marks |
| Level 3 | Sound knowledge and understanding. | 3 marks |
| Level 4 | A clear knowledge and understanding with some development and / or analysis. | 4 marks |
| Level 5 | A detailed answer with some development and / or analysis. | 5 marks |
| Level 6 | A full and coherent answer showing good development and / or analysis. | 6 marks |

Candidates may include some of the following points:

Father – God is protective, caring, creative, loving, intimately involved in the life of the individual, he provides for his children, warm and supportive, God treats all people in the way he treated Jesus or the prophets, etc.

King – the one who governs, protects the nation (his people), he watches over them and provides for them, he leads them in victory and in conflict, he is the symbol of the whole nation, the law-giver who dispenses justice, etc.

The Truth – he cannot be called anything but by abstract ideas, like God, truth is one and complete, Truth cannot be divided, changed or broken, it lasts forever, God contains no negative qualities, etc.

Max Level 4 for explanation of one word.

(6 marks) AO1

(b) Explain why some people prefer to use words like ‘parent’ and ‘ruler’ about God.

Target: Knowledge and understanding of role of more inclusive terms 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 |
| Level 4 | A clear knowledge and understanding with some development and / or analysis. | 4 marks |
| Level 5 | A detailed answer with some development and / or analysis. | 5 marks |
| Level 6 | A full and coherent answer showing good development and / or analysis. | 6 marks |

Candidates may include some of the following points:

‘Ruler’ and ‘parent’ are more inclusive / ‘ruler’, ‘parent’, etc. do not have the pitfalls of gender-specific terms so do not make people ask questions like “why is God a man?” / the basic ideas of love, care, provider are conveyed using these terms without all the baggage associated with the negative aspects of words like ‘father’, ‘king’ / God cannot be limited and these words are more general so reflect the fact that God is beyond human limitations, etc.

(6 marks) AO1

(c) 'It is wrong to say that God is personal.'

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

Target: Evaluation of the idea of God as personal

| 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 is so far beyond any human concept that he cannot be limited to a relationship / God is the creator of the universe and is utterly transcendent / to say that God is personal is to restrict God and give the idea that humans can be on the same type of level as God, etc.

Other views

God is the ground of all being, so he is intimately involved with the life of the individual, so he is personal / without God's awareness and love of the individual, that individual would cease to exist / God is loving so God has to care for each individual and what every person is doing on a personal level / if God is not personal he is limited and therefore not God, etc,

(6 marks) AO2

(d) ‘God cannot be all-knowing.’

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

Target: Evaluation of the nature of an all-knowing God

| 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

If God knows everything then there is no room for human freedom / how can God possibly know everything that is going to happen when each actual event opens the way for a whole series of options which are constantly changing / how can God know what every individual in the world is thinking or doing at any moment? / if God is all-knowing, he could see future suffering and prevent it, etc.

Other views

If God is not all-knowing then he is limited and therefore not God / just because humans find it hard to imagine an all-knowing God because of our limited mental capacity does not mean that God cannot be all-knowing / God can know everything that there is to know – the future has not yet happened so it is not there to be known, etc.

(6 marks) AO2

