



GCSE

Religious Studies A

Unit 7 / 405007 Philosophy of Religion

Mark scheme

4050

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Version: 1.0 Final

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

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

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, 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 student 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, students' 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 students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

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

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

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

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

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

Assessment of Quality of Written Communication

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

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

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

Students will be given credit for reference to diversity in belief and practice within religions.

PART A

A1 Revelation and Enlightenment

(a) Which one of the following is a type of special revelation?

Revelation through nature

Revelation through a vision

Revelation through other people

Target: Knowledge of the term ‘special revelation’

1 mark for ticking ‘Revelation through a vision’.

[1 mark] AO1

(b) Explain why some people believe that religious revelations are illusions.

Target: Knowledge and understanding of why some people believe that religious revelations are illusions

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

There is no evidence that anything took place except the person’s own word / what is often described seems unusual if not unreal – more like a dream than an actual occurrence / people are often misled by thoughts that are affected by bad food, drink, drugs etc. and many so-called revelations seem similar to these events / some people can be so ‘religious’ that they want something to happen to them – self-induced experiences, wish – fulfilment, etc.

[3 marks] AO1

(c) Explain briefly how one person's religious enlightenment can help other people.

Target: Knowledge and understanding of how one person's religious enlightenment can help other people

Students may include some of the following points:

It can set an example for others to follow / gives the knowledge of what enlightenment can mean and how it can be achieved / can give a sense of purpose in following religious practices / can create a new understanding of life and the relative importance of things, eg the Buddha's teachings / a conversion experience, etc.

1 mark for a superficial comment or a single point.

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

[2 marks] AO1

(d) **‘Visions and dreams are the best way for people to receive revelations from God.’**

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

Target: Evaluation of whether or not visions and dreams are the best way for people to receive revelations from God

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

The Old and New Testaments show that some visions and dreams come directly from God so God must value this form of revelation / they can pass on God's word and teaching / dreams with a religious message cannot be denied by the person who receives them / they should not be dismissed by others / God is not limited by visions and dreams as the mind is open to the infinite / because visions and dreams can often use intense imagery, they allow the receiver to experience things of the beyond without trying to put them into everyday terms / the message of the vision and dream can often be life-changing / most other claims to have received a message from God are based on the human's mind being active and thus able to distort or invent messages, but when having a vision or dreaming, the mind is open to the infinite power of God / God can use the subconscious, etc.

Other views

God can use any form of revelation / only God knows which form is the best in any situation / there are many examples of messages from God that believers accept as authentic other than visions and dreams eg inspiration when reading sacred texts etc. / no guarantee of the authenticity of any religious vision or dream, except the word of the person who experienced it / most visions and dreams are weird, so it is difficult to decide which, if any vision or dream, comes from God / God can also reveal himself through nature, other people, direct revelations, scriptures / it all depends on what is meant by 'best', etc.

[6 marks] AO2

A2 Science and Religion

- (a) Explain briefly the Big Bang theory of the origin of the universe.**

Target: Knowledge of the Big Bang theory of the origin of the universe

Students may include some of the following points:

A singularity exploded, as it could not hold itself together / immensely hot and dense point / there was an expansion in space / 13.7 billion years ago (allow anything between 10 and 20 billion) / within fractions of a second, hydrogen and helium were formed / outward expansion and cooling led to the gradual formation of atoms, then stars and galaxies, etc.

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

[2 marks] AO1

(b) Explain briefly why many religious believers accept the theory of evolution.

Target: Knowledge of why many religious believers accept the theory of evolution

Students may include some of the following points:

Evolution is supported by the fossil records / similarities in genes of many creatures, eg apes and humans / Darwin's theory makes sense of the evidence / evolution is supported by science and evidence / almost all scientists accept the theory / there seem to be examples of evolution occurring in a way that can be genuinely monitored, eg peppered moth, which might prove that evolution is more than a theory / there is no reason to say that God could not have created through evolution / symbolic interpretation of creation stories would fit with evolution / evolution does not need to challenge the power of God to create / belief in intelligent design, etc.

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

[2 marks] AO1

(c) 'Religious fundamentalist views on evolution are right.'

What do you think? Explain your opinion.

Target: Evaluation of whether religious fundamentalist views on evolution are right

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 with slight development of one.	3 marks

Students may include some of the following points:

Fundamentalist views are based on the sacred texts being the word of God so their views are consistent / they believe that God will not lie but that humans, including scientists, are fallen and inclined to go wrong / they believe that God's word must be accepted in preference to fallible human ideas / the gap in the fossil record / the idea that the apparent age in creation is a test of faith from God or a temptation from Satan / the argument from irreducible complexity, etc.

God gave humans reason and the ability to make scientific discoveries / the evidence for evolution eg genetic similarity is strong / denying what human skills have discovered is to reject the gifts of God / sacred texts were written down by humans so are themselves open to interpretation / especially as they have been translated from the original language, and translations alter the meaning of passages / the fundamentalist position (e.g. relating to sacred texts) seems to be contradictory, so is difficult to support, etc.

NB: Credit should be given to those who recognise that fundamentalists may take different approaches (not all are literalists).

An alternative point of view is not required but may be credited.

[3 marks] AO2

(d) Explain what one religious story of creation teaches people about God as Creator of the universe.

Target: Knowledge and understanding of what one religious story of creation teaches people about God as Creator of the universe

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

eg Genesis 1 – God made everything by his word / God made everything in an orderly way, creating a place ready for humans / everything God made (the universe) was good, etc.

eg Genesis 2 – God fashioned the world for humans / God made a place of peace and harmony / all creatures were made with humans as their ruler and protector, etc.
(NOTE Genesis 1 and 2 can be classed as one story)

eg Hindu creation story teaches the involvement of the Trimurti in creation – Vishnu stated that it was time for creation to begin (a sign of his control) / Vishnu commanded the wind to stir up the sea (a sign of his power) / Brahma calmed the sea and then created the heavens, the earth and the sky from the lotus blossom (power) / everything that God made (the universe) works in harmony and must be respected, etc.

eg Sikh – The True Lord created air and other gases (omnipotence) / from the air came water and from the waters he created three worlds i.e. the universe (design / order) / everything is beautiful and a gift from the creator (omnibenevolence), etc.

eg Muslim – Allah **breathed** life and power into the soil (Allah in charge) / immediately everything sprang into life at Allah's **command** / Allah has given everything to humans but it is Allah's gift so it must be respected and cared for (showing Allah's generosity, benevolence, etc.) / appropriate reference to the 99 Names of Allah, etc.

[3 marks] AO1

(e) ‘For religious believers, human beings are special.’

What do you think? Explain your opinion.

Target: Evaluation of whether for religious believers, human beings are special

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 with slight development of one.	3 marks

Students may include some of the following points:

God created humans last (Gen. 1) or first (Gen. 2) / and all creation was made ready for them – to serve them / humans are the only creatures that share the breath (Spirit) of God, so they are above all other animals / humans are made in God’s image and likeness / the angels were ordered to bow down to humans as humans were special / humans have the unique responsibility of caring for the rest of creation / God used evolution to lead up to human beings, the most important animal / humans have self-awareness, etc.

God made the whole world, the birds and fishes, the animals and man (Gen. 1) / humans should not claim that they are any better than any other part of creation / some believers say that the Gen. 1 story focuses on the importance of the Sabbath, not the importance of humanity / for people who accept reincarnation, human beings could be seen as just another form in which souls are reincarnated but the whole cycle of forms is needed / humans lost the right to be classed as special when they disobeyed God and were thrown out of Eden, etc.

NB: The statement is from the perspective of religious believers. Any non-religious argument (either for or against) must be a view that religious believers might reasonably hold and, for more than 1 mark, it must be justified on religious grounds.

An alternative point of view is not required but may be credited.

[3 marks] AO2

A3 The Existence of God

(a) Explain briefly what is meant by the term ‘agnostic’.

Target: Knowledge of what is meant by the term ‘agnostic’

Students may include some of the following points:

Not knowing if there is a God or not / believing there is insufficient proof to support either belief in or rejection of God / having to live without being convinced that there are eternal laws and guidelines to follow, etc.

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

[2 marks] AO1

(b) Explain why it is difficult to prove that God exists.

Target: Knowledge and understanding of why it is difficult to prove that God exists

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

God is unlimited / limited humans cannot experience or make sense of the unlimited / anything that humans present to show that God exists cannot actually show God, as all these attempts start from the limited human mind / there is nothing that humans can use to verify the existence of God / all scientific experiments are based on physical aspects, but God is not physical, so these proofs are invalid / God is outside space and time so cannot be experienced by beings who are inside space and time / absolute proof would negate faith, etc.

Credit can be given to answers that show weaknesses in the traditional ‘proofs’ as these will be reflections of the above.

[3 marks] AO1

(c) ‘The Design (Teleological) argument proves that God exists.’

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

Target: Evaluation of whether or not the Design (Teleological) argument proves that God exists

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

There is too much design and purpose in the world / reflected in Paley’s watch and Aquinas’ archer analogies / this order cannot just have happened by itself but must have a designer who is outside creation / so there must be a God / no other explanation is satisfactory for the order we see / God is the only possible explanation for the design in the universe, etc.

Other views

There are too many faults in the world to believe that there is a perfect designer / the ‘order’ we see could just have been imposed by humans to try to make sense of life / even if there were a designer, it does not prove that it is God / it could be some decrepit deity or some minor god trying to work out how to do things / too much evil in the world to accept there is an all-loving God, etc.

[6 marks] AO2

A4 The Characteristics of God

- (a) **Explain why some people believe that God has many forms.**

Target: Knowledge and understanding of why some people believe that God has many forms

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

It is difficult for humans to think about an infinite being / it is easier to think about different attributes of God through different forms / it is easier for humans to relate to particular forms of God rather than trying to relate to the whole Godhead / it is a way for humans to make sense of God without denying all the other aspects of God / it is a way of gaining insight into the nature of God without trying to limit God to the realm of creation / people are brought up to believe this etc.

[3 marks] AO1

(b) Explain why some religious believers use only words like ‘ruler’, rather than words like ‘King’, when speaking about God.

Target: Knowledge and understanding of why some religious believers use only words like ‘ruler’, rather than words like ‘King’, when speaking about God

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Non-inclusive language is usually sexist and implies that God has human characteristics / they prefer inclusive language / inclusive language means that all human attributes eg love, strength, caring etc. have their starting point in God / God can be seen as having the attributes that are commonly associated with either males or females / young children can get the wrong understanding of God if only sexist language is used about God / inclusive terms are human ways of talking about God without attributing any limitations to God, etc.

[3 marks] AO1

(c) ‘Transcendent’ is the best word to describe God.’

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

Target: Evaluation of whether ‘transcendent’ is the best word to describe God

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

'Transcendent' truly reflects what humans can understand about God / God is so far beyond human understanding that humans cannot relate to God in any way / God is unaffected by anything that happens as God cannot change because change would imply a limitation / God exists regardless of human beings / God is dependent on no one or nothing / God has to be beyond space and time (transcendent) in order to create the universe etc.

Other views

To focus on one word when talking about God is to limit God, which is wrong / human language can show different aspects of God, all of which are accurate but incomplete / God is personal and impersonal, immanent and transcendent / all these words show something relevant about God, so all of them are to some extent better and more accurate than transcendent etc.

[6 marks] AO2

PART B

B5 The Problem of Evil

- (a) **Explain why the existence of natural evil makes people question the loving nature of God.**

Target: Knowledge and understanding of why the existence of natural evil makes people question the loving nature of God

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

If God made all aspects of nature, why did he allow people to suffer when disasters happen? / does God not care about the human beings and animals that he has made? / if God is all-powerful then he should intervene to stop people being hurt, but since he doesn't it must mean that God is not loving / how can any loving being sit back and let others starve to death or suffer serious hurt and deliberately not do anything to ease the situation? / if God is so unloving, is God worth worshipping or bothering with? etc.

[4 marks] AO1

- (b) 'The Free-Will Defence gives a good explanation of why there is evil and suffering in the world.'

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 whether the Free-Will Defence gives a good explanation of why there is evil and suffering in the world

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

God has given humans being free will so that they are in control of their lives / free will can only really be used in a world where things can and do go wrong / this includes events like natural suffering and natural disasters / if there were no evil and suffering, free will would have no effect so it would be pointless / free will allows for moral responsibility / this is important for believers in the context of going to heaven or hell / God allows evil and suffering so that human beings can have the benefits of being humans and not robots / God cannot interfere when suffering and evil occur without removing human free will, etc.

Other views

God could have given free will without having the extreme forms of evil and suffering that take place / a loving God would not allow human beings to deliberately ruin the lives of other people in the way that happens / nothing can account for actions like the Holocaust, not even the Free Will Defence / the Free Will Defence might seem to be valid on minor things, on the small scale, but it has no value on the world-wide scale that people have to live in / science shows that we don't have free will so the Free Will Defence can't work / Free Will does not deal with the issue of why nature is 'red in tooth and claw', etc.

[6 marks] AO2

(c)(i) Explain how the idea of karma accounts for evil in the world.

Target: Knowledge and understanding of how the idea of karma accounts for evil in the world

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Karma is the law of consequences / if a person does something wrong or harmful, something harmful will occur to him or her, either in this life or the next reincarnation/rebirth / when evil happens, it is a consequence of the evil things that they themselves have done at some time in the past, therefore the evil is deserved / responding positively to evil eg by helping those who are suffering / is one way to build up positive karma so that future evils are reduced / conversely, the evil acts of people who don't care or are ignorant of the concept of karma may cause an increase in evil, etc.

[4 marks] AO1

(c)(ii) Explain how religious believers might respond to the suffering of others.

Target: Knowledge and understanding of how religious beliefs might respond to the suffering of others

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Many believers try their best to show love for the neighbour who is suffering / as a way of loving the neighbour / fulfilling the commands of Jesus and the Torah / becoming a good Samaritan to those in need / by supporting charitable organisations like Christian Aid or Islamic Relief / using their own talents and resources to help those who are suffering / people can give their own time and talents to help / Islamic pillar of zakat helps to focus a Muslim's mind on doing charity / Sikhs try to remove any inequality and suffering through sewa / see suffering as a punishment from God that the person has brought on him/herself for sins committed / prayer with or for those who are suffering / empathy / healing services, e.g. laying on of hands / Sacrament of Healing, etc.

[4 marks] AO1

(d) **‘People who suffer get stronger because of their suffering.’**

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 whether people who suffer get stronger because of their suffering

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

God gives people the opportunity to develop their qualities by responding to the challenges and opportunities created in times of suffering / suffering builds up patience, understanding of others / a way of accepting the will of God / it enables people to act as an example for others / share in the suffering of Christ or other religious figures / by working through personal suffering, people learn patience, fortitude / they become more aware of the power of the Spirit inside themselves / 'no pain, no gain' / Buddhist view that people need to see beyond suffering to reach nibbana / idea of life as the vale of soul-making / forgiveness enables spiritual growth, etc.

Other views

Suffering can make people despair just as easily as it can make them stronger / they can start to question if there is a God at all / suffering can remove the will to try / 'vanity of vanities, all is vanity' / a lot of suffering seems pointless / it can make people depressed or suicidal / rejecting life rather than responding to the challenges of life / become negative in this thinking, which hinders growth and healing / inability to forgive the one who has caused suffering is physically and mentally destructive, etc.

[6 marks] AO2

B5 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

B6 The Afterlife

- (a) **Explain how believing in an afterlife might affect the way a religious believer lives this life.**

Target: Knowledge and understanding of how believing in an afterlife might affect the way a religious believer lives this life

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

An afterlife will help complete a person's existence, either in the next incarnation or in eternal life / this means that people will accept that all the suffering and challenges of this life will end and might make a contribution to a larger picture / people will be more willing to observe God's laws, care for other people, take part in worship etc. / as these will all help prepare them to receive the rewards of the afterlife / the death of loved ones will be seen in a good light in the belief that they have already entered the afterlife / so they are better off than the ones remaining / might spur them on to do well for a good afterlife / for those who believe in reincarnation, it might make them more casual in their attitude as they believe that they can try harder next time, etc.

[4 marks] AO1

(b) 'The idea of reincarnation helps people to understand this life.'

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 whether the idea of reincarnation helps people to understand this life

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

The idea of reincarnation makes sense of karma and suffering / it makes people careful about how they live and respect life in themselves and in other people and in animal life / it gives a sense of value to all living things / as individuals might have been or will be in other forms, other creatures / the feelings that people get of déjà vu etc. can be explained in the context of reincarnation / it helps explain where the spirit or soul goes after an individual dies / the soul passes on to another form as it cannot die, etc.

Other views

Reincarnation can only make sense of this life if there is valid evidence that it happens / there is little to suggest that a person can exist as themselves except in a specific body with a specific soul / a soul in a reincarnated body must be a different person, so the idea of the reincarnated individual does not make sense / nothing can make sense of the experience of life as there are so many different aspects that often seem to contradict each other, etc.

[6 marks] AO2

(c)(i) Explain why some people believe in resurrection.**Target: Knowledge and understanding of why some people believe in resurrection**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Jesus rose from the dead / promised that those who follow him will enjoy the Kingdom of Heaven / 'there are many rooms in my Father's house' / the idea of resurrection is contained in the Bible and the Qur'an, the words of God that cannot be rejected / resurrection leads to sharing life to the full life in the presence of God in heaven / if God had made humans for simply a short life on earth, this would be against all ideas of God's love and promises / resurrection means that the individual will continue eternally in a perfected form, completing God's work / religion teaches it / people are brought up to believe in it, etc.

Those who respond from a purely secular perspective eg 'grasping at straws because they are scared', 'unwilling to face death' etc. max Level 2

[4 marks] AO1

(c)(ii) Explain religious beliefs about heaven and paradise.**Target: Knowledge and understanding of religious beliefs about heaven and paradise**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Note: Heaven and paradise is the same basic idea. There is no requirement for students to distinguish the two words though credit may be given to those students who make correct distinctions.

Eternal life / in the presence of God/Allah / the reward for a faithful life / it is a place of total happiness / where the angels and saints are in the blessed presence / filled with divine contemplation / the dwelling of the just / in Islam it is the place where every wish is immediately granted / where all the strains and worries of the earthly life end / the victory of God and Jesus, the Lamb, over sin and death / in Buddhism the seven heavens are still part of the cycle of samsara, illusion, so will come to an end, in contrast to Islam and Christianity where heaven or paradise is a permanent state, etc.

[4 marks] AO1

(d) **‘Near death experiences show people what life after death is like.’**

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 whether near-death experiences show people what life after death is like

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

In near death experiences, the soul leaves the body for a time, proving that the soul is different from the body and can live on without the body and that in this form it enters life after death / the soul returns to God after death and the person experiences the first stage of this event / people who have near-death experiences meet people who are already dead but who are obviously continuing in a different form of existence / people have been taken up to heaven or down to hell and have experienced the next stage of existence in a real way, showing what form this stage takes / the evidence from these experiences reinforces the teachings of sacred texts, etc.

Other views

The central point in near-death experiences is that the person does not die, otherwise they would not still be alive, therefore these experiences show nothing valid about what happens after death / chemicals in the brain make people hallucinate under stress, so nothing they say about what they have experienced can be taken seriously / God and heaven cannot be seen as they are infinite, so any account of them by limited human beings can be ignored as wishful thinking / the experiences are so varied that it is difficult to gain any definitive idea from them about life after death, etc.

[6 marks] AO2

B6 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]