

Philosophy & Ethics

Practice Questions

A Level 2016 Edexcel Linear Syllabus



Instructions

Individual, exam-style questions

The questions contained in this booklet match the style of questions that are typically asked in exams. This booklet is not however, a practice exam. Elevate's research with top students identified that top students do more practice questions than anyone else. They begin the process of testing their knowledge early in the year.

Therefore, we have provided exam-format questions that are sorted by topic so that you can answer them as you learn the information, rather than waiting until the very end of the year to complete exams.

Comments, questions?

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Section A Questions

Philosophical Issues and Questions

8 mark questions:

1. Explore ideas about inductive reasoning in the design argument for the existence of God.
2. Explore the key challenges to the design argument for the existence of God.
3. Explore the key ideas of William Paley in relation to the design argument for the existence of God.
4. Explore the principle of sufficient reason in relation to the cosmological argument.
5. Explore the key ideas associated with the Kalam version of the cosmological argument.
6. Explore the key ideas of Kant in relation to the cosmological argument.
7. Explore the concepts of proof and probability in relation to the ontological argument
8. Explore the ideas about necessary existence in the ontological argument for the existence of God.
9. Explore the key ideas of Anselm in relation to the ontological argument.

12 mark questions:

10. Assess the weaknesses of the design argument for the existence of God.
11. Assess the significance of Hume's contribution to the design argument for the existence of God.
12. Assess the strengths of the cosmological argument for the existence of God.
13. Assess the claim that it is impossible to prove God's existence through a priori reasoning alone.
14. Assess the debate between Russell and Anselm on the ontological argument as an argument for the existence of God.

The Nature and Influence of Religious Experience

8 mark questions:

1. Explore alternative explanations for religious experiences.
2. Explore the types of religious experience.
3. Explore the range of definitions of religious experience.
4. Explore the ideas of Swinburne in relation to religious experience.
5. Explore the ideas of Richard Dawkins in relation to religious experience

6. Explore one weakness of religious experience as an argument for the existence of God.
7. Explore the issues of proof in relation to religious experience.

12 mark questions:

8. Assess the value of testimony to religious experience.
9. Assess the significance of Swinburne's ideas on religious experience as an argument for the existence of God.
10. Assess the view that religious experiences do not prove God's existence.

Topic – The Problems of Evil and Suffering

8 mark questions:

1. Explore different types of evil and suffering.
2. Explore the free-will defence in relation to the problem of evil and suffering.
3. Explore the ideas of the process theodicy in relation to the problem of evil and suffering.
4. Explore the ideas of Irenaeus in relation to the problem of evil and suffering.
5. Explore the ideas of epistemic distance and eschatological justification.

12 mark questions:

6. Assess the strengths and weaknesses of solutions to the problem of evil and suffering.
7. Assess the significance of Hume and Mackie's ideas in relation to the problem of evil and suffering.
8. Assess the claim that God is not responsible for evil and suffering.

Topic – Religious Language

8 mark questions:

1. Explore the ideas of symbolism in religious language.
2. Explore the ideas of AJ Ayer in religious language.
3. Explore realist and anti-realist ideas in religious language.
4. Explore the context and ideas of the Vienna Circle.
5. Explore the ideas of Tillich in religious language.

12 mark questions:

6. Assess the claim that religious language is analogous.
7. Assess the relationship between the verification and falsification principles on religious language.
8. Assess the significance of Wittgenstein's ideas in religious language.
9. Assess the strengths and weaknesses of language game theory in religious language.

Works of Scholars

8 mark questions:

1. Explore the difference between Atheism and Agnosticism
2. Explore the ideas of Dawkins in relation to Atheism.

12 mark questions:

3. Assess the debate between Copleston and Russell on contingency as an argument for the existence of God.

Influences of Developments in Religious Belief

8 mark questions:

1. Explore the different variations of dualism
2. Explore the differences between Plato and Aristotle in relation to life after death.
3. Explore the role of near death experiences in discussions about life after death.

Section B Questions

1. In its simplest form the problem is this: God is omnipotent: God is wholly good; and yet evil exists. There seems to be some contradiction between these three propositions, so that if any two of them were true, the third would be false. But at the same time all three are essential parts of most theological positions: the theologian, it seems, at once must adhere and cannot consistently adhere to all three.

J.L. Mackie 'Evil and Omnipotence' Taken from: The Philosophy of Religion, edited by B Mitchell (Oxford, OUP, 1977), Chapter V, Evil and Omnipotence, pp. 92–104.)

- a. Clarify the ideas illustrated in this passage about the relationship between God and evil. (10) You must refer to the passage in your response.
 - b. Analyse the strengths and weaknesses of Mackie's position. (20)
2. This leads us to what I call the Paradox of Omnipotence: can an omnipotent being make things which he cannot subsequently control? Or, what is practically equivalent to this, can an omnipotent being make rules which then bind himself? (These are practically equivalent because any such rules could be regarded as setting certain things beyond his control and vice versa.) The second of these formulations is relevant to the suggestions that we have already met, that an omnipotent God creates the rules of logic or causal laws, and is then bound by them.

J.L. Mackie 'Evil and Omnipotence' Taken from: The Philosophy of Religion, edited by B Mitchell (Oxford, OUP, 1977), Chapter V, Evil and Omnipotence, pp. 92–104.)

- a. Clarify the ideas illustrated in this passage about God's omnipotence and evil and suffering. (10) You must refer to the passage in your response.
 - b. Analyse the extent to which God, evil and suffering can coexist. (20)
3. When I am driving my car, it sometimes occurs to me to wonder whether my movements of the steering-wheel will always continue to be followed by corresponding alterations in the direction of the car. I have never had a steering failure, though I have had skids, which must be similar. Moreover, I know enough about how the steering of my car is made, to know the sort of thing that would have to go wrong for the steering to fail – steel joints would have to part, or steel rods break, or something – but how do I know that this won't happen? The truth is, I don't know; I just have a blik about steel and its properties, so that normally I trust the steering of my car; but I find it not at all

difficult to imagine what it would be like to lose this blik and acquire the opposite one.

Antony Flew and R.M. Hare, 'Theology and Falsification: A Symposium' (1971) Taken from: The Philosophy of Religion edited by Basil Mitchell (Oxford University Press, 1977), Chapter I, Theology and Falsification: A Symposium, pp. 13–18.

- a. Clarify the ideas in this passage about bliks in religious language. (10)
You must refer to the passage in your response.
 - b. Analyse the strengths and weaknesses of Hare's ideas on religious language. (20)
4. Even where we all admit its validity, we only feel justified in doing so, I think, because of the consensus of mankind. If there's a crowd in a room and there's a clock in a room, they can all see the clock. The fact that they can all see it tends to make them think that it's not an hallucination: whereas these religious experiences do tend to be very private.

A Debate on the Existence of God – A Debate between Bertrand Russell and Father Frederick C Copleston (1948) Taken from: <http://www.biblicalcatholic.com/apologetics/p20.htm>

- a. Clarify the ideas in this passage about verifying religious experiences. (10) You must refer to the passage in your response.
 - b. Analyse the implications for verifying religious experiences from this passage. (20)
5. Since objects or events exist, and since no object of experience contains within itself the reason of its existence, this reason, the totality of objects, must have a reason external to itself. And that reason must be an existent being. Well, this being is either itself the reason for its own existence, or it is not. If it is, well and good. If not, then we must proceed further. But if we proceed to infinity in that sense, then there's no explanation of existence at all. So, I should say, in order to explain existence, we must come to a Being which contains within itself the reason for its own existence, that is to say, which cannot not exist.

A Debate on the Existence of God – A Debate between Bertrand Russell and Father Frederick C Copleston (1948) Taken from: <http://www.biblicalcatholic.com/apologetics/p20.htm>

- a. Clarify the arguments for contingency in this passage. (10) You must refer to the passage in your response.
- b. Analyse the strengths and weaknesses of the argument in this passage. (20)

Section C Questions

All questions are worth 30 marks

1. Evaluate the strengths and weaknesses of the design argument for the existence of God.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics
New Testament Studies
the study of a religion.

2. Evaluate whether a posteriori or a priori arguments are more convincing for the existence of God. Use knowledge and understanding from across your course of study to answer this question.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics
New Testament Studies
the study of a religion.

3. Evaluate the strengths and weaknesses of religious experience as an argument for the existence of God.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics
New Testament Studies
the study of a religion.

4. 'It is impossible to verify individual religious experiences'. Evaluate this claim.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics
New Testament Studies
the study of a religion.

5. 'No theodicy or solution justifies the presence of evil and suffering'. Evaluate this claim.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics
New Testament Studies
the study of a religion.

6. Evaluate the strengths and weaknesses of the belief that God, evil and suffering can coexist.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics
New Testament Studies
the study of a religion.

7. 'Religious language is meaningless'. Evaluate this claim.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics
New Testament Studies
the study of a religion.

8. Evaluate the strengths and weaknesses of Dawkins' argument for atheism.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics
New Testament Studies
the study of a religion.

9. 'The mind is a wholly separate entity from the body'. Evaluate this claim. You should refer to the ideas of Plato and Aristotle in your answer.

In your response to this question, you must include how developments in Philosophy of Religion have been influenced by one of the following:

Religion and Ethics

New Testament Studies

the study of a religion.



Religion & Ethics

Section A Questions

Significant concepts in issues or debates in religion and ethics.

8 mark questions:

1. Explore the contribution of one significant figure in the campaign for race, disability or gender equality.
2. Explore the concepts of stewardship and conservation from an ethical standpoint.

12 mark questions:

3. Assess the value of employing religious perspectives to the debates surrounding climate change.
4. Assess the claim that religious approaches to gender equality have been influenced by social and cultural changes.

A study for 3 ethical theories

8 mark questions:

1. Explore the similarities and differences between act and rule utilitarianism.
2. Explore the contribution of Bentham and Mill to utilitarian theory
3. Explore the weaknesses of utilitarianism.
4. Explore the role of pleasure within utilitarian theory.
5. Explore the distinction between ideal and negative utilitarianism.
6. Explore the contribution made by utilitarianism to moral decision making.
7. Explore the social, cultural and political influences of situation ethics.
8. Explore biblical examples of situationist thinking.
9. Explore the strengths of situation ethics.
10. Explore the compatibility of situation ethics with religious approaches to moral decision making.
11. Explore the contribution made by natural moral law to moral decision making.
12. Explore the concepts of absolutism and legalism in ethics.
13. Explore Aquinas' primary and secondary precepts in relation to moral decision making.

14. Explore contemporary applications and adaptations of natural moral law.

12 mark questions:

1. Assess the strengths and weaknesses of utilitarianism as an approach to moral decision making.
2. Assess the strengths and weaknesses of situation ethics as an approach to moral decision making.
3. Assess the strengths and weaknesses of natural moral law as an approach to moral decision making.
4. Assess the claim that utilitarianism is fully compatible with religious approaches to moral decision making.
5. Assess the claim that utilitarianism is not an appropriate method of moral decision making in the modern world.
6. Assess the view that natural moral law is too inflexible to be used as a guide to moral decision making.
7. Assess the significance of utilitarianism in political and social reform.

Application of ethical theories to issues of importance

8 mark questions:

1. Explore the contribution of one religion to issues of war and peace.
2. Explore the ways in which a war can be ethically evaluated.
3. Explore the special ethical issues arising from nuclear war.
4. Explore the concept of pacifism.
5. Explore the practical application of pacifist theories.
6. Explore Aquinas' contribution to the issues of war and peace.

7. Explore the contribution of one religion to issues in sexual ethics.
8. Explore the key issues associated with sexual ethics.
9. Explore secular ethical approaches to the issue of adultery in sexual ethics.
10. Explore the contribution of Vardy to the issues in sexual ethics.

12 mark questions:

11. Assess the success of Just War Theory in theory and in practice.
12. Assess the success of on named war in achieving its goal.
13. Assess the claim that pacifism is impractical.
14. Assess the contribution of one world religion to an issue in sexual ethics.
15. Assess different religious and non-religious approaches to adultery.

Meta-ethics

8 mark questions:

1. Explore the contribution of AJ Ayer to ethical language.
2. Explore the concept of emotivism in ethical language.
3. Explore the influence of logical positivism on emotivist theories of ethics.
4. Explore the is/ought and the open question argument.
5. Explore the Westboro Baptist Church's views on religion and morality.
6. Explore ideas associated with divine command ethics.
7. Explore moral arguments for the non-existence of God.
8. Explore moral arguments for the existence of God.

12 mark questions:

9. Assess the claim that ethical language is symbolic.
10. Assess Moore's contribution to ethical language.

Deontology, Virtue ethics and the works of scholars

8 mark questions:

1. Explore the Kantian principle of duty.
2. Explore the social, cultural and political influences on Kant's ethical theory.
3. Explore the concept of the categorical imperative.
4. Explore the contribution made by Kant to moral decision making.
5. Explore Aristotelian Virtue Ethics.
6. Explore the concepts of living well and eudaemonia in virtue ethics.
7. Explore the contributions of Foot and MacIntyre to virtue ethics.
8. Explore the different approaches of Immanuel Kant and Aristotle to ethical decision making.

12 mark questions:

9. Assess the claim that Kantian deontology provides a more practical approach to moral decision making than virtue ethics.
10. Assess the view that an action is only good or right if it fulfils its duty.
11. Assess the view that Kantian deontology is no longer an appropriate method of moral decision making.
12. Assess the view that virtue ethics is no longer an appropriate method of moral decision making.

Medical Ethics

8 mark questions:

1. Explore the contributions of Singer and Glover to medical ethics.
2. Explore ethical issues associated with euthanasia.
3. Explore how religious perspectives can be employed into debates surrounding abortion.
4. Explore different perspectives surrounding the sanctity of life.

12 mark questions:

5. Assess the claim that abortion is wrong.
6. Assess the claim that it is inappropriate to employ religious perspectives in debates surrounding euthanasia.
7. Assess the claim that an embryo is not alive.

Section B Questions

1. But think of this one – suppose in the burning house there is your aged father, an old man, with the days of his usefulness at an end, and a doctor who has discovered a cure for one of the world’s great killer diseases, and who still carries the formulae in his head, and you can save only one – whom do you save? Your father who is dear to you, or the doctor in whose hands there are thousands of lives? Which is love?

Taken from: Ethics in a Permissive Society, by William Barclay (Collins 1971) Chapter 4, Situation Ethics, pp.69–91.

- a. Clarify the ideas illustrated in this passage about love in relation to situation ethics. (10) You must refer to the passage in your response.
 - b. Analyse the extent to which situation ethics serves as a reliable foundation for ethical decision making. (20)
2. Situation ethics presents us with a terrifying degree of freedom. There we are in front of our situation; we have no prefabricated judgment; you – just you – have to make the right decision. Brunner has said that there is nowhere you can go – not even to the Sermon on the Mount and say: ‘Now I know what to do.’ There is no such thing as a readymade decision. Of course, we know the things that experience has discovered and teaches, but we are left alone in complete freedom to apply them.

Taken from: Ethics in a Permissive Society, by William Barclay (Collins 1971) Chapter 4, Situation Ethics, pp.69–91.



- a. Clarify the ideas illustrated in this passage about freedom within situation ethics. (10) You must refer to the passage in your response.
 - b. Analyse the extent to which the weaknesses in situation ethics undermine the strengths. (20)

3. To take the case of sexual morality, so long as a sexual act is by common consent between two adults, so long as it cannot be held to have hurt or injured either, and so long as it is carried on in a way that does not offend public decency or interfere with public order, then it is not the concern of the law. This has always been the law in regard to prostitution in this country. It has never been illegal to have sexual intercourse with a prostitute. What is illegal is solicitation, which is an offence against public order. Very recently, the situation has become the same in regard to homosexual practices, which until then were illegal as such.
Taken from: Ethics in a Permissive Society, by William Barclay (Collins 1971) Chapter 4, Situation Ethics, pp.69–91.
 - a. Clarify the ideas illustrated in this passage about a situationist approach to sexual ethics. (10) You must refer to the passage in your response.
 - b. Analyse the strengths and weaknesses of situation ethics in dealing with the debates surrounding sexual ethics.

4. Again, if the virtues are concerned with actions and passions, and every passion and every action is accompanied by pleasure and pain, for this reason also virtue will be concerned with pleasures and pains. This is indicated also by the fact that punishment is inflicted by these means; for it is a kind of cure, and it is the nature of cures to be effected by contraries.
Aristotle, The Nicomachean Ethic, translated by David Ross (Oxford World's Classics edition, OUP, 1980), Book II, Moral virtue, pp 23-26.
 - a. Clarify the ideas illustrated in this passage about pleasure and pain. (10). You must refer to the passage in your response.
 - b. Analyse the strengths and weaknesses of Aristotelian virtue ethics. (20)

5. That moral virtue is a mean, then, and in what sense it is so, and that it is a mean between two vices, the one involving excess, the other deficiency, and that it is such because its character is to aim at what is intermediate in passions and in actions, has been sufficiently stated. Hence also it is no easy task to be good. For in everything it is no easy task to find the middle, e.g. to find the middle of a circle is not for everyone but for him who knows; so, too, any one can get angry – that is easy – or give or spend money; but to do this to the right person, to the right extent, at the right time, with the right motive, and in the right way, that is not for everyone, nor is it easy; wherefore goodness is both rare and laudable and noble.

Aristotle, *The Nicomachean Ethic*, translated by David Ross (Oxford World's Classics edition, OUP, 1980), Book II, Moral virtue, pp 23-26.

- a. Clarify the ideas illustrated in this passage about the golden mean. (10) You must refer to the passage in your response.
 - b. Analyse the extent to which Aristotelian virtue ethics can be applied in the contemporary world. (20)
6. Another indirect argument has a long tradition in Natural Law ethics and involves two kinds of intention. According to the double effect (DDE) argument there is a difference between foreseeing an event and directly intending or willing it to happen. The emphasis, therefore, is different from the act and omissions argument where the agent foresaw what was to happen and allowed it to happen. For instance, A defend themselves against an attack from B using reasonable force. They know that this might result in B's death but it is not their intention that this should happen. If B then dies as a result of A's defence the DDE does not hold A to be blameworthy for an act they did not intend.

Issues of Life and Death by Michael Wilcockson (Hodder, 1999), Chapter 4, Euthanasia and Doctors' Ethics, pp.56–69.

- a. Clarify the ideas illustrated in this passage about double effect. (10) You must refer to the passage in your response.
- b. Analyse the moral implications for assisted suicide from this passage. (20)

7. Some argue that it is a doctor's professional duty to use whatever medicines are available regardless of the situation. A response to this might be to think in terms of proportion as an alternative variation of extraordinary means. Proportion is a well-established principle in the Natural Law tradition which may be applied to medicine without compromising the obligation of the doctor to treat his or her patient. This enables each situation to be seen individually so that what might be considered proportionate to achieve good ends is contingent on the needs of the patient and even the resources of the doctor.

Issues of Life and Death by Michael Wilcockson (Hodder, 1999), Chapter 4, Euthanasia and Doctors' Ethics, pp.56–69.

- a. Clarify the ideas illustrated in this passage about proportion. (10) You must refer to the passage in your response.
- b. Analyse the extent to which natural moral law justifies euthanasia. (20)

Section C Questions

(all questions are worth 30 marks)

1. Evaluate the view that secular ethical perspectives on race are more convincing than religious perspectives.
In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:
 - i. Philosophy of Religion
 - ii. New Testament Studies
 - iii. the study of a religion.

2. 'God is the most important aspect of stewardship..' Evaluate this claim.
In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:
 - i. Philosophy of Religion
 - ii. New Testament Studies
 - iii. the study of a religion.

3. Evaluate the view that situation ethics offers a more useful way of resolving moral dilemmas than utilitarianism.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion
- ii. New Testament Studies
- iii. the study of a religion.

4. Evaluate the view that Natural Moral Law continues to offer a useful way of resolving moral dilemmas.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion
- ii. New Testament Studies
- iii. the study of a religion.

5. 'War is morally unjustifiable.' Evaluate this claim.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion
- ii. New Testament Studies
- iii. the study of a religion.

6. Evaluate the view that Pacifism is impossible on a global scale.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion
- ii. New Testament Studies
- iii. the study of a religion.

7. 'Abortion is morally wrong.' Evaluate this claim.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion

- ii. New Testament Studies
- iii. the study of a religion.

8. 'Religious teachings and beliefs on sexual ethics have little relevance in the moral world.' Evaluate this claim.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion
- ii. New Testament Studies
- iii. the study of a religion.

9. 'Neither virtue ethics nor Kantian deontology continue to provide an appropriate approach to moral decision making.' Evaluate this claim.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion
- ii. New Testament Studies
- iii. the study of a religion.

10. Evaluate the view that assisted suicide should be legal.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion
- ii. New Testament Studies
- iii. the study of a religion.

11. 'There is no value in applying religious perspectives to debates about medical ethics.' Evaluate this view.

In your response to this question, you must include how developments in Religion and Ethics have been influenced by one of the following:

- i. Philosophy of Religion
- ii. New Testament Studies
- iii. the study of a religion.

Mark scheme

Section A Questions

8 Mark (Explore) Questions

These are ONLY assessing AO1. The Specimen paper mark scheme states:

‘AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.’

To get into the top band (6-8 marks) you must demonstrate:

- A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).
- Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).
- Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

12 mark (Assess) Questions

These assess BOTH AO1 (4 marks) and AO2 (8 marks). The Specimen paper mark scheme states:

‘AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question... AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.’

To get into the top band (9-12 marks) you must demonstrate:

- A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).
- Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).
- Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Section B Questions

10 Mark (Clarify) Questions

These are ONLY assessing AO1. The Specimen paper mark scheme states: 'AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.'

To get into the top band (7-10 marks) you must demonstrate:

- A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).
- Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1).
- Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).

20 mark (Analyse) Questions

These are assessing BOTH AO1 (5 marks) and AO2 (15 marks). The Specimen paper mark scheme states:

'AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question... AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.'

To get into the top band (17-20 marks) you must demonstrate:

- A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).
- Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).
- Makes connections between the full range of elements in the question (AO2).
- Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Section C Questions

These questions are assessing both AO1 (5 marks) and AO2 (25 marks). The Specimen paper mark scheme states:

‘AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question... AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding’

To get in the top band (25-30 marks) you must demonstrate:

- A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).
- Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).
- Makes connections between the full range of elements in the question (AO2).
- Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).
- Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).
- Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).

TIP:

Different questions require different styles of writing.

You’ve probably noticed that a lot of the 12 mark questions in section A, with a little rewording, could be 30 mark questions in section C. All of the questions in the first two sections of this paper require you to be incredibly concise. Ensure you know exactly what each type of question is looking for.

The 8 mark questions are a bit like a GCSE question. It’s all about getting the knowledge down, you don’t need to analyse/evaluate. You don’t need to write as much as you may think for these 8 mark questions, but you do need to be incredibly precise. A short answer that is 100% accurate and to the point demonstrates far more

skill than an answer that is double the length and full of waffle. Showing that you know what is irrelevant demonstrates a huge amount of knowledge.

The 12 mark questions are, in my opinion, the most difficult on the paper. Not necessarily in terms of content and knowledge, but in terms of discipline. The key to answering them well is planning. Save a minute or two on the 8 mark question by being to the point and then use that time to jot down everything you know about the 12 mark question. Pick 2-3 points that complement one another. Go into detail and come to a succinct but strong conclusion.

In the 10 mark questions in section B, it's all about the passage. If it's not in the passage, don't mention it. Every time you make an assertion, link it back to the passage with a short quotation. Even if it's only one word, put it in quotation marks. It might seem a bit weird but it shows the examiner that your answer is entirely focused on the passage.

So what's the difference between the 20 mark analyse and the 30 mark evaluate questions? Obviously the 20 mark question requires you to analyse and the 30 mark question requires you to evaluate, but what does that even mean? I like to think of analysis as investigating. Spell out what it is you're talking about, interpret it, pick holes in it and offer counter arguments. An evaluation does that and then goes a step further. You have to decide whether something's useful or valid and make a judgement about the bigger picture.