

10 Audio Dialogues for GCSE OCR B

Unit B602: Philosophy 2



Philosophy 2



POD 5484

F98. 5484

ReligiousStudies@zigzageducation.co.uk
zigzageducation.co.uk

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Teacher's Introduction

When Plato wanted to debate the great ideas of his time, he followed his teacher – writing them down and using Socrates as the mouthpiece for his views.

When approaching the teaching of religious philosophy to teenagers, I have found engaging and help to open up debate quickly and efficiently.

The dialogues contained within this resource are an attempt to dramatise some of the OCR GCSE Religious Studies Specification B Unit B602: Philosophy 2, from a specification offers a good grounding in some classical issues in the philosophy preparation for students who will move onto studying these issues in more detail.

The idea for these dialogues came from a student's responses to a homework task: a dialogue between an atheist, a theist and an agnostic about the existence of God. I received over the year a very imaginative, inventive and, often, very funny.

When I sat down to write these dialogues, I began to appreciate just how much that homework task. However, I never received any complaints, because young students taking Philosophy of Religion at GCSE often have a great interest in it.

Much of the religious philosophy contained within the dialogues draws on the faith tradition that I and many of my colleagues are most familiar with. Opposing philosophy of other traditions are offered in the accompanying tasks.

In these dialogues, Anna, Liam and Jen explore the key elements of the specific perspectives. Anna is an enquiring agnostic, Liam an atheist and Jen a somewhat. The dialogues aim to help students generate ideas in debate, which will be used in questions. The accompanying tasks should help to open up the topics for student simple comprehension through to applying their knowledge and understanding to style questions. Finally, the 'Taking it Further' tasks offer extension activities to outcome, according to the needs of the students.

The dialogues have been recorded as 'podcasts' on the enclosed CDs, both in MP3 format. Played in class, each track on the CD would make an excellent 'Things To Do' activities in this pack used for comprehension and to begin to explore issues and arguments presented. The MP3s could be distributed to students via your site as MP3s via the school network/intranet, for homework or revision purposes.

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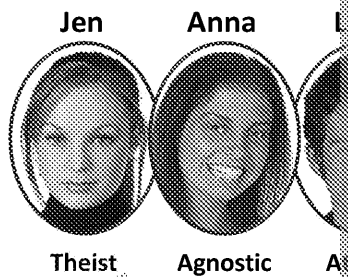
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Morality



(JEN, ANNA and LIAM are visiting and go in to see a film at their local cinema.)

ANNA: Hey, look, someone's dropped their purse.

LIAM: Well, pick it up then.

(ANNA picks up the purse. JEN takes it from her.)

ANNA: What you doing?

JEN: Just checking for a name. Nope, just a load of cash.

ANNA: Give it back.

JEN: Why, what you going to do with it?

ANNA: Hand it into the ticket office.

JEN: What's the point? They're not going to know whose they? And these tickets cost more than I thought..

LIAM: You're not suggesting we just keep it, are you Jen? Not very Christian is it?

JEN: What d'you mean? It's not like it's stealing. We've found it. If we knew whose it was, we'd give it straight back. But we don't, so...

ANNA: It might not be stealing, but it's still not right. You know that Jen?

JEN: Of course. It's just, I'm not a Christian and there's got to be something wrong with that. I'd share it with you two.

LIAM: You'll get a better reward in Heaven if you hand it in.

JEN: What are you saying that for, Liam? You don't even believe in Heaven!

LIAM: No, but you said the other day that people had to give up rewards in Heaven for doing the right thing, given that they often don't get a reward in this life.

JEN: Well, some people think that. But today, I want to be rewarded here and now.

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- ANNA:** It's not your decision to make. I found it.
- JEN:** I know and now I feel guilty for even suggesting...
- LIAM:** (to **ANNA**) Next, she'll be claiming that's God talking.
- JEN:** Well, where do you think our consciences come from?
- ANNA:** Perhaps it's inbuilt to help us survive as a species.
- JEN:** Well, it would help me survive more if we kept that money, but I know the right thing to do is to hand it in even if we don't really want to. So, no I don't think morality helps us survive.
- LIAM:** It's just a set of rules we've created to help us live peacefully together.
- JEN:** How come little kids know when something's unfair? It teaches them. They're born with it, just like feelings. How did guilt help us live peacefully?
- LIAM:** So, you're saying because we have guilty feelings about that something's unfair then God must exist?
- JEN:** Yep.
- ANNA:** I don't know, but my sense of unfairness is really real. Firstly, it would be unfair to keep this money, so I'm handing it in. Secondly, while you two stand and debate whether morality proves God's existence or not, we're missing the start of the film.



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Morality: Worksheet



Things to Do

1. Where does your sense of right and wrong come from? Make a list of the influences on you and compare it with the other people in your class.
2. The dialogue suggests that morality might help us survive as a species. Write a reasoned opinion about this idea.
3. What is a conscience? Where do you think it comes from?



Examining Your Practice

- A. Examine the argument that morality proves God's existence. (6 marks)
- B. 'Morality is a tool for survival.' Discuss this statement. You should give two supported points of view and a personal viewpoint. You must conclude. (12 marks)



Taking it Further

- Research the moral arguments of either Immanuel Kant or John Rawls. Write a short way to present your findings to the rest of the class.
- Find out how the atheist biologist Richard Dawkins explains how morality evolved. Write a short way to present your findings to the rest of the class.
- Debate the following statement: 'Without God, everything is possible.' Record the outcome of your debate.



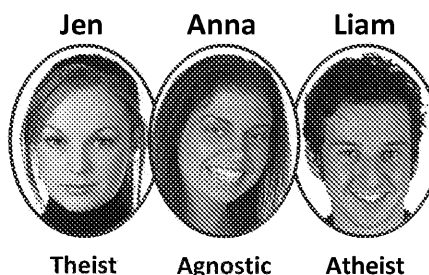
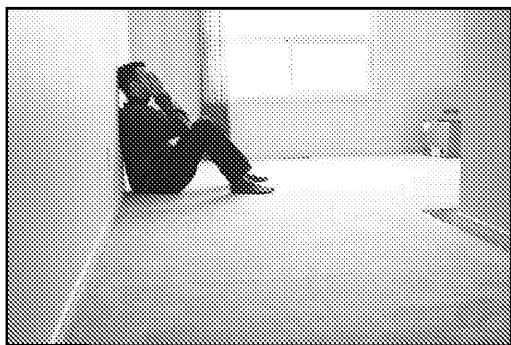
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Evil and Suffering



(On the school bus. **JEN** is reading a free newspaper, **ANNA** and **LIAM** are listening to music. **JEN** folds up the newspaper and puts it down.)

JEN: I can't read any more of that.

(**ANNA** and **LIAM** don't hear her. They are too busy enjoying the music.)

JEN: (raising her voice) I said, I CAN'T READ ANY MORE OF THAT.

(PAUSE.)

LIAM: Something up with the newspaper, Jen?

JEN: It's just a great big story of suffering and evil. I feel sad now.

ANNA: Never mind. Listen to this instead. It'll cheer you up.

JEN: It'll take more than some music to cheer me up. (She wonders why the world's so full of suffering and evil.)

LIAM: That'll be your 'loving' God's fault.

JEN: I don't think so.

ANNA: Well, who else's fault would it be? You believe God created the world? If that's the case, then He made evil and suffering as well.

JEN: No.

LIAM: Come off it, Jen! You said yourself that the world's full of suffering and evil. You believe God created the world. So He stands to reason He created evil and suffering as well.

ANNA: He's not even there, Jen.

JEN: I don't think so. You're forgetting about human beings. They're responsible for suffering and evil. After all, the Bible tells us that God created a perfect world.

ANNA: OK. If it was so perfect, how did it become so awful?

LIAM: You're not going to start talking about fig leaves and serpents are you?

JEN: No. Most people think the story in Genesis is a myth anyway. But it puts the blame for evil and suffering squarely at the feet of human beings. And when you

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through the paper, you have to admit there does seem to be something wrong with human beings.

ANNA: There're also a lot of good people trying to make up for the suffering and evil as well. Think about the people who help to disaster zones after an earthquake and do their best to help.

LIAM: You going to say that people caused the earthquake?

JEN: No, of course not. Earthquakes are a natural evil, which happen as a result of the first time humans turned away from God. They broke the natural harmony of the world. A natural evil is a result of that.

LIAM: And you're not ever takes taking any responsibility again?

(PAUSE.)

ANNA: Perhaps some suffering is good for us.

LIAM: I don't believe I'm hearing this. How can suffering be good for us?

ANNA: Liam, we know you don't like studying. It's a form of suffering for you. But just think how well you could do at school for the price of a little suffering.

LIAM: Suppose.

JEN: Suffering can make us better people, if we deal with it patiently. And many religious people believe suffering is rewarded by God through eternal life.

LIAM: Is that good enough? Would you say that to an innocent child, left to starve by cruel parents?

JEN: Liam, calm down. Of course I wouldn't. I'm just saying what some people believe.

ANNA: Including you?

JEN: Maybe. I don't know. It's confusing. I want to believe in God. God is all-powerful, all-knowing and all-loving but if He can't be, given that evil and suffering exist.

ANNA: It would be easier if there was someone else to blame for the mess on.

LIAM: I don't like the idea of a prince of darkness, complete with horns and horns. One of those big fork things?

ANNA: Er, maybe. I was just thinking of some sort of evil force that tempted people to do bad things. Jesus encountered it in the Bible doesn't He, Jen?

JEN: Yeah, but I don't think that's the answer.

LIAM: Why not? It gets your God off the hook yet again, doesn't it?

JEN: And human beings. I could kill you and say, 'Satan told me to do it. It's not my fault'.

- ANNA:** *(laughing)* I've been tempted many times.
- LIAM:** I'm genuinely hurt.
- JEN:** As I was saying, I could argue that the Devil tempted what could you do to me? Blaming the Devil takes responsibility away from me. So, can I really be put
- ANNA:** It wouldn't be fair. You weren't acting from free will
- JEN:** Exactly, and maybe that's the answer. Maybe evil and suffering come about as consequences of our free will
- ANNA:** That sounds reasonable.
- LIAM:** It sounds very reasonable, but until you remember God supposedly knew which means He knows what choices we will make. Which makes me wonder if we have any free will at all...
- JEN:** You see, it's just so confusing...
- ANNA:** It is. But right now, I'm going to use what might or might not be my free will to get off the bus at my stop. See you tomorrow.
- LIAM & JEN:** Bye Anna.

(PAUSE.)

- LIAM:** Pass me that paper, Jen. I want to see if there's any news in it.

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Evil and Suffering: Worksheet



Things to Do

1. Write down the explanations for evil and suffering given in the text.
2. For each of the explanations, explain why it raises problems.
3. Write a letter from God to a believer explaining why you have created the world.



Examination Questions

- A. Give two reasons for the existence of evil in the world. (6 marks)
- B. 'Evil is necessary if we are to be good.' Discuss this statement. Give supported points of view and a personal viewpoint. You must give a conclusion. (12 marks)



Taking it Further

- Find out what theodicy means. Research the theodicies of Augustine and Aquinas.
- Read Genesis: 1–3 and discuss whose fault evil and suffering is according to the Jewish/Christian Bible.
- Debate the idea that karma makes sure there is justice in the world.

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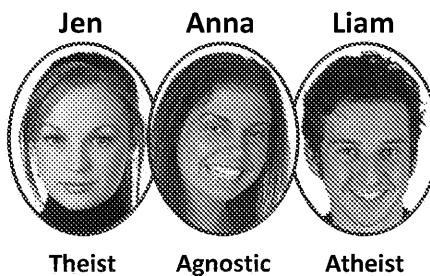
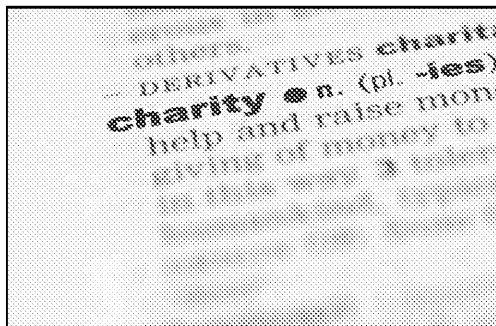


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Responses to Suffering and Evil



(ANNA is at the school gates, rattling a collection box. LIAM and JEN approach.)

- LIAM:** What's this for?
- ANNA:** We're collecting for famine relief in Africa.
- JEN:** I've got some change.
- ANNA:** Liam?
- LIAM:** Nah, I'm good thanks. The only way the problems will be solved is by teaching them to stand on their feet.
- ANNA:** And how are they supposed to do that without our help?
- LIAM:** I dunno. (Turning to JEN) Maybe your God'll help them.
- ANNA:** Even if He does exist, God's a spirit, so how could He do anything better?
- JEN:** Anna's got a point, Liam. God needs human beings to do what they can to relieve suffering on his behalf.
- LIAM:** So we do all the work, but He takes all the credit?
- ANNA:** No. But I can't stand here all day, debating this. I've got money to collect.

(ANNA leaves.)

- LIAM:** Was it something I said?
- JEN:** Probably. Anna just wants to raise as much money as possible. She wants to help make people's lives better.
- LIAM:** You believe in God? Why aren't you helping out?
- JEN:** I help out through my church. We've been collecting money for weeks, as well as praying for the starving.
- LIAM:** What's a bunch of words going to do for you when they're starving?
- JEN:** I don't know for sure. But we ask God to help them.
- LIAM:** He can't though, can He? Anna said so before.
- JEN:** Yes, but He can inspire other people to help them. At least we're thinking of them regularly.

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- LIAM:** You wouldn't have to think of them at all if it wasn't suffering. If God had made a perfect world, everyone would have enough to eat.
- JEN:** Really? Did you eat all of your meal last night?
- LIAM:** No. Mum filled my plate with salad. I hate salad.
- JEN:** So what did you do with it?
- LIAM:** I chucked it, of course. Horrible rabbit food!
- JEN:** You've just proved my point. If we have food to waste while other people go without, doesn't that suggest that human beings have some responsibility for evil and suffering?
- LIAM:** I suppose so.
- JEN:** Then we have some responsibility for evil and suffering. It's not up to God, it's up to us, to do something about it.
- LIAM:** Yeah, but, why is it we do all this collecting and stuff, and we send food over to help, but things never seem to get any better?
- JEN:** That's a hard one to answer. Maybe we don't do enough, or maybe not enough people do something.
- LIAM:** Maybe there's just too much wrong with the world for human beings.
- JEN:** That's a defeatist attitude.
- LIAM:** Maybe, but I think it's true.
- JEN:** Well, I don't. I think it's up to us to do what we can, and we can.
- LIAM:** I'd have to be a billionaire to help the poor. And a saint to stop evil.
- JEN:** You don't have to do it alone. What we need is for everyone to change, so that they focus on helping, not getting.
- LIAM:** How do we stop people being evil, though?
- JEN:** God can change evil people if we ask Him to. In fact, the Bible tells us that in the end we will beat evil and a new perfect world will be created.
- LIAM:** Why? I don't like this world as it is.
- JEN:** Oh, well, it's all right for you. For us. But wouldn't it be tonnes better without evil? A place where everyone has what they needed and was happy? That's what'll happen when Jesus returns to Earth.
- LIAM:** So why not wait for Him to sort it all out?
- JEN:** Because He wanted his followers to help others, to love them as a way of overcoming both evil and suffering. And the smallest thing we do to help is of great importance to Him.

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LIAM: Look at that. Fifty pence that I didn't know I had. The can of coke.

JEN: Really? Can of coke or helping a starving person?

(PAUSE)

LIAM: I'll just be a minute. Got something for Anna's collection.

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Responses to Suffering and Evil: W




Things to Do

1. Why does Jen believe that God needs people to improve the world?
2. Which do you think is the better response to famine: praying or giving?
3. Why do you think religious people pray as a response to evil and suffering?



Examination Practice

- A. Explain the ways in which a religious person could help suffering people.
- B.  is responsible for evil and suffering. It's not up to us to stop it. Discuss this statement. You should include different, supported points of view. You must refer to Christianity in your answer. (12 marks)



Taking it Further

- Research the work of one religious organisation that aims to end suffering. Write a short article for the school magazine about their work and what motivates them.
- Find out what a contemplative nun does. How does she believe suffering can be a good thing?
- Debate the idea that human greed will stop us from ridding the world of suffering. Write a short article about the outcome of your discussion.



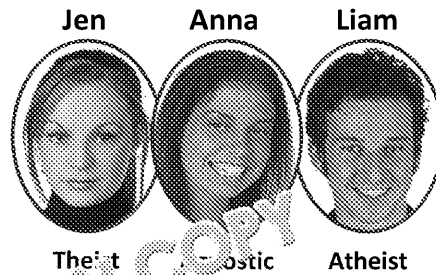
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General and Special Revelation



(JEN, ANNA and LIAM are hiking through the countryside for their Bronze Edinburgh's Award.)

ANNA: Can we stop, please. Just for 10 minutes. I want to photos.

LIAM: Let me just brush my hair.

JEN: What for?

LIAM: I wanna look my best for the photos.

ANNA: (*laughing*) You can put your brush away, Liam. I'm interested in photographing the scenery.

LIAM: Well, that's boring. What d'you wanna do that for?

JEN: Take a look around you. Look at how blue the sky is, all the different greens in the view. It's so amazingly beautiful.

LIAM: Really?

(*Sounds of ANNA taking photos.*)

JEN: Take a really good look, Liam. How can you say there's no God, when the world is so beautiful?

ANNA: I'm beginning to wonder myself. Being out here's just amazing. Hard to think of this beauty as a work of God.

LIAM: You're not about to go over to Jen's side, are you Anna? I thought I could rely on you to be a bit sceptical. Unless you can give me absolute proof, I won't ever believe.

ANNA: What would you count as absolute proof, Liam? I don't think there is such a thing.

LIAM: Well, if God came to me now and said, 'Liam, you believe in me,' I guess I would. I mean that would be absolute proof, wouldn't it?

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- JEN:** It would work for me. What about you, Anna?
- ANNA:** It's still not absolute proof. We'd have to do all sorts of things to check you weren't lying or to rule out another explanation.
- JEN:** I don't know why it's so hard for you to accept. We've had this book around for thousands of years, called the Bible, and it quite clearly shows what God is like.
- ANNA:** Does it though? I mean, if you look at the Jewish part of the Bible, God seems quite fierce. Then Jesus comes along and suddenly God's all about love. That's a bit confusing, don't you think?
- LIAM:** That's about the fact it's an ancient book, written by different people in lots of different times. How could God reveal Himself through all of those different times and writers?
- JEN:** OK, what if you cut your hand now and I was able to stop the wound. I mean not just stop the blood but make you perfect again, like nothing had ever happened. And I do this just by praying over it and touching it. Wouldn't you think that God had somehow used me?
- LIAM:** I'd definitely be impressed. But having healing powers doesn't mean they have come from God.
- JEN:** So, basically, if someone presents you with evidence that we can all see, you don't accept it. And if something happens especially to you to reveal God, you don't accept it either?
- LIAM:** That's about the size of it, Jen.
- ANNA:** Actually, I think I've come up with a situation where I absolutely believe God had revealed Himself.
- JEN & LIAM:** What?
- ANNA:** I might believe in miracles if I could stop you two boys long enough to make sure we get back to the campsite time for tea.
- JEN:** Oh, ha ha. Very funny.

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General and Special Revelation: What is the Difference?



Things to Do

1. Explain the difference between general and special revelation.
2. Which form of revelation is most likely to convince an atheist of your faith? Do you think this is?
3. General revelation has been compared to natural light and special revelation to a searchlight. Explain why.



Examining Your Practice

- A. Describe one example of general revelation and explain how it is different from special revelation. (6 marks)
- B. 'A religious believer would prefer special revelation to general revelation. Discuss.' Write an essay in which you should include different, supported points of view and a personal conclusion. Refer to Christianity in your answer. (12 marks)



Taking it Further

- Research and make notes on the Buddhist idea of revelation. Write a short report on your findings.
- Pick one religion and research a person within it whose life and teachings are based on special revelation. Present your findings to the rest of the class.
- Debate the idea that God has stopped revealing anything new to humanity.



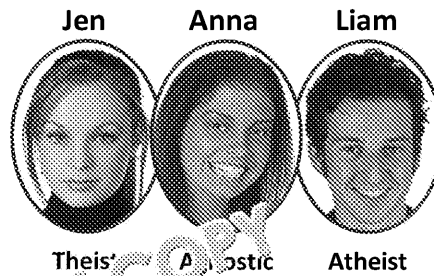
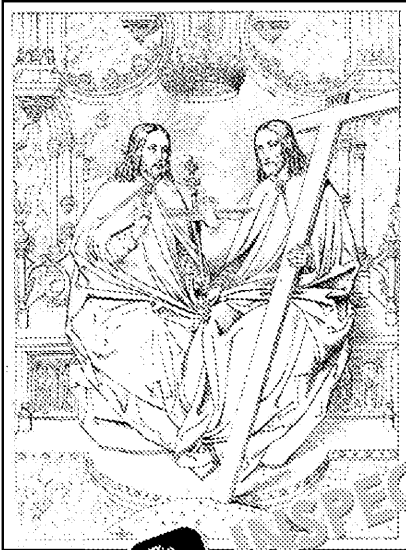
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What is Learned about God through Revelation?



(JEN, ANNA, and LIAM are cooking their tea on a camping stove.)

ANNA: If you were a superhero, what power would you have and why?

LIAM: That's easy. Right now, I'd choose the power to turn my muck into something edible.

(They all laugh.)

LIAM: The power I'd really want, though, is...

JEN: Liam, you've had your turn. I've always wanted to be able to fly. Could've done with that today; my legs are aching from all that walking. What about you, Anna? What would your super power be?

LIAM: Hey, I still haven't said what my real one would be.

ANNA: Sometimes, I think I'd like to be able to read people's minds, but then I think of that scene in *Bruce Almighty* where God can hear everyone's prayers. It drives him mad. I wouldn't want that.

JEN: It's a good job God's transcendent, then, so He can't hear everyone's prayers.

LIAM: Hang on! If God's transcendent, how can He answer our prayers? He can't change events in the world if He's not involved in it, can He?

ANNA: But you forget, Liam, that God's like a superhero. He has more than one special power. So He can be transcendent and in the world at the same time. That's right, isn't it?

JEN: Yes, I believe that God's immanent. He is involved in everything that happens in the world.

LIAM: So, not only can God be two contradictory things at the same time, He is involved in everything, including terrible events like earthquakes and mass shootings?

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- ANNA:** Jen, you have to admit that doesn't make sense.
- JEN:** It doesn't have to make sense. Sometimes it's just believing. Anyway, God's all-powerful, so He can do like that.
- ANNA:** If He's all-powerful, can He make a square circle or a bachelor?
- JEN:** Why would He? They're both impossible.
- LIAM:** So He has some limits to his power, then?
- JEN:** Maybe, but compared to us.
- LIAM:** Oh, compared to us... He's all-powerful, right. Does He know more than a regular superhero, though, or more than me, Batman's all-powerful.
- JEN:** Yeah, but that's not God's only quality. He's also omniscient and omnibenevolent.
- LIAM:** (to **ANNA**) What's she saying?
- ANNA:** Didn't you listen in Philosophy? God knows everything. He's all-good.
- LIAM:** All-knowing? Then He knows I'm going to drop this down the back of Jen's hoodie. Course, if He's all-good, all-powerful and all-knowing then He'll get involved with me, because He knows how scared of spiders she is and doesn't want her to be frightened.
- ANNA:** Liam, don't!

(**JEN** screams/laughs.)

- LIAM:** (laughing) Don't worry, I'm only kidding. See, nothing to worry about.
- ANNA:** The other thing I don't get about God is how He can be different people at once.
- JEN:** You mean the Father, the Son and the Holy Spirit – the Trinity?
- LIAM:** That's easy.
- ANNA:** Really, Liam?
- LIAM:** Yep. And He always is the same person with everyone.
- ANNA:** I'm not sure... but I suppose I'm not. I mean, at home I'm a quiet, respectful Anna.
- LIAM:** And at school you're the loudest know-it-all.
- ANNA:** (mock-hurt) Thanks, friend.

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JEN: And on D of E, you're the calm, practical one, who encourages other people when they struggle. So you have different ways at different times, but it's all you. Just God. The Father is the Creator; the Son, Jesus, is the redeemer; and the Spirit works in and through people in an unseen way.

ANNA: I understand it now, but it is a big thing to claim.

JEN: Yep. But it's what I believe. What loads of people in the world believe.

LIAM: Right, no more talk. I'm starving. Now, let's see if you're really kind and has heard of my prayers after all.

(LIAM tastes the food.)

LIAM: I might be converted yet.

JEN: Why? Let me have a taste. Mmm. Anna, you're not to believe this, but this stuff's actually quite tasty.



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What is Learned about God through Revel



Things to Do

1. Make a glossary of all the words used to describe God in the d
2. Explain how God can be both immanent and transcendent.
3. Why might there be limits to God's nature and power?



Examination Practice

- A. Explain what the religion believes about the nature of God. (6
- B. 'It is impossible to describe God.' Discuss this statement. You s
supported points of view and a personal viewpoint. You must
answer. (12 marks)



Taking it Further

- Find some pictures representing the Trinity. Compare them and
pictures represent Christian beliefs about each member of the
- Look up references to the Holy Spirit in a Bible and make a ch
Find out about the worship and beliefs of Pentecostal Christian
importance of the Holy Spirit for them.

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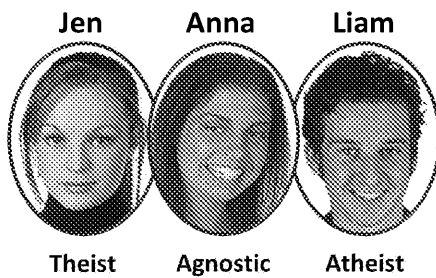
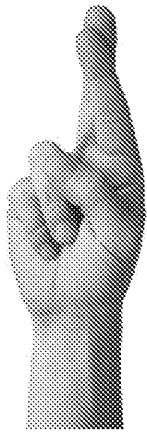


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Is Revelation Real?



(JEN, ANNA and LIAM are packing up their tents after the weekend's camp.)

ANNA: Pass me that stove, will you Jen?

JEN: OK.

ANNA: Sometime today, please Jen.

JEN: Oh, sorry. I was just thinking about something.

(LIAM joins them from the far side of the campsite.)

LIAM: Not thinking about your non-existent God again are you?

ANNA: Liam, that's not a nice thing to say.

JEN: Yes, Liam, I was actually. I was thinking about how different religions of the world say different things about God.

ANNA: Things they claim were revealed by God to them?

LIAM: Which is exactly why it makes no sense to me. Unlimited loads of different gods, how can all these different gods be receiving revelations?

ANNA: And if there are lots of different gods, which one is the real one? Which religion is telling the truth?

LIAM: That's an easy one. They're all wrong, because they're all lying. They never received messages from God in the first place.

JEN: Why would they lie? What's the point?

LIAM: Maybe they didn't. Maybe they were ill. Some types of epilepsy can cause people to have visions.

ANNA: So can certain mushrooms! And people make up revelations to make money out of them.

LIAM: Either that or they want to hear from God, so they make up themselves they hear from God.

ANNA: You have to admit, Jen, the case for God communicating with people isn't very strong. Even people within the same religion can't agree what God means when He speaks to people.

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- JEN:** Isn't that just being human, though? It's a bit like God playing chinese whispers with us. He gives the correct message, but we don't hear it properly, or we change it unintentionally when we pass it on to others.
- ANNA:** That's fair enough, but if religion were that important, I think God would make sure people got it right.
- JEN:** Maybe, as humans, we can't ever get it fully right. Maybe all have parts of the truth about God and life...
- LIAM:** And the universe and everything....
- JEN:** Thanks for that Liam. Maybe we all have parts of the truth, but not the full picture. After all, religions might only be human responses to God's revelation.
- ANNA:** Anytime. I don't know. What I do know is that if we don't finish tidying up, the minibas is going to leave with the car. And that's definitely the truth.



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Is Revelation Real?: Worksheet



Things to Do

1. Compare, in a table, the reasons for believing that revelation is true and the reasons for believing revelation is false. Which side do you agree with and why?
2. Can more than one religion be true? How?
3. Why do you think some people still believe in God, even when there are so many revelations that could be false?



Examining Your Practice

- A. Explain and defend why revelations could be untrue. (6 marks)
- B. 'God can only be known through revelation.' Discuss this statement from three different, supported points of view and a personal viewpoint. (12 marks)



Taking it Further

- Research the Hindu story of the blind men and the elephant. Explain the problem of each religion claiming to have revelation.
- Find out about the life and work of Jim and Tammy Faye Bakker. How have they turned people away from belief?
- Debate the idea that revelation is too uncertain to base faith upon.

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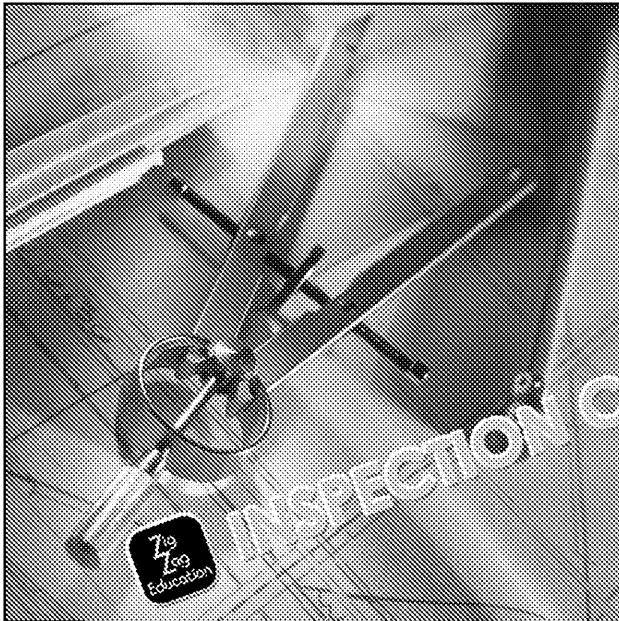


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The Teleological (Design) Argument



(LIAM and ANNA are walking through the school hall together. JEN joins them.)

- JEN: (excited) Have you seen it?
- LIAM & ANNA: What?
- JEN: In the courtyard. Come and see.
- LIAM: What is it?
- JEN: It's a... well; it's a... thing... isn't it?
- ANNA: I can see it's a thing. I wonder who put it there.
- LIAM: Maybe no one did. Maybe it's just...
- JEN: Don't be ridiculous, Liam. That wouldn't naturally happen. It's that bit, actually. Someone must have designed that.
- LIAM: Next you'll be telling me the world was designed.
- JEN: Well, actually, yeah.
- ANNA: Here we go again.
- LIAM: Weren't you listening in Science the other day? The world is just the product of chance. We're all just products of chance.
- ANNA: That's not necessarily true. I mean, the universe suits our life. Evolution might have been nudged in the right direction to achieve it.
- JEN: Yeah, if evolution was a completely random process, how come we're just the right distance from the sun for life to exist on our planet? How come our gravity is fixed just right?
- LIAM: All right, I agree. It sounds like design, but that's my only *sounds* like design. Evolution has happened in the way as to make it appear that there is design in the world.
- ANNA: I don't understand how a random process could bring order out of chaos.

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JEN: And that's exactly what it says God does in Genesis. He does He do that, but He also fixes the orbits of the stars and moons. And He designs things that are perfect for their purpose.

ANNA: Such as?

JEN: Birds' wings for flight. Our eyes for seeing. Each one has a unique thumbprint, unlike anyone else's. How do evolution manage that?

ANNA: You've got to admit, Liam, that's some evidence for design. I mean, the thumbprint was enough to make Sir Isaac Newton believe that God designed them individually.

(PAUSE)

LIAM: OK, suppose the world is designed. It doesn't say anything about God, does it?

JEN: What d'you mean?

LIAM: He can't be the best of designers, can He? I mean He's got volcanoes, earthquakes and tsunamis. And He's designed animals that eat one another. All this cruelty and suffering. How great can your God be?

JEN: That's a whole other debate, Liam, and lunchtime is over.

ANNA: Yeah, and you were right Jen. This thing...whatever it is, it's designed. By a bunch of Year 7s, apparently, for an art project.

LIAM: In that case, let's hope they never get asked to design other universes!

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The Teleological (Design) Argument:




Things to Do

1. Design a poster to show all the things that suggest the universe was designed.
2. What did Sir Isaac Newton say was proof of God's existence? What was his argument?
3. Do you think the world was designed or not? Give reasons for your answer.



Examination Practice

- A. Explain the Anthropic Principle. (6 marks)
- B.  Believe that the world was designed is to believe that God exists. You should include different, supported points of view and a personal conclusion. Refer to Christianity in your answer. (12 marks)



Taking it Further

- F R Tennant (who thought up the Anthropic Principle) also believed that the beauty in the world indicated the existence of God. (This is known as the Theistic Principle.) Why do you think this might be the case?
- Paley's design argument is an analogy (an extended comparison). The world is like a watch. In which ways might we consider the world to be like a watch? Can you think of a better analogy than Paley's?
- Find out why John Stuart Mill rejected the Design Argument as a proof of God's existence.



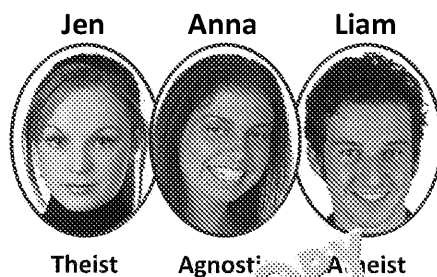
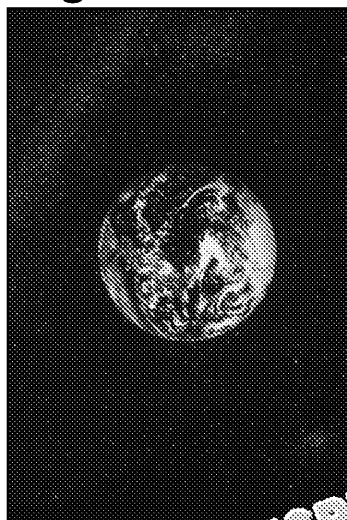
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Origins of the Universe and Life on Earth



(Bonfire Night, N. 1.1, LIAM and JEN are standing by the bonfire waiting for fireworks to go off.)

- LIAM:** It's amazing, isn't it?
- JEN:** What?
- LIAM:** The universe. The fact that when I look up into the sky I'm literally looking back in time.
- JEN:** Sure is.
- ANNA:** What's that?
- JEN:** Liam's on about history again.
- ANNA:** Oh.
- LIAM:** No I'm not. I'm on about the mysteries of the universe. D'you know, if you tune an analogue radio to a frequency between stations, some of the white noise you hear is actually background radiation from the Big Bang.
- JEN:** (bored) Really. That's fascinating.
- ANNA:** Don't expect Jen to be interested. To her, the Big Bang is just a story.
- JEN:** I never said that. I said there was still one unanswered question.
- ANNA:** Which is?
- JEN:** What caused the Big Bang?
- LIAM:** You mean 'Who' don't you, because you think God created it?
- JEN:** Well, have you ever made a universe, Liam? 'Cos I haven't. Not even Anna's that clever and she's the person we know.
- LIAM:** Except in English Lit.
- JEN:** Oh, didn't she tell you? She rewrote her essay and got an 'A*'.
 (Liam looks at Anna and then back at Jen.)

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LIAM: Did you? Well done?

ANNA: Thank you, Liam. I'm glad one of my friends is happy.

(SILENCE)

JEN: I think I'll go and get a drink. Leave you two to admire each other.

(JEN leaves.)

LIAM: What's wrong with her?

ANNA: I don't really know. Ever since we started looking at evolution and science in our philosophy class, Jen's been really stressed.

LIAM: Very defensive.

ANNA: It's not surprising really. It must be hard to stick to your beliefs when science contradicts so many of them.

LIAM: Yeah, imagine believing that God created the world in seven days.

ANNA: And, instead of evolution, imagine believing that some supernatural being created each species separately.

(JEN returns.)

JEN: FYI, I'm not a fundamentalist.

LIAM: A what?

JEN: (sighing) I don't believe every word of the Bible is true. So, I don't believe in God creating the world in seven days or that he created each species on Earth directly.

ANNA: That's a relief, then.

JEN: But I don't see how the Big Bang just happened. Or how complex creatures randomly developed out of simple ones. There must have been someone guiding and shaping the whole process.

ANNA: You mean God?

JEN: Yes. I do.

LIAM: Didn't Darwin think the same way, at first?

ANNA: Yes, but the more he developed his theories, the less he found he needed God to explain things. So he stopped believing.

JEN: That's sad.

ANNA: I don't know. If the only thing we need God for is to fill the gaps in our scientific knowledge, then it doesn't make much of a God, does it?

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JEN: For once, I agree. That's why I believe the stories in shouldn't be taken literally. I don't think they can be as an account of how things were created.

ANNA: Of course not. They were written long before science do an excellent job of explaining how.

JEN: *(brighter)* So, you agree, that religion explains why things happened?

ANNA: I'm not sure I would say that.

JEN: Why not?

ANNA: Because I'm not sure what I believe.

JEN: Well, I am. I'm sick of defending it to people who I'm talking to.

LIAM: No one said you were...

JEN: I know you were talking about me. I know you think I'm an idiot for believing. Well, I've had enough of it. Enjoy fireworks.

(A firework goes off.)

LIAM: Jen, come back. You'll miss all the fun.

ANNA: Jen, I didn't mean anything... Jen... Oh, she's gone.

LIAM: Leave her. It'll take her longer to cool down than the bonfire. No reason for us all to have a miserable time.

ANNA: I suppose.

(More fireworks and sounds of people enjoying themselves.)

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Origins of the Universe and Life on Earth



Things to Do

1. Explain why looking at the stars is looking into history.
2. Do you think the Big Bang needs a cause or not? Give reasons.
3. What is a fundamentalist?



Examination Practice

- A. Explain how the theory of evolution challenges religious beliefs.
- B. 'Science reveals God.' Discuss this statement. You should include points of view and a personal viewpoint. You must refer to Christianity. (12 marks)



Taking it Further

- Research creation myths in a number of cultures. Design your own creation myth for the rest of the class.
- Research reactions to Darwin's *On the Origin of Species*. Why did it have such an impact on Victorian religious views?
- Bertrand Russell, the atheist philosopher, once said that the universe has no purpose. What do you think he meant? How important is it to know how the universe came to be?

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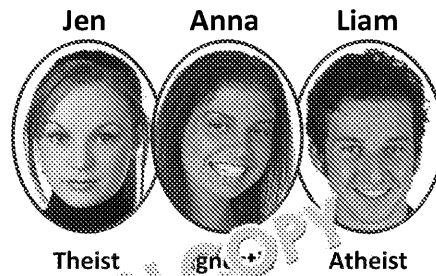
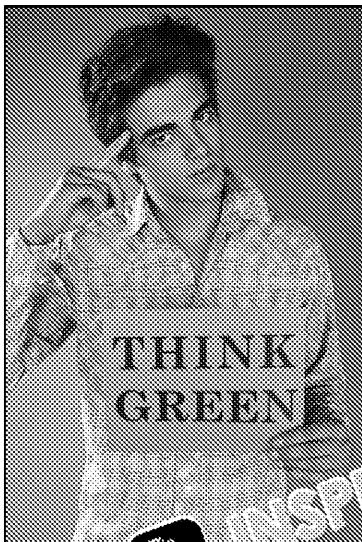


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Animals, the Environment and Stewardship



(JEN, LIAM and ANNA are in the city centre. Sounds of Animal Rights supporters trying to get people's attention.)

- LIAM:** Come on, let's go in here to get away from that lot.
- ANNA:** Wait a minute, I want to hear what they've got to say.
- JEN:** Don't you care about animals, Liam?
- LIAM:** Course I do, but some of the Animal Rights people go a bit far, putting animal happiness before human happiness.
- ANNA:** In an ideal world, we'd have both.
- JEN:** Trouble is, we don't live in an ideal world. God gave us animals to look after, but humans come first.
- ANNA:** Why should they? From what I can see, humans have made a mess of looking after animals and the world as a whole. Maybe if we put animals first once in a while, things will change for the better.
- JEN:** Yes, people have made a mess of the world, but at least we're aware of it now. And trying to do something about it.
- ANNA:** Exactly like these people.
- JEN:** No, you can't give animals rights. They don't have souls.
- LIAM:** I don't think so. I don't know how the two are linked.
- ANNA:** Well, you can't base rights on something unproven, like a soul.
- JEN:** Call it a soul, or a spirit, whatever. I'm talking about that essential part of us that makes us different to animals.
- ANNA:** But we're not that different. We share something in common with our DNA with chimps. We're just evolved chimps.
- JEN:** But that 2% makes all the difference! We have developed language, learned how to shape our environment, and we've put people on the Moon.

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- LIAM:** Animals have been into space!
- JEN:** I know that, Liam, but they didn't do it themselves. I know humans have done bad things to the world's animals, but without us, would all the animals exist?
- ANNA:** What d'you mean?
- JEN:** Think about all the breeding and conservation programmes that go on in the world. They're helping to repair the damage other people have done. Without some of those programmes more animals would be extinct. That's what we call good stewardship.
- LIAM:** Jen, you're using big words again!
- ANNA:** You haven't done your Philosophy homework, have you? If you had, you'd know that stewardship is the idea that God has placed people in charge of the earth, and that they should look after it for it on his behalf.
- LIAM:** I was going to do it...
- JEN:** Yeah, on the bus on the way to school on Monday.
- LIAM:** Maybe, probably... Anyway, it's half done now you've got me about stewardship.
- JEN:** There's more to it than that. God has given us responsibility for the environment and for animals, to care for them the way we care for anyone who needs it.
- LIAM:** Well, sounds like more people should be doing this stewardship thing.
- ANNA:** They wouldn't have to, if animals had rights.
- JEN:** And what rights would you give to a mouse, Anna?
- ANNA:** The right not to be experimented on and have an ear on its back.
- LIAM:** An ear on a mouse's back? That's cool... I mean, um, gross.
- JEN:** But what if that ear could be used to help someone? Surely that's more important than one little mouse's back.
- ANNA:** Maybe, but I still think animals shouldn't be used in experiments.
- JEN:** Some people volunteer to test a new drug for its side effects. Would you, even if it might leave you disabled in some way?
- ANNA:** Drugs have to be tested on humans at some point.
- JEN:** True, but only when they've been tested on animals. We have to be as sure as possible that nothing drastic is going to happen. Human lives are worth more to God than animals, and God made us to share in His life.
- LIAM:** Jen, are you saying that all good doggies *don't* go to heaven?
- JEN:** I don't know. Some people do believe that animals have souls. I'm not sure.

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LIAM: If I promise to be good for the rest of the day, will you agree to disagree so that we can move on to enjoy ourselves?

JEN: I will if Anna will.

LIAM: Anna?

ANNA: On one condition.

LIAM: Which is?

ANNA: Nobody has any animal products for lunch. Just for let's think about animals before our own wants.

LIAM: Not even chicken nuggets?

ANNA: Especially not chicken nuggets.

LIAM: (Signed) Okay.

ANN: Jen?

JEN: Fine, I was fancying a spicy bean burger anyway.

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Animals, the Environment and Stewards



Things to Do

1. Why does Jen believe 'humans come first'?
2. What does 'stewardship' mean?
3. Should religious people be vegetarians? Give reasons for your answer.



Examination Practice

- A. Explain what religious people believe about the relationship between humans and the rest of the world. (10 marks)
- B. 'Humans are more important than animals.' Discuss this statement, giving different, supported points of view and a personal viewpoint. (12 marks)



Taking it Further

- Research the Jain religion, to find out how they take steps to avoid harming animals.
- Debate the idea that stewardship means we can do as we see fit.
- Find out about St Francis of Assisi and his attitude to the whole world. Could he be a good role model for religious people who are concerned about the environment?

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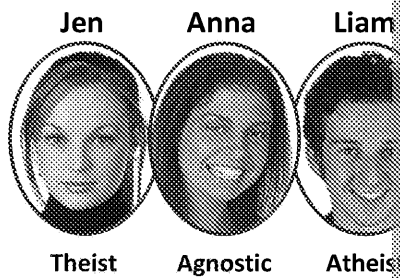
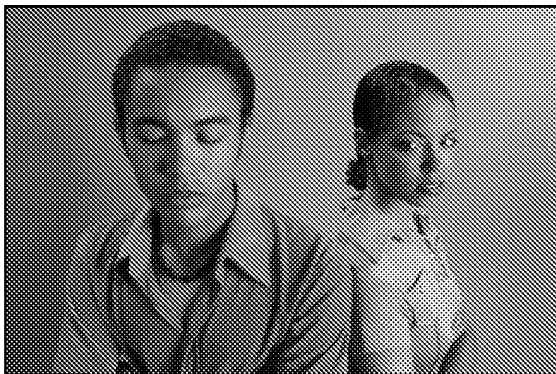


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Can Science and Religion Agree on Anything?



(At the school gates. **ANNA** and **LIAM** are waiting for **JEN**.)

ANNA:

(She ignores him.)

LIAM:

Come on, Jen. You have to talk to us sometime.

JEN:

Do I? Sometimes I feel like we've got nothing in common that we talk a different language. And I wonder...

ANNA:

Wonder what?

JEN:

Why you're friends with me. Especially when we're in Philosophy class. You always support the non-belief team. Even you, Anna, and you claim to be agnostic.

ANNA:

But does it matter what I do or don't believe? Can't we be friends despite our differences?

JEN:

And you, Liam. You think my beliefs are a big joke.

LIAM:

I don't. There's no evidence for them but it's up to you to want to believe them. I'm not one of those atheists like Richard Dawkins, who thinks that religion is bad.

JEN:

No, but you both think I'm unscientific, don't you? I'm not. There are Christian scientists you know. People who study all the mysteries of science and come to the conclusion that all science starts with God.

ANNA:

(sighing) I wish I could be convinced one way or the other. It's really hard to keep an open mind. And the reason you're on the opposite side to yours, Jen, is because you can argue your beliefs well enough without my help. Sometimes you almost have me convinced.

JEN:

But that's not what I want. I don't want to convince you right. I want you to understand my point of view. For science reveals the way God has designed the universe, you, it doesn't. That's fine.

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LIAM: Maybe we understand more than you think. You've stressed lately.

JEN: I know. I'm sorry.

LIAM: And we're sorry too. Maybe we shouldn't discuss the things any more.

ANNA: No. I don't want that. No discussion between religion and science leads to Galileo being put under house arrest.

JEN: It leads to arrogance and dangerous fundamentalism.

LIAM: It leads to us seeing each other's opinions, not people.

ANNA: And if we're going to discover the truth, we need as many different perspectives as possible. So... friends again?

LIAM, JEN & ANNA: Friends.



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Can Science and Religion Agree on Anything?



Things to Do

1. Why might an atheist consider religion to be bad?
2. Why was Galileo put under house arrest by the Roman Catholic Church?
3. Do you think you can be religious and interested in science? Explain.



Examination Practice

- A. 'Religion and science will never agree.' Discuss this statement. Give two original points of view and a personal viewpoint. You must write for 10 minutes. (12 marks)
- B. Explain one way in which religion and science can agree. (6 marks)



Taking it Further

- Research and make a poster for the Science department on the relationship between religion and science.
- Discuss why the Christian Church has sometimes been very resistant to the progress of science.
- Research the work of the medieval Muslim scholars in science and make a presentation about their achievements and explain why Islam is compatible with science.

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Answers

Responses to 'Things to Do' Activities

Morality

1. Influences will include: law, family, friends, religion, media, etc.
2. Various theories exist about the evolutionary advantages of morality. They may give us a sense of responsibility towards our offspring but also to our species, recognising the conditions that make for successful reproduction.
3. Non-religious people see conscience as our ability to reflect on about right and wrong, an inner voice. Religious people believe it is the voice of God within, guiding people to his wishes. Suggestions as to its origins are similar to these influences or may be different, e.g. conscience is part of the soul which comes from God.

Evil and Suffering

1. Suffering and evil exist because: God created them / humans disobeyed God / God can reward us for suffering / the Devil is responsible for them / they are necessary for good.
2. God may seem evil, unworthy of worship / they are too great a punishment for sin / humans have not been made perfect / does the reward outweigh the suffering / blaming the Devil for suffering and evil are too high a price to pay for free will.
3. The letter will contain some of the ideas touched on in Task 1. Students should be encouraged to write rather than a survey of all the possibilities.

Responses to Suffering and Evil

1. God's nature as spirit and his transcendence mean he needs human beings to relate to.
2. Student opinion. Most, I expect, will value what they see as practical help over theoretical arguments.
3. Jesus prayed when faced with evil. God can influence people to action through prayer. God, who sustains the world and can improve it if people ask for his help.

General and Special Revelation

1. General revelation is available to everyone. Special revelation is found in individual experiences.
2. Students may argue that either form of revelation could potentially convince someone. Although, if a revelation happens directly to an atheist, this may be seen as more convincing.
3. Rain reaches everyone, just as general revelation is available to all. The water is only useful in a particular area, just as special revelation is directed to an individual or individuals.

What is Learned about God from General Revelation

1. Transcendent, immortal, all-powerful (omnipotent), omniscient, omnibenevolent, and available to all.
2. God is all-powerful. Therefore it would seem possible for him to hold contradictions. If God is transcendent, then he runs the risk of being remote and impossible to relate to. If he becomes completely identifiable with created things and events, leading to pantheism.
3. God's omnipotence might be limited to what is logically possible, otherwise he would be able to create contradictions.

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Is Revelation Real?

1. Reasons are given in the dialogue but other sources should be consulted.
2. This is a matter of opinion, but supporters of pluralism believe that God can be known in different ways, without contradiction. Therefore, all theistic faiths have some basis in revelation.
3. Special revelations are not necessarily why religious people believe. They may be part of tradition instead, treating special revelations with some scepticism, unless they have the authority within their religion.

The Teleological (Design) Argument

1. The poster might include the levels of oxygen in the air, the eye designed for seeing, etc.
2. For Newton, the thumbprint's individuality was evidence that God designed it.
3. This task could be used to spark a debate rather than used for written work. This allows students to form their own reasoned opinion.

Origins of the Universe and Life on Earth

1. Starlight takes many years to reach us, therefore the sky we see is not how it is now.
2. Personal opinion. Key point: If we assume every event has a cause, then the universe has a cause unless it's to be considered as something more than an event. (Link back to first question)
3. Someone who interprets religious scriptures literally, focused on the basic principles and disregarding any more modern developments in their faith.

Animals, the Environment and Stewardship

1. Because humans are the pinnacle of God's creation, made in his own image, they have a special responsibility over the rest of the Earth. Human life is more valuable than animal life.
2. Stewardship is the idea that humans are in a position of responsibility over creation on God's behalf. Muslims have a similar idea in the concept of 'Khalifah'.
3. Although Hindus and Sikhs tend towards vegetarianism, because of their beliefs, most religions 'of the Book' (Islam, Christianity and Judaism) lay down no requirements for vegetarianism. Some Christians give up meat on certain days as a religious discipline and believe that meat to be butchered in a particular way. Part of this is for animal welfare reasons, but also serious of taking life that God has created. Some students may argue that it is wrong for religious people to avoid the taking of animal life for food. Others may record the benefits of reducing our impact on the environment.

Can Science and Religion Agree on Anything?

1. Religion is often blamed for being the cause of all evils. Some atheists claim that religion has hindered scientific and moral development. It is often interpreted, by some, as a crutch for the weak and an enemy of rationality.
2. Galileo was persecuted for his evidence that the Earth revolved around the Sun, not the other way round. The Church had so much authority, it was able to arrest him at the end of his life, but could not stop his findings reaching a wider audience. The Church officially pardoned Galileo of any wrongdoing in 1992!
3. Personal opinion. A balanced debate might look at the work of Christian scientists like Francis and Russell Stannard.

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Examination Practice

The examination practice questions offered in this pack are based on questions from past examinations. The mark schemes shown below are similar to the level of response marking included in the actual examinations. A list of likely points for each question, although these are not to be taken as the only possible alternative approaches to the questions may be equally valid. Once students have completed the questions, they are to be getting them to mark each other's answers according to the levels of response.

Mark scheme for 6-mark AO1 (Knowledge and Understanding)	
Level 0 0 marks	No evidence / response does not address the question.
Level 1 1–2 marks	<p>A weak attempt to answer the question.</p> <ul style="list-style-type: none"> Little understanding of the question Small amount of relevant information included Perhaps in list form with little or no description/explanation Little or no use of specialist terms Answers ambiguous or disorganised Errors of grammar, punctuation and spelling may be intrusive
Level 2 3–4 marks	<p>A satisfactory answer to the question.</p> <ul style="list-style-type: none"> Some understanding of the question Relevant information lacking specific detail Some description/explanation/analysis although not fully developed Information presented mostly in a structured format Some specialist terms, perhaps not always used appropriately May be errors in spelling, grammar and punctuation
Level 3 5–6 marks	<p>A good answer to the question.</p> <ul style="list-style-type: none"> Clear understanding of the question Fairly complete and full description/explanation/analysis Comprehensive account, with a range and depth to relevant information The information presented in a structured format Significant, appropriate and correct use of specialist terms Few, if any, errors in spelling, grammar and punctuation

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Mark scheme for 12-mark AO2 (evaluation)

Level 0 0 marks	No evidence / response does not address the question.
Level 1 1–3 marks	<p>A weak attempt to answer the question.</p> <ul style="list-style-type: none"> • Little understanding of the question • Answers simplistic, little or no relevant information • Viewpoints unsupported or inappropriate • Answers ambiguous or disorganised • Little or no use of specialist terms • Errors of grammar, punctuation and spelling may be present
Level 2 4–6 marks	<p>A limited answer to the question.</p> <ul style="list-style-type: none"> • Some understanding of the question • Some relevant information, but may lack specific detail • Only one view offered / have been • Viewpoints stated and supported with limited argument • Information may show some organisation • Some reference to religion may be vague • Some use of specialist terms, although maybe not accurately • There may be errors in spelling, grammar and punctuation
Level 3 7–9 marks	<p>A competent answer to the question.</p> <ul style="list-style-type: none"> • Sound understanding of the question • Relevant material used with appropriate development • Evidence of appropriate personal response • Justified arguments / different views supported by evidence • Information is structured • Some appropriate reference to religion • Specialist terms used appropriately and mostly correctly • Occasional errors in spelling, grammar and punctuation
Level 4 10–12 marks	<p>A good answer to the question.</p> <ul style="list-style-type: none"> • A clear understanding of the question • The significance of the issue(s) raised is clear • An appropriate personal response, fully supported • A range of points of view supported by justified argument • Information presented in a clear and organised way • Clear reference to religion • Specialist terms used appropriately and correctly • Few, if any, errors in spelling, grammar and punctuation

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Morality

- A. People know right from wrong. This knowledge comes from outside of them; God. Therefore, God exists.
- B. Arguments for: morality helps us build communities, ensuring survival is easier; God's existence or that God is the author of morality. You don't need to be religious to be innately human. Arguments against: God is obviously the author of morality; we are forced to sacrifice ourselves for others, going against our survival. Conscience is a natural phenomenon. Morality is about what is objectively right and wrong, not subjective.

Evil and Suffering

- A. The selfishness of human beings and their free will; Satan, the devil who tempts people to do evil; damage to humans. Consequences of the Fall; an unredeemed world.
- B. For: without knowing the opposite, how can we value good; in Christianity, God redeemed us without forcing us to atone for our sin taking place. Against: evil is a high price to pay for good; if we have made us perfect, then there would be no need for evil.

Responses to Suffering and Evil

- A. For: He created us as we are, it's up to Him to change us; in Christianity, God destroys evil, not us. Against: much suffering and evil is the result of human free will; without us, He cannot improve the world; God asks to make His world better.
- B. By prayer – asking God to change the situation. Practical help – care for the suffering, giving, practical service.

General and Special Revelation

- A. Could include: scripture, nature, people, other holy writings, reason, conscience.
- B. For: it implies closeness with God; believers want to know everything they can about God; revealed all believers need to know in general revelation; special revelation is more specific; proud or contradict their faith.

What is Learned about God through Revelation

- A. God is transcendent and immanent. He is all-powerful, all-knowing, all-good.
- B. For: revelation claims God has contradictory qualities, e.g. transcendence and immanence; claim different things about God; revelation is the interpretation of people and not God; big a concept to be fully described. Against: We have clear understanding of God; revelation helps us to understand and describe God; we use lots of language about God; God is described, as long as we remember that no description is complete.

Is Revelation Real?

- A. Someone might make up revelation, just to gain attention. People might claim to have had a religious experience. People might be mistaken about the meaning of their experience. People might be mistaken to stamp authority on human ideas.
- B. For: without revelation, how could we know God? God takes the initiative in revealing Himself. Against: it is natural for humans to have an idea of God; God cannot be known.

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The Teleological (Design) Argument

- A. The world is perfectly planned for the development of human life. Examples of the explanation.
- B. For: evil seems to be a feature of the world, which is created by God; if God is all-powerful, why does he allow evil? Against: evil is the result of human disobedience. Scriptures argue that nature is inherently good.

Origins of the Universe and Life on Earth

- A. Fundamentalists believe God created the Earth in seven days. Evolution says it took billions of years. God intended to make human beings in his image. Evolution tells us of the development of primates. God made us with souls. Evolution sees humans as just another animal.
- B. For: if we believe that God created the world, then the more we know about the world, the more we know about the Creator. Against: science is concerned with the material world, not the spiritual world (if there is one).

Animals, the Environment and Stewardship

- A. Humans are the pinnacle of God's creation, made to govern it. Before the Fall, we were in harmony with nature. After it, we are in conflict. God wants us to be stewards, looking after the world. Against: humans are just another animal.
- B. For: humans are made in God's image, animals aren't; we have souls, animals don't. We are placed in charge of animals, so we are obviously more important. Against: being made in God's image does not make us more important than animals; all life comes from the Creator, so we should respect all life.

Can Science and Religion Agree on Anything?

- A. For: the many conflicts over the centuries between scientific findings and religious beliefs are a basis for agreement between the two; many scientists claim their findings support religious beliefs. Against: science and religion can agree on many things, such as how the universe works. Religion only disagrees with science when its beliefs are threatened by scientific findings.
- B. Religion and science can agree on the magnificence of the universe. They can both lead to awe and protection. Some people say that science reveals the wonders of God's creation. Religious believers, suggesting there is no conflict as long as there is a proper understanding of the limits of science.

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