

General Certificate of Education

Religious Studies 5061

RS06 An introduction to Religion and Science

Mark Scheme

2006 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

[Marks for 10-mark questions are shown in brackets]

| Level | AS Descriptors for Quality of Written Communication in AO1 and AO2 | AS Descriptor AO1 | Marks | AS Descriptor AO2 | Marks |
|-------|--|---|-------------------------------|---|--------------|
| 5 | Appropriate form and style of writing, clear and coherent organisation of information, with appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar. | A thorough treatment of the topic within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples. | 13-15 [9-10] | A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments are critically analysed. A process of reasoning leads to an appropriate conclusion. | 13-15 |
| 4 | Appropriate form and style of writing; generally clear and coherent organisation of information, mainly appropriate and accurate use of specialist vocabulary; good legibility and fairly high level of spelling, punctuation and grammar. | A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples. | 10-12 [7-8] | A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning. | 10-12 |
| 3 | Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary. Satisfactory legibility and level of accuracy in spelling, punctuation and grammar. | A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding. | 7-9 [5-6] | Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence. | 7-9 |
| 2 | Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning. | An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence. | 4-6 [3-4] | A simple argument, with some evidence in support. | 4-6 |
| 1 | There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited. | Isolated elements of accurate and relevant information. Slight signs of understanding. | 1-3 [1-2] | A few basic points which are relevant, but no real argument. | 1-3 |
| 0 | There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited. | Nothing of relevance. | 0 | No attempt to engage with the question or nothing of relevance. | 0 |

RS06: *An introduction to Religion and Science*

1 *Read this passage and answer parts (a) and (b) which follow.*

‘One definition of a miracle is an event that breaks the laws of nature. Laws cannot be broken, or they would not be laws. Therefore, it would appear that an event that breaks the laws of nature cannot happen.’

(a) *Explain how some religious believers might argue that an event that breaks the laws of nature can happen.*

God not bound by laws of nature – so laws can be broken
 Laws of nature are descriptors of what God usually does
 Science does not prescribe but describe.

Maximum Level 3 if only one argument developed well.

(10 marks) AO1

(b) *Choose and explain one definition of a miracle, other than “an event that breaks the laws of nature”.*

Explain one of the following (but allow for others):

Beneficial coincidence—most candidates likely to use Holland’s illustration of boy in toy car on rails and train stopping. Might have natural explanation, but can still qualify as a miracle.

Religious significance—most candidates likely to refer to Swinburne and feather illustration that breaks law of nature but does not qualify as miracle. Event requires religious significance.

Maximum Level 3 if just illustration and brief definition.

Scholars associated with particular definitions are not required in order to achieve Level 5.

(10 marks) AO1

2 (a) *With reference to two scientific theories, explain what science tells us about the origin and nature of the universe.*

Expect

Big Bang

Singularity, 15 billion years ago, explosion, expansion, hydrogen and helium emerged, continues to expand and cool, time came into being with big bang.

Steady State

No beginning, no end, appears the same, new matter created at same rate as expansion, density remains constant.

Maximum Level 4 (10 marks) for only one theory, developed fully.

(15 marks) AO1

- (b) *‘A scientific understanding of the origin and nature of the universe contradicts a religious understanding of ‘creation’.*

Explain why this claim might be made, and assess how far you agree with it.

Explain why contradictory: scientific compared with religious is:

e.g.:

Non supernatural

Non directed

Random, impersonal,

No ultimate meaning, non dependent.

Maximum Level 3 for only one area discussed fully.

Credit given to evolution if used appropriately.

(10 marks) AO1

Assessment

Agree

Expansion of points above.

Disagree

Views that show compatible / not contradictory

Science / religion—answering different questions (how / why)—religious accounts need interpreting—not scientific statements

God experienced as living creative presence within universe (process)—not as “creator” as in originator.

(15 marks) AO2

- 3 (a) *‘There are both classical (e.g. Aquinas, Paley) and modern (e.g. Swinburne) presentations of the design arguments for the existence of God.’*

Outline one classical and one modern presentation of the design arguments for the existence of God.

Classical, e.g.: Aquinas or Paley

Aquinas

Things in nature which lack knowledge, act for and achieve their end
Such things require a being with knowledge and intelligence to direct them
Arrow / archer
Such a being must exist and this is called God.

Paley

Watch compared to stone. Watch shows purpose.
Purpose brought about by intelligent designer (analogy / man made objects)
By inference, world shows same characteristics as watch
Therefore world has intelligent designer – God

Modern, e.g.: Swinburne or modern Anthropic form

Swinburne

Regularity – regularities of succession (temporal) and co-presence (spatial)
Analogy: regularities of succession produced by humans are similar to Laws of nature. Therefore the agent (God) responsible for latter is similar to humans (rational / free)
Probability: Universe (complex / chaotic) and laws of nature seem to require a designer
Best hypothesis (alternative brute fact or random chance)
Card shuffling machine—extent of design demands a designer. There must be a reason why things are arranged as they are.

Sufficient for just one form of Swinburne’s argument if fully explained.

Maximum Level 4 (10 marks) if only one developed fully (classical or modern).

(15 marks) AO1

- (b) *Explain the challenges to the design arguments from philosophy, and assess how far these challenges are successful.*

Explain

Expect Hume approach to analogy
Challenges to same effects imply same causes
Existence of evil and disorder
Can't compare unique universe
Epicurean theory as alternative explanation
Must be arguments from PHILOSOPHY.

Level 5 if three challenges discussed.

(10 marks) **AO1**

Assessment

Successful

Support given to strength of the arguments from philosophy.

Not successful

Expect critique of Hume's arguments
Scientific challenges more successful—but evolution can support
Discussion of "how far".

(15 marks) **AO2**