

## General Certificate of Education

# Religious Studies 5061

*RS06 An introduction to Religion and Science*

## Mark Scheme

*2007 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.*

*‘Investigation of the world can reveal that its various parts are arranged in an orderly way. Many of these parts are seen to have a purpose. William Paley argued for the existence of a designer of this apparent order and purpose in the world.’*

**(a)** *Outline the design argument for the existence of God, as presented by Paley.*

Maximum Level 3 for basic analogy with watch.

More developed answers will be fully explained with link made to intelligence as cause, and / or illustrations given.

**(10 marks) AO1**

**(b)** *Explain how science has challenged the design argument.*

Answers may include:

Implications of Big Bang / Steady State (linked to design)

Design due to evolution

Science shows lack of design

Emphasis on truth / knowledge through empirical scientific methodology.

Maximum Level 3 if not explained **how** they challenge.

**(10 marks) AO1**

- 2 (a) **Outline one religious understanding of ‘creation’ and one scientific view of the origin of the universe.**

**Religious**

May come from any traditions. Expect mostly Judaeo-Christian text (Genesis) or interpret in terms of creationist or liberal (myth / symbol).

**Scientific**

Big Bang (single point) or Steady State (no beginning / no end / looks same).

Maximum Level 4 (10 marks) for one fully discussed.

**(15 marks) AO1**

- (b)(i) **Explain how a religious understanding of ‘creation’ could be seen to contradict scientific views of the origin of the universe.**

**Areas of contradiction**

**Religious:** God in control and creator / sustainer / purposeful / deliberate.

**Scientific:** Random, accidental, natural laws.

**(10 marks) AO1**

- (ii) **Assess the claim that religious understandings of ‘creation’ do not necessarily conflict with scientific views of the origin of the universe.**

**Agree**

Asking different questions – how / why questions, e.g. the results of nature / why there are laws of nature – what is in time / what is beyond time. Science cannot go beyond space and time

Science incomplete – religion fills gap

Non-literal approach to religious accounts – make it consistent with scientific theory

Scientific theories are only hypotheses.

**Disagree**

Science denies supernatural / God – explained by natural laws / empirical

God in control of start and end / not random, accidental.

**(15 marks) AO2**

**3 (a) Explain Hume’s challenge to a belief in miracles.**

Hume’s challenges (based on his definition of ‘miracle’):

Evidence not sufficient to counter firm and unalterable experience of laws of nature.

Examples why not sufficient: Testimony of witnesses inadequate

Source of accounts are from ignorant peoples

Religious bias

Desire for awe

Rival religious claims cancel.

Level 5 for three challenges explained.

**(15 marks) AO1**

**(b) ‘A miracle is an amazing coincidence of religious significance.’**

**Explain this definition, and assess how far this definition answers any challenges to belief in miracles.**

**Explain**

Expect Holland’s boy / train illustration.

Maximum Level 3 if just illustrated the aspects of coincidence and religious significance without explanation.

Developed answers need to explain these features.

**(10 marks) AO1**

**Assess**

**Does answer challenge**

Removes Hume’s objections if no breaking of laws of nature

Answers scientific objections.

**Does not answer challenge**

Subjective and not objective

God not involved

Not common understanding of ‘miracle’

Hume’s criticisms can be answered without need of a new definition

Other reasons to challenge belief in miracles.

**(15 marks) AO2**