

GCE 2004
June Series



Mark Scheme

Religious Studies Specification

RS06 An introduction to Religion and

Science

(Subject Code 5061/6061)

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Dr Michael Cresswell Director General

Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

[Marks for 15-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 and 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 the passage and answer questions (a) and (b) which follow.

“The ability of science to understand the world is continuously increasing. The idea of God was once needed to explain the existence of the universe. But, as scientific knowledge advances, there is less and less need for a divine being to fill the gaps in our understanding.”

- (a) Explain the Steady State Theory of the origin and nature of the universe.

Steady State

For Level 3 expect mention of:

universe has no beginning or end

new matter (hydrogen) is created at the same slow rate as the expansion of the universe

Developed answers may include:

mass of new matter is too small to measure

cosmic matter density remains constant

appearance of universe does not change

popularised by Hoyle, Bondi and Gold; not widely held after 1960s discovery of background radiation

(10 marks) AO1

- (b) Explain the view that the idea of God can be used to fill in the gaps in a scientific account of the origin and nature of the universe.

Explanation can refer to some of the following:

God as the cause of the beginning of the universe and provider of the laws of nature and the precise conditions required for life to form

God can be the God of Deism or a God who sustains, interacts but not detectable by science

Science cannot explain why there is something rather than nothing, or why the universe is capable of being investigated rationally

God and science provide answers to different questions (why? / how?)

(10 marks) AO1

- 2 (a) Explain two definitions of miracle.

Expect two of:

amazing coincidence of a beneficial nature (e.g. Holland’s boy on railway line)

event of religious significance (different types - direct awareness of God, general spiritual sensation)

violation of laws of nature (possibly in terms of Aquinas’ 3 types of miracles - what nature cannot do; what nature can do, but not in this order; what is usually done by nature, but without the operation of the principles of nature)

Maximum Level 3 if only one definition discussed.

Key terms should be explained and illustrations included.

Better answers may explain these definitions as necessary but not sufficient.

(15 marks) AO1

- (b) ***Explain Hume's challenges to belief in miracles, and assess how far his criticisms are justified.***

Expect some of the following:

Hume's challenges

- miracle as a transgression of a law of nature by a volition of the Deity or by the interposition of some invisible agent
- laws of nature are established by firm and unalterable experience; miracles therefore extremely unlikely
- wise men proportion their belief to evidence; no evidence is sufficient for belief in miracles unless its falsehood is more miraculous
- testimony of witnesses is inadequate (lack of good witnesses, claims by religious enthusiasts, claims from 'ignorant' and 'barbarous' nations, tendency to look for wonders); more likely that witnesses are lying or mistaken
- rival religions claim miracles
- belief in miracles is unreasonable.

Three challenges fully explained can gain maximum Level 5.

(10 marks) AO1

Hume's criticisms

Should be assessed in terms of the degree to which they stand up to questioning.

- his definition of miracle can be rejected
- he begs the question: laws of nature can be established as uniform only if there have been no miracles (which is what he is trying to establish)
- past experience of no miracles does not eliminate the possibility of future miracles (induction is not certain)
- is Hume's rejection of testimony fair?

Developed answers may include:

- Hume does not consider first-hand accounts of miracles, nor evidence (e.g. the lame walk) which is scientifically verifiable
- Hume's criterion of lack of evidence would also entail the rejection of some scientific theories.

(15 marks) AO2

- 3 (a) **Outline the design arguments for the existence of God as presented by both Aquinas and Swinburne.**

Aquinas (5th Way)

- Things in nature, which lack knowledge, act for and achieve their end
- Such things require a being with knowledge and intelligence to direct them
- Therefore such a being exists
- This being we call God

Developed answers

May explain 'end' (final cause - Aristotle). Arrow and Archer illustration.

Swinburne

- Regularity – regularities of succession (temporal) (and of co-presence (spatial))
- Analogy: regularities of succession produced by humans are similar to the laws of nature. Therefore the agent (God) responsible for the latter is similar to humans (rational, free)
- Probability: the universe (complex, not chaotic) and the laws of nature seem to require a designer (alternative: brute fact or random chance)
- Extent of design demands a designer; there must be a reason for the way things are arranged as they are (parable of the card-shuffling machine)

Developed answers

Expect candidates to either explain fully one aspect of Swinburne's argument or, briefly explain two or more.

Maximum Level 3 for only one philosopher.

(15 marks) AO1

- (b) *Explain how the design argument has been challenged, and assess how successful these challenges have been.*

Allow references to any design argument.

Explanation should include some of:

- An unsound analogy, e.g. more organic than mechanical
- Similar effects do not necessarily imply similar causes
- Other possible explanations for order, e.g. Dawkins and self-order
- Analogy makes God more human than divine
- Analogy leads to a non-moral God
- Human understanding improves order (Kant)
- Brute fact (Russell)
- Continued existence of designer is unproven

Three challenges fully explained for maximum Level 5, or breadth rather than depth.

(10 marks) AO1

Successful challenge

e.g.

Discussion about strength of challenge

Induction – not proof

Assumes God needs no further explanation

Positivists impossibility of verification implies “meaningless”

Not a successful challenge

Discussion about strength of challenge

Darwinism can support design argument

Cumulative argument

Recent scientific findings show complexities of nature

(15 marks) AO2