

GCE 2005  
*January Series*



# Mark Scheme

## Religious Studies Specification

### RS06 An introduction to Religion and Science

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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.

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*Dr Michael Cresswell Director General*

## 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
<b>5</b>	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.	<b>13-15</b> <b>[9-10]</b>	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.	<b>13-15</b>
<b>4</b>	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.	<b>10-12</b> <b>[7-8]</b>	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.	<b>10-12</b>
<b>3</b>	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.	<b>7-9</b> <b>[5-6]</b>	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.	<b>7-9</b>
<b>2</b>	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.	<b>4-6</b> <b>[3-4]</b>	A simple argument, with some evidence in support.	<b>4-6</b>
<b>1</b>	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.	<b>1-3</b> <b>[1-2]</b>	A few basic points which are relevant, but no real argument.	<b>1-3</b>
<b>0</b>	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.	<b>0</b>	No attempt to engage with the question or nothing of relevance.	<b>0</b>

**RS06: An introduction to Religion and Science**

- 1 Read the passage and answer questions (a) and (b) which follow.

*“A miracle may be defined as an event which interrupts the processes of nature and cannot be explained by natural laws. God is seen as an interventionist God, but such a view is not without its philosophical and religious difficulties.”*

- (a) *With reference to miracles, outline the difficulties raised by the idea of an ‘interventionist God’.*

Expect some of the following difficulties:

Moral problems raised such as why so few interventions and why so trivial interventions

Makes God a spectator, hence not classical theist view

Philosophical Inconsistency: For example, can God break his own laws?

Omniscience questioned: should God not have foreseen and so created a different world where He didn’t need to put things right?

Overrides freewill

This definition denies other types of miracles

Level 5 possible for two areas discussed fully.

Level 5 possible if more discussed but in less depth.

**(10 marks) AO1**

- (b) *Briefly outline Hume’s argument against miracles.*

Expect some of the following:

Natural laws result of long consistent observation / miracles are one-offs

Testimony of miracle insufficient to oppose testimony of natural laws –

Insufficient witnesses / lack quality witnesses attraction of wonder / mystery source of stories is mostly from ignorant vested interest of religious witness

For higher levels must show how the argument is against miracles.

Level 5 possible for three areas discussed.

Level 5 possible if more areas discussed but in less depth.

**(10 marks) AO1**

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

**Religious**

May come from any religious tradition, e.g. candidates may offer a description from Judaeo-Christian text (Genesis) and / or interpret in terms of creationist or liberal (myth / symbol)

**Scientific**

Candidates may offer Big Bang (single point start) or Steady State (no beginning / new matter forms as matter spreads apart)

Maximum Level 4 if only one of either religious or scientific fully discussed.

**(15 marks) AO1**

- (b) *“There is no conflict between a religious understanding of ‘creation’ and a scientific understanding of the origin of the universe.”*

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

**Explain why no conflict**

Asking different questions / meaning (religion) versus descriptions (science) / symbolic versus factual.

Can harmonise - God prior to and explanation for Big Bang / God source of laws of nature, etc.

Maximum Level 3 for basic statements. Need to relate to focus and explain for higher level.

**(10 marks) AO1**

**Assess**

No conflict: as above but developed / examples / harmonisation possible / symbolism / mythical interpretation

Possible areas of conflict might include: creationism versus Big Bang / God versus mechanistic / certainty (faith) versus probability (observation, experiment) / deliberate versus accident / supernatural versus natural, etc.

**(15 marks) AO2**

- 3 (a) *Explain how the evidence of apparent order and purpose in the world is used to support the design argument for the existence of God.*

**Order**

Examples / evidence of order giver (non intelligent material ) / directed not chance

**Purpose**

Examples / anthropic argument / ‘parts’ of the world combine to provide an over-all result

Maximum Level 3 if evidence is just listed rather than explained.

Maximum Level 4 if only one of order / purpose fully discussed.

**(15 marks) AO1**

- (b) *Explain how science challenges the design argument, and assess how far these challenges are successful.*

**Explain**

Expect reference to scientific findings / theories regarding order and purpose, e.g. Darwinism and Big Bang (if related to order and purpose rather than beginnings) / result of the way things are rather than any predetermined purpose. Nature is neutral. Could have been different but it is as it is (brute fact). Hume’s empiricism.

**(10 marks) AO1**

**Assess**

Support claim: development of the above / evidence of lack of design.

Expect challenge to claim such as:

Against chance; laws themselves need explanations (Swinburne); evolution is God's method; extent of order demands designer.

**(15 marks) AO2**