

General Certificate of Education

Religious Studies 5061

RS06 An introduction to Religion and Science

Mark Scheme

2005 examination – June 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 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.

“Suppose you are going for a walk and come across a watch. Paley argued that even if you had never seen a watch before, you would know that this watch did not come about by chance, but must be the result of the work of an intelligent mind.”

- (a) **Explain how Paley uses the watch analogy in his design argument for the existence of God.**

Expect candidates to show understanding of an analogy referring to similarities between watch and universe
Watch has intelligent designer implies by analogy, so does universe
Similar effects implies similar cause

Maximum Level 3 for basic statement of analogy including order / purpose.

(10 marks) AO1

- (b) **Outline three criticisms of Paley’s design argument for the existence of God.**

Possible criticisms include

Problems on whether analogy is to whole of universe or part of universe
Unsound analogy – vegetable better analogy, but then the analogy will not result in intelligent designer
Similar effects do not imply similar causes
Analogy makes God more human than divine (various illustrations of this do **not** count as further criticisms)
Evidence of non-design
Other explanations to account for order, etc.

Maximum Level 2 for one criticism discussed.
Maximum Level 4 for two criticisms discussed.

(10 marks) AO1

- 2 (a) **Explain two religious understandings of ‘creation’.**

This could be from two different religions or different views within traditions.
For example, the literal and the non-literal or the idea of sustainer, etc.

Maximum Level 4 if only one understanding discussed.

(15 marks) AO1

- (b) *“Scientific views of the origin of the universe are irrelevant to religious understandings of ‘creation’.”*

Explain the reasons for this claim, and assess how far you agree with it.

Explain why irrelevant. Possibilities include:

Asking different questions, e.g. how / why; description versus meaning
Science dealing with natural and mechanistic and verifiable, whilst religious dealing with supernatural and revelation. Science excludes religion.

(10 marks) AO1

Assess

Maximum Level 2 if only developed above.

Not irrelevant

Creationists claim their account is scientifically factual.

Science reveals nature of creator.

Science and religion give complementary / compatible views.

(15 marks) AO2

- 3 (a) *Explain two concepts of ‘miracle’.*

Possibilities include

Hume’s violations of laws of nature

Holland’s amazing coincidence of beneficial nature subjective

Swinburne’s event of religious significance

Expect examples and key characteristics

Maximum Level 3 if only one is fully discussed.

(15 marks) AO1

- (b) *“Miracles cannot happen.”*

Explain the reasons for this claim, and assess how far you agree with it.

Explain

Laws of nature fixed

Hume’s criticisms

Nature of God

Maximum Level 4 for Hume only.

(10 marks) AO1

Assess

Maximum Level 2 if only developed above.

Expect different concepts to be discussed and evaluated.

Replies to Hume’s criticisms

God intervenes and no limits can be put on God’s actions

Consistent with nature of God – caring God who intervenes

Religious text evidence

Modern day evidence from contemporary testimonies

(15 marks) AO2