

General Certificate of Education

Religious Studies 5061

An introduction to Religion and Science RS06

Mark Scheme

2006 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 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.

‘Scientists have made great progress in understanding the origins and nature of the universe. The Big Bang theory is the most popular scientific model and attempts to explain what happened at the very beginning of our universe. The religious understandings of ‘creation’ sometimes seem to conflict with scientific views.’

- (a) Explain the main characteristics of religious understandings of ‘creation’.

Any religion can be used.
For example, Judeo-Christian tradition – expect:
creation good
depends on God
ordered
centres on man
from nothing.

Maximum Level 2 if simply an account.

(10 marks) AO1

- (b) Explain how some religious understandings of ‘creation’ appear to conflict with scientific views.

Variety of responses depending on religious tradition.

Maximum Level 2 if just given scientific accounts only.

Maximum Level 4 if conflict between creation and scientific accounts identified and explained.

Level 5 if conflict with religious views, e.g. accidental, impersonal, no ultimate meaning / purpose, place of humans.

(10 marks) AO1

- 2 (a) ‘Miracles do happen.’

Explain this statement, referring to two definitions of ‘miracle’ in your answer.

Possible answers include:

Hume’s definition – violation of law of nature by volition of Deity or invisible agent.
God can break laws. Interventionist view of God.

Holland’s definition – beneficial event – interpretation by person. Realist and anti realist understanding of event. Ordinary event interpreted in particular way.

Swinburne’s definition – religious significance. Event caused by God with a purpose.

Maximum Level 3 if only one definition discussed and related to statement.

Maximum Level 3 if just explained two definitions but NOT related to the statement.

(15 marks) AO1

- (b) *With reference to David Hume, explain how belief in miracles has been challenged, and assess the effectiveness of this challenge.*

Testimony of witnesses is inadequate (lack of numbers, ignorant, religious bias, looking for wonders)
Rival religions claim miracles
Why limited intervention if God is good
God wouldn't break his own laws.

Maximum Level 3 if no arguments given from Hume.
Level 5 if fully discussed only Hume's arguments.

(10 marks) AO1

Assessment

Effective challenge

Expect drawing out of strength of the arguments.

Not effective

Expect responses to Hume
No challenge if interpretation of miracle used
Natural law not certain
Weighing up overall effectiveness.

(15 marks) AO2

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

Paley

Order and purpose implies intelligent cause
Analogy of man-made objects
Features of man-made items found in world
Therefore intelligent designer of greater complexity – God.

Swinburne

Regularity – temporal and spatial
Anthropic approach
Probability / best hypothesis
Must be a reason (card-shuffling machine).

Accept either breadth or depth for Swinburne.
Maximum Level 4 (10 marks) if only one of Paley or Swinburne fully presented.

(15 marks) AO1

- (b) *‘The design arguments have been seriously weakened by science.’*

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

Explain

Expect Evolution / natural explanations / resulting process from Big Bang.

Maximum Level 3 if not explained how these arguments weaken the design argument.

(10 marks) AO1

Assessment

Agree

Expect drawing out of force of the arguments.

Disagree

Science seen as supporting design (ID / evolution)

Responses to arguments from science

Discussion about strengths of design argument

Discussion about “seriously weakened”

Weakened not by science but other argument (e.g. Philosophy).

(15 marks) AO2