



General Certificate of Education

Religious Studies 1061

RSS04 Religion, Philosophy and Science

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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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Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

Level	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks	AS Descriptors for Quality of Written Communication in AO1 and AO2
7	A thorough treatment of the topic within the time available. Information is accurate and relevant, and good understanding is demonstrated through use of appropriate evidence / examples	28-30	A well-focused, reasoned response to the issues raised. Different views are clearly explained with supporting evidence and argument. There is some critical analysis. An appropriate evaluation is supported by reasoned argument.	14-15	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility; high level of accuracy in spelling punctuation and grammar.
6	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / example(s)	24-27	A mostly relevant, reasoned response to the issues raised. Different views are explained with some supporting evidence and argument. There is some analysis. An evaluation is made which is consistent with some of the reasoning.	12-13	
5	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, with some development, showing reasonable understanding through use of relevant evidence / example(s).	20-23	A partially successful attempt to sustain a reasoned argument. Some attempt at analysis or comment and recognition of more than one point of view. Ideas adequately explained.	10-11	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.
4	A generally satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing some understanding and coherence.	15-19	A limited attempt to sustain an argument, which may be one-sided or show little ability to see more than one point of view. Most ideas are explained.	7-9	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.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	5-6	
2	A superficial outline account, with little relevant material and slight signs of partial understanding, or an informed answer that misses the point of the question.	5-9	A superficial response to the question with some attempt at reasoning.	3-4	Little clarity and organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.
1	Isolated elements of partly accurate information little related to the question.	1-4	A few basic points, with no supporting argument or justification.	1-2	
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0	

RSS04 Religion, Philosophy and Science

01 'Miracles are described as events of religious significance.'

Explain the meaning of this statement.

Examples may come from any religious tradition. They may be scriptural but do not need to be.

Any event which mediates the presence of God (whether violating laws of nature or otherwise).

Miracles prove that God exists.

Miracles demonstrate that God loves his creation.

They show that God has control over the forces of nature and history. They also tell believers about the character of God.

They encourage faith. They reinforce belief.

Better answers will refer to examples.

(30 marks) AO1

02 Discuss how far miracles make it reasonable to believe in God.

Do make it reasonable

If God were loving, existing and omnipotent, believers would expect him to be able to perform miracles.

Miracles can confirm theistic assumptions about God's continued interest in his creation.

Do not make it reasonable

Miracles imply that God the creator got things wrong to start with.

They suggest that God is partial and only loves some people.

They also undermine the attempts of humans to respond to God in freedom.

Best answers will address the 'how far?' element.

(15 marks) AO2

03 Examine ways in which religious believers explain the origin of life on Earth.

Expect survey of scriptural accounts together with young earth creationism and progressive creationism.

Candidates may refer to main features of intelligent design, i.e. many aspects of life on earth seem irreducibly complex and this complexity cannot be explained by evolution.

Candidates may refer to alternative views of scripture, understanding that they can offer insights into God's creative nature rather than a blow by blow account of how God creates.

N.B. The question asks for ways (plural).

Maximum Level 5 (20 marks) if only one way is examined.

(30 marks) AO1

04 Assess the view that evolutionary theory conflicts with belief in a creator.

Does conflict

Candidates may use Dawkins' type ideas that there is nothing planned in creation and that life on earth is the product of the struggle for survival.

Evolution demonstrates that individuals are not especially valued.

Evidence from intelligent design is theoretical and not tested by experiment and cannot, therefore, show purpose in creation.

Does not conflict

Statement is not accurate because there are amazing balances in creation which are not explained by evolution.

Possible that candidates may argue that God is not involved with the minutiae of each evolutionary step but is responsible for the whole mechanism.

(15 marks) AO2

05 Examine the ways in which the design argument has been criticised by David Hume.

Any version or versions of the design argument to be expected but probably from Paley and / or Aquinas.

Included in Hume are:

Paley's analogy is not fit for purpose.

Epicurean analysis.

What about evil?

Design arguments fail to explain the Designer, etc.

(30 marks) AO1

06 'Hume's criticisms do not destroy the design argument.'

Assess this view.

Do not destroy

Hume's critique of Paley is okay but does not destroy the argument from design.

Swinburne's kidnapper analogy may appear to illustrate the point that the design in the universe is a surprise which requires either a scientific or a personal explanation.

Science cannot explain itself so therefore a personal explanation is more reasonable.

Individual Humean criticisms may be pulled apart, e.g. the Epicurean analysis implies complete randomness and infinite time but science has established that neither features in the universe we see today.

Does destroy

Evil undermines the notion of a designing God.

Epicurean analysis does not require infinite time but an infinite number of universes. This universe may indeed be the lucky universe where everything has happily fallen together.

Hume is right to argue that a design argument that does not explain the designer is incomplete.

(15 marks) AO2

07 Explain the key ideas in the world view of quantum mechanics.

Expect explanation of some of the following:

- the term 'quanta'.
- dualistic nature of light and electron through the use of the double-slit experiment.
- the role of the observer in carrying out experiments at the quantum level.
- uncertainty in quantum mechanics.

(30 marks) AO1

08 'Quantum mechanics brings agreement between science and religion closer.'

Assess this statement.

It is true

Uncertainty in quantum mechanics closer to religious understanding that human knowledge is provisional.

Difficulties in description relate to mystical notion of ineffability.

Correlation with mystical ideas about the energy of quantum particles and aspects of mystical experience (as described in the Tao of Physics).

It is not true

Doubt as to whether the uncertainty is objectively real so therefore doubt that there is a connection with religious views on provisionality of knowledge.

Science is about theory backed by experiment. Religion is about faith.

(15 marks) AO2