



**General Certificate of Education
June 2013**

Religious Studies

RSS04

Religion, Philosophy and Science

AS Unit D

Final

Mark Scheme

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	
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**Question 1 Miracles****0****1****Outline Hume's arguments against miracles and explain religious responses to these arguments.**

Most candidates will explain Hume's definition that a miracle is a violation of laws of nature and then go on to explain why Hume considers this unlikely. Expect candidates to be familiar with the argument from testimony and with the secondary arguments – barbarous nations, lack of men of unquestioned good sense, different religions etc.

Candidates may wish to explore alternative understandings of miracles such as the view that miracles are events of religious significance. They may wish to argue that a religious view of God allows him to intervene in the nature described by Hume because he is omnipotent and loving. They may argue that miracles at Lourdes remain unexplained, that different religions do not cancel each other out and that Hume's view of ignorant and barbarous nations does not now stand up.

Max L4 if only outline dealt with.

Max L5 if only religious responses dealt with.

(30 marks)**AO1****0****2****'Religious responses fail to meet the challenges of Hume's arguments.'****Assess this view.****Fail to meet the challenge**

Candidates may argue that all that religion does is to fill in the gaps in understanding. Hume is right to point out the power of our understanding of how nature works today and to regard ancient civilizations as ignorant. Many things which have been regarded as miracles in the past are now understood as natural phenomena. They may argue that religions do not agree with the fundamental miracles such as the resurrection of Jesus, for example.

Other views

Candidates may argue that religion does not need to see miracles as a break in the laws of nature. Hume does not deal with the understanding that miracles are to be understood as religiously significant. They may argue that the differences between religions are not as marked as Hume makes out. They may argue that some events at Lourdes still defy explanation.

(15 marks)**AO2**

Question 2 Creation

0

3

Outline the challenge to religious belief presented by the theory of evolution and explain religious responses to this challenge.

Candidates may present a brief outline of the theory of evolution as a wholly natural process in which organisms pass on advantages to the next generation randomly and as a result of natural selection. The theory challenges religion because it may be seen to contain random elements which undermine God's special concern for the whole of his creation. Candidates may also refer to issues such as the extinction of species and that evolution takes place over billions of years.

Candidates may wish to present responses which reject the theory altogether (such as creationism), or which only partially accept the theory (such as Intelligent Design) or which wholly accept the theory.

Max L4 if only outline dealt with.

Max L5 if only religious responses dealt with.

(30 marks)

AO1

0

4

'The theory of evolution is far more convincing than religious views about the origin and development of life.'

To what extent do you agree?

Answers will depend on the religious view taken. Better answers will consider the word 'convincing'.

Is far more convincing

Science has lots of data on its side and the success of its understandings can be demonstrated in many ways whereas religion appears to be dependent on faith, not experiment. We live in an age of science and, arguably, in an age where religion is in decline so there is plenty of natural appeal in the theory of evolution.

Other views

Many things remain unanswered and some would argue that the ultimate questions about purpose are not dealt with at all by science. Religious views about creation can be supported by experiences of God through the ages which suggest that a picture of creation without God will always be incomplete. For creationists, the scientific view is wholly unconvincing.

(15 marks)

AO2

Question 3 The design argument

0

5

Explain:

- **Paley's design argument**
- **Hume's critique of design arguments.**

Paley

A non-exhaustive explanation may include the following:

Comparison of watch and stone on the heath. Stone does not give rise to question of origin or placement but watch does. Shows clear marks of design in its make-up and this evidence is not undermined even if it is not working. This suggests the existence of a watch-maker. Universe also shows clear marks of design and does so in a manner which 'exceeds all computation'. Even greater likelihood, therefore, of a designer. Candidates may refer to specific examples of design such as the eye or movement of heavenly bodies.

Hume

A non-exhaustive explanation may include the following:

Poor analogy – watch is mechanical; universe is organic. Complex objects require many designers; the analogy needs to explain the nature of the universe designer too if it is to work properly. If there is something wrong with the watch it implies a poor watchmaker. Things that are wrong in the universe suggest a poor universe-maker. Evil is a problem. The universe may have emerged through chance.

Max L5 if only one aspect dealt with.

(30 marks)**AO1**

0

6

'There is no value in design arguments.'**Assess this claim.****Have no value**

Many claims are based on observations now undermined by modern science – i.e. the emergence of evolution as an explanation for why things are as they are. Evidence of design may be explained by other convincing arguments such as a multiverse theory. Arguments based on analogy are always weak.

Have value

Design arguments still survive and help to provide a coherent framework of understanding tackling both order and purpose. Modern science can be used to support some of their claims. Can form part of a cumulative case for the existence of God.

(15 marks)**AO2**

Question 4 Quantum mechanics and a religious world view

0	7
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Examine the following key ideas in quantum mechanics:

- **the nature of the electron**
- **the role of the observer in resolving uncertainty.**

Nature of the electron

Both particle and wave-like as demonstrated by the double slit experiment. Expect candidates to explain how this experiment uncovers the nature of the electron. Raises questions of nature of the electron and how its nature appears to change through observation. Candidates may refer to Heisenberg.

Role of the observer

Candidates may refer to Schrodinger's cat. Dissolution of subject and object uncovered by the results of the double-slit experiment. Scientists not spectators of the drama but actors on the stage. Candidates may raise questions about scientific truth and the way it is constructed.

Max L5 if only aspect dealt with.

(30 marks) AO1

0	8
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How far do you agree that quantum mechanics eliminates the conflict between science and religion?

Eliminates the conflict

The idea that science and religion are at war with each other is challenged by the fact that quantum mechanics shows that human judgement plays as important a role in science as it does in religion. The problem with description in quantum mechanics is echoed by the problems that religion has in describing God. Some candidates will argue that science and religion are complementary: the discoveries made in quantum mechanics support religious views in that both are on a journey to find ultimate meaning.

Does not eliminate the conflict

Ultimately, the differences between the two are too great. Science deals with facts and experiments. Religion deals with faith.

Top level answers will address 'eliminates.'

(15 marks) AO2