



General Certificate of Education

Religious Studies (5061/6061)

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

Mark Scheme

2008 examination - January series

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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 this passage and answer parts (a) and (b) which follow.**

'Hume defined a miracle as a violation of a law of nature. According to Hume, since laws of nature have been established over many hundreds of years, it will always be more reasonable to believe that a law of nature has not been broken than to accept testimony claiming that a law of nature has been broken.'

- 1 (a) **Outline three reasons that Hume gave as to why testimony about a miracle was not reliable.**

No miracle has a sufficient number of witnesses
People are prone to look for marvels and wonders
The source of miracles are from ignorant peoples
The writers had a vested interest, so there was bias
Religious traditions counteract each other.

Maximum Level 2 if they are just listed without any explanation / development.

Maximum Level 4 if only two given and discussed.

(10 marks) AO1

- 1 (b) **State and explain one definition of a miracle, other than 'a violation of a law of nature'.**

Expect Holland's religious interpretation or 'an event of religious significance'.

Beneficial coincidence also acceptable if explained.

Maximum Level 2 if just given definition without explanation or illustration.

Maximum Level 3 if illustrated but not explained.

(10 marks) AO1

- 2 (a) ***Outline both the Steady State theory of the origin and nature of the universe, and the main characteristics of a religious understanding of creation.***

Steady State theory

Universe has no beginning or end
New matter (hydrogen) created at same slow rate as expansion of universe
Cosmic matter density remains constant
Appearance of universe does not change
Popularised by Hoyle / Bondi / Gold; Not now widely held

Main characteristics

Any religions can be used:
Basic answers will be simple narrative of accounts and with brief discussion about literal / symbolic interpretations.
Expect main characteristics, e.g.
Depends on God, ordered, centres on man, from nothing, deliberate.

Maximum Level 4 (10 marks) for one of Science or Religion.

(15 marks) AO1

- 2 (b) ***Outline the Big Bang theory of the origin and nature of the universe, and assess the view that, if the Big Bang theory is accepted, a religious understanding of creation must be denied.***

Big Bang Theory

14 billion years ago
Point of singularity, explosion of energy and heat marking origin of universe (and space and time)
Expansion and cooling involved creation of subatomic particles
For Level 4 – 5 expect some details such as 10^{43} seconds, atoms formed (hydrogen, helium) and under influence of gravity, stars and then carbon, oxygen, plants
Evidence of original heat.

(10 marks) AO1

Assessment

Agree

Identification of conflicts: e.g. Big Bang does not require God, differences between accounts of science and religion, accidental vs. deliberate and guided.

Disagree

Could argue Big Bang is correct **and** religious understanding is correct.
Depends on interpreting religious texts, etc. Some discussion about “must”.

No credit for arguing that Big Bang is wrong since question takes it as being correct.

(15 marks) AO2

- 3 (a) ***Explain how the design argument uses observations of nature as evidence that God exists.***

Expect reference to order and purpose and anthropic approach, with examples.

Maximum Level 3 if not explained why the illustrations imply existence of God.

(15 marks) AO1

- (b) ***Outline how science explains those features of nature that suggest design, and assess the view that it is science alone, not religion, that explains those features of nature that suggest design.***

Outline

Expect Darwin, implications of Big Bang (linked to design), random production and combination of particles.

Allow candidates who see science questioning design (e.g. natural disasters).

Maximum Level 3 if not linked to explanation of features of design.

(10 marks) AO1

Assessment

Agree

Develop above, focussing on idea that science has adequate answers that can be empirically demonstrated. No need to introduce God (more complex and unfalsifiable)

Weaknesses of design argument

Disagree

Probability unlikely. Swinburne – it requires explanation; temporal order / personal explanation.

Discussion whether both possible – Science is reflection of God's orderly workings, etc.

(15 marks) AO2