

## **Teacher Resource Bank**

GCE Religious Studies Unit D (RSS04) *Religion, Philosophy and Science* June 2009 Examination Candidate Exemplar Work:

• Candidate D



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### 2009 (June) Unit D Religion, Philosophy and Science

### Example of Candidate's Work from the Examination

## Candidate D

2 (a) Examine ways in which religious believers explain the origin of life on Earth.

(30 marks) A01

#### Candidate Response

2 a. For religious believers the origin of life on is down to God's creat starting point for all life an in the ù the bo Bi'H It describes how God creat days, 🏵 and may heavens, mong anto su a with the and , annal atron Offrom nothing or exp ccording to the Ь monuhich mage Ihs differer there th Ω subject of C ation mq eart لم ta er dr 2 of the bi 1 has t to be through the genealogy bar 6-10,000 pa exactly 6 daup They say tha event and Toma-ear ossilo today. sts wholly disc scrar theory that says the eart He word of God to be much 3

de on the ong or take An sb the people enprett 0 - D.C ortennod yea 5 1 exc th th  $\infty$ a purpose time have otte +5 earth a A 6 be account 1 UNO 1L earth therefore is all > nomat bolief or the LOY jews

AO1 (30 marks)

The candidate has a confident grasp of the difference between creationists. The answer begins with promise by describing the account in Genesis and then moving on logically to the interpretation of the text. Whilst the material is largely accurate, the range of material expected at this level is not present. In addition, the answer might have been further enhanced by reference to scholarship.

Level 4 (19 marks)

AQA

#### (b) Assess the view that evolutionary theory conflicts with belief in a creator. (15 marks) Candidate Response

AO2

b. The theory of endution can be soont irect contradiction reator. However, i not have to conflict arcepted together  $\mathbf{c}$ The Heary of endution basically states life began as a single-colled that a mean rat ral solect orga beging the best character it sin dispard ped يمع and dart ones asit er s proposed by Charles Daris a would therefore appoor as this sh uith a creator aver small steps. A religiou gren say that God Creat or mad raything as it stoday but challenges that or-C dea uith so conf cts ording to the creator becau se ac created the lan and the for animals to i ggests that it i t adapted for the ar that it is the aning otge th environment which challenges the og tor y, religions believers see nd Louing G kind a ani er g that s' moa oth hedi whether for food - 0r 1 bill to s

AQA

ood. This oes r or.H ogeth God suggests the eapl ho an  $\overline{\mathsf{od}}$ CX oto 0 re take the Old eart respected plante then lat end and ren bolid though Tr SO together to an

#### AO2 (15 marks)

Here, the candidate has understood the range of the debate which exists between religious believers and evolutionists. The mark awarded reflected the examiner's view that analysis of the debate was implied in the answer. Candidates should be aware of the need to comment directly on the strengths and weaknesses of a point of view and then to justify that comment in order to score at the higher levels at AS. Failure to do so will mean that an answer can only score a maximum of Level 4 (9).

Level 5 (10 marks)

AQA

# 3 (a) Examine the ways in which the design argument has been criticised by David Hume.

#### **Candidate Response**

#### (30 marks) AO1

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But Hume vent on to ange - this theor 0 watch an SOV  $\alpha$  $\sim$ perfect oth 10 not do H a thank 7 presure aner 0 cyc 0 array a b a 20 Goo 20m pointical destro thereb X ponted <u>1001</u> as the Ktr A show tic has end Than me points art that the desig se ve <u>n bera</u>

AO1 (30 marks)

The range of criticisms described by the candidate is well presented. There is good knowledge of Hume and, although some of the points could have been developed further, much of the material offered here is accurate. The candidate was on the borderline of a Level 6 and would perhaps have gained extra credit for giving more detail for each of the criticisms. This is a popular and well-rehearsed question and many answers in this area would have given more detail.

Level 5 (23 marks)

AQA

### (b) 'Hume's criticisms do not destroy the design argument.' Assess this view. (15 marks) AO2

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#### **Candidate Response**

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AO2 (15 marks)

The candidate understands the debate raised by the thesis and presents both sides of that debate competently. It is, however, clear that whilst the candidate has understood the debate, there is no real attempt to comment on the various arguments – a necessity for AO2. There is, also, a rather curious assertion that the design argument has not been destroyed because millions of people believe in it. There is no support for the assertion and no analysis of it. The examiner felt that the candidate had limited the mark range to a maximum Level 4 (9).

Level 4 (8 marks)

AQA