



**General Certificate of Education
June 2010**

Religious Studies

RSS05

**The History of Christianity
and Religion, Art and the Media**

AS Unit E

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	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	

RSS05: *The History of Christianity*

Question 1 The Celtic Church

0	1	Examine the relationship between Celtic Christianity and the Roman Church.
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Answers may make reference to a range of ideas such as:

- the development of Celtic Christianity within mainland Britain including Roman influences
- the non Roman influences especially from the east
- the development of a strand independent of Rome, e.g. remarks from Tertullian (AD 210)
- way Celtic Christianity developed along tribal / rural model (not urban model) of Rome
- differences about spirituality, monasticism
- reference could be made to later relationships up to and including Synod of Whitby 664.

(30 marks) AO1

0	2	Assess the view that there was no Celtic Church but only Celtic Christianity.
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Answers should consider a balanced evaluation, perhaps some explanation of the notion of Church. Celtic Christianity evolved in a different society to Roman Church therefore the Christianity reflects this. The importance of abbots and monastic houses itinerant preachers over the traditional diocesan structure. The way that Celtic Christianity was inclusive, and more syncretised with ideas that were already evident; adoption and adaption of druidic society; therefore was more an ethos rather than a structure.

(15 marks) AO2

Question 2 The Protestant Reformation

0	3	Examine the contribution of John Calvin to the practice and organisation of the Church.
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Candidates may consider a variety of ideas including: Calvin's definition of the Church, and his distinction between the Church visible and the Church invisible.

- The role of the Church.
- The structure and organisation of the Church as expounded in his writings Institutions and Ordinances. E.g. Non hierarchical structure, the replacement of threefold order of bishops, priests and deacons with fourfold order pastor, doctor, elder and deacon.
- No rigid distinction between civil power and spiritual power. The importance of the Consistory.
- Exemplification by work in Geneva.

(30 marks) AO1

0	4
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Assess the view that Calvin's reforms were limited in Geneva but more successful throughout the rest of Europe.

Agree

- Calvin not always wholly successful in Geneva during his own lifetime, Geneva as leading light of reformed Protestantism did not survive long after Calvin's death (1564.)
- Genevan academy loses influence by 1570. By turn of 17th Calvinism was widespread throughout Northern Europe, official public church of Netherlands Scotland and some German states and inroads of Calvinism were being made into England and America.
- Developed in a different way fro Geneva, due to variety of circumstances hence gaining of ground may appear to make it more successful.

Converse

- Expansion owed much to the Genevan model. Knox described it as a 'the perfect city of Christ'.
- Geneva remained the focal point for the spread of Calvinism in some areas especially France.
- Geneva was the prototype and proved successful, later developments modelled on it but with local changes. Thus Geneva as successful as expansion in rest of Europe.

(15 marks) AO2

Question 3 The Catholic Church

0	5
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Examine movements for reform in the Catholic Church before the Council of Trent.

Reference should be made to a variety of movements, e.g:

- The Oratory of Divine Love, the development of new orders Theatines etc, particularly the development of the Jesuit order, and the movements for reform within the papacy itself.
- Some reference to the effects of these movements is to be expected and exemplified.

(30 marks) AO1

0	6
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To what extent did these movements for reform have any lasting success?

Expect evaluation of the effects of these movements

Agree

- Showed evidence of concerns for reform within the Catholic Church, therefore starts the process internally.
- The effects of individuals such as Contarini and Loyola advocate and supply the means of reform and education.

Converse

- Backward looking and often hard-line, adoption of siege like defence rather than actual reform. E.g. Carafa and aggressive stance.
- The advances of Protestantism may be seen as being a more external catalyst, the need to defend against Protestant advance may have been more of a stimulus.

(15 marks) AO2

Question 4 The rise of Methodism

0	7
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Examine the distinctive features of the Methodist movement in the 18th century.

Answers may make reference to a range of ideas such as:

- Field preaching.
- Establishment of connected local societies.
- Class membership and covenant membership.
- The connexion of structure.
- Arrangement of societies into circuits; Itinerant preachers; establishment of Conference; educational and social opportunities for lay leadership.
- At end of century the unauthorised ordinations leads to separation from Church of England.
- Allow theological development during time of Wesley.

(30 marks) AO1

0	8
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To what extent were these features a result of the conditions of the time?
Reflect time

- Grew out of revivalist movement of 18th Century.
- Met the needs of a population that was in a state of change and met needs not being met by established Church.
- Field preaching meets needs of population.
- Lay involvement empowers laity.
- Fact that remained part of Church of England gave it respectability and not as yet dissenting body.

Other views

- Distinctiveness was not closely allied to conditions of time but due to Wesley's inspiration and his control.
- Structure allowed it to develop and evolve the way that it did.
- Fact that it was respectable alternative allowed it to flourish.
- In terms of theology was different from the conditions of the time in established church.

Look for balanced evaluation and reasoning to conclusion on basis of evidence offered.

(15 marks) AO2

Section B Religion, Art and the Media

Question 5 The nature and purpose of religious art

0	9
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Examine the ways in which religious art has been used as a means of religious education.

This question focuses on the types of 'didactic art' employed by religious art. Answers may explore more than one or only one religion. Answers should explore the diversity of religious art as a means of conveying religious teachings. E.g. use of stained glass windows, imagery and statuary, the architecture of buildings and the liturgy itself.

(30 marks)

AO1

1	0
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It is the inspirational power of religious art that is its most important aspect. Assess this view.

This question is aimed at stimulating an evaluation of the purposes of religious art. Answers may be wide ranging.

Inspirational power of art

- Leads man onto a higher plain becomes the bridge between the tangible mundane and the intangible spiritual realm to make known the invisible.
- Inspires man to consider the higher realm and the sense of the numinous

Other areas

- Didactic element or institutional could be weighed against the inspirational power of religious art.
- Some candidates may debate if religious art has only one or a multiplicity of functions at the same time.

(15 marks)

AO2

Question 6 The nature and purpose of religious art

1	1
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Examine the relevance of religious art for religion today with reference to one religion you have studied.

Answers may make reference to a wide range of ideas, e.g:

- The purpose of art as a means of informing community of religious truths.
- The purpose of art as having key relevance or otherwise within the religion chosen.
- How art is used to define religious space, or express the faith of the community.
- Some reference may also be made to the distinctiveness of art within that religion and its use within / contribution to worship.
- Answers may focus on relevance of **contemporary** religious art – and credit should be allowed.

NB. Restriction of **one** religion. If more than one discussed, credit the best and treat the rest as rubric infringement.

(30 marks)

AO1

1

2

Religious art can only be fully understood by those with a religious belief. Assess this view.

Evaluation of ideas about art needing to be fully understood. This may involve some assessment of the nature of symbolism or of a particular dimension within the art that is only understood by someone with belief.

Alternative views may highlight the appreciation of art is a personal response and does not need intellectual unpacking, in which case the significance of the art becomes subjective and therefore cannot be measured or regarded as a true or false understanding.

*(15 marks)***AO2**

Question 7 Religion, art and popular culture

1

3

Examine how religious themes and ideas are used in fiction, with reference to two works you have studied.

Expect a wide range of material in answer to this question; content will be dependent on the particular works of fiction studied. Works chosen may be fictional works with a specific religious purpose, or works that appear to have religious themes of religious interpretations. Themes / Ideas may include such points as incarnation, self sacrifice, the doctrine of God, the challenges of death, the battle of good versus evil ecclesiology and nature of religious communities, the impact of religion on the life of a particular character.

If only **one** work examined cap at Level 5.

*(30 marks)***AO1**

1

4

Assess the view that religion is not a legitimate subject for fiction.

Answers should provide an evaluation of the view expressed, evaluating the positive and the negative contributions of fiction to religion.

Negatives may include:

The opportunity to portray religious characters / people, communities in a poor light, as an means of disseminating anti religious propaganda, or ridiculing religious ideas. There can be little control over what is written until it is published. Some religions may see fictional representation of religious ideas a blasphemy, (Life of Brian, Satanic Verses etc).

Positive:

Can be used very effectively to further ideas in a non institutional way, religion is a part of life therefore is a legitimate subject for fiction. Fictional use of religious themes is legitimate as they resonate with the human condition etc.

*(15 marks)***AO2**

Question 8 Cyber religion and TV religion.

1	5
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Examine virtual religion.

Candidates should refer to what is actually meant by 'virtual religion' e.g. "engagement with religious websites in a religious way" then go on to explore a variety of sites and means by which this is provided by the internet. Reference could be made to sites such as St. Pixels, or more interactive sites such as Church of the Second life, sites also used as a resource for prayer by interlinked internet communities, or as a resource for private prayer and worship. Can be national / international, denominational or generic. Use of online virtual resources in other religions than Christianity. E.g. Online Pujas etc.

T.V. Religion is **not** to be credited as Virtual religion.

(30 marks) AO1

1	6
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Virtual religion is the way forward for religious practice in the 21st century. Assess this statement.

Candidates may choose to evaluate the statement in a variety of ways. The fact that in media age virtual religion may be a way forward as it engages with spirit of the age. The accessibility of virtual religion, to remote communities, or housebound, the global appeal of online worship. **Other areas** may consider the problems of online / virtual worship, can all aspects of religious practice be met, e.g. can sacramental worship be effective through virtual religion. A balanced view and the realisation of a conclusion should be expected, and top levels may provide clear examples as evidence.

(15 marks) AO2