



**General Certificate of Education
June 2012**

Religious Studies

RST4B

**Religious Fundamentalism OR Religion and
Contemporary Society OR Religion and the
Visual Arts**

A2 Unit 4B

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 students' 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 students' 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Examination Levels of Response

Religious Studies (Advanced) A2 Level Descriptors

Level	A2 Descriptor AO1	Marks <i>Unit 4 italics</i>	A2 Descriptor AO2	Marks <i>Unit 4 italics</i>	A2 Descriptors for Quality of Written Communication in AO1 and AO2
7	A thorough treatment of the topic, which may be in depth or breadth. Information is accurate and relevant. A thorough understanding is shown through good use of relevant evidence and examples. Where appropriate good knowledge and understanding of diversity of views and / or scholarly opinion is demonstrated. Knowledge and understanding of connections with other elements of the course of study are demonstrated convincingly.	28-30 41-45	A very well-focused response to the issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed and evaluated perceptively. Effective use is made of evidence to sustain an argument. Systematic analysis and reasoning leads to appropriate conclusions. There may be evidence of independent thought. The argument is related perceptively and maturely to the broader context and to human experience.	19-20 28-30	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.
6	A generally thorough treatment of the topic which may be in depth or breadth. Information is almost all accurate and mainly relevant. Clear understanding is demonstrated through use of relevant evidence and examples. Where appropriate, alternative views and / or scholarly opinion are satisfactorily explained. Knowledge and understanding of connections with other elements of the course of study are clearly demonstrated.	24-27 36-40	A well-focused response to the issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed. A process of reasoning leads to an appropriate evaluation. There may be evidence of independent thought. The argument is related clearly to the broader context and to human experience.	16-18 24-27	
5	A satisfactory treatment of the topic. Information is mostly accurate and mainly relevant. A reasonable understanding is demonstrated through use of some evidence and examples. Where appropriate, some familiarity with diversity of views and / or scholarly opinion is shown. Some knowledge and understanding of connections with other elements of the course of study are demonstrated.	20-23 29-35	A satisfactory response to the issue(s) raised. Views are explained with some supporting evidence and arguments, and some critical analysis. A conclusion is drawn that follows from some of the reasoning. Some of the response is related satisfactorily to the broader context and to human experience.	13-15 20-23	Mainly 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 accuracy in spelling, punctuation and grammar.
4	Key ideas and facts are included; demonstrates some understanding and coherence using some evidence and examples. Where appropriate, brief reference may be made to alternative views and / or scholarly opinion. Limited knowledge and understanding of connections with other elements of the course of study are demonstrated.	15-19 22-28	The main issue is addressed with some supporting evidence or argument, but the reasoning is faulty, or the analysis superficial or only one view is adequately considered. Little of the response is related to the broader context and to human experience.	10-12 15-19	Form and style of writing appropriate in some respects; some of the information is organised clearly and coherently; some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14 15-21	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	7-9 10-14	
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 8-14	A superficial response to the question with some attempt at reasoning.	4-6 5-9	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 1-7	A few basic points, with no supporting argument or justification.	1-3 1-4	
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance	0	

Section A Religious Fundamentalism

Question 1

0	1
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Examine reasons for the rise and development of religious fundamentalism.

The specification directs students to look both at fundamentalism as a reaction against scientific rationalism, liberal modernist religious views and secularism; and to have an **outline** knowledge of historical, social, economic and political factors in its rise and development. The factors emphasised will depend on the movements referred to in the answer. Both the rise (origin) and development should be dealt with. Students are asked to examine the reasons so more than a statement with a brief explanation is looked for.

Examination requires the students to explore the ideas, that is they must state them then unpack what they mean with reasons, examples or illustration e.g. comment on why a particular factor was crucial in the example given, or indicating that some reasons applied more in particular contexts.

A simple statement of ideas with some examples – Max level 4
Level 5 if only rise/development is tackled.

(45 marks) AO1

0	2
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'Fundamentalist movements have had little impact on the religions from which they emerged and the societies in which they are found.' Assess this view.

Students may mention that these are often minority movements, marginalised in both religion and society. Some, e.g. the Haredi movement in Judaism, practise dissociation from society but work to remain politically active within the state of Israel. Others, e.g. the Southern Baptists, exert a conservative political influence, but their membership is decreasing. Such movements may weaken the religion as a whole by being divisive but where broad differences are equally valued can broaden the appeal of the faith. Specific examples of impact on society or religion may be used – e.g. social campaigns. It may be argued that certain movements made an impact when they started, but that it has not been lasting.

Max Level 5 if only one of religion or society tackled.

Students may focus on the impact of specific movements on specific mainstream religions, or on the general effect of fundamentalist movements on mainstream religions using specific examples. Either is valid.

(30 marks) AO2

Question 2

0	3
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Examine the key beliefs of two religious fundamentalist movements.

There should be a clear statement of the chosen movements which must clearly be **religious** fundamentalist movements. There is no set list of key beliefs.

Examination requires the students to explore the ideas; that is they must state them then unpack what they mean with reasons, examples or illustration.

A simple statement of ideas with some examples - Max level 4

As well as identifying the beliefs, students may comment (e.g) on their origin and the authority behind them, their relationship to mainstream beliefs in the tradition from which the movement emerged, and the impact /significance of the belief for members of the movement. Such beliefs may include beliefs about the calling / authority of the leader(s); the efficacy of baptism; social structure, and the end of the world.

Max Level 5 if only one tackled.

(45 marks) AO1

0	4
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'Fundamentalist movements reject the moral values, but not the religious beliefs, of the mainstream religious traditions from which they have emerged.'
Assess this view.

Students may, but need not, limit their discussion to the two fundamentalist religious movements they have covered in the first part of this question. Some movements present themselves as theological alternatives to mainstream beliefs – e.g. in their rejection of more liberal interpretations of the Genesis account of the origin of the universe and of mankind, or of the nature of Christ; others reject social / moral teaching concerning e.g. homosexuality and abortion. In many cases since more liberal social and moral teaching often goes hand in hand with a rejection of interpretation of scripture as the 'Word of God' in a literal sense, fundamentalist movements reject both.

The extent to which mainstream beliefs, and social / moral teachings have been rejected by these movements is also debatable.

Clear examples should be used to support the case made.

(30 marks) AO2

Section B Religion and Contemporary Society

Question 3

0

5

Examine differing religious teachings concerning the models of family life and the role of the family in contemporary society.

Examination requires the students to explore the ideas; that is they must state them then unpack what they mean with reasons, examples or illustration.

A simple statement of ideas with some examples - Max level 4

Students are expected to cover both aspects of the question: differing teachings about the models of family life – e.g. extended family with all generations and relations having mutual rights and responsibilities, and the more nuclear models focused on husband/wife and parent/child relationships. There may also be reference to more liberal understandings of family, including same sex parents. Note that teachings may include criticism of different models of family life. It is not necessary to compare/contrast, provided differing teachings are examined.

Differing views about the role of the family in contemporary society may reflect different emphases rather than radically different approaches, e.g. the family as a worshipping congregation and as a context for nurture and education through role modelling, as a place for spiritual growth and personal safety.

If only one of models of family life or role of family is examined – max level 5.

If differing religious views are not mentioned – max level 5

(45 marks)

AO1

0

6

'Religious teachings about the family are divisive and have no value within contemporary society.' Consider how far you agree.

Students may consider criticism both between and within religions of various models of family life and debates about the degree of control parents should exercise over the spiritual development of the child.

There are issues relating to e.g. couples who choose to be childless, people who choose to remain single, same sex couples who adopt, and single parent families.

Divisive can be broadly interpreted: strong teaching from any one point of view can lead to disrespect for others; some alternative models are seen to have financial implications for society (e.g. polygamy) or to endanger the spiritual or moral welfare of the child (gay adoptions, children born as a result of IVF to gay or single parents).

The claim that such teaching has 'no value' is very strong – a very positive value is placed on strong family life in many religions –e.g. as a means for preserving the faith and passing it to the next generation.

There is no requirement for students to approach each issue in the same depth – but for answers that do not deal with both – Max level 5

(30 marks)

AO2

Question 4**0****7**

Examine the effect on UK society of the local, national and international levels of organisation of one religion.

Examination requires the students to explore the ideas; that is they must state them then unpack what they mean with reasons, examples or illustration.

A simple statement of ideas with some examples – Max level 4

Responses to this question will vary widely depending on the religion chosen. There should be reference to all three levels of organisation in a good answer – for answers lacking all three, maximum Level 5.

Students may approach this question by exemplifying the organisation of one religion through one or more denominations or traditions of that religion e.g. Church of England and/or Methodism, Theravada and /or Zen Buddhism. Alternatively they may offer an overview of a religion in which practising communities are divided on many parallel lines: national, political, denominational, theological. Care will have to be taken to avoid generalities, and ideas will need to be carefully supported with examples.

At the local level, churches and mosques, for example, meet the needs of the worshiping community. At the national level, the Church of England co-ordinates the moral, spiritual, cultural and religious life of the parishes and officiates at national celebrations, e.g. weddings and coronations. When dealing with the international levels of organisation, care must be taken to focus the answer on the effect they have – e.g. the effect, if any, of the World Council of Churches on UK society.

(45 marks) AO1

0**8**

‘For the individual believer, only the local level of religious organisation has any real importance.’ Consider how far you agree.

Answers may, but need not, be limited to examples from the UK.

Students might argue that local levels of organisation are of the greatest importance because, in practical terms, it is only at the local level where the majority of believers will have a pragmatic influence, for example in the election of church officers. Local charity work, preservation of religious buildings, and the like. Much will depend on the organisation being discussed: for Roman Catholics, for example, the significance and authority of the Pope in Rome may be paramount, and for those who see themselves as part of a worldwide community, the international levels of organisation could take precedence – especially where the faith is a minority faith within the local community.

There are various possible interpretations of the question: “a religious organisation/s” or “the organisation of a religion/religious institution”. Any valid approach may be credited.

“Religious organisation” may include things like interfaith networks, religious charities etc.

(30 marks) AO2

Section C Religion and the Visual Arts

Question 5

0

9

Examine the role and importance of the visual arts within one or more religion(s).

The role of the visual arts in religion is very varied. For example, the role of religious art is to enlighten and inspire. The arts may be a form of revelation in which God is approached through appreciation of beauty, symbol, colour and light. Students will illustrate their answers from a range of visual arts, e.g. drawing, printing, painting, sculpture, photography and film making. Students might discuss the importance of the visual arts in terms of historical significance, doctrinal symbolism, sectarian concerns, emotional impact and so on.

Max Level 5 if only one aspect is tackled.

(45 marks)

AO1

1

0

'In religious art, portrayals of demons or evil have more impact and relevance than portrayals of divine being(s).' Assess this view.

There are two ideas to be considered – impact and relevance. No balance between the two is expected and they may be treated together.

Students might argue that the portrayal of divine being(s) throughout history has tended toward stereotypical images which need to be seen in the context of their time and place, so this can limit their impact. Portrayals of God in human form can be considered misleading and blasphemous.

Students may refer to the impact of icons in the Orthodox Church, and to art as inspiration and education.

It might be argued that portrayal of demons or evil is more impactful, e.g. because it is immediate and does not need the filter of interpretation / decoding, because it shocks the viewer into a consideration of the effects of unbelief, e.g. in the works of Hieronymus Bosch, where (in the triptych: *The Garden of Earthly Delights*) hell is vividly depicted.

The question asks about which has more impact, but some students may include debate about whether either has any impact at all.

(30 marks)

AO2

Question 6

1	1	Examine the symbolism and religious significance of works of art with reference to particular works of two artists.
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Students may select any two artists and any of their works of art, and refer to one or more religions.

Students might consider the meaning and significance of symbolism in general and exemplify this with reference to the chosen works. This can include (e.g.) the principles of a religion portrayed through symbolism as well as the specific religious symbols used in the chosen works. Works of art can include e.g. paintings, architecture, statues and illuminated manuscripts. Students must refer to works by their two chosen artists but may refer to other works as well.

All aspects of the question must be tackled for marks above Level 5.

(45 marks)

AO1

1	2	'Religious art has the most impact when it challenges existing beliefs.' Discuss how far you agree.
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This discussion focuses on how people react to art. To some extent much art challenges existing belief because it is necessarily an interpretation that may reflect personal and/or sectarian values. It may conform to what religious authority deems to be 'orthodox' or be iconoclastic. The reaction to Protestant art of the reformation can exemplify the different ways in which religious art impacts on the viewers as can reactions to modern Christian feminist art e.g. in its portrayal of a woman on the cross, or art that stresses the humanity of Christ rather than divinity or *vice versa*.

Any reaction to art that reinforces one's own views may be far weaker simply because it is less provocative. Alternatively, art that conforms to existing beliefs, may encourage or strengthen faith (especially if it is being challenged elsewhere), inspire reflection and / or provoke a heightened state of spiritual awareness – e.g. icons. Some art can be seen as faith affirming –e.g. Holman Hunt '*Light of the World*'.

(30 marks)

AO2

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