



**General Certificate of Education
June 2010**

Religious Studies

RST4B

**Religious Fundamentalism, 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 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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	Examine the nature of fundamentalism from its origins to the present day.
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Expect some examination of the origin from Christianity in the USA.

Examination requires that candidates explore the nature, that is, what exactly makes up fundamentalism when it first started and then they unpack this with illustration and example.

Accept other origins if the candidate chooses to deal with another religion and seeks to justify a particular origin within that particular religion, although technically the term was developed in the USA and then used by others.

The question is not asking for an historical account, but a view of the nature / ideas associated with fundamentalism up to the present day. This can be achieved either by seeing a development from Christianity into a much wider arena with a distinctive change in the nature, or by considering one particular religion and the way the nature has changed or indeed remained the same from the origin.

The question does require some examination today set in the context of the origin.

Mere examination today without the context maximum of top of Level 4.

(45 marks) AO1

0	2	'Fundamentalism always seems to have reacted to other developments in religion rather than to have initiated new ideas.' Assess how far you agree with this claim.
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It is likely there will be two aspects to responses: one looking at the fundamentalist approach which will argue that it is, and always has, representing the true, original faith. In this case it is difficult to agree with the claim. Whereas others are much more likely to see fundamentalist movements as reactions to the developing and changing nature of a religion.

The 'assess how far' requires that candidates are able to express some gradation in their answers.

There should be plenty of examples to support any claims made. Answers may be in depth or breadth when referring to religion(s).

(30 marks) AO2

Question 2

0

3

Examine the key beliefs and distinctive practices of one fundamentalist movement.

There should be a clear statement of the chosen movement and, although there is no restriction upon choice, it must clearly be a religious fundamentalist movement. Examination of two areas required — **key beliefs** and **distinctive practices**, and whilst there does not need to be a balance between the two, both must be tackled. Limitation to one, maximum top of Level 4.

Examination should include a clear statement of the key belief or the distinctive practice and then consideration of what this means; for example, the people may fast but what do they understand to be the reason for this, in what way does it contribute to their 'religiousness'?

There should be some reference to why it is considered that such key beliefs and distinctive practices are fundamental and why they are 'key' and 'distinctive' to the particular group being exemplified.

If **more than one movement** presented only credit marks to the best, the rest would be rubric infringement.

(45 marks)

AO1

0

4

To what extent can it be claimed that fundamentalist movements challenge both the religion of which they are a part and society today?

Expect examples of some challenge to both society and the religion of which they are part. In this case, there should be plenty of detail about exactly what the challenge is. There should also be the evaluative element, that is how much of a challenge. For example, the response might say that many of the challenges to society from the movement are very much the same as the challenges to society presented by the religion of which they are part.

The other aspect of the answer might well be to say that there is very little challenge from the movement, perhaps, for example, because it chooses to live in a ghetto situation and thus is isolated.

Of course, conversely it may well be possible to argue that the claim is largely correct.

It will be acceptable if candidates choose to example from one movement suggesting that this can be seen to represent other similar fundamentalist movements.

The question requires that the response deal with both the religion and society and thus maximum of top of Level 5 if only one is tackled.

(30 marks)

AO2

Section B Religion and Contemporary Society

Question 3

0

5

Examine different religious attitudes found in contemporary society towards sexual behaviour, marriage and the family.

Examination requires that the candidate is able to present different religious attitudes. This can be either within one religion or across a range. The examination should include statement and example and then some exploration of the implications of the attitude. The question requires three areas to be considered. There does not need to be a balance between the three, but all three must be tackled for awarding Levels 6 and 7. Maximum Level 5 for two and maximum Level 4 if only one.

There should be some statement about which contemporary society is being exemplified as there is clearly no world contemporary society.

Note that it requires different religious attitudes; however, this does not have to be different religions.

The contemporary society means that there should not be references to earlier periods of history.

(45 marks) AO1

0

6

How far do you agree that these religious attitudes continually change to reflect the demands of contemporary society?

The question refers back to the three areas and thus once again there should be some reference made to the religious attitudes established in part (a). The discussion is likely to focus on whether there have been changes in the particular religions mentioned and their attitudes and, if so, what has brought these changes about. Is it something within the religion, or is it the particular society which has changed and thus seems to be forcing the religion to consider change?

Some answers might want to suggest that it is not so much change as simply the society raising new issues which were not even part of the original religious attitude. Thus, for example, the issue of abortion does not appear in most scriptures specifically.

How far does require a debate from the candidate and gradation.

(30 marks) AO2

Question 4

0	7
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Examine some of the major challenges faced by religious believers in modern society.

Examination requires that candidates explore some of the major challenges by stating what they are but then go on to consider what the implications are and why they are major challenges rather than any challenge.

Candidates may answer by referring to specific religions, e.g. being an Orthodox Jew in British society has many challenges. Or they may refer to a more general trying to be religious in a largely secular society which has many challenges.

There may be a consideration of issues like assimilation versus integration.

(45 marks) AO1

0	8
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'Despite attempts to retain religious identity, eventually the majority of religious people favour assimilation.' Evaluate this statement.

Evaluation requires a level of gradation from the candidate. There should be references to specific religions / religious people who support this view and at the same time to show that it cannot be entirely true for all religions.

There may well need to be a clear understanding of what assimilation means and that there is a difference between this and integration, the latter enabling identity to be retained.

Candidates may choose to consider that context is important, that even in a secular society, is easier for a majority religion to remain distinct than a minority religion.

Candidates may choose to use historical examples, for example, Jews and Muslims in fifteenth century Spain.

(30 marks) AO2

Section C Religion and the Visual Arts

Question 5

0	9	Examine issues involved in the presentation of religious figures and religious ideas in art.
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The focus of the question is upon the issues. Candidates will need to refer to particular religions as they support their examination of the issues. There are two distinct aspects to the question: religious figures and religious ideas. Whilst there is no requirement for balance, both must be referred to. Maximum top of Level 5 if only one is tackled.

The **examination** should include what a particular religion has to say about the presentation of both in art and then exemplifying of how this is effected within art. The Specification defines art as visual art and thus there can be plenty of different types of presentation. However, these should be within the visual art definition. Some of the issues might well mean that there is a negative, for example, God cannot be represented.

It is possible to adopt a wider approach to the question and look at secular issues.

(45 marks) AO1

1	0	Religion cannot limit artistic expression, it can only limit its approval and use. Assess this claim.
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The discussion here is focused around the amount of control religion has or did have in artistic **expression**. Expect a range of approaches; some might look at particular societies and suggest that in a religious one there can be limitation imposed, whilst in other societies it is only within the specific religious context. Even here it is not the expression which is controlled but control is only exercised through the approval and the use. Others might want to show that often the expression comes first and then religion takes this and approves and uses it. Thus, at the heart of the debate will be religious expression and the element of control that religion can exercise over it.

Candidates might well consider the two terms **approval** and **use** and choose to explore these in particular.

Expect reference to a variety of examples to support the claims made.

(30 marks) AO2

Question 6

1	1
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Examine the religious impact of the works of one artist.

The Specification makes no restriction upon the choice of artist. References to **more than one**: only award marks to the best discussion and treat others as rubric infringement.

Focus of the question is upon religious **impact**. Thus, candidates should be able to refer to specific works and to example what religious impact they have had. There will be different types and styles of impact; they may be positive and negative. They may refer to a particular religion or they might refer to a particular style of religion.

Impact may be upon individuals or a larger religious community.

Whilst most are likely to refer to religious works of art, the question does not confine the examination to this – there are works which are not religious but which have had a profound impact upon religious people.

(45 marks) AO1

1	2
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'Religious works of art can express ideas and beliefs better than words.'
How far do you agree?

The focus is upon **ideas** and **beliefs**. This time there is a narrowing to religious works of art. Some candidates may not distinguish between the two, others may determine that beliefs are those specifically expressed in religious teaching whereas ideas are more general and held by groups of followers. The consideration should be focused upon the effectiveness of art as a means of expression by contrast with words. Candidates should be able to example from the art they have studied, for example, Sutherland's portrayal of Jesus in Coventry Cathedral, and debate whether this says more about Jesus than could be expressed in words.

Top level answers will also consider whether it is, in fact, words which can best express ideas and beliefs since they can be more precise, for example.

It is important to note that candidates may well draw upon new material in their answer and this should be credited where it is relevant as support for their argument or debate.

'How far' requires a consideration of degree in the answer.

(30 marks) AO2