Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2011

Religious Studies

Assessment Unit AS 4

assessing

The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure

[AR141]

WEDNESDAY 15 JUNE, MORNING

MARK SCHEME

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

AO1 Knowledge and Understanding

Band 5 ([29]–[35])
- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([22]–[28])
- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])
- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])
- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])
- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

AO2 Critical Line of Argument

Band 5 ([13]–[15])
- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])
- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])
- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])
- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])
- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

1 **(a)** An explanation of the role of martyrdom and its impact on the Christian church in the first two centuries may include, e.g.:
- an account of the deaths of specific Christian martyrs, e.g. Blandina, Polycarp, Justin
- the fearless way in which they faced their deaths
- the belief common among Christians that martyrdom was "baptism by fire"
- a burning desire for martyrdom fostered by some church leaders, e.g. Ignatius
- the identifying of martyrdom with the suffering of Christ at his death
- tendency to venerate martyrs, e.g. Polycarp
- recruitment of new converts to Christianity inspired by the bravery and witness of the martyrs
- Tertullian – "the blood of the martyrs is seed"
- the negative impact of martyrdom.   [35]

(b) A consideration of this view point may include, e.g.:
- to some extent they did exclude themselves from society
- they refused to worship the Emperor and so were regarded as disloyal
- ignorance of their worship led to accusations of incest, immoral behaviour and cannibalism
- their general unpopularity made others distrust them and treat them with suspicion.

On the other hand
- they had little choice but to exclude themselves
- Emperor worship was against their monotheistic beliefs
- they were unable to join the army or the civil service because they could not prove their loyalty without Emperor worship
- much of the entertainment in theatres and arenas was offensive to them
- many of them were servants/slaves with little free time to be sociable in pagan society
- some, e.g. Flavius Clemens did participate in politics.   [15]   50

2 **(a)** An account of the persecution which took place during the reign of the Emperor Decius may include, e.g.:
- long period of peace before this persecution
- causes of the persecution
- first major Empire wide persecution by edict
- requirement to obtain certificates
- various ways in which Christians reacted during the persecution
- the behaviour of Cyprian and other church leaders
- the problem of the lapsed
- the Novatian split
- quarrel with Stephen of Rome. [35]

(b) An evaluation of this view may include, e.g.:
- Church was in chaos as a result of the persecution
- problem of the authority of the Bishops to decide on exclusion of the lapsed challenged by the confessors who held "the moral high ground"
- decision as to whether there should be degrees of punishment depending on behaviour during persecution
- different attitudes in Rome and Carthage
- need for consistency among church leaders
- loss of confidence in church leaders
- action of Novatian in setting himself up as a schismatic Bishop of Rome to protest against perceived leniency
- initial hard line approach by Cyprian could not be sustained in the face of plague and renewed persecution
- pragmatic decision to readmit the lapsed when it became obvious that the Church could not survive without presenting a united front. [15]

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Section B

3   **(a)** A description of the factors which led to the rise in the power of the Bishop may include, e.g.:
- initially bishops/presbyters leaders of local churches
- as the Church grew, need for one authoritative voice to speak for all in times of persecution and to counteract heresy and schism
- growth of monarchical episcopacy
- Bishop needed to preserve the unity of the Church – Ignatius
- as guardian of the true apostolic preaching to protect against heresy – Irenaeus
- as the representative of Christ's authority – Cyprian
- gradual development of hierarchy among the bishops themselves, e.g. Bishops of the most important churches – Rome, Alexandria, Carthage, Jerusalem given the title Patriarch at Council of Nicaea
- growing tension about the importance of the Bishop of Rome in relation to other bishops.   [35]

(b) An exploration of this claim in relation to other aspects of human experience, an open ended response citing relevant contemporary and/or historical examples may include, e.g.:
- to make an impact on society, religious groups need to be clear about their central beliefs and policies
- someone has to be given the authority to speak for the whole group and to make the final decision where there is disagreement
- the leader's authority must be accepted by all to preserve a united front
- failure to do so leads to competing factions and the weakening or fragmenting of the group
- a strong leader needs to provide moral integrity
- some candidates may argue that each member of a religious group has the right to voice an opinion and that decisions should be democratic rather than imposed.   [15]

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AVAILABLE MARKS

4 **(a)** An account of the main characteristics of these writings may include: e.g.
Clement –
- context of the letter to Corinth
- content of the letter
- major themes – e.g. call for peace and harmony, condemnation of strife, envy and jealousy, the nature of Christian ministry, embryonic doctrine of Apostolic succession.

Justin –
- context of his writings
- content of his writings – two Apologies and Dialogue with Trypho
- nature of apologetic writing
- major themes, e.g. judge Christians fairly, attempt to explain Christian practices, philosophical arguments, e.g. doctrine of Logos, attempt to relate Christianity to Judaism.   [35]

(b) In relation to other aspects of human experience, an open ended response citing relevant contemporary and/or historical examples may include, e.g.:
- these writings identify problems which still face religious groups today
- they give insight into how the early church leaders dealt with these issues
- they highlight the challenge of false teaching which remains an issue for all religious groups
- they show the importance of strong leadership in dealing with such issues and in protecting and guiding religious groups
- they give guidance in how to deal with division within the group
- they give valuable insight into the workings of a religious group in its primitive stage
- some may argue that they have no relevance today.   [15]   50

Total	**200**