



**ADVANCED**  
**General Certificate of Education**  
**2011**

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**Religious Studies**

**Assessment Unit A2 4**

*assessing*

The Continued Development of the Church  
in the Roman Empire

**[AR241]**

**TUESDAY 24 MAY, MORNING**

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**MARK  
SCHEME**

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **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.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

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

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

**A2 BANDS****AO1 (30 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A full and highly informed response to the task.</li> <li>• Demonstrates comprehensive understanding and accurate knowledge.</li> <li>• A very high degree of relevant evidence and examples.</li> <li>• A very sophisticated style of writing set within a clear and coherent structure.</li> <li>• An extensive range of technical language and terminology.</li> <li>• An almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A reasonable and well informed response to the task.</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge.</li> <li>• A very good range of relevant evidence and examples.</li> <li>• A mature style of writing set within a mainly clear and coherent structure.</li> <li>• A wide range of technical language and terminology.</li> <li>• A mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A good response to the task.</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.</li> <li>• A good range of relevant evidence and examples.</li> <li>• A reasonably mature style of writing with some coherent structure evident.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited response to the task.</li> <li>• Demonstrates some knowledge and understanding.</li> <li>• A basic range of evidence and/or examples.</li> <li>• Style of writing is just appropriate.</li> <li>• Structure is disorganised in places.</li> <li>• Limited range of technical language and terminology.</li> <li>• Limited command of spelling, punctuation and grammar.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A very basic response to the task.</li> <li>• Demonstrates minimal knowledge and understanding.</li> <li>• Little, if any, use of evidence and/or examples.</li> <li>• Inappropriate style of writing within a poor structure.</li> <li>• A very basic range of technical language and terminology.</li> <li>• Very poor use of spelling, punctuation and grammar.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.</li> <li>• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• An extensive range of technical language and terminology.</li> <li>• An almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.</li> <li>• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• A wide range of technical language and terminology.</li> <li>• A mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.</li> <li>• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.</li> <li>• Limited personal insight and independent thought expressed through some argument.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.</li> <li>• Poor personal insight and/or independent thought.</li> <li>• Shallow argument.</li> <li>• Limited range of technical language and terminology.</li> <li>• Limited command of spelling, punctuation and grammar.</li> </ul>	<b>0–4</b>

## Section A

AVAILABLE MARKS
50

- 1 (a)** An examination of the ways in which the doctrine and practice of the Eucharist developed in the first three centuries may include, e.g.:
- origins linked to Jewish Passover meal
  - various Gospel accounts of the Last Supper
  - Paul's teaching on the meaning of the Lord's Supper
  - his condemnations of current practice in Corinth
  - initial link between Agape/Eucharist and the gradual separation of the two
  - pattern of celebration
  - changing practice about who could administer it and who could receive it
  - development of misunderstandings by pagan society of what actually happened during the celebration
  - emergence of the term Eucharist
  - development of belief that priest stood in place of Christ during Eucharist celebration
  - reference made to appropriate sources, e.g. Didache, Justin, Hippolytus, Tertullian, Cyprian. [30]
- (b)** In a critical evaluation of this claim, candidates may argue that, e.g.:
- the Sacrament was at the core of all Christian worship in this period
  - it was carried out at the direct command of Jesus
  - all the early sources placed great emphasis on how it should be administered
  - there were very strict rules about who had the authority to administer it
  - it could not be received by those who had not been baptised
  - a person denied the sacrament through ex-communication had no salvation
  - arrangements were in place to administer it to the sick and the dying.
- On the other hand, candidates may argue that, e.g.:
- since no one could become a member of the Christian community without baptism, this Sacrament was an equally important aspect of the Christian faith
  - pastoral concerns and practical demonstrations of faith were equally important. [20]

## Section A

AVAILABLE  
MARKS

2 (a) An explanation of the origins and main beliefs of Montanism may include, e.g.:

- origins in Asia Minor against a background of the pagan cult of Cybele
- Montanus' early life as a priest of Cybele
- importance of the Paraclete in Montanus' revelation
- strong emphasis on prophecy and "speaking in tongues"
- overwhelming belief in an immanent Parousia
- the important place given to women as prophetesses and church leaders
- rejection of traditional church structures and authority
- authority belonged to those who possessed the Spirit, not to the Bishops
- high and uncompromising moral standards
- paucity of primary sources
- possible bias of secondary sources, e.g. Eusebius, Irenaeus, Tertullian.

[30]

(b) In a critical assessment of this view, candidates may argue that the church was wrong to reject Montanism because, e.g.:

- contradictory evidence from the sources throw doubt on whether or not Montanus' teaching challenged that of the orthodox church
- large proportion of Montanist teaching, e.g. beliefs about salvation, sin and repentance was clearly in line with the mainstream church
- the gift of tongues is present and commended in the New Testament
- Montanists were, in practice, good and energetic Christians
- they showed great bravery in the face of persecution, e.g. Lyons and Vienne
- Montanism attracted high profile Christians, e.g. Tertullian, who admired their moral values
- it has much in common with modern charismatic movements within the Christian Church
- the Early Church may have had another agenda for opposing Montanism, e.g. they rejected traditional church leaders, were hard to control, gave too much prominence to women.

On the other hand, candidates may argue that, e.g.:

- if the sources are correct, Montanus' teaching that the revelation of the Paraclete superceded that of the New Testament is clearly against Church teaching
- their teaching is suspect because when the prophetesses spoke in a state of ecstasy, they were not conscious of what they were saying and needed interpreters, who could have manipulated what was said for their own purposes.

[20]

50

## Section A

AVAILABLE MARKS

**3 (a)** An outline and explanation of the emergence and development of Creeds and Rules of faith may include, e.g.:

- evidence of simple credal statements from an early stage
- statements concerning Jesus, e.g. Acts 8:37 “Jesus Christ is Lord”.
- statements concerning God the Father and God the Son, e.g. 1 Corinthians 8:6 “. . . there is one God, the Father . . . and one Lord, Jesus Christ . . .”
- statements concerning the Trinity, e.g. Matthew 28:19 “Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit . . .”
- by second century emergence of baptismal creeds used to instruct catechumens and to test faith at baptism, taking form of a series of questions and answers, e.g. Old Roman Creed
- challenge of heresy led to need for formal summaries of Christian belief to refute the false teaching of heretics
- emergence of canon of truth (Irenaeus) and rule of faith (Tertullian)
- growth of more formal anti-heretical creeds, e.g. Nicaea
- distinction between baptismal and consiliar creeds
- mention could be made of relevant sources, e.g. Justin, Irenaeus, Tertullian, Hippolytus. [30]

**(b)** A critical assessment of this view may include, e.g.:

- all creeds in use today, e.g. Apostle’s Creed, Nicene Creed, emphasise the central beliefs of Christianity
- creeds demonstrate how Scripture is to be understood
- they are a unifying force for all Christian churches in identifying false teaching
- they distinguish the distinctive beliefs of Christianity from those of other world religions.

On the other hand, some candidates may argue that, e.g.:

- creeds do not concern themselves with important core values of Christianity
- importance of missionary outreach
- the moral behaviour of Christians
- the attitude of the Church to those in need. [20]

50

## Section A

- 4 (a)** An explanation and consideration of the apologetic and anti-heretical writings of Tertullian may include, e.g.:
- detail of the content of his Polemical and Apologetic writings
  - his opposition to the threat of heresy, e.g. attacks on Gnosticism and Marcionism
  - his support of Montanism
  - his views on the dangers of philosophy
  - his uncompromising moral stand on the behaviour of Christians
  - his development of doctrine, e.g. his Rule of Faith, teaching on Trinity
  - some brief biographical detail may be given to place him in context.
- [30]
- (b)** A critical evaluation of the value of what he wrote may include, e.g.:
- many of the practical issues about which he spoke were specific to the circumstances of the time and are now of no relevance
  - his dogmatic approach is not acceptable in the twenty-first century
  - much of what he wrote reflected personal opinions and prejudices.
- On the other hand, candidates may argue that, e.g.:
- the Church today could learn much from his willingness to confront controversial issues
  - he draws attention to moral issues and issues of discipline still relevant today
  - moral absolutes do not change from age to age
  - his writings show how Christian teaching on doctrine and morality was shaped and developed at an important time in the life of the Church
  - his development of the Rule of Faith helped to shape creeds and doctrinal beliefs still held in the Church.
- [20]

## Section A

AVAILABLE MARKS
50
<b>100</b>

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **Synoptic Assessment**

##### **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. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

**A2 BANDS****AO1 (30 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Well integrated response.</li> <li>• Clear and critical analysis.</li> <li>• Highly accurate use of evidence and examples.</li> <li>• Sophisticated style of writing. Very well structured and coherent throughout.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A high degree of understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• A well integrated response.</li> <li>• Some very good critical analysis.</li> <li>• Mainly accurate use of evidence and examples.</li> <li>• Mature style of writing.</li> <li>• Well structured and coherent throughout.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A good understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• For the most part an integrated response.</li> <li>• Reasonable degree of critical analysis.</li> <li>• A good degree of accurate evidence and examples.</li> <li>• Reasonably mature style of writing.</li> <li>• Some evidence of good structure and coherence.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.</li> <li>• A limited attempt at critical analysis.</li> <li>• Insufficient use of accurate evidence and examples.</li> <li>• Immature style of writing.</li> <li>• Lacking in structure and coherence.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A basic understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Demonstrating only partially accurate knowledge of the different content areas studied.</li> <li>• Little attempt, if any, at critical analysis.</li> <li>• Inappropriate style of writing with a very basic structure.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very effective comparison and evaluation of scholarly viewpoints.</li> <li>• Mature personal insight and independent thought.</li> <li>• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very good comparison and evaluation of scholarly viewpoints.</li> <li>• Good personal insight and independent thought.</li> <li>• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very good comparison and evaluation of scholarly viewpoints.</li> <li>• Some evidence of personal insight and independent thought.</li> <li>• A line of argument, expressed accurately and using some relevant terminology.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Some comparison and evaluation of scholarly viewpoints.</li> <li>• Limited personal insight and independent thought.</li> <li>• Little evidence of critical argument.</li> <li>• Inaccuracies evident.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Little, if any, comparison and evaluation of scholarly viewpoints.</li> <li>• Minimal personal insight and independent thought.</li> <li>• A basic attempt to follow a line of argument.</li> <li>• Imprecisely expressed.</li> </ul>	<b>0–4</b>

## Section B

5 (a) In outlining and examining some key ideas to the problem of suffering, candidates should refer to at least two different areas of study and could consider the following, e.g.:

- suffering may result from standing up for one's beliefs
- suffering may be a consequence and an opportunity for spiritual growth
- suffering may be caused through differences of opinion even among adherents of the same faith
- suffering is an opportunity to witness and may be an instrument to lead others to faith
- other causes of suffering
- justification of the suffering of the innocent
- suffering as mystery not as a problem
- reconciling belief in an all loving God with suffering. [30]

(b) In critically assessing that suffering is always the result of human selfishness, candidates should refer to other aspects of human experience and could consider the following, e.g.:

- the extent to which the practice of true religion challenges the moral integrity of others to the point where it provokes negative or violent reactions
- the extent to which, if humankind is allowed free will, people will always act selfishly if they feel threatened by the beliefs or actions of others
- the perennial problem of man's inhumanity to man reflected in the poor treatment of a despised or minority group and in other human rights issues
- consideration of historical and/or contemporary examples. [20]

**Section B**

**Total**

AVAILABLE  
MARKS

50

**50**

**150**