



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2013**

Religious Studies

Assessment Unit AS 4

assessing

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

[AR141]

MONDAY 17 JUNE, AFTERNOON

**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

AVAILABLE MARKS
50

Answer **one** question

- 1 (a)** An outline and consideration of how political and geographical factors contributed to the expansion of Christianity in the first three centuries may include, e.g.:
- Paul's missionary activity planted new churches
 - converts from the Day of Pentecost came from a wide geographical area
 - excellent network of Roman roads
 - Pax Romana made travel safe for those spreading the gospel
 - a universal language – Greek
 - the social inclusiveness of Christianity
 - the witness of Christians in the face of persecution by the Roman State
 - some candidates may mention the appeal of Christianity to those seeking spiritual fulfilment not found elsewhere. [35]
- (b)** An exploration of the claim that Christianity had a surprising ability to attract converts from all levels of society may include, e.g.:
- Christian policy of social inclusiveness included all levels of society
 - many Christians from poor or servant classes
 - need to meet at night as only free time
 - Celsus – reference to servants corrupting women and children by telling them about Christianity
 - evidence from the martyrs, e.g. Blandina, Felicity and Perpetua
 - evidence of Christians in Imperial society, e.g. Flavius Clemens, Domitilla, Diocletian's wife and daughter
 - in ranks of government and civil service, e.g. Lactantius, Valerian's edict
 - among gladiators, e.g. Acilius Glabrio
 - some candidates may argue that the willingness with which the army accepted Constantine's conversion points to a large number of soldiers who were Christians. [15]

- 2 (a) An explanation of how Constantine's religious policy impacted on the Church may include, e.g.:
- edict of toleration ended persecution
 - church property was restored and rebuilt
 - new copies of the Scriptures were made
 - clergy were given preferential treatment
 - Sunday became a public holiday
 - the power of the Bishop increased
 - civil law became more humanitarian
 - rise in "nominal" Christians
 - Christianity became associated with warfare
 - schisms, e.g. Donatists developed in the church
 - beginning of a new Church/state relationship. [35]
- (b) A comment on this claim may include, e.g.:
- some evidence that Constantine used Christianity for his own ends – political unity
 - he may have wanted the support of the large number of Christians in the east of the Empire as well as the west
 - some evidence of a considerable number of Christians in the army whose support he needed
 - his ruthless pursuit of power continued after his conversion and appointment as Augustus of the West
 - his pagan attitudes and behaviour did not change, e.g. murder of his wife and son
 - continued use of the title "Pontifex Maximus"
 - does seem to have had a genuine religious conversion
 - treated Christians favourably
 - no political advantage in appointing a bishop as his closest adviser. [15]

Section A

50

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Section BAVAILABLE
MARKSAnswer **one** question

- 3 (a)** An explanation of why Christians were persecuted in the first three centuries may include, e.g.:
- Christianity was a “religio illicita”
 - general unpopularity of the Christians
 - misunderstandings bred from their secretive and antisocial lifestyle
 - charges of incest, cannibalism, immoral behaviour, disloyalty
 - refusal to worship the Emperor meant they were unable to join the army or civil service
 - motives of individual Emperors, e.g. Nero – scapegoats; Domitian – political motives; Decius – unity of the Empire. [35]
- (b)** An exploration of this claim in relation to other aspects of human experience may include an open-ended response citing relevant historical and/or contemporary examples, e.g.:
- sources of information about persecution generally come from religious believers so is biased
 - what the religious believer regards as persecution may be seen by the State as punishment for breaking the laws of the State
 - in the Western world religious believers are generally free to worship without sanctions
 - impartial evidence of historical persecution does exist, e.g. Nazi persecution of Jews is well documented
 - severe persecution of religious groups exists in many parts of the world and is documented through the media as well as by personal testimony. [15]

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- 4 (a) A description and explanation of the importance of the writings of the Apostolic fathers may include, e.g.:
- first writings of the post-Apostolic age
 - mainly practical rather than theological in character.

Ignatius

- context of his letters
- content of his letters
- major themes, e.g. martyrdom, heresy, disunity, episcopal authority
- brief biographical detail. [35]

- (b) In relation to other aspects of human experience, an open-ended response citing relevant contemporary examples, may include, e.g.:
- most of these issues still exist and there is a need to confront them as Ignatius or Clement were prepared to do
 - their writings may offer sound advice on the best solution to the problem
 - other issues, e.g. the emphasis on martyrdom may not be relevant to Christianity but may be present in other world religions, e.g. Islam
 - some candidates may see all of these issues as only having relevance for the time in which the letters were written. [15]

Section B

Total

AVAILABLE
MARKS

50

50

100

