



Rewarding Learning

**ADVANCED
General Certificate of Education
2013**

Religious Studies

Assessment Unit A2 4

assessing

The Continued Development of the
Christian Church in the Roman Empire
to 325 AD

[AR241]

FRIDAY 24 MAY, AFTERNOON

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

AO2 (20 marks)

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

Section A

AVAILABLE
MARKS

- 1 (a) An examination of the teaching of the Early Church on sin and repentance may include, e.g.:
- reference to relevant sources, e.g. New Testament, Hippolytus, Tertullian, Hermas, Cyprian
 - the problem of post-baptismal sin
 - tension between the idea of no sin after baptism and the reality that it was inevitable
 - different levels of sin
 - the treatment of repentant sinners
 - the problem of the lapsed after persecution
 - the development of a process of post-baptismal repentance
 - exomologesis
 - differing views on the nature of the church community and who should be included in it/excluded from it. [30]
- (b) A critical assessment of this statement may include, e.g.:
- the absolute authority of church leaders is no longer accepted without question by church members
 - recent scandals in the church have weakened its authority in the eyes of its adherents
 - there is no longer any universal norm of discipline within the whole church
 - a wide variety of Christian denominations all have different attitudes towards what is acceptable behaviour and practice
 - modern secular opinion encourages the view that moral absolutes no longer exist
 - public humiliation has no place in the church of the twenty-first century
 - all the major churches still have disciplinary procedures, e.g. church courts and are prepared to use them when necessary
 - many local churches do insist on acceptable rules of behaviour and are prepared to enforce them
 - church members disciplined or excluded from one church may simply move on to another
 - possible reference to other world religions. [20]

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- 2 (a)** An outline and explanation of the origins and main characteristics of Gnosticism with reference to relevant sources may include, e.g.:
- cultural background of Greek philosophy
 - origins in Jewish and Oriental thought
 - evidence of incipient Gnosticism in the New Testament, e.g. Simon Magus, Paul's letter to the Colossians
 - main teachers, e.g. Valentinus, Basilides
 - main teachings, e.g. belief in two gods, evil nature of created world, salvation through Gnosis, views on morality
 - their use of scripture
 - the challenge posed to the church
 - possible reference to Marcion. [30]
- (b)** In a critical evaluation of this claim, candidates may argue that, e.g.:
- heresy forced the church to rethink and define its own beliefs
 - made the church fathers produce clearly defined doctrines to refute heretical teaching, e.g. Trinity, Person of Christ, Irenaeus' Polemic against heresy
 - led to production of creeds, rules of faith, canon of scripture, doctrine of Apostolic succession
 - strengthened the authority of church leaders
 - rid the church of those who held false teachings
 - caused schisms in the church which weakened its witness
 - may have confused believers who were unsure of their beliefs
 - possible mention of contemporary or historical examples. [20]

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- 3 (a)** An outline and consideration of the contribution of the writings of any major Christian writer may include, e.g.:
- the writer's importance as an Apologist
 - reference to major writings and their content
 - the writer's importance in the development of doctrine
 - contribution to Christian theology
 - contribution to defence against heresy
 - contribution to practical problems of his time
 - background biographical information. [30]
- (b)** A critical assessment of this view may include, e.g.:
- shows how Christian doctrine was shaped and developed
 - draws attention to moral and disciplinary issues which pose problems for the church in any age
 - helps build up a picture of how the church developed from its early stages to the present time
 - many practical issues may only be valid for the church at that time
 - some of the language/concepts used may no longer be meaningful
 - examples may be drawn from a variety of church fathers. [20]

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- 4 (a) An identification and explanation of the main causes of the Arian controversy may include, e.g.:
- historical context – this was a problem for the church in the East, originating in Alexandria
 - the conflicting ways in which Origen’s teaching on the Trinity was developed after his death, e.g. differing views of Alexander and Eusebius
 - basis of the controversy was the nature of Christ – was he fully divine or a created being?
 - Arius’ insistence on making his position known to ordinary Christians rather than engaging in intellectual theological debate
 - Arius’ challenge, as a Presbyter, to the authority of the Bishop, leading to his excommunication
 - Arius’ popularity with ordinary church members and the fact that many Arians were in practice energetic and excellent Christians
 - attempt by Constantine to interfere in a situation of which he had little understanding in an attempt to preserve the unity of the church
 - danger of schism in the church. [30]
- (b) A critical assessment of this view may include, e.g.:
- first time an attempt was made to call together bishops from all geographical areas
 - called by the Emperor – the beginning of state intervention in the running of the church
 - drawing up of the first consiliar creed by which to judge the orthodoxy of church leaders
 - matters of church discipline and clerical regulation were an attempt to establish standard practice throughout the church
 - establishment of Episcopal Synods were an attempt to preserve the unity of the church
 - establishment of a hierarchy of churches/bishops
 - standardising of the date of Easter
 - consideration of different views on the importance of Nicaea as a watershed. [20]

Section A

50

100

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 on pages 10 and 11, 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>Band 5</p> <ul style="list-style-type: none"> • a full and comprehensive understanding of the connections between the selected areas of study in relation to the theme • well integrated response • clear and critical analysis • highly accurate use of evidence and examples • sophisticated style of writing. Very well structured and coherent throughout. 	25–30
<p>Band 4</p> <ul style="list-style-type: none"> • a high degree of understanding of the connections between the selected areas of study in relation to the theme • a well integrated response • some very good critical analysis • mainly accurate use of evidence and examples • mature style of writing • well structured and coherent throughout. 	19–24
<p>Band 3</p> <ul style="list-style-type: none"> • a good understanding of the connections between the selected areas of study in relation to the theme • for the most part an integrated response • reasonable degree of critical analysis • a good degree of accurate evidence and examples • reasonably mature style of writing • some evidence of good structure and coherence. 	13–18
<p>Band 2</p> <ul style="list-style-type: none"> • a limited understanding of the connections between the selected areas of study in relation to the theme • mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another • a limited attempt at critical analysis • insufficient use of accurate evidence and examples • immature style of writing • lacking in structure and coherence. 	7–12
<p>Band 1</p> <ul style="list-style-type: none"> • a basic understanding of the connections between the selected areas of study in relation to the theme • demonstrating only partially accurate knowledge of the different content areas studied • little attempt, if any, at critical analysis • inappropriate style of writing with a very basic structure. 	0–6

AO2 (20 marks)

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

Section B

- 5 (a)** In outlining and examining the contribution of some key people to the problem of suffering, candidates should refer to at least **two** different areas of study and could consider the following, e.g.:
- identification of relevant key people and their contribution to the problem of suffering
 - different types of suffering
 - reaction to suffering by key people, e.g. those who sought it out, endured it, fled from it
 - consequences of suffering, e.g. martyrdom, denial of faith
 - rewards of suffering, e.g. martyr's crown. [30]
- (b)** In critically evaluating this view candidates should refer to other aspects of human experience and could consider the following, e.g.:
- different types of suffering encountered by the religious believer
 - key people/movements who have experienced or are experiencing suffering
 - different reactions to suffering – was it embraced as God's will or not
 - suffering as mystery and not necessarily a problem to be solved
 - suffering as a result of evil
 - consideration of historical and/or contemporary examples. [20]

Section B

Total

AVAILABLE MARKS
50
150