



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2014**

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**Religious Studies**

**Assessment Unit A2 4**

*assessing*

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

**[AR241]**

**FRIDAY 23 MAY, AFTERNOON**

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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

- 1 (a) An examination of the doctrine and practice of baptism in the early Church may include, e.g.
- reference to relevant sources e.g. New Testament, Hermas, Didache, Justin, Tertullian, Hippolytus, Cyprian, Origen
  - origins of baptism e.g. Jewish proselyte baptism, John the Baptist, Jesus' baptism
  - command given by Jesus at the Great Commission
  - baptism of believers in New Testament e.g. Pentecost, Cornelius, Ethiopian Eunuch
  - baptism linked to salvation
  - baptism as a means of entry to the church and prerequisite for taking part in Eucharist
  - debate over infant and believers' baptism
  - debate over spirit baptism and water baptism
  - debate over original sin
  - description from the sources of baptismal preparation and administration
  - development – both historically and theologically [30]
- (b) Critical assessment of the view that the early Church placed too much emphasis on the sacraments may include, e.g.
- baptism was rite of initiation into church and eucharist was necessary for ongoing salvation
  - both baptism and eucharist carried out at direct command of Jesus
  - penance was essential because of post-baptismal sin
  - eucharist was at the core of all Christian worship
  - excommunication was a very serious punishment
  - other parts of worship e.g. prayer were also important
  - pastoral concerns and practical demonstrations of faith were equally important [20]

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## Section A

AVAILABLE  
MARKS

- 2 (a) An analysis and discussion on the emergence and main characteristics of Montanism may include, e.g.
- origins in Asia Minor
  - links to pagan cult of Cybele
  - Montanus' early life as a priest of Cybele
  - importance of the Paraclete in Montanus' revelation
  - strong emphasis on prophecy and gift of tongues
  - belief in coming Parousia
  - role of women as prophetesses and church leaders
  - rejection of traditional church structures and authority, especially that of the Bishops
  - authority belonged to those who spoke through the spirit
  - high and uncompromising moral standards
  - unreliability of primary sources
  - bias of secondary sources [30]
- (b) A critical assessment of the claim that the Church overreacted to the threat of Montanism may include, e.g.
- the sources throw doubt on whether or not Montanus' teaching was against that of the orthodox Church
  - large percentage of his teaching e.g. salvation, sin and repentance appears to be orthodox; schismatic or heretical?
  - gift of tongues is commended in New Testament
  - Montanists showed great bravery in the face of persecution
  - their way of life attracted high profile Christians e.g. Tertullian
  - it has much in common with modern charismatic movements within the church
  - Church leaders were alarmed by the rejection of their authority which could lead to heresy within the church
  - Montanists were difficult to control and some of their prophecies were unintelligible
  - emphasis on 'end of the world' made it difficult to see a future for the church
  - women were given too prominent a role [20]

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## Section A

- 3 (a)** An outline and explanation of the development of the Canon may include, e.g.
- Old Testament always accepted as Scripture
  - need for authoritative written teaching in post-apostolic age
  - evidence of a collection of writings used in churches by end of 1st Century but no definitive list
  - threat of heresy forced church to limit list and exclude certain writings
  - part of the three-fold defence against heresy
  - several principles – linked to an apostle, read in the churches, contains no unorthodox teaching
  - influence of Marcion's Canon
  - Irenaeus' Canon
  - Muratorian Canon
  - Athanasius' Canon
- [30]
- (b)** A critical assessment of the view that a fixed Canon of Scripture is no longer essential to the Church may include, e.g.
- a common Canon bonds and gives identity to the Christian Church
  - Canon gives the guiding principles for Christian living
  - Canon contains scripture teaching directly inspired by Holy Spirit
  - prevents inclusion of false teaching
  - some religious groups claim divine authority for additional writings e.g. Book of Mormon
  - many devotional and theological writings used in churches are not part of the Canon
  - not all Christian churches agree completely on the contents of the Canon
  - reference to alternative sources of authority
- [20]

AVAILABLE  
MARKS

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- 4 (a) An examination of the contribution made by Tertullian to major theological and practical issues may include, e.g.
- his contribution to the development of doctrine e.g. Trinity, salvation, rule of faith
  - his theological attack on the heretics e.g. Gnostics, Marcionites
  - his attitude to Greek philosophy
  - the accessibility of his writings – first theologian to write in Latin
  - his contribution to the theological vocabulary of the church
  - uncompromising moral teaching on the behaviour of Christians
  - his views on the place of women in the church
  - his attitude towards penance and post baptismal sin
  - practical issues addressed in apologetic writings [30]
- (b) A critical evaluation of the claim that writings such as these have little relevance for the 21st Century Church may include, e.g.
- his writings give a picture of the church at an important stage in its development
  - his doctrinal teaching shaped theological beliefs and creeds still held in the church today
  - much of his religious vocabulary is still in use
  - moral absolutes do not change over time
  - the church could learn from his willingness to speak out on controversial issues
  - many of the practical issues on which he spoke are no longer relevant
  - his dogmatic approach is no longer acceptable in the 21st Century
  - some of his writings reflect personal opinions and prejudices [20]
- Section A**

AVAILABLE  
MARKS

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 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 in relation to the problem of suffering, candidates should refer to at least two different areas of study and could consider the following, e.g.
- suffering is an inevitable part of standing up for one's beliefs
  - suffering is an instrument through which others may be led to faith
  - suffering is an integral part of spiritual growth
  - suffering may occur as a consequence of spiritual growth
  - suffering should be accepted with stoicism
  - suffering for one's faith will lead to eventual reward [30]
- (b) In critically assessing that the causes of suffering can never be satisfactorily explained, candidates should refer to other aspects of human experience and could consider the following, e.g.
- much human suffering can be explained by the actions of others
  - man's inhumanity to man e.g. treatment of despised and minority groups or other human rights issues, effects of crime
  - selfish behaviour, especially when people feel threatened by the beliefs of actions of others
  - the reaction produced when true religion challenges the moral integrity of others
  - some suffering does appear to be random
  - natural disasters
  - onset of fatal illnesses
  - good people who appear to suffer while those who commit evil acts escape the consequences of their behaviour
  - the reconciliation of suffering with an all powerful and benevolent God
  - possible historical and/or contemporary exemplification [20]

Section B

Total

AVAILABLE  
MARKS

50

50

150