



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

Religious Studies

Assessment Unit AS 4

assessing

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

[AR141]

THURSDAY 25 MAY, 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

Answer **one** question.

AVAILABLE
MARKS

1 (a) An account and explanation of the conversion of the Emperor Constantine and why it has always provoked debate may include, e.g.:

- context of the conversion – early life, struggle for power in the West, battle of Milvian Bridge
- two accounts of conversion – Eusebius and Lactantius
- differences between the accounts
- question of reliability, historical accuracy
- debate as to whether conversion was genuine or politically motivated
- the way in which he treated his wife and son does not reflect Christian values
- Constantine's behaviour towards Christians and the Church would suggest a genuine concern for their welfare
- his insistence on, e.g. prayers for the army suggests a reliance on the God of the Christians
- politically he had little to gain in the West since most Christians were in the East of the Empire
- Constantine's later behaviour towards Christians and his own family.

[35]

(b) An exploration of the claim that the Edict of Milan was a key turning point in the growth of the Christian Church may include, e.g.:

- end of persecution of Christians
- restoration of church property
- preferential treatment of clergy
- rise in importance of the role of the Bishop, especially Bishop of Rome
- Sunday as a public holiday
- more humanitarian civil laws
- beginning of state interference in Church policy
- rise of "nominal" Christians
- persecution by Christians of those who challenged them, e.g. Hypatia
- link between Christianity and warfare.

[15]

50

- 2 (a) A description and explanation of the main themes in the writings of Justin Martyr with particular reference to the First and Second Apologies may include, e.g.:
- brief setting in context – Greek gentile background and conversion experience
 - his aims as an Apologist
 - overview of his Apologetic writings – two apologies and Dialogue with Trypho
 - First Apology – description of sacraments and clear account of Christian worship
 - Second Apology – much briefer appeal for fair treatment of Christians
 - Dialogue with Trypho – argument that Christianity is the fulfilment of Judaism
 - Defence of Christians against disloyal and immoral behaviour
 - use of Greek philosophical language
 - his development of the doctrine of the Logos
 - his argument that Christianity was the true fulfilment of Old Testament prophecies. [35]
- (b) Comment on the view that the writings of the Early Church Fathers were vitally important for the survival of the Church may include, e.g.:
- their explanation of Christian beliefs and practices helped to disprove rumours and prejudice against Christians, e.g. Justin's Apologies
 - they gave encouragement to Christians in time of persecution, e.g. Ignatius' Letters
 - they sorted out quarrels and prevented splits within the Church, e.g. Clement's Letter to the Corinthians
 - their teaching about the authority of church leaders helped to keep the church disciplined and united, e.g. Ignatius, Clement
 - doctrinal teaching gave guidance on moral issues, e.g. Hermas on sin and repentance
 - practical teaching gave guidance to church communities, e.g. Didache on baptism, role of travelling evangelists
 - some may argue the church would have survived without them, e.g. guidance of the Holy Spirit, witness of Christian martyrs
 - everyday practical behaviour of Christians which impressed and converted pagan neighbours. [15]

Section A

AVAILABLE
MARKS

50

50

Section B

Answer **one** question.

AVAILABLE
MARKS

3 (a) A description and explanation of how the role of Church leaders changed and developed in the first three centuries may include, e.g.:

- evidence from the New Testament, e.g. ministry of apostles and deacons
- the move from a two fold to a three fold ministry as the church grew in numbers
- the development of the roles of bishop, presbyter and deacon from the first to the third century
- the emergence and rise of the monarchical bishop as the need for a powerful authority figure became greater
- the development of Sees and Dioceses
- the doctrine of Apostolic Succession as the need to preserve truth in face of heresy became evident
- the gradual rise in power of the Bishop of Rome and the power struggles that ensued, e.g. Cyprian and Stephen
- evidence should be provided from relevant sources, e.g. New Testament, Clement, Didache, Justin, Irenaeus, Hippolytus, Tertullian, Cyprian. [35]

(b) Comment on the claim, in relation to other aspects of human experience, that religious leaders are still influential figures in the twenty-first century may include an open-ended response citing relevant contemporary and/or historical examples, e.g.:

- many high profile religious leaders, e.g. Pope Francis, Archbishop of Canterbury are still well respected and their views are influential when they speak on controversial issues, e.g. same sex marriage, abortion
- many religious groups are democratic in character so decisions are made on a community basis
- for most people, places of worship are no longer the centre of the community, so the local religious leaders are not well known to them
- some religious leaders have lost credibility because of their behaviour or poor decision making
- society is increasingly secular so the views of religious leaders are seen as irrelevant
- secular society often dismisses the views of religious leaders as bigoted, out of touch or narrow minded
- the rise of humanist and atheist viewpoints has challenged the influence of religious leaders. [15]

50

- 4 (a) An explanation of the various factors which caused Christians to be persecuted in the first three centuries with reference to examples may include, e.g.:
- Jewish attitudes to Christianity
 - Christianity was not a “religio licita”
 - original confusion with Judaism meant that the Romans did not recognise Christianity as a new religion
 - Christians’ refusal to worship the Emperor
 - accusations of atheism and disloyalty
 - belief that Christians practised immoral behaviour, e.g. accusations of incest and child abuse, Athenagoras’ accusations against the Christians
 - reference may be made to the motives of individual Emperors, e.g. Nero – scapegoats; Domitian – political motives; Decius – unity of the Empire; Marcus Aurelius – mob violence
 - particular reference to examples from the first three centuries. [35]
- (b) An exploration of the view, in relation to other aspects of human experience, that persecution always hinders the spread of religious faith may include an open-ended response citing relevant contemporary and/or historical examples, e.g.:
- severe persecution in Middle Eastern countries, e.g. Syria, Iran has decimated the Christian population
 - statistically, there is more religious persecution in the twenty first century than in the first four centuries, but Christianity continues to grow, e.g. in many African countries
 - historically, persecution of the Jews by Nazi Germany led to the foundation of a Jewish state and a growth of religious faith
 - indirect persecution such as widespread discrimination or exclusion may make some people deny or hide their religious faith
 - in a secular society, religious adherents are often ignored or despised rather than overtly persecuted. This may discourage new converts. [15]

AVAILABLE
MARKS

50

Section B**50****Total****100**