



Rewarding Learning

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

Religious Studies

Assessment Unit AS 4

assessing

The Origins and Development of the
Early Christian Church to AD325

[SRE41]

THURSDAY 25 MAY, MORNING

MARK SCHEME

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17- or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Candidates must refer to different units of study in their AO1 response to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

AS Bands

Total Marks: [25]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> An excellent response to the question asked Demonstrates comprehensive understanding and knowledge Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies A very high degree of relevant evidence and examples A sophisticated answer with a clear and coherent structure An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> A very good response to the question asked Demonstrates a high degree of understanding and almost totally accurate knowledge Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies A very good range of relevant evidence and examples A mature answer with a mainly clear and coherent structure A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> A good response to the question asked Demonstrates a reasonable degree of understanding and mainly accurate knowledge Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies A good range of relevant evidence and examples A reasonably mature answer with some evidence of structure and coherence A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> A limited response to the question asked Demonstrates limited knowledge and understanding Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies A limited range of evidence and/or examples A limited answer with limited evidence of structure and coherence A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]
1	<ul style="list-style-type: none"> A basic response to the question asked Demonstrates minimal knowledge and understanding Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies Little, if any, use of evidence and/or examples A basic answer with basic structure and coherence A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

AS Bands

Total Marks: [25]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> A comprehensive and coherent response demonstrating an excellent attempt at critical analysis An excellent attempt at the application of beliefs, values and teachings to the question asked An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience An excellent attempt at providing personal insight and independent thought A sophisticated answer with a clear and coherent structure An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> A very good response demonstrating a very good attempt at critical analysis A very good attempt at the application of beliefs, values and teachings to the question asked A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience A very good attempt at providing personal insight and independent thought A mature answer with a mainly clear and coherent structure A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> A reasonable response demonstrating a good attempt at critical analysis A good attempt at the application of beliefs, values and teachings to the question asked A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience A good attempt at providing personal insight and independent thought A reasonably mature answer with some evidence of structure and coherence A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> A limited response demonstrating a modest attempt at critical analysis A limited attempt at the application of beliefs, values and teachings to the question asked A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience A limited attempt at providing personal insight and independent thought A limited answer with limited evidence of structure and coherence A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]

Band	AO1 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience • A basic attempt at providing personal insight and independent thought • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Candidates must engage with other aspects of human experience, where necessary, to access Bands 3–5.

Section A

Answer **one** question.

AVAILABLE
MARKS

- 1 (a) "Various factors were responsible for the rapid growth of the Church in the first three centuries." Explain the truth of this statement.

Answers may include:

- The Roman Empire influenced the lives of all who lived within its boundaries
- Initially, the Roman authorities did not distinguish between Christianity and Judaism, which was a recognised licenced religion within the Empire
- The Pax Romana gave political stability which made it safe to travel throughout the Empire
- There was an excellent communications network of Roman roads linking major cities
- Greek, the universal language, made it easy to transmit the gospel message
- Paul was a Roman citizen and was granted the protection of Roman law wherever he went
- Jewish persecution of the Church in Jerusalem led to the dispersion of Christians to other areas of Judea and Samaria
- Converts on the Day of Pentecost spread the Christian message across a wide geographical area of the Empire and beyond
- Christian beliefs provided a philosophical basis of faith which appealed to those who found traditional Roman religion unfulfilling.
- Practical application of charity
- Divine Providence

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Comment on the claim that Christianity did not attract converts from every level of society. Justify your answer.

Answers may include:

- The earliest converts in the New Testament ranged from fishermen, e.g. Peter to successful businesswomen, e.g. Lydia
- Evidence of Christians in the slave/servant class, e.g. Didache describes meetings before dawn, suggesting this was worshippers' only free time
- Celsus' remarks about how teachers and house servants evangelised women and children
- Christians in the Roman army, e.g. Tertullian's condemnation of Christians who were soldiers
- The willingness of Constantine's troops to accept his conversion experience and the changes that followed
- Many martyrs were of low social status, e.g. Blandina, Ponticus
- Evidence of Christians in the higher echelons of society
- Flavius and Domitilla
- Diocletian's wife and daughter
- The business/merchant class, e.g. Justin's statement about why people become Christians
- Christians educated in philosophy, e.g. Justin, Origen
- Christian friendship/loyalty cutting across the social divide, e.g. Perpetua and Felicitas
- Pliny's comment that Christianity had spread to all social classes.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE
MARKS

- 2 (a) Give an account of the development of the practice and doctrine of the Eucharist, with particular reference to Hippolytus and Cyprian.

AVAILABLE
MARKS

Answers may include:

- Its origins in the Passover meal
- Gospel accounts of the Last Supper
- Paul's explanation of its true meaning and his condemnation of the Corinthian church
- Gradual separation of the Agape and the Eucharist
- Changing practice about who could administer it and who could receive it
- Pagan misunderstandings about the nature of the meal
- Reference may be made to all relevant sources but specific reference should be made to Hippolytus and Cyprian

Hippolytus

- Two accounts of the Eucharist, e.g. for the ordination of a bishop and for the newly baptised
- Service now has a set formal pattern
- Deacons present elements to the bishop, who consecrates them, assisted by the presbyter
- Very detailed eucharistic prayer, similar to that still in use today
- Emphasis on the Eucharist as both thanksgiving and sacrifice
- Bread and wine are 'holy'
- Care must be taken not to drop or spill them.

Cyprian

- The Eucharist must exactly replicate Jesus' actions at the Last Supper
- Wine must be used – he attacks Aquarians for using water which makes the sacrament invalid
- The priest is the representative of Christ and fulfils his role
- The priest sacramentally re-enacts the sacrificial death of Jesus and its saving power
- The Eucharist for the dead is an established custom.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Consider how far it is true to say that the Eucharist was the most important part of Christian worship. Justify your answer.

Answers may include:

- The Eucharist 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 excommunication had no salvation
- Arrangements were provided to administer it to the sick and dying
- Baptism was more important because no one could become a member of the Christian community or receive the Eucharist without having been baptised
- Penance, pastoral concerns and practical demonstrations of faith were also of vital importance.

Accept valid alternatives

Mark in levels

(AO2)

[25]

Section A

**AVAILABLE
MARKS**

50

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Section B

Answer **one** question.

AVAILABLE
MARKS

- 3 (a) Discuss the main themes in the writings of Ignatius of Antioch.

Answers may include:

- Heresy – two types of heretic attacked, Docetists and Judaisers
- Ignatius' response – emphasis on Jesus' humanity as well as divinity, reality of his suffering, insistence that authority of Old Testament superceded by Jesus
- Unity – Ignatius' response to the danger of disunity in the church
- Absolute authority of the local bishop, "Do nothing without the bishop"
- First writer to speak of threefold ministry of bishop, presbyters and deacons. There is no evidence that this was the practice elsewhere in the church
- Martyrdom – Ignatius' determination to die as a martyr in order to identify himself with Christ in his sufferings
- Plea to the Roman church not to prevent this
- Possible reflection of Ignatius' insecurity or neuroticism
- Beginnings of a 'martyr cult' in the church
- Setting Ignatius in context as one of the Apostolic Fathers
- Brief biographical details – Bishop of Antioch, journey to Rome, martyrdom, connection with Polycarp
- Seven letters written to the churches of Asia Minor, Rome and to Polycarp during his journey..

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, assess the claim that martyrdom is no longer an issue for the religious believer. Justify your answer.

Answers may include:

- Attacks on Christians are still widespread in various parts of the world
- Christian churches in India have been burnt and congregations murdered by radical Hindus
- Christian university students in Kenya targeted by Muslim extremists during morning prayers
- Assaults on Christian churches in Iraq, Iran and Syria by ISIS
- Middle Eastern Christians forced to flee their homes and become refugees
- Evidence from a United Nations report that Islamic State militants have abducted Christian Iraqi children and crucified them or buried them alive
- While attacks by ISIS in the Western world are mainly political, evidence that in some cases Christians are being specifically separated out and targeted for death
- Most Christians in the West will never face a direct threat of martyrdom
- Church leaders, e.g. Pope Francis and the Patriarch of Jerusalem have held vigils and spoken out to highlight the plight of modern martyrs and to challenge the Western church to act on their behalf
- The tradition of achieving martyrdom through severe asceticism.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2)

[25]

50

AVAILABLE
MARKS

- 4 (a) Discuss the accounts of Constantine's conversion with particular reference to the influence of earlier events in his life.

AVAILABLE
MARKS

Answers may include:

- Specific knowledge of the content of the two major sources, Eusebius and Lactantius
- Differences between the sources
- Eusebius' much fuller account in which Constantine prayed for divine aid and saw the sign of the cross in the sky with the message, "In this sign conquer". Later, in a dream, God told him to use this sign in battle
- Lactantius' brief account in which Constantine was instructed in a dream to use the sign of the cross on his soldiers' shields in battle
- Reliability of the sources and the possibility of bias since both Eusebius and Lactantius were favourably disposed towards Constantine
- Influences from his early life
- Mother Helena showed strong Christian sympathies in later life, his sister was named Anastasia (Resurrection) which suggests some Christian influence in his family
- Upbringing in the Court of Diocletian where he would have witnessed Christian persecution and the bravery of the martyrs, also the growing failure of persecution to stamp out Christianity
- Diocletian's wife and daughter were Christians
- His father Constantius was Caesar of the Western Empire and carried out very little persecution which may have influenced Constantine, who joined him there
- An observation of the growing number of Christians may have made Constantine believe it was better to have them on his side in the struggle for power
- Worshipper of Apollo, the Sun God and so was already disposed towards a monotheistic religion.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) "Religious conversion is always a dramatic event in the life of the religious believer." Evaluate the truth of this statement with particular reference to other aspects of human experience. Justify your answer.

Answers may include:

- New Testament evidence of sudden, dramatic conversions leading to a change of lifestyle
- Disciples who left their ordinary lives behind to follow Jesus, e.g. Peter, Matthew, Zacchaeus
- Conversion of Saul/Paul on the road to Damascus was lifechanging and led to a total commitment to spread the gospel
- Different ways of defining conversion
- Personal choice to identify with Christianity or other religious faith
- Means by which a person obtains salvation
- Conversion can be a radical change of heart and lifestyle, e.g. St Paul
- Gradual conversion experience, e.g. CS Lewis
- Different Christian denominations have different beliefs about conversion
- Many Protestants, especially evangelical Christians, see conversion as a decision/commitment of faith which leads to salvation, being 'saved' or 'born again'
- For Catholics and Anglicans, salvation is received through baptism so there is no need for a dramatic conversion
- Candidates may comment on their personal experience or that of their friends and family.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2)

[25]

50

Section B

50

Total

100

AVAILABLE
MARKS