



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

Religious Studies

Assessment Unit AS 4

assessing

**The Origins and Development of the
Early Christian Church to AD325**

[SRE41]

WEDNESDAY 23 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 | AO2 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) With specific reference to his writings, discuss how Justin Martyr challenged Jewish and pagan beliefs about Christianity.

Answers may include, e.g.:

- Overview of Justin's Apologetic writings – two Apologies and Dialogue with Trypho
- Defence of Christianity against claim of immoral and disloyal behaviour which were widely held by the pagan community
- Clear explanation of Christian worship and sacraments
- Assertion that Christians were not atheists
- Insistence on the loyalty of Christians to the Emperor
- Arguments against Jewish beliefs expressed in Dialogue with Trypho
- Insistence that Christianity was the true fulfilment of Judaism
- Jesus was the long awaited Messiah foretold in the Old Testament
- Development of the doctrine of the Logos
- Use of Greek philosophical arguments to gain attention and respect of educated pagans
- Brief historical context
- Definition of the work of an Apologist.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Comment on the claim that it is impossible to understand Justin's writings without a knowledge of Greek philosophy. Justify your answer.

Answers may include, e.g.:

- Justin's target audience was educated Greek-speaking pagans
- He assumes a familiarity with Greek philosophical language and concepts which few modern readers possess
- His doctrine of the Logos is a sophisticated argument which may have been difficult to grasp even for his original readers
- Much of what he writes, e.g. the account of Christian worship is clear and easily understandable to any literate audience, then or now
- Much of his writing deals with easily identifiable practical issues, e.g. baptism and eucharist services rather than complicated theological issues.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) Examine the ways in which the religious policy of the Emperor Constantine affected the development of the Christian Church.

AVAILABLE
MARKS

Answers may include, e.g.:

- Brief setting in context of Constantine's conversion
- Immediate end of persecution
- Declaration of religious tolerance for all religions in Edict of Milan
- Church gained wealth and status
- Restoration of Church property
- Commissioning of new Bibles
- Finance for grand new churches, e.g. Santa Sophia
- Elevation in status and power of the bishop, both religious and political
- Significant increase in the power of the Bishop of Rome
- Recognition of Sunday as a day of rest
- Christian teaching and beliefs began to affect civil law, e.g. marriage, family life, branding of slaves
- Beginning of state intervention in Church affairs
- Association of Christianity with warfare
- Rise of nominal Christianity
- Socially advantageous to be a Christian
- The 'mob' became Christian in name and began to persecute pagans
- Anti-semitic policies.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) "Christianity had become so strong that it would have triumphed even without the support of Constantine." Assess this view. Justify your answer.

Answers may include, e.g.:

- Witness of the Christian martyrs and the bravery of ordinary Christians under persecution impressed their pagan neighbours
- Witness of Christian behaviour in everyday life made new converts and had largely dispelled old myths about Christian behaviour, e.g. cannibalism, incest
- Christians were to be found in higher social classes, e.g. Diocletian's wife and daughter
- Christian churches were in prominent positions, e.g. destruction of the Church at Nicodemia which began the Diocletian persecution
- Persecution was led by Imperial edict rather than stirred up by local distrust
- Willingness of the army to adopt Christian symbols suggests a large number of soldiers with Christian sympathies
- God would have enabled Christianity to triumph in the end
- Perhaps the changes brought about by Constantine enabled Christianity to become stronger
- The importance of Constantine's defeat of Licinius in preventing renewed persecution of Christians

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

Section B

Answer **one** question.AVAILABLE
MARKS

- 3 (a) “The Roman attitude to Christianity was far from clear.” With reference to this quotation, discuss the content of Pliny’s letter to Trajan and Trajan’s reply.

Answers may include, e.g.:

- The historical context of the letters
- Pliny’s uncertainty about how the Christians were to be treated, showing that there was no Empire-wide policy for dealing with them
- His explanation of the actions he had taken
- The various ways in which different groups of Christians had reacted
- Their general unpopularity shown in the fact that he felt they must be dealt with
- Large numbers showing that Christianity was well-established in Asia Minor
- Incidental information about early Church worship
- The ambiguous nature of Trajan’s reply
- Advice given to Pliny on how to act
- Instruction to reject anonymous letters shows concern for fairness and justice, even for Christians
- Mention of Roman citizens suggests Christians at all levels of society.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, evaluate the view that in a secular age religious persecution is often exaggerated. Justify your answer.

Answers may include, e.g.:

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant historical and/or contemporary examples
- Statistically, there is more religious persecution in the twenty-first century than in the first three centuries
- There is increasing evidence of persecution of one religion by another in many parts of the world. Candidates may use a variety of examples, current or historical
- Growing threat of ISIS
- Most adherents of religion, especially in the Western world, will not encounter direct physical persecution but may perceive mental or social persecution where civil laws infringe their religious beliefs
- Indirect persecution, e.g. discrimination, exclusion is still widespread
- Society is now largely secular so religious believers are despised rather than persecuted
- Religious believers may interpret behaviour of others as persecution where none is intended

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[25]

50

- 4 (a) Discuss the development and practice of baptism in the first three centuries with particular reference to the Didache and Hippolytus.

AVAILABLE
MARKS

Answers may include, e.g.:

- Origins of baptism, e.g. Jewish proselyte baptism
- Great Commission in Matthew's gospel
- Baptism of believers in the New Testament, e.g. Pentecost, Cornelius, Ethiopian official
- Baptism simply "in the name of Jesus"
- **Didache** – brief historical setting
- Baptism in the name of the Trinity
- Running water if possible but still water will do
- Cold water if possible but warm water will do
- Immersion is preferable but affusion is acceptable
- A short period of fasting for both the baptiser and the baptised beforehand
- **Hippolytus** – brief historical context
- Three year preparation for the catechumen
- Certain occupations considered immoral to be excluded
- In the week before baptism, detailed instructions about preparation, e.g. prayer, fasting, exorcism
- Baptisms on Easter Sunday
- Candidates to be baptised naked
- Children to be baptised first, then men, then women
- First clear reference to infant baptism
- Very detailed description of baptismal service, e.g.:
- Rejection of the devil
- Anointing with oil of exorcism
- Baptismal interrogation regarding belief in God the Father, the Son and the Holy Spirit
- Baptism three times in the name of Trinity
- Bishop, presbyters and deacons all have a specific role to play
- Anointing with oil of thanksgiving, Bishop lays hands on the newly baptised
- They receive the Holy Spirit
- Newly baptised share in their first Eucharist
- Baptism develops from a simple ceremony in first and second centuries to a very complex one by the third century.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, explore the claim that religious writers have made an important contribution to the defence of the faith. Justify your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant historical and/or contemporary examples
- Early Church writers laid down the Benedictions of the faith in both practice and doctrine
- Apostolic fathers gave an insight into the development of the Church in the post-Apostolic Age, e.g. Clement and Hermas show that there was order and discipline among the Christians/Churches
- The development of doctrine by later writers, e.g. Tertullian, an important contribution in counteracting the false claims of heretics such as the Gnostics, e.g. Apostolic Succession, salvation by faith
- Modern religious writers, e.g. Alister McGrath, CS Lewis, John Lennox, GK Chesterton and Pope John Paul II have written clear explanations of Christian beliefs and practice to counteract ignorance and prejudice about the faith
- CS Lewis' Narnia books depict religious truths in allegorical form aimed at a youthful audience
- On the other hand, much religious writing is too difficult for the ordinary person to understand, or perceived as too boring
- Most people in a secular society never encounter any religious writings so they make no impact on prejudiced or inaccurate beliefs about the Christian faith
- Candidates may also refer to apologetic writers from other world faiths who write to dispel prejudiced and misinformed views about their beliefs.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

Total

AVAILABLE
MARKS

50

100