



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2013**

Religious Studies

Assessment Unit AS 4

assessing

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

[AR141]

THURSDAY 17 JANUARY, 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

AVAILABLE
MARKS

Answer **one** question

- 1 (a) An explanation of how the witness of the Christian martyrs influenced the spread of Christianity may include, e.g.:
- an account of the deaths of specific martyrs, e.g. Polycarp, Justin, Blandina, Ignatius
 - the brave and dignified way in which they faced death
 - active desire for martyrdom fostered by some Christian leaders, e.g. Ignatius
 - the common belief among Christians that martyrdom was “baptism by fire” and a guarantee of eternal life
 - the tendency to venerate martyrs, e.g. Polycarp
 - the identifying of the suffering of the martyrs with the suffering of Christ
 - the growth of new converts inspired by the witness of the martyrs
 - in some cases, fear of the martyr’s death may have turned people away from Christianity
 - Tertullian – “the blood of the martyrs is seed”. [35]
- (b) An exploration of this claim may include, e.g.:
- there is evidence from relevant sources that the steadfastness of the martyrs impressed onlookers and led to conversion
 - during the persecutions, martyrdom was widespread and would have been witnessed by many people
 - other factors were also important, e.g.
 - Paul’s missionary activity
 - political, social and geographical factors
 - a universal language
 - social inclusiveness of Christianity
 - appeal of Christianity to those seeking spiritual fulfilment, e.g. God fearers, adherents of mystery religions, philosophers
 - Christian standards of morality
 - practical application of Christian charity. [15]

50

- 2 (a) A description of the course of the Diocletian persecution may include, e.g.:
- historical context – many years with little persecution and widespread growth of Christianity
 - political reorganisation of the Empire by Diocletian
 - Diocletian as an unwilling persecutor
 - part played by Galerius in beginning the persecution
 - a feeling of “now or never” if Christians were to be stamped out
 - first persecution with an official beginning and ending
 - various edicts targeting different aspects of Christianity
 - specific attacks on church buildings and copies of the scriptures
 - different levels of severity in east and west
 - primary sources exist
 - comparison with earlier persecutions. [35]

- (b) An exploration of this view may include, e.g.:
- the extent to which the Christians were accepted by Roman society, e.g. large churches in town centres, Christians inside the Imperial family itself
 - Christians holding prominent positions in government and civil service
 - the Emperor was half-hearted in his approach and more concerned with the complicated political situation
 - different attitudes to persecution in east and west
 - Constantine’s patronage of Christianity
 - church did suffer – it lost leaders, buildings and scriptures
 - persecution lingered on for several years after it officially ended
 - the historical legacy that all previous persecutions were unsuccessful. [15]

Section A

50

50

Section B

AVAILABLE
MARKS

Answer **one** question

- 3 (a)** A description of the main features of Justin Martyr's defence of Christianity may include, e.g.:
- apologetic nature of his writings
 - the influence of Greek philosophy
 - main themes of First Apology, Second Apology, Dialogue with Trypho
 - the Doctrine of the Logos
 - the detailed descriptions of church worship and sacraments
 - political, moral, philosophical and theological arguments. [35]
- (b)** In relation to other aspects of human experience, an open-ended response citing relevant contemporary and/or historical examples may include, e.g.:
- many of the practical or theological issues they deal with were specific to the time in which they wrote and do not exist today
 - they are couched in language too difficult for the modern reader to understand
 - some of these writings do identify problems which still face religious groups today
 - they highlight the challenge of false teaching which is a perennial issue for religious believers
 - they show the importance of strong leadership in protecting and guiding religious groups
 - they are useful in showing religious groups and believers how to deal with false perceptions of society. [15]

50

- 4 (a) An explanation of the development of Church Government 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
 - the development of the roles of bishop, presbyter and deacon from 1st to 3rd century
 - the emergence of the monarchical bishop
 - the doctrine of apostolic succession
 - the rise in power of the Bishop of Rome
 - evidence from relevant sources, e.g. Clement, Didache, Justin, Irenaeus, Hippolytus, Tertullian, Cyprian. [35]

- (b) In relation to other aspects of human experience, an open-ended response citing contemporary and/or historical examples may include, e.g.:
- many religious groups are democratic in character and appoint a leader/spokesperson for a limited period of time
 - charismatic groups believe that they are guided by the Holy Spirit so do not need an authoritative human leader
 - if one person does not have authority to speak for a whole group, this can lead to disagreement and confusion
 - competing factions may emerge which may lead to the weakening and fragmenting of the group
 - false teaching may emerge if there is no strong authoritative voice to condemn it. [15]

Section B

Total

50

50

100