



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2012**

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## **Religious Studies**

### **Assessment Unit AS 4**

*assessing*

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

**[AR141]**

**FRIDAY 20 JANUARY, AFTERNOON**

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# **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 the reasons for the persecution of Christians may include, e.g.:
- Jewish attitudes to Christianity
  - Christianity was a “religio illicita”
  - Christians refused to practise Emperor Worship
  - they were accused of atheism and disloyalty
  - they were believed to practise immoral behaviour
  - some candidates may refer to the motives of individual Emperors, e.g. Nero – scapegoats; Domitian – political motives; Decius – unity of the Empire; Marcus Aurelius – mob violence. [35]
- (b) An exploration of the extent of this claim may include, e.g.:
- the bravery of Christians under persecution impressed pagan observers
  - those in danger often fled, taking their faith with them
  - other religious factors also played a major role, e.g. missionary activity, charity
  - Pax Romana
  - social, geographical and economic factors. [15]
- 2 (a) Consideration of the debate surrounding the conversion of the Emperor Constantine may include, e.g.:
- specific knowledge of the content of the two major sources – Lactantius and Eusebius
  - reliability of these sources
  - possibility of bias
  - circumstances leading up to his conversion
  - his behaviour afterwards, e.g. treatment of his wife and son, continued use of title Pontifex Maximus, late baptism
  - the positive policies which he addressed towards the Church, e.g. restoration of property, new churches, Sunday as a public holiday, more humanitarian civil laws, appointment of a bishop as his closest adviser
  - debate about whether his motives were more political than religious. [35]
- (b) An exploration of this claim may include, e.g.:
- Christianity became the favoured religion of the Western world
  - it became socially advantageous to be a Christian
  - rise of nominal Christianity
  - bishops became powerful political as well as religious figures
  - by moving capital to Constantinople, Constantine gave increased status to Rome as the centre of Christianity
  - the influence and status of the Bishop of Rome increased significantly
  - Christian teaching and beliefs began to influence civil law
  - the “mob” became Christian in name and began to persecute pagans, e.g. Hypatia. [15]

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Section A

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## Section B

AVAILABLE  
MARKS

Answer **one** question

- 3 (a)** A consideration of the themes of martyrdom and heresy in the letters of Ignatius of Antioch may include, e.g.:
- brief biographical details of Ignatius
  - practical nature of his writings
  - information about the situation in the churches to which he wrote
  - description of the heresies of the Judaizers and Docetists
  - explanation as to why Ignatius regarded them as dangerous
  - his advice on dealing with them through the increased authority of the bishop
  - his views on martyrdom as identifying with Christ in his death
  - encouragement to Christians to court martyrdom
  - his fear that he would be prevented from meeting a martyr's death
  - possible debate on whether his views were too extreme or unbalanced
  - some candidates may mention other themes in Ignatius' letters [35]
- (b)** An exploration of this view in relation to other aspects of human experience may include an open ended response citing relevant contemporary and/or historical examples, e.g.:
- draws attention to the need for unity among adherents of a particular religious group
  - need for a strong voice of authority to preserve a united front
  - shows that disunity leads to the creation of opposing factions, false teaching and a weakening of the witness of the whole religious group
  - provides a particular view of martyrdom which may provide a model for some religious groups but be rejected by others
  - gives guidance to religious believers on the way in which they should treat young or inexperienced leaders. [15]
- 4 (a)** An account of the growth of the doctrine of Apostolic succession may include, e.g.:
- Jesus' words to Peter at Caesarea Philippi
  - Clement of Rome's letter to the Church at Corinth
  - Irenaeus' tracing of the succession of bishops back to the Apostles
  - the special status of Rome in his list of examples
  - Tertullian's confirmation of Apostolic succession
  - the ever-present threat of heresy and disunity emphasising the need for guardians of the faith. [35]

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- (b) An exploration of this view in relation to other aspects of human experience may include an open ended response citing relevant contemporary and/or historical examples, e.g.:
- religious leaders have been appointed by God and therefore speak with the voice of God which should be obeyed
  - they have a “direct line” to God
  - religious leaders are fallible like other human beings and so can make mistaken decisions
  - they may sometimes act from selfish or misguided motives
  - individual believers should be guided by God through personal prayer
  - they should act on the voice of conscience and individual conviction.

[15]

**Section B**

**Total**

AVAILABLE  
MARKS

50

50

100