



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2014**

Religious Studies

Assessment Unit AS 4

assessing

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

[AR141]

THURSDAY 23 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 the main factors which enabled Christianity to spread across the Roman Empire in the first three centuries may include, e.g.
- Pax Romana
 - good communication system of Roman roads
 - universal language
 - failure of Roman authorities to distinguish between Judaism (a licensed religion) and Christianity (an unlicensed religion)
 - Paul's missionary activity
 - strong faith shown by Christians under persecution
 - the appeal of Christianity to those seeking spiritual fulfilment, e.g. philosophy, mystery religions
- [35]
- (b) An exploration of the claim that early Christians excluded themselves from Roman society may include, e.g.
- refusal to worship the Emperor
 - refusal to join the army or civil service because of unwillingness to prove loyalty by Emperor worship
 - refusal to participate in public entertainment in theatres and arenas
 - secretive nature of their worship
 - on the other hand, candidates may argue that they had very little choice but to exclude themselves because the nature of Roman society and religion went against their moral and religious beliefs
 - exclusion was forced upon them by Roman society
 - evidence of some Christians in prominent positions in Roman society, e.g. Flavius Clemens, Domitilla
- [15]

50

- 2 (a) An account of the way in which the roles of bishop, presbyter and deacon developed in the first three centuries may include, e.g.
- New Testament origins, e.g. appointment of 7 deacons to assist apostles
 - development of two fold to threefold ministry
 - separate and distinct roles of bishop, presbyter and deacon
 - emergence of the Monarchical Bishop
 - rise in prominence of the Bishop of Rome
 - doctrine of Apostolic Succession
 - mention may be made of relevant sources, e.g. Clement, Ignatius, Tertullian, Cyprian

[35]

- (b) An exploration of the claim that the Bishop of Rome was always regarded as more important than other bishops may include, e.g.

- early evidence of Rome as the centre of Christianity
- tradition of Peter as first bishop
- Irenaeus' use of Rome as the exemplar church
- Cyprian's description of Rome as the premier church
- attempts by bishops of Rome, e.g. Victor, Stephen to assert their authority over other churches
- candidates may argue that these attempts were rejected by other churches
- Cyprian described all bishops as equal
- possible reference to the Council of Nicaea which names four metropolitan bishops and does not distinguish between them
- possible reference of the removal of civil power to Constantinople, leaving the Bishop of Rome as its most important citizen

[15]

Section A

**AVAILABLE
MARKS**

50

50

Section B

AVAILABLE
MARKS

Answer **one** question.

3 (a) A description of the events of Constantine's early life and rise to power which made him sympathetic to the Christian church may include, e.g.

- early upbringing in the court of Diocletian where Christianity had become accepted – Diocletian's wife and daughter were Christians
- tradition that his mother had Christian sympathies
- the fact that his sister had a 'Christian' name – Anastasia
- time spent in the western part of the empire where there was little persecution of Christians
- worship of Apollo meant that he was sympathetic to a monotheistic religion
- conversion experience at Milvian Bridge
- attribution of his victory there to the God of the Christians [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.

- the word conversion implies a change, a turning from one spiritual state to another
- Constantine demonstrated a significant change in his lifestyle by identifying with Christianity after his conversion
- many examples of dramatic changes of lifestyle after a conversion experience, e.g. St Paul
- conversion may be a gradual experience but still life-changing over a period of time
- some candidates may argue that there are those who use the claim of religious conversion to serve their own purposes. They may give examples of religious conversions which did not result in a changed lifestyle
- conversion may make the convert's life more challenging, e.g. Christian martyrs [15]

50

4 (a) An explanation of the characteristics of the persecution which took place during the reign of the Emperor Decius and its consequences for the Church may include, e.g.

- long period of peace before this persecution which made the Church unprepared for it
- the first major persecution triggered by an Empirewide edict
- widespread and systematic
- the Cyprian/Stephen controversy
- requirement to obtain certificates
- various ways in which the Christians reacted
- the behaviour of Cyprian and other church leaders
- the problem of the lapsed
- the various councils to debate the issue
- the Novatian split

[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.

- statistically, there is more religious persecution in the twenty-first century than in the first three centuries
- there is still direct persecution of one religion by another in many parts of the world. Candidates may use a variety of examples
- most adherents of religion, particularly in the Western world, will never encounter direct persecution
- society is now largely secular so religion is despised rather than persecuted
- indirect persecution is still widespread, e.g. discrimination, exclusion

[15]

Section B

Total

**AVAILABLE
MARKS**

50

50

100