



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2015**

Religious Studies

Assessment Unit AS 4

assessing

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

[AR141]

TUESDAY 16 JUNE, 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) A description and explanation of the evidence for the geographical and social spread of Christianity in the first three centuries may include, e.g.:

Geographical factors –

- good communication network, e.g. Roman roads, Pax Romana
- converts from Day of Pentecost who spread the message to many parts of the Roman Empire
- central location of Palestine in the Roman Empire
- widespread nature of Paul's missionary journeys
- evidence of Christian churches in major cities of the Roman Empire and beyond.

Social factors –

- the social inclusiveness of Christianity for all social classes from the Roman nobility to household slaves
- the Christian concern for those in need, e.g. widows and orphans
- universal language which facilitated oral communication of the gospel message. [35]

- (b) Comment on the view that Christianity only attracted converts from the higher social classes may include, e.g.:

Evidence of Christians from high social status –

- Flavius and Domitilla
- Diocletian's wife and daughter
- Christians among the business/merchant class, e.g. Justin's explanation of why people became Christians
- Christians educated in philosophy, e.g. Justin, Origen.

Evidence of Christians at all levels of society –

- Christians in the Roman Army, e.g. Tertullian's condemnation of Christians as soldiers, willingness of troops to accept Constantine's conversion
- evidence of Christians in the slave/servant class, e.g. Celsus' remarks about how teachers and house servants evangelised women and children
- Christian faith across the social divide, e.g. Perpetua and Felicitas martyred together
- many Christian martyrs of low social status, e.g. Blandina
- Pliny's comment that Christianity had spread into all social classes. [15]

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2 (a) A description of the nature and course of these persecutions may include, e.g.:

Domitian –

- mainly political motives, e.g. Christians as a threat to his rule
- refusal of Christians to worship the Emperor as “Lord and God”
- persecution of members of the Emperor’s immediate family and household
- Emperor’s strong anti-Jewish attitude may be reflected in the persecution
- severe persecution may be reflected in the book of Revelation.

Marcus Aurelius –

- Emperor saw Christians as morally weak, e.g. influence of his tutor Fronto
- did not instigate persecution but did nothing to stop it
- severe persecution in Lyons and Vienne
- widespread mob violence
- witness of the martyrs, e.g. Blandina, Pothinus. [35]

(b) Comment on the claim that there was no consistent policy of persecution may include, e.g.:

- initially Christians were protected by the confusion with Judaism
- evidence that persecution in the first two centuries was local and sporadic, e.g. Nero in Rome, Trajan in Asia Minor
- each Emperor had his own agenda
- admission by Trajan that there was no fixed policy for dealing with the Christians
- empire wide edicts spread persecution over the whole empire in the third and fourth centuries
- even then persecution was much more severe in some areas than in others, depending on the way the local authorities enforced the edicts
- some Christians may have escaped persecution entirely. [15]

Section A

AVAILABLE MARKS

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Section B

AVAILABLE
MARKS

Answer **one** question.

3 (a) An explanation as to why the Bishop became the most important figure in the life of the Church may include, e.g.:

- in the beginning, the bishop/presbyter was the leader of the local Church
- as the Church grew, there was the need for one authority figure to speak for all during persecution or to counteract heresy/schism
- growth of the monarchical episcopacy
- Bishop was needed to preserve unity, e.g. Ignatius, Clement
- Bishop was needed as guardian of the Apostolic preaching, e.g. Irenaeus
- Bishop became representative of Christ's authority, e.g. Cyprian
- doctrine of Apostolic Succession
- gradual development of hierarchy among the bishops themselves, e.g. bishops of most important churches were given the title "Patriarch"
- growing power of the Bishop of Rome and the tension this caused with other churches. [35]

(b) An explanation of the claim, in relation to other aspects of human experience, that church leaders should always be trusted to make wise decisions may include an open-ended response citing relevant contemporary and/or historical examples, e.g.:

- religious leaders seek God's direction and so will make wise decisions guided by him
- there is still a need for one authoritative voice to speak for all to avoid division or confusion
- some may argue that religious leaders are appointed by God, therefore always speak with God's voice
- there are many examples of religious leaders who have made unwise decisions with serious consequences for their followers
- all members of a religious group should have a democratic voice in decisions which affect their faith. [15]

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4 (a) In describing the main features of the writings of the Apologists, with particular reference to Justin Martyr, candidates may include, e.g.:

- all Apologists aimed to defend Christianity against false claims and to explain their faith for a pagan audience
- apologies were largely aimed at educated pagans familiar with Greek philosophy

Justin –

- context of his writings
- content of his writings – two Apologies and Dialogue with Trypho
- his major themes, e.g. judge Christians fairly; an explanation of Christian worship; philosophical arguments such as the doctrine of the Logos; an attempt to relate Christianity to Judaism. [35]

(b) An exploration, in relation to other aspects of human experience, that writers will always be needed to explain and defend religious faith may include an open-ended response citing relevant contemporary and/or historical examples, e.g.:

- there is a desire in secular society to learn about the basic beliefs and practices of religion
- many issues raised by second century apologists still exist and need exploration and defence, e.g. ignorance, prejudice, suspicion of religious faith
- new issues have arisen, e.g. tension between adherents of major world religions which need to be confronted and explained to further understanding and tolerance
- mention may be made of contemporary or historical writers, e.g. CS Lewis, Alister McGrath, John Lennox, G.K. Chesterton, William Lane Craig. [15]

Section B

Total

**AVAILABLE
MARKS**

50

50

100

