



**ADVANCED**  
**General Certificate of Education**  
**2016**

---

**Religious Studies**  
**Assessment Unit A2 4**  
*assessing*

The Continued Development of the Christian  
Church in the Roman Empire to 325 AD

**[AR241]**

**FRIDAY 27 MAY, MORNING**

---

**MARK**  
**SCHEME**

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **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.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

## A2 BANDS

### AO1 (30 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"><li>• a full and highly informed response to the task</li><li>• demonstrates comprehensive understanding and accurate knowledge</li><li>• a very high degree of relevant evidence and examples</li><li>• a very sophisticated style of writing set within a clear and coherent structure</li><li>• an extensive range of technical language and terminology</li><li>• an almost totally faultless use of spelling, punctuation and grammar.</li></ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"><li>• a reasonable and well informed response to the task</li><li>• demonstrates a high degree of understanding and almost totally accurate knowledge</li><li>• a very good range of relevant evidence and examples</li><li>• a mature style of writing set within a mainly clear and coherent structure</li><li>• a wide range of technical language and terminology</li><li>• a mainly accurate use of spelling, punctuation and grammar.</li></ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"><li>• a good response to the task</li><li>• demonstrates a reasonable degree of understanding and mainly accurate knowledge</li><li>• a good range of relevant evidence and examples</li><li>• a reasonably mature style of writing with some coherent structure evident</li><li>• a good range of technical language and terminology</li><li>• reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"><li>• a limited response to the task</li><li>• demonstrates some knowledge and understanding</li><li>• a basic range of evidence and/or examples</li><li>• style of writing is just appropriate</li><li>• structure is disorganised in places</li><li>• limited range of technical language and terminology</li><li>• limited command of spelling, punctuation and grammar.</li></ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"><li>• a very basic response to the task</li><li>• demonstrates minimal knowledge and understanding</li><li>• little, if any, use of evidence and/or examples</li><li>• inappropriate style of writing within a poor structure</li><li>• a very basic range of technical language and terminology</li><li>• very poor use of spelling, punctuation and grammar.</li></ul>	<b>0–6</b>

**AO2 (20 marks)**

<b>Band 5</b> <ul style="list-style-type: none"><li>• a comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views</li><li>• very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience</li><li>• an extensive range of technical language and terminology</li><li>• an almost totally faultless use of spelling, punctuation and grammar.</li></ul>	<b>17–20</b>
<b>Band 4</b> <ul style="list-style-type: none"><li>• a very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views</li><li>• good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience</li><li>• a wide range of technical language and terminology</li><li>• a mainly accurate use of spelling, punctuation and grammar.</li></ul>	<b>13–16</b>
<b>Band 3</b> <ul style="list-style-type: none"><li>• a reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars</li><li>• some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience</li><li>• a good range of technical language and terminology</li><li>• reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>9–12</b>
<b>Band 2</b> <ul style="list-style-type: none"><li>• a limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views</li><li>• limited personal insight and independent thought expressed through some argument</li><li>• a good range of technical language and terminology</li><li>• reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>5–8</b>
<b>Band 1</b> <ul style="list-style-type: none"><li>• a very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views</li><li>• poor personal insight and/or independent thought</li><li>• shallow argument</li><li>• limited range of technical language and terminology</li><li>• limited command of spelling, punctuation and grammar.</li></ul>	<b>0–4</b>

## Section A

AVAILABLE  
MARKS

- 1 (a) An outline and explanation of the Early Church's understanding of Baptism with reference to The Didache, Hippolytus and Cyprian may include, e.g.:

Didache – early second century, probably reflecting practice in Asia Minor

- period of preparation, including moral teaching and fasting
- mode of Baptism is flexible
- immersion in cold running water is preferred but affusion is permitted
- Baptism is in the name of the Trinity, following formula found in Matthew's gospel
- Baptism gives salvation and the gift of the Holy Spirit
- newly baptised person is permitted to receive the Eucharist and Church membership
- The Didache may reflect a time when Baptism was changing from an outdoor missionary practice into an indoor Church practice

Hippolytus – reflects practice in Rome in early third century

- clear and detailed instructions about Baptism
- three year preparation period involving teaching, prayer and spiritual preparation for the catechumen
- some occupations could not be admitted to Baptism, e.g. prostitutes, gladiators
- most Baptisms took place once a year, on Easter Sunday
- intense preparation in the week before Easter, including exorcisms and ritual bathing
- candidates should be naked and fully immersed in running water
- children were baptised first, then men and lastly women
- detailed description of the actual Baptism, with separate roles for the bishop, presbyters and deacons
- oils of exorcism and thanksgiving
- triple interrogation, triple response and triple baptism in the name of the Trinity
- laying on of hands by the bishop and further anointing
- newly baptised received into Eucharist and Church membership

Cyprian – Carthage, mid third century

- Baptism was in the name of the Trinity
- immersion was preferable but sprinkling was acceptable in certain circumstances, e.g. illness
- infant baptism was essential because of original sin
- Baptism gives forgiveness of sin and salvation, also the gift of the Holy Spirit
- the newly baptised person was received into the Church and the Eucharist
- heretical baptismal was invalid. The one true Baptism was in the Catholic Church
- candidates may also refer to other relevant sources

[30]

**(b)** In critically assessing the view that sacraments are no longer important in the life of the Church candidates may include, e.g.:

- in the 21st century other parts of worship, e.g. prayer, praise or preaching are of more relevance to Church members
- more emphasis is placed on pastoral concerns and practical demonstrations of faith, e.g. outreach to the community
- excommunication is no longer seen as a serious punishment by many
- some traditions, e.g. Quakers do not celebrate sacraments at all
- Baptism is still seen by many as the rite of initiation into the Church
- both Baptism and Eucharist are based on the direct commands of Jesus and as such, are an essential part of Church worship
- the sacrament of Reconciliation is still of great importance to practising Catholics
- Eucharist is the core of Christian worship in many denominations
- the observance of the sacraments provides a sense of family and community for most practising Christians

[20]

AVAILABLE  
MARKS

50

2 (a) A discussion of the main characteristics of Gnosticism and why it was condemned as a heresy may include, e.g.:

- dual nature of the Godhead challenged orthodox teaching on the Trinity
- evil nature of the created world challenged biblical teaching
- salvation only through Gnosis challenged Christian teaching on the sacrificial death of Jesus
- differing views on morality, the lax view was unacceptable to orthodox Church teaching
- their use/misuse of scripture
- debate as to whether Marcion was a Gnostic
- origins
- sources
- main teachers and associated teachings, e.g. Simon Magus, Cerinthus, Valentinus, Basilides

[30]

(b) A critical evaluation of this view may include, e.g.:

- Church was forced to define its own views more clearly
- major doctrines developed in response to heresy, e.g. Trinity, Apostolic Succession, Person of Christ
- production of creeds and rules of faith
- the closing of the Canon of scripture
- strengthening of the authority of the bishop
- formation of Church Councils
- cleansing the Church of those who held false beliefs
- led to schisms which weakened the Church
- may have confused new converts who were unsure of their beliefs
- may have led to an overreaction against certain groups, e.g. Montanists

[20]

50

AVAILABLE  
MARKS

3 (a) An outline and consideration of the contribution of Tertullian to the development of doctrine and practice in the Early Church may include, e.g.:

- he was not a systematic theologian – his doctrines were produced in response to external threats, e.g. false teaching of heretics, unjust persecution of Christians
- first theologian to write in Latin, he gave the Church the theological vocabulary it still uses today
- his basic position of Christian doctrine was that if Jesus taught it, the Apostles passed it on and it was found in Scripture, then it was true

Major doctrines include, e.g.:

- Trinity – he was the first to formulate the term. The Father, Son and Spirit are distinct from each other, yet also one. “three persons, one substance”. He argued against Praxaeus’ view that Father and Son could not be separated
- Rule of Faith – the authoritative tradition handed down by the Church and encapsulated in Scripture
- Scripture/Rule of Faith is fixed and contains all truth
- he rejects philosophy because of its pagan origins
- baptism is necessary for salvation and cleansed away all previous sin
- exomologesis
- his views on post baptismal sin changed after his adherence to Montanism
- Religious liberty

Practical writings include a stern morality, e.g.

- rigid teaching on chastity
- dress and behaviour of women
- encouragement to martyrdom
- condemnation of any Christian who took part in ‘worldly pursuits’, e.g. attended shows or other social activities linked to pagan society
- condemnation of Christians who joined the army [30]

(b) A critical assessment of this view may include, e.g.:

- Tertullian’s dogmatic approach is no longer acceptable to Christians in the 21st century
- many of the practical issues on which he wrote are no longer relevant
- his theological vocabulary and concepts are too difficult for readers in the 21st century
- some of his writings reflect personal opinions and prejudices
- his writings give a picture of the Church at an important stage in its development
- his doctrinal teaching shaped theological beliefs and creeds still held in the Church today
- much of his religious vocabulary is still in use
- moral absolutes remain constant
- the 21st century Church could learn from his willingness to speak out on controversial issues [20]



4 (a) An outline and consideration of the main teachings of Arius and why they were seen as threatening may include, e.g.:

- content of the dispute in Alexandria about how Origen’s teaching on the Trinity was to be interpreted
- only God the Father was ingenerate, i.e. existed before the creation of the world
- the Son was God’s agent in creation
- therefore the Son must have been created by the Father before time began
- he cannot have co-existed with the Father because this would imply two Gods. “There was a time when He was not”
- since the Son was a created being, it was possible for him to commit sin, though Arius said this had never happened
- the Trinity was composed of three entirely different beings who did not share the same nature or ‘essence’
- he used biblical texts to back up his arguments, e.g. Proverbs 8:22 “The Lord created me”, Romans 8:29 “The first born among many”
- these views threatened the Church, undermining the Christian teaching of the Godhead by denying that the Son was divine
- it encouraged a belief in two Gods
- it attacked the Church’s practice of baptising in the name of the Son and praying to God the Father through Jesus the Son
- it undermined the Church’s teaching on salvation and redemption since only if Jesus was the divine mediator could he intercede with God for sinful human beings [30]

(b) A critical evaluation of this view may include, e.g.:

many of the outcomes were successful, e.g.

- the formulation of the Nicene Creed established doctrine which was orthodox and anti-Arian. It is still used in Church worship today
- it helped to preserve the unity of the Church by establishing regular Church councils to deal with matters of ecclesiastical practice and Church discipline
- it established the main centres of Christianity for many years to come
- it fixed the guidelines for the date of Easter which are still in force today
- not all delegates agreed with the decisions
- the motivation for the council was debateable
- Arianism was largely an Eastern Issue
- it was unsuccessful in rooting out the basic tenets of Arianism which resurfaced again at the Council of Constantinople and still exist in the view of the Godhead held by some Christian denominations today
- it was unable to settle some internal quarrels in the Church, e.g. Melitian split [20]

**Section A**

**AVAILABLE MARKS**

50

**100**

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **Synoptic Assessment**

##### **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. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

## A2 BANDS

### AO1 (30 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"><li>• a full and comprehensive understanding of the connections between the selected areas of study in relation to the theme</li><li>• well integrated response</li><li>• clear and critical analysis</li><li>• highly accurate use of evidence and examples</li><li>• sophisticated style of writing. Very well structured and coherent throughout.</li></ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"><li>• a high degree of understanding of the connections between the selected areas of study in relation to the theme</li><li>• a well integrated response</li><li>• some very good critical analysis</li><li>• mainly accurate use of evidence and examples</li><li>• mature style of writing</li><li>• well structured and coherent throughout.</li></ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"><li>• a good understanding of the connections between the selected areas of study in relation to the theme</li><li>• for the most part an integrated response</li><li>• reasonable degree of critical analysis</li><li>• a good degree of accurate evidence and examples</li><li>• reasonably mature style of writing</li><li>• some evidence of good structure and coherence.</li></ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"><li>• a limited understanding of the connections between the selected areas of study in relation to the theme</li><li>• mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another</li><li>• a limited attempt at critical analysis</li><li>• insufficient use of accurate evidence and examples</li><li>• immature style of writing</li><li>• lacking in structure and coherence.</li></ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"><li>• a basic understanding of the connections between the selected areas of study in relation to the theme</li><li>• demonstrating only partially accurate knowledge of the different content areas studied</li><li>• little attempt, if any, at critical analysis</li><li>• inappropriate style of writing with a very basic structure.</li></ul>	<b>0–6</b>

**AO2 (20 marks)**

<b>Band 5</b> <ul style="list-style-type: none"><li>• a comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• very effective comparison and evaluation of scholarly viewpoints</li><li>• mature personal insight and independent thought</li><li>• a very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.</li></ul>	<b>17–20</b>
<b>Band 4</b> <ul style="list-style-type: none"><li>• a good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• very good comparison and evaluation of scholarly viewpoints</li><li>• good personal insight and independent thought</li><li>• a well sustained and critical argument, expressed accurately, fluently and using a range of terminology.</li></ul>	<b>13–16</b>
<b>Band 3</b> <ul style="list-style-type: none"><li>• a reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• very good comparison and evaluation of scholarly viewpoints</li><li>• some evidence of personal insight and independent thought</li><li>• a line of argument, expressed accurately and using some relevant terminology.</li></ul>	<b>9–12</b>
<b>Band 2</b> <ul style="list-style-type: none"><li>• a limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• some comparison and evaluation of scholarly viewpoints</li><li>• limited personal insight and independent thought</li><li>• little evidence of critical argument</li><li>• inaccuracies evident.</li></ul>	<b>5–8</b>
<b>Band 1</b> <ul style="list-style-type: none"><li>• a basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li><li>• little, if any, comparison and evaluation of scholarly viewpoints</li><li>• minimal personal insight and independent thought</li><li>• a basic attempt to follow a line of argument</li><li>• imprecisely expressed.</li></ul>	<b>0–4</b>

**Section B**

- 5 (a)** In identifying and considering the contribution of some key religious figures to the problem of suffering, candidates should refer to at least **two** different areas of study and may consider the following, e.g.:
- identification of relevant key people, showing how they have contributed to the problem of suffering
  - reaction to suffering by key people, e.g. those who sought it, endured it, fled from it
  - consequences of suffering for key people, e.g. martyrdom, denial of their faith, loss of human rights
  - rewards of suffering, e.g. martyr's crown
  - how religious figures have sought to address the problem philosophically and ethically
- [30]
- (b)** In critically assessing this view, candidates should refer to other aspects of human experience and may consider the following, e.g.:
- different types of suffering encountered by the religious believer, e.g. physical, emotional and the believer's reaction to it
  - key people who have experienced/are experiencing suffering because of their beliefs
  - different reactions to suffering, e.g. passive acceptance of it as God's will or rebellion against it
  - suffering can either lead to faith or undermine it
  - problem of innocent suffering
  - consideration of historical and/or contemporary examples
- [20]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**150**