



Rewarding Learning

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

Religious Studies
Assessment Unit AS 4

assessing

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

[AR141]

MONDAY 16 JUNE, AFTERNOON

**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 account of Pliny's letter to Trajan and Trajan's reply may include, e.g.

- the historical context of the letters
- Pliny's uncertainty about how the Christians were to be treated
- anonymous letters
- his explanation of the actions he had taken
- the ways in which different groups of Christians had reacted
- incidental information about early church worship
- opportunity for repentance
- the ambiguous nature of Trajan's reply
- advice given to Pliny on how to act [35]

(b) An exploration of the claim that this gives a clear picture of Roman attitudes at the time may include, e.g.

- Pliny's lack of experience in dealing with Christians shows that there was no Empirewide policy for dealing with them
- their general unpopularity shown in the fact that he felt they must be dealt with
- evidence from those arrested showed that Christianity was well established in Bithynia, again suggesting lack of persecution
- Trajan's reaction suggests that the persecution of Christians was not his primary concern at that time
- instruction to reject anonymous letters shows concern for Roman fairness and justice, even for Christians
- mention of some Christians who were Roman citizens suggests that Christianity was in all levels of society
- evidence is for Asia Minor only so cannot give a picture of Roman attitudes elsewhere in the Empire [15]

50

- 2 (a) A description of the main themes in the writing of Justin Martyr, with particular reference to the Dialogue with Trypho may include, e.g.
- content of Justin’s writings – Two Apologies and the Dialogue with Trypho
 - major themes, e.g. judge Christians fairly, an attempt to explain Christian practices, philosophical arguments, Doctrine of the Logos, attempt to relate Christianity to Judaism
 - Dialogue with Trypho
 - one of Justin’s longest works
 - written around 135 CE
 - shows the common Jewish attack on Christianity that it was a new, young religion
 - highlights theological topics being debated at the time, e.g. Trinity, the identity of the Messiah
 - argues that Christianity, rather than Judaism, is the true fulfilment of the Old Testament
 - candidates may comment that it was a cordial debate between two educated men
 - possibly a device for Justin to place his arguments and that Trypho is an imaginary figure
 - brief historical context [35]

(b) An exploration of this claim may include, e.g.

- his account of early Christian worship is clear and simple to understand
- his apologetic writings reflect misunderstandings in pagan society which he addresses, e.g. disloyalty to the Emperor
- his writings show that many Christians were highly regarded by their pagan neighbours for their practical Christianity, e.g. “Why do people become Christians?”
- Dialogue with Trypho shows an attempt by the Church to engage with Jews
- the use of Greek philosophical language and concepts shows a desire by the Church to gain respect and also converts from among educated pagans
- limited information in that he is based in Rome so he may not totally reflect the problems of the Church in other parts of the Empire
- his account of worship may not reflect accurately the pattern elsewhere
- his interest in Greek philosophy may not reflect the attitude of the Church as a whole [15]

Section A

AVAILABLE MARKS

50

50

Section B

AVAILABLE
MARKS

Answer **one** question.

- 3 (a)** An explanation of the development of the doctrine of Apostolic Succession may include, e.g.
- Clarification of the meaning of Apostolic Succession
 - 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 use of Rome as the exemplar church
 - Tertullian's confirmation of Apostolic succession
 - the development of the doctrine against the ever present threat of heresy and disunity which emphasised need for an authoritative voice to guard the faith [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.
- some religious leaders believe they have been divinely appointed by God and therefore have special authority which cannot be questioned
 - other religious leaders believe that they speak the truth through the guidance of God as they interpret it
 - all religious leaders have a responsibility to provide guidance to their followers in difficult situations
 - many religious believers believe that God speaks directly to them so they have the right to question the statements of religious leaders
 - some religious leaders may act in a dishonourable or immoral fashion and so do not deserve to be shown obedience or respect
 - not all religious leaders make wise decisions [15]

50

4 (a) A description of the conversion of the Emperor Constantine and the impact of this for the Christian church may include, e.g.

- historical events leading up to the conversion experience
- the two accounts of Constantine’s conversion by Lactantius and Eusebius
- debate about whether his conversion was genuine or not
- Edict of Milan and end of persecution
- more humanitarian civil laws
- preferential treatment of clergy
- restoration of church property
- Donatist controversy
- Sunday as a public holiday
- rise in importance of the role of the bishop
- negative impact on the church

[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.

- society is no longer primarily religious so religious groups should not try to influence the decisions of the state
- the aim of religious believers should be to witness to their faith and make new converts, not to meddle in politics
- the state has no right to impose laws or decisions which offend or discriminate against religious believers
- many religious states deny freedom of conscience to those who do not accept the religion of the state
- religious believers have a duty to speak out or become involved in politics when the decisions of the state challenge or threaten religious beliefs or challenge what are perceived as unjust laws

[15]

AVAILABLE MARKS	
	50
Section B	50
Total	100