



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2016**

Religious Studies

Assessment Unit AS 4

assessing

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

[AR141]

TUESDAY 21 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) A description of the effect on Roman society of the witness of the Christian martyrs in the first three centuries may include, e.g.:
- reference to the death of specific Christian martyrs, e.g. Blandina, Polycarp, Justin
 - the brave and fearless way they met their deaths aroused sympathy and curiosity
 - the desire for martyrdom fostered by some Christian leaders, e.g. Ignatius
 - the belief common among Christians that martyrdom was “baptism by fire” and guaranteed immediate salvation
 - the identifying of martyrdom with the sufferings of Christ
 - veneration of martyrs, e.g. Polycarp
 - recruitment of new converts inspired by witnessing the bravery of the martyrs
 - Tertullian – “the blood of the martyrs is seed”
 - negative aspects may be included. [35]
- (b) A consideration of the view that other factors were more important than the witness of the Christian martyrs in the spread of Christianity may include, e.g.:
- political, social, economic and religious factors played a major part in the spread of Christianity
 - the witness of Christians in their everyday life was also an important factor
 - the Roman state religion had become sterile and people were open to a new religion which satisfied their needs
 - the death of the martyrs affected people more in some areas than in others, e.g. the high profile martyrs influenced observers in those areas. In other places, martyrdom was not a significant event
 - the negative effect of martyrdom, for example, deterring some people from the faith or even betraying it. [15]

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2 (a) An account of the main features of the persecutions which took place in the reigns of the Emperors Decius and Valerian may include, e.g.:

- long period of peace before the Decian persecution
- Decius' motives – “one empire, one religion”
- first empire wide persecution by edict
- presence of certificates or libelli
- intention to produce apostates, not martyrs
- large number of apostates
- problem of readmission to the church after the persecution
- Valerian's initial good will to Christians
- edict of 257 banned all religious meetings and ordered church leaders to conform to state religion
- edict of 258 ordering death of clergy, attacking Christians in the higher ranks of society and claiming their property
- martyrdom of Cyprian and Stephen
- persecution ended with Valerian's death in Persian invasion. [35]

(b) An exploration of the claim that the Church never found a satisfactory way to deal with the problem of the lapsed may include, e.g.:

- Christians denied their faith in earlier persecutions, e.g. Trajan's advice to Pliny to pardon lapsed Christians who were prepared to deny their faith and worship the Emperor
- large number of lapsed during the Decian persecution presented a huge problem
- conflict between bishops who wanted permanent exclusion and “confessors” who wanted unqualified readmission
- decision on degrees of punishment was a compromise which pleased no one
- different attitudes in Carthage and Rome
- the problems presented by Novatian
- initial hard line could not be sustained
- pragmatic decision to readmit the lapsed when it became obvious that the Church could not survive further persecution if it remained divided on this issue. [15]

Section A

**AVAILABLE
MARKS**

50

50

Section B

AVAILABLE
MARKS

Answer **one** question.

3 (a) An account of the main concerns shown by these writers may include, e.g.:

Ignatius –

- context of his letters to the churches
- content of the letters

Main concerns –

- martyrdom
- heresy
- disunity
- the authority of the bishop.

Clement –

- context of his letter to Corinth
- content of the letter

Main concerns –

- call for peace and harmony in place of strife
- condemnation of envy and jealousy
- the nature of Christian ministry
- embryonic doctrine of Apostolic succession [35]

(b) An exploration of this view, in relation to other aspects of human experience, that writings such as these are still relevant may include an open-ended response citing relevant contemporary and/or historical examples, e.g.

- these writings give valuable insight into the life of the Church in the sub-apostolic age and identify the problems which were emerging and are still relevant today
- they highlight the challenge of false teaching which still exists today
- they show the importance of strong leadership which is still needed if the church is to survive
- they give guidance on how to deal with divisions in the Church which remains a problem today
- some of the issues they mention may not be relevant in the twenty-first century, e.g. problem of Judaisers [15]

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4 (a) A description of how Constantine’s political and religious views influenced his attitude towards the Christian Church may include, e.g.

- after his conversion, Constantine favoured Christianity
- the edict of Milan declared toleration for all religions but the main beneficiary was Christianity
- the clergy were given preferential treatment
- Sunday became a public holiday
- Church property was restored and new churches were built
- civil laws became more humanitarian
- bishops became powerful political figures, e.g. a Christian bishop was Constantine’s closest political adviser
- his desire for political unity over the whole Empire led him to intervene in Church disputes where he did not always fully understand the issues, e.g. Donatist and Arian disputes
- army chaplains were appointed and prayers said to the Christian God before battles, leading to a link between Christianity and warfare. [35]

(b) An exploration of this claim, in relation to other aspects of human experience, that political leaders should not concern themselves with issues of religious belief may include an open-ended response citing relevant contemporary and historical examples, e.g.

- political leaders are concerned with the laws of the state but these sometimes come into conflict with issues of religious belief, e.g. laws on abortion, divorce, same sex marriage
- political leaders may feel the need to gain the support of powerful religious groups and will therefore give credence to their viewpoints
- political leaders may be people of strong religious faith and so feel morally bound to allow their religious convictions to influence political decisions
- the responsibility of political leaders to work for the common good. [15]

Section B

Total

**AVAILABLE
MARKS**

50

50

100