



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2011**

Religious Studies

Assessment Unit AS 4

assessing

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

[AR141]

WEDNESDAY 19 JANUARY, 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

- 1 (a) An explanation of how political and geographical factors enabled Christianity to expand may include, e.g.:
- the Roman Empire influenced the lives of all who lived within its boundaries
 - the Pax Romana made travel safe
 - there was an excellent communications network of Roman roads
 - a universal language made it easy to spread the Christian gospel
 - Jewish persecution of the Jerusalem Church had led to the dispersion of Christians into other areas of Judea and Samaria
 - converts on the Day of Pentecost came from a wide geographical area of the Empire
 - inconsistent Roman policy on persecution. [35]
- (b) An exploration of this claim may include, e.g.:
- while these factors were important, other factors played a major part
 - Paul's missionary activity had enabled churches to be planted in areas where there was already a Jewish community but he also appealed to Gentile audiences
 - the Christian message appealed to those seeking spiritual fulfilment, e.g. godfearers, adherents of mystery religions
 - Christianity was socially inclusive and attracted marginalised groups in society, e.g. household slaves
 - the bravery of the Christians in the face of persecution drew many to the faith
 - Christian standards of morality impressed pagan neighbours
 - practical application of Christian charity
 - candidates may argue that these factors were of greater or lesser importance or that Christianity spread for different reasons in different areas of the Empire. [15]
- 2 (a) An account of the main themes in the writings of Ignatius of Antioch may include, e.g.:
- context of his letters
 - content of the letters
 - major themes running through the letters, e.g. martyrdom, heresy, disunity, episcopal authority.
- Candidates may also mention:
- brief biographical details of Ignatius' life
 - his connection with Polycarp. [35]

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- (b) An exploration of this view may include, e.g.:
- early Christian writings give an indication of problems facing the Church, e.g.:
 - persecution was a constant threat
 - heresy was a real problem
 - divisions were beginning to appear among believers, e.g. Corinth
 - there was a pressing need for strong and authoritative leadership to guide and protect the Church
 - some Church leaders were young and inexperienced
 - in other places, traditional leadership was being questioned, e.g. Corinth
 - in some areas, false prophets were becoming a problem, e.g. Asia Minor.

On the other hand, some candidates may argue:

- these writings were local in character and reflect local situations
- some writings may put too much emphasis on a problem and give it an importance out of proportion to the Church as a whole
- sources may not be entirely reliable or without bias. [15]

Section A

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Section B

AVAILABLE
MARKS

- 3 (a) A description of the rise to power and religious policy of the Emperor Constantine may include, e.g.:
- division of the Empire under Diocletian
 - the patronage of Diocletian
 - the circumstances under which he became Caesar of the West
 - the battle of Milvian Bridge 312
 - battle of Adrianople 324 makes Constantine sole ruler of the Roman Empire
 - the two accounts of Constantine's conversion by Eusebius and Lactantius
 - the Edict of Milan in 313 and end of persecution in the west
 - restoration of Church property
 - Donatist controversy and Melitian Schism
 - preferential treatment of the clergy
 - Sunday as a public holiday
 - rise in importance of the role of the Bishop
 - more humanitarian civil laws.
- [35]
- (b) An open-ended response citing relevant contemporary and/or historical examples in relation to other aspects of human experience may include, e.g.:
- the word "conversion" implies a "turning round", the end of the old life and the beginning of a new one
 - Constantine demonstrated a significant change in his life by openly identifying himself with other Christians from the time of his conversion
 - many examples of a dramatic change of lifestyle after a conversion experience. Candidates may use either historical or contemporary examples
 - not all conversion experiences are necessarily dramatic. Conversion may be a gradual experience
 - some candidates may argue that religious conversions such as Constantine's serve their own ends
 - candidates may also give other historical or contemporary examples of conversions which served a selfish motive or did not result in changed lifestyle.
- [15]

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- 4 (a) An account of the persecution which began during the reign of the Emperor Diocletian may include, e.g.:
- long period of peace before the outbreak of persecution
 - rapid growth of the Church in the second half of the third century
 - integration of Christians into pagan society, e.g. Christian profession of Diocletian's wife and daughter
 - Diocletian an unwilling persecutor
 - influence of Galerius in instigating persecution
 - first persecution with a formal beginning and ending
 - the progression of the persecution by a series of edicts
 - loss of Church leaders
 - destruction of church buildings and copies of the Scriptures
 - Edict of Milan – end of persecution. [35]

- (b) An open-ended response citing relevant contemporary and/or historical examples in relation to other aspects of human experience may include, e.g.:
- historically, motives of fear, prejudice and ignorance have led to the persecution of religious believers
 - standing up for one's religious beliefs by speaking out against corruption and injustice attracts persecution from those being attacked
 - sometimes, adherence to religious belief means breaking the law of the country
 - some candidates may argue that most persecution is local and sporadic so that many religious believers can go through life without even facing persecution. [15]

Section B

Total

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