



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2012**

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## **Religious Studies**

### **Assessment Unit AS 4**

*assessing*

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

**[AR141]**

**THURSDAY 14 JUNE, MORNING**

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# **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 explanation of social and religious factors may include, e.g.:
- social inclusiveness of Christianity to all levels of society
  - the witness of Christians in business and in their everyday lives
  - scattering of persecuted Christians into the wider community and their witness in persecution
  - missionary activity, particularly that of Paul
  - the appeal of Christianity to Godfearers
  - the appeal to pagans seeking spiritual fulfilment through philosophy or mystery religions
  - the action of the Holy Spirit
  - the Jewish Diaspora. [35]
- (b) An exploration of this view may include, e.g.:
- the immoral nature of many social activities, e.g. theatre, games, made it impossible for Christians to participate
  - inability to show loyalty through Emperor worship excluded Christians from jobs in civil service and the army
  - Christian views on war and pacificism also excluded them from army service
  - they believed God wanted them to be a separate community from their pagan neighbours
  - Christians did try to be good and loyal citizens, e.g. Justin's apology
  - some Christians did have high positions in government, e.g. Flavius Clemens
  - there is evidence that at the end of the second century Christians were serving in the army
  - monotheism versus polytheism. [15]
- 2 (a) An account of the main arguments used by Justin may include, e.g.:
- overview of his Apologetic writings
  - his aims as an Apologist
  - defence of Christianity against charges of immoral and disloyal behaviour
  - his use of Greek philosophical language
  - his development of the doctrine of the Logos
  - the Dialogue with Trypho
  - his argument that Christianity rather than Judaism was the true fulfilment of God's promises
  - Christian use of the Old Testament. [35]
- (b) In commenting on this claim, candidates may argue, e.g.:
- as an Apologist, his target audience was educated literate pagans
  - his use of technical Greek philosophical language would have been unintelligible to uneducated people
  - his writings are dedicated and addressed to a Roman Emperor and a Jewish philosopher
  - much of what he writes, e.g. accounts of Christian worship, is clear and easily understandable by anyone who can read. [15]

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**Section A**

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question

- 3 (a) A description of the nature of these persecutions may include, e.g.:
- local, not Empire-wide persecution
  - neither Emperor was a direct persecutor
  - information from the Trajan/Pliny correspondence
  - no precedent as to how Christians should be treated
  - persecution “for the naive”
  - Trajan’s lack of enthusiasm as a persecutor
  - Marcus Aurelius’ prejudice against Christians
  - belief that Christian behaviour was stubborn and perverse
  - well documented details of the severity of persecution in Gaul
  - outstanding bravery of individual Christians, e.g. Blandina, Justin, Polycarp
  - mob violence against the Christians. [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.:
- statistically, there is more persecution in the twenty-first century than in the first four centuries, yet religion is a growing force, even in areas of severe persecution
  - most religious adherents in the Developed World never encounter religious persecution, yet religion is less strong here than in parts of the world where persecution is rife
  - the cult of martyrdom still exists in some religious traditions and is used to recruit new believers
  - there are many examples, historical and contemporary, where religious communities have been destroyed through persecution. [15]

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- 4 (a) An account of the life and rise to power of the Emperor Constantine may include, e.g.:
- Constantine's upbringing in the court of Diocletian
  - his proclamation as Augustus at York in 306
  - the political struggle for control of the Empire in which he became involved
  - his victory at the Battle of Milvian Bridge
  - his conversion to Christianity and religious policy thereafter
  - Edict of Milan
  - some candidates may mention his defeat of Licinius and emergence as sole Roman Emperor.
- [35]

- (b) An exploration of this view in relation to other aspects of human experience may include an open ended response citing relevant contemporary and/or historical examples, e.g.:
- if society is secular, then religious believers should not try to impose their beliefs through the laws of the state
  - many laws which were originally influenced by religious principles no longer apply in a secular society
  - religious believers have a duty to make their voices heard on decisions involving morality and ethical behaviour
  - many religious states deny freedom of conscience to those who do not share their beliefs
  - religious believers have as much right to be heard as any other citizen.
- [15]

**Section B**

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**50**

**Total**

**100**