



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2012**

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

*assessing*

The Continued Development of the Church  
in the Roman Empire

**[AR241]**

**THURSDAY 24 MAY, MORNING**

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**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) Candidates may include some of the following, e.g.
- references to sources on church worship, e.g. Didache, Pliny, Hippolytus, Tertullian, Justin, Hermas
  - content of worship, e.g. fixed day, prayers, bible reading, exposition of scripture, Eucharist
  - “free will” offering for poor and needy
  - pattern similar to synagogue worship
  - gradual development from simple to more elaborate form of worship
  - candidates may mention special services, e.g. baptism, eucharist, exomologesis. [30]
- (b) Candidates may wish to assess some of the following, e.g.
- much of early Christian worship still in place in 21st century
  - sacraments still celebrated in most churches
  - financial support still encouraged
  - some churches have more informal worship
  - use of modern technology has altered format and atmosphere of worship
  - Jewish pattern now irrelevant
  - more demand for variety/flexibility
  - role of women. [20]

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2 (a) The main characteristics and teachings of Marcion may include, e.g.

- brief biographical details to set him in context

major beliefs:

- total separation God of OT/God of NT
- evil nature of material world
- docetic nature of Jesus
- part played by death of Jesus in salvation of his followers

major characteristics:

- attitude towards women
- admiration of Paul
- rigid standards of moral behaviour
- founding of a separate Marcionite church and canon of scripture
- rejection of Judaism
- similarities and differences to Gnosticism. [30]

(b) Candidates may wish to consider, e.g.

- five volumes written around 180AD of which only fragments remain
- traditional Christian thinking in opposition to Gnostic heresies, especially that of Valentinus
- his emphasis on the unity of the Godhead
- his emphasis on the historical Jesus and God's plan of salvation, e.g. recapitulation
- defence of central biblical doctrines
- citing of most of NT canon as scripture
- some candidates may refer to his doctrine of Apostolic succession and the Rule of Faith
- writings of other Church fathers, e.g. Tertullian also played an important part in the defeat of heresy. [20]

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- 3 (a)** Analysis and discussion of the writings of Origen may include, e.g.
- brief biographical details
  - strong interest in Greek philosophy
  - study of original texts and production of biblical commentaries, e.g. Hexapla
  - use of allegory
  - importance as a teacher, interpreter of scripture and apologist
  - major writings, e.g. De Principiis, Contra Celsus
  - danger that his philosophical viewpoint leads him very close to heresy. [30]
- (b)** Candidates may wish to include some of the following points, e.g.
- many of the doctrinal issues he discussed are still relevant and his viewpoint still provides valuable insights into contemporary debate
  - his use of allegorical interpretation allows an educated readership to accept the historical text more easily
  - his writings help to show how Christian doctrine was shaped and developed
  - candidates may argue that his writings are unintelligible without a thorough knowledge of the concepts of Greek philosophy
  - many of the issues faced by the 3rd century church are irrelevant in the 21st century. [20]

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- 4 (a) Candidates may wish to include some of the following, e.g.
- brief historical background of the Empire during Constantine’s rise to power
  - defeat of Licinius and achievement of status as sole Emperor
  - concern for the unity of Christianity
  - unsuccessful attempt to mediate between Arius and Alexander in their dispute about the nature of the Godhead
  - convening of the Council of Nicea in 325AD
  - first ecumenical (worldwide) council of the church
  - although chaired by Eusebius of Caesarea, Constantine’s determination to keep control, e.g. “I am bishop of those without...”
  - his concern for unity but lack of understanding of the doctrinal issue
  - production of a specifically anti-Arian credal statement (Nicene Creed)
  - willingness of nearly all bishops present to sign this
  - other decisions made at Nicea, e.g. fixed date for Easter, award of title Patriarch to bishops of major churches. [30]
- (b) In evaluating this claim, candidates may wish to argue some of the following, e.g.
- split in the church was avoided since nearly everyone present agreed to sign the credal statement
  - Arius and the two bishops who refused were excommunicated
  - fundamental differences remained since many of those who signed made their own interpretation of the creed
  - gradual acceptance of the Arians back into the church
  - by Constantine’s death in 337AD, several Arian bishops had been reinstated
  - Arian viewpoint is still held by some Christian denominations up to present day. [20]

**Section A**

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**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)

|   |              |
|---|--------------|
| <p><b>Band 5</b></p> <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> |
| <p><b>Band 4</b></p> <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> |
| <p><b>Band 3</b></p> <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>  |
| <p><b>Band 2</b></p> <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>   |
| <p><b>Band 1</b></p> <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

AVAILABLE  
MARKS

- 5 (a) In outlining and examining some major issues arising from the problem of suffering, candidates should refer to at least two different areas of study and could consider the following, e.g.
- cost of discipleship
  - costs and rewards of remaining faithful to any religious ideology
  - cost of remaining true to one's principles and conscience
  - self sacrifice
  - vicarious suffering
  - ridicule, rejection, persecution and martyrdom
  - disillusionment and despair as a result of suffering. [30]
- (b) In critically evaluating the view that suffering is necessary to strengthen faith, candidates should refer to other aspects of human experience and could consider the following, e.g.
- unless it is tested, there is no certainty that faith will endure
  - those who face great suffering often discover hidden reserves of strength
  - suffering produces a dependence on God not otherwise utilised
  - not everyone is called upon to suffer to the same extent
  - people react differently when their faith is tested by suffering
  - no one has the right to judge another person's reaction to suffering
  - consideration of a range of historical and/or contemporary examples. [20]

**Section B**

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**50**

**Total**

**150**