



Rewarding Learning

ADVANCED
General Certificate of Education
2015

Religious Studies

Assessment Unit A2 4

assessing

The Continued Development of the Christian
Church in the Roman Empire to 325 AD

[AR241]

TUESDAY 19 MAY, MORNING

**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>Band 5</p> <ul style="list-style-type: none">• a full and highly informed response to the task• demonstrates comprehensive understanding and accurate knowledge• a very high degree of relevant evidence and examples• a very sophisticated style of writing set within a clear and coherent structure• an extensive range of technical language and terminology• an almost totally faultless use of spelling, punctuation and grammar. | 25–30 |
| <p>Band 4</p> <ul style="list-style-type: none">• a reasonable and well informed response to the task• demonstrates a high degree of understanding and almost totally accurate knowledge• a very good range of relevant evidence and examples• a mature style of writing set within a mainly clear and coherent structure• a wide range of technical language and terminology• a mainly accurate use of spelling, punctuation and grammar. | 19–24 |
| <p>Band 3</p> <ul style="list-style-type: none">• a good response to the task• demonstrates a reasonable degree of understanding and mainly accurate knowledge• a good range of relevant evidence and examples• a reasonably mature style of writing with some coherent structure evident• a good range of technical language and terminology• reasonably accurate use of spelling, punctuation and grammar. | 13–18 |
| <p>Band 2</p> <ul style="list-style-type: none">• a limited response to the task• demonstrates some knowledge and understanding• a basic range of evidence and/or examples• style of writing is just appropriate• structure is disorganised in places• limited range of technical language and terminology• limited command of spelling, punctuation and grammar. | 7–12 |
| <p>Band 1</p> <ul style="list-style-type: none">• a very basic response to the task• demonstrates minimal knowledge and understanding• little, if any, use of evidence and/or examples• inappropriate style of writing within a poor structure• a very basic range of technical language and terminology• very poor use of spelling, punctuation and grammar. | 0–6 |

AO2 (20 marks)

| | |
|--|--------------|
| Band 5 <ul style="list-style-type: none">• a comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views• 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• an extensive range of technical language and terminology• an almost totally faultless use of spelling, punctuation and grammar. | 17–20 |
| Band 4 <ul style="list-style-type: none">• a very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views• 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• a wide range of technical language and terminology• a mainly accurate use of spelling, punctuation and grammar. | 13–16 |
| Band 3 <ul style="list-style-type: none">• a reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars• some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience• a good range of technical language and terminology• reasonably accurate use of spelling, punctuation and grammar. | 9–12 |
| Band 2 <ul style="list-style-type: none">• a limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views• limited personal insight and independent thought expressed through some argument• a good range of technical language and terminology• reasonably accurate use of spelling, punctuation and grammar. | 5–8 |
| Band 1 <ul style="list-style-type: none">• a very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views• poor personal insight and/or independent thought• shallow argument• limited range of technical language and terminology• limited command of spelling, punctuation and grammar. | 0–4 |

Section A

AVAILABLE
MARKS

1 (a) An explanation of the origins and development of the doctrine and practice of the Eucharist with particular reference to Justin and Hippolytus may include, e.g.:

- origin of the Passover meal
- gospel accounts of the Last Supper
- Paul's teaching on the meaning of the Last Supper
- Paul's condemnation of practice in Corinth
- initial link and gradual separation between Agape and Eucharist
- pattern of celebration
- changing practice about who could administer and who could receive it
- misunderstandings about the nature of the meal by pagan society
- emergence of the term 'Eucharist'
- reference may be made to all relevant sources, e.g. New Testament, Didache, Tertullian and Cyprian but specific reference should be made to Justin and Hippolytus

Justin

- Eucharist only for those who are baptised
- detailed account of weekly Eucharist
- elements used – bread and wine mixed with water
- prayer of thanksgiving by president before distribution of elements
- elements distributed by deacons to those present and afterwards to absentees
- set order of service but still relatively informal
- Eucharist is the sacrifice or 'pure offering' prophesied by Malachi
- realistic view of bread and wine as body and blood of Christ

Hippolytus

- different accounts of Eucharist, e.g. for the ordination of a bishop and for the newly baptised
- service now has a set, formal pattern
- deacons present elements to the bishop, who consecrates them, assisted by presbyters
- very detailed version of the eucharistic prayer, using language still used in the service today
- emphasis is on the Eucharist as both thanksgiving and sacrifice
- bread and wine are 'holy'
- care must be taken not to drop or spill them

[30]

(b) In a critical evaluation of this claim candidates may argue that, e.g.:

- Eucharist is still the central focus of the Catholic Mass
- strict rules apply on who has the authority to administer it and the form of celebration
- it cannot be received by those who have not been baptised
- denial of the sacrament through excommunication deprives the person of salvation
- there are arrangements to administer it to the sick and dying
- in the Anglican tradition, it is celebrated frequently, often daily
- strict rules also apply here about who can administer it
- Brethren Assemblies 'break bread' every Sunday as an integral part of worship
- in many other Protestant traditions, e.g. Presbyterian, it is celebrated infrequently
- Quakers do not celebrate it at all in their worship
- other aspects of worship, e.g. sermon, prayer may be regarded as more important
- some candidates may look at the Eucharist from the perspective of the Early Church

[20]

AVAILABLE
MARKS

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2 (a) In outlining and discussing the content of Irenaeus' polemic against heresy, candidates may include, e.g.:

- brief historical background – five volumes written around 180 AD of which only fragments remain
- detailed attack on Gnosticism, especially the teachings of Valentinus
- Book 1 – Valentinian Gnostics and their predecessors, e.g. Simon Magus
- Book 2 – attacks Valentinus' theories as irrational
- Book 3 – refutes Gnostic doctrines with evidence from the Gospels
- Book 4 – stresses the unity of the Old Testament and the Gospel
- Book 5 – focuses on the sayings of Jesus and Paul's letters
- emphasis is on the unity of the Godhead
- emphasis is on the historical Jesus and God's plan of salvation, e.g. doctrine of recapitulation
- defence of central biblical doctrines
- citing of most of New Testament as scripture
- belief by modern scholars following the discovery of the Nag Hammadi documents that, while some of Irenaeus' description of Gnostic beliefs are accurate, his main purpose was to warn Christians about the dangers of Gnosticism rather than to accurately describe their beliefs

[30]

(b) In evaluating this claim, candidates may wish to consider, e.g.:

- Marcionism had a clear system of beliefs and rules which were easy to understand
- there was no philosophical language or reference to elitism in his teaching about salvation
- he founded a distinct separate church and created a canon of scripture
- his teaching about the God of the Old Testament may have appealed to the anti-semitic views of some Christians
- his rigid asceticism and high moral standards would have appealed to many
- there was a place in his church for those who did not feel able to live up to these standards
- some may argue other heresies were more dangerous, e.g. philosophical and intellectual appeal of Gnosticism
- charismatic nature of Montanism and its rejection of the authority of church leaders

[20]

AVAILABLE
MARKS

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3 (a) In an analysis and explanation of the contribution made by Origen to the development of Christian theology candidates may include, e.g.:

- Origen's connection with the Catechetical School of Alexandria
- his background in Greek philosophy
- his study of original texts and production of biblical commentaries
- his importance as a teacher, interpreter of scripture and apologist
- his use of allegory to make scripture meaningful
- major writings, e.g. Hexapla, De Principiis, Contra Celsus
- specific theology which he developed, e.g. trinity, immortality of the soul, salvation
- some candidates may argue that some of his teachings were perceived by later theologians as heretical [30]

(b) A critical assessment of this claim with particular reference to Origen's biblical writings may include, e.g.:

- his concern for an accurate biblical text and his production of the Hexapla laid the foundations for biblical textual criticism which is still the basis of modern scholarship
- his production of biblical commentaries set the pattern for exegesis or interpretation of the Bible which is still reflected in commentaries today
- his extensive collection of sermons were all biblically based and provide an example for modern preachers
- his writings illustrate how Christian doctrine was shaped and how it developed
- many of Origen's doctrinal teachings form the basis of important church doctrines today and help to clarify them
- his acknowledgement of different levels of interpretation has been accepted as a valid means of interpretation today and makes the Bible acceptable to a wider, educated audience who reject literal interpretation
- some candidates may argue that his writings cannot be appreciated without the relevant background in Greek philosophy which is rarely found among Christians today [20]

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4 (a) An analysis and discussion of the issues involved in Constantine calling the Council of Nicaea may include, e.g.:

- dispute between Arius and Alexander about the nature of the Trinity
- the expulsion from the Alexandrian church of Arius and his followers by Alexander in 321 AD
- the large amount of popular support for Arius in Alexandria
- perception of the Arians as active and practical Christians
- a real danger that the dispute would spread beyond Alexandria to the wider Eastern church
- Constantine's desire to maintain the unity of the church at all costs
- his failed attempts at mediation led to the calling of the Council, probably on the advice of Hosius [30]

(b) A critical evaluation of this claim may include, e.g.:

- emergence of the corporate power of the bishops to make decisions on matters of doctrine affecting the whole church
- establishment of conciliar creeds as definitive in testing the orthodoxy of religious leaders and groups
- establishment of a hierarchy of churches and their bishops
- fixed the date of Easter by a method still used by the church today
- rules or 'canons' drawn up at Nicaea provided a nucleus for later development of Canon Law
- it marked the beginning of state intervention and influence in the decisions of the church
- established episcopal synods in an attempt to maintain unity in the church
- Nicaea was mainly made up of bishops from the East so its influence was much greater on the Eastern than the Western church [20]

Section A

**AVAILABLE
MARKS**

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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)

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|---|--------------|
| <p>Band 5</p> <ul style="list-style-type: none">• a full and comprehensive understanding of the connections between the selected areas of study in relation to the theme• well integrated response• clear and critical analysis• highly accurate use of evidence and examples• sophisticated style of writing. Very well structured and coherent throughout. | 25–30 |
| <p>Band 4</p> <ul style="list-style-type: none">• a high degree of understanding of the connections between the selected areas of study in relation to the theme• a well integrated response• some very good critical analysis• mainly accurate use of evidence and examples• mature style of writing• well structured and coherent throughout. | 19–24 |
| <p>Band 3</p> <ul style="list-style-type: none">• a good understanding of the connections between the selected areas of study in relation to the theme• for the most part an integrated response• reasonable degree of critical analysis• a good degree of accurate evidence and examples• reasonably mature style of writing• some evidence of good structure and coherence. | 13–18 |
| <p>Band 2</p> <ul style="list-style-type: none">• a limited understanding of the connections between the selected areas of study in relation to the theme• mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another• a limited attempt at critical analysis• insufficient use of accurate evidence and examples• immature style of writing• lacking in structure and coherence. | 7–12 |
| <p>Band 1</p> <ul style="list-style-type: none">• a basic understanding of the connections between the selected areas of study in relation to the theme• demonstrating only partially accurate knowledge of the different content areas studied• little attempt, if any, at critical analysis• inappropriate style of writing with a very basic structure. | 0–6 |

AO2 (20 marks)

| | |
|--|--------------|
| Band 5 <ul style="list-style-type: none">• a comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• very effective comparison and evaluation of scholarly viewpoints• mature personal insight and independent thought• a very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology. | 17–20 |
| Band 4 <ul style="list-style-type: none">• a good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• very good comparison and evaluation of scholarly viewpoints• good personal insight and independent thought• a well sustained and critical argument, expressed accurately, fluently and using a range of terminology. | 13–16 |
| Band 3 <ul style="list-style-type: none">• a reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• very good comparison and evaluation of scholarly viewpoints• some evidence of personal insight and independent thought• a line of argument, expressed accurately and using some relevant terminology. | 9–12 |
| Band 2 <ul style="list-style-type: none">• a limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• some comparison and evaluation of scholarly viewpoints• limited personal insight and independent thought• little evidence of critical argument• inaccuracies evident. | 5–8 |
| Band 1 <ul style="list-style-type: none">• a basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• little, if any, comparison and evaluation of scholarly viewpoints• minimal personal insight and independent thought• a basic attempt to follow a line of argument• imprecisely expressed. | 0–4 |

Section B

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.:

- the cost of discipleship
- the cost of remaining true to conscience and moral principles
- vicarious suffering
- self sacrifice
- ridicule and rejection by secular society
- persecution and martyrdom
- loss of human rights [30]

(b) In critically assessing the view that it is difficult to reconcile belief in God with the presence of suffering in the world, candidates should refer to other aspects of human experience and could consider the following, e.g.:

- God does not create or cause evil and suffering
- the religious believer is not exempt from suffering
- if human beings have free will, then they will act wrongly and selfishly, causing suffering to themselves and others
- suffering can be a result of a person's own actions
- some suffering is caused by natural disasters
- the problem of innocent suffering
- some people believe suffering strengthens faith
- candidates should consider a range of historical and/or contemporary examples [20]

Section B

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Total

150

**AVAILABLE
MARKS**

