



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2018**

---

**Religious Studies**

**Assessment Unit A2 4**

*assessing*

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

**[AR241]**

**MONDAY 11 JUNE, 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><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) An explanation of the change and development in the doctrine and practice of the Eucharist over the first three centuries with reference to the relevant sources may include, e.g.:
- origin in the Passover Meal
  - gospel accounts of the Last Supper
  - initial link and gradual separation of Agape and Eucharist
  - pattern of celebration becoming more elaborate as time progressed
  - changing practice about who could administer it and who could receive it
  - misunderstandings about its nature by pagan society
  - emergence of the term “Eucharist”
  - reference should be made to relevant sources, e.g. New Testament, Didache, Justin, Hippolytus, Tertullian [30]
- (b) In a critical assessment of this claim, candidates may argue that, e.g.:
- Eucharist was always at the centre of an act of worship
  - taking part was necessary for ongoing salvation
  - excommunication from the sacrament was the most severe punishment in the early Church
  - development of doctrine of “real presence”
  - arrangements were in place to administer it to the sick and the dying
  - strict rules about who had the authority to administer it
  - Aquarians were regarded as heretics because they used water instead of wine
  - some may argue that it was impossible to put too much emphasis on it because it was such a core part of belief and worship
  - others may argue that there was an equal or greater emphasis on baptism
  - consideration of other aspects of Christian worship, e.g. prayer, preaching, penance were also important [20]

50

2 (a) In outlining and explaining the main characteristics and beliefs of Marcionism, candidates may include, e.g.:

- brief biographical details to set Marcion in historical context
- major beliefs, e.g.:
- total separation of the God of the Old Testament and the God of the New Testament
- evil nature of the material world
- docetic nature of Jesus
- the part played by the death of Jesus in the salvation of his followers
- attitude towards women
- admiration for Paul and his teaching
- rigid standards of moral behaviour
- foundation of a separate Marcionite church
- production of a canon of scripture
- similarities and differences with Gnosticism

[30]

(b) A critical evaluation of the claim that heresy did not end in the first three centuries and is still a feature of the Church today may include, e.g.:

- Arianism was suppressed but not defeated by the decisions at the Council of Nicaea, it surfaced again within a short time and possibly still exists in the doctrinal beliefs of some Christian denominations
- in the 21st century the existence of so many Christian denominations and sects with a wide variety of doctrinal viewpoints make heresy and orthodoxy much more difficult to distinguish/establish
- how some Christian groupings could be heretical in aspects of their beliefs, e.g. the Trinity
- there is much less interest in doctrine among many Christians today, the emphasis is on practice
- there is a great fear in the 21st century of causing offence or being seen as politically incorrect, views may be accepted today even if they are clearly against established church teaching
- norms of doctrine do still exist, e.g. creeds against which it is possible to determine orthodoxy/heresy
- the church still possesses a canon of scripture
- the doctrine of Apostolic Succession is still upheld by some, e.g. Catholic Church as a guarantor of orthodoxy and to prevent heresy

[20]

AVAILABLE  
MARKS

50

3 (a) A consideration of how the writings of Origen contributed to the development of Christian theology may include, e.g.:

- his comparison of original texts and his production of biblical commentaries
- his background of Greek philosophy
- his importance as a teacher, interpreter of scripture and apologist
- his use of allegory to retain scripture passages which might otherwise not have been meaningful
- his major writings, e.g. Hexapla, De Principiis, Contra Celsus
- his development of new perspectives on doctrine, e.g. trinity, immortality of the soul, salvation
- his ability to present Christianity as a “reasonable” faith, acceptable to educated believers
- “knowledge as well as faith is the gift of God”
- candidates may argue that some of his doctrinal teaching was ruled as heretical by later theologians [30]

(b) A critical assessment of the claim that Origen’s views were of more relevance to their time than today may include, e.g.:

- many Christians today are more interested in practical demonstrations of faith than in doctrinal teaching
- Origen’s teaching uses the language of Greek philosophy and the concepts associated with it, most of which is not understandable to Christians today
- on the other hand, his concern for an accurate biblical text laid the foundation of modern biblical criticism
- he set a pattern for exegesis and interpretation of scripture which still influences biblical commentaries today
- much of his unique doctrinal teaching is still present in core Christian doctrines today
- his acknowledgement of different levels of interpretation is still regarded as valid by some and makes the bible acceptable to a wider educated audience who reject a literal interpretation of scripture [20]

AVAILABLE  
MARKS

50

4 (a) An analysis of the importance of the discussions that came up at the Council of Nicaea may include, e.g.:

- brief setting of the Council in context
- crisis caused by the Arian controversy and unsuccessful attempts at mediation
- first ecumenical council of the church but few bishops from the West
- Constantine's desire for unity but his lack of understanding of doctrinal issues
- Constantine's determination to keep control of the decisions despite Eusebius' role as chairperson
- discussion leading to the production of a creed with specifically anti-Arian statements
- willingness of all but three of the bishops present to agree to the creed without voicing reservations
- resurgence of Arianism in a comparatively short period of time
- fixing of the date of Easter which is still applied in the Western world (but not the Orthodox church) to the present day
- title of Patriarch given to the bishops of major churches was the beginning of a perception of hierarchy among churches
- this contributed to the rising power and authority of the Bishop of Rome
- annual festal letter circulated to churches created a sense of unity [30]

(b) In evaluating the claim that the Council had a successful outcome, candidates may argue, e.g.:

- schism in the church was avoided since nearly everyone present signed the credal statement
- Arius and the two bishops who refused were excommunicated so heresy was defeated
- decisions such as the date of Easter still stand
- the church gained a sense of unity because for the first time so many bishops met together to discuss the issues which threatened orthodoxy
- it was really only a papering over of the cracks since the old beliefs still remained
- Arians were gradually accepted back into the church
- the possibility that some Christian denominations still hold an Arian viewpoint today [20]

**Section A**

**AVAILABLE  
MARKS**

50

**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)**

<b>Band 5</b> <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>
<b>Band 4</b> <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>
<b>Band 3</b> <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>
<b>Band 2</b> <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>
<b>Band 1</b> <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**

- 5 (a)** In outlining and examining some important issues which emerge 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
  - the price of self sacrifice
  - vicarious suffering
  - rejection, persecution and martyrdom
  - despair and loss of faith as a result of suffering
  - the problem of innocent suffering [30]
- (b)** In critically evaluating the view that religious believers bring suffering on themselves, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- cult of martyrdom is common in some religious traditions
  - standing up for what is right results in adverse treatment by those who oppose it
  - suffering is an inevitable part of being a disciple
  - watching others suffer for their faith can be a painful experience
  - betrayal of one's faith under pressure can cause guilt and suffering to the person concerned
  - much of the suffering inflicted on religious believers is external and they are powerless to prevent it
  - people react differently when their faith is tested by suffering
  - consideration of a range of historical and/or contemporary examples [20]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**150**