



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2019**

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## **Religious Studies**

**Assessment Unit AS 4**

*assessing*

The Origins and Development of the  
Early Christian Church to AD 325

**[SRE41]**

**WEDNESDAY 22 MAY, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
  - religious, philosophical and/or ethical thought and teaching;
  - influence of beliefs, teachings and practices on individuals, communities and societies;
  - cause and significance of similarities and differences in belief, teaching and practice; and
  - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

### **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

### **Other Aspects of Human Experience at AS Level**

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

### **Synoptic Assessment at A2 Level**

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

**Level 2 (Limited):** The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 3 (Good):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 4 (Very Good):** The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

**Level 5 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• An excellent response to the question asked</li> <li>• Demonstrates comprehensive understanding and knowledge</li> <li>• Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A very high degree of relevant evidence and examples</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>• A very good response to the question asked</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge</li> <li>• Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A very good range of relevant evidence and examples</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>• A good response to the question asked</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge</li> <li>• Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A good range of relevant evidence and examples</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>• A limited response to the question asked</li> <li>• Demonstrates limited knowledge and understanding</li> <li>• Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A limited range of evidence and/or examples</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]
1	<ul style="list-style-type: none"> <li>• A basic response to the question asked</li> <li>• Demonstrates minimal knowledge and understanding</li> <li>• Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• Little, if any, use of evidence and/or examples</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis</li> <li>• An excellent attempt at the application of beliefs, values and teachings to the question asked</li> <li>• An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• An excellent attempt at providing personal insight and independent thought</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis</li> <li>• A very good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• A very good attempt at providing personal insight and independent thought</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis</li> <li>• A good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• A good attempt at providing personal insight and independent thought</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis</li> <li>• A limited attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience</li> <li>• A limited attempt at providing personal insight and independent thought</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis</li> <li>• A basic attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience</li> <li>• A basic attempt at providing personal insight and independent thought</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

Candidates must engage with other aspects of human experience, where necessary, to access Bands 3–5.

## Section A

AVAILABLE  
MARKS

Answer **one** question from this section

- 1 (a) How was the persecution under the Emperor Diocletian different from other persecutions?

Answers may include:

- It was the first persecution which took place in the newly reorganised Empire which was divided into two parts – each part had a senior Augustus and a junior colleague called a Caesar.
- It was the first persecution to have an official beginning, i.e. February 303 (the festival of the Roman god Terminus), and an official end (the edict of Galerius in 311 rescinding Diocletian's earlier edicts).
- The motivation behind the persecution came from Galerius, Diocletian's Caesar in the East.
- Diocletian was a reluctant persecutor.
- This is reflected in the fact that the first edict focussed on church buildings and copies of the Scriptures. Buildings had never been a focus of previous persecutions.
- Examples of incidents such as the destruction of the Church in Nicomedia by the Praetorian Guards.
- Content of the series of edicts passed, which became increasingly severe, e.g. the destruction of church buildings and copies of the Scriptures, depriving all Christians of honours and dignities, the arrest and imprisonment of the clergy, the requirement of all Christians to offer sacrifice to the state gods on threat of death.
- The continuing severity of the persecution in the East after Diocletian's abdication in 305.
- Comparisons with earlier persecutions.
- Diocletian wanted apostates, not martyrs.
- Like Decius, Galerius wanted to restore the old state religion and held the view that Christianity was its deadly rival which must be crushed – a feeling of 'now or never'.
- As at the time of Decius, there were political problems in the east and suspicions about the loyalty of Christians in this area.
- Evidence of Christians who lapsed as in previous persecutions.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) "It was inevitable that the Diocletian persecution would fail." Assess this view. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- Inevitable due to Emperor Diocletian's reluctance to begin the persecution and evidence for his desire to avoid bloodshed.
- Evidence of this reluctance and the role of Galerius in pressurising him to move against the Christians.
- Roman society's acceptance of Christians, e.g. the long period of peace prior to this persecution, the existence of large church buildings in many towns, e.g. in Nicomedia.
- Evidence of pagan protection of Christian neighbours and family members, and officials turning a blind eye – as during the Decian persecution.
- Members of the Imperial household were Christians, e.g. Lactantius, a senior official, Diocletian's wife and daughter were catechumens.
- Evidence of how the reorganised Empire led to variations in severity of persecution, for example, more severe in the east (Egypt and Palestine) where Galerius was Caesar but very little in the west.
- The election of Constantine as Caesar of the west – he was sympathetic to the Christians.
- Reference to previous persecutions and why they failed.
- Ultimately divine protection for the Christians – reference to Jesus' words such as 'I will build my Church and the gates of hell will not prevail against it'.
- The Church did suffer – loss of Scriptures, buildings and leaders.
- Although it was short-lived – it was a severe persecution which dragged on even after the deaths of Diocletian and Galerius.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) “There were aspects of Constantine’s early life and rise to power which made him sympathetic to Christianity.”  
Examine this statement.

Answers may include:

- As a young man Constantine was sent to the court of Emperor Diocletian, ruler of the eastern empire – here he may well have witnessed Christian persecution and have been impressed by their courage.
- Diocletian’s wife and daughter were catechumens so he was exposed to Christianity.
- His father Constantius was Caesar and later Augustus in the west – he was a monotheist who was reluctant to persecute Christians in the western empire during the Great Persecution.
- Possibility that his mother Helena was a Christian. He had a sister named Anastasia meaning resurrection.
- Constantine overlooked as possible Caesar when his father became Augustus of the West – role given to Severus who was killed in 307.
- Constantius’ death in 306 in York and Constantine’s recognition as his father’s successor by local troops.
- Constantine’s defeat of rival Maximian in 310.
- The battle at the Milvian Bridge in 312 when Constantine sought divine help and received his vision and dream from the God of the Christians.
- His subsequent defeat of Maxentius making him Caesar of the West due to ‘divine help’.
- The settlement of Milan in 313 between Constantine and Licinius, ruler of the East – a settlement of toleration of all religions meaning an end to Christian persecution.
- Conflict between Constantine and Licinius due to Licinius’ persecution of Christians in the East.
- Constantine’s ultimate defeat of Licinius and his emergence as sole ruler of the Roman Empire in 324.

Accept valid alternatives

Mark in levels

(AO1)

[25]

AVAILABLE  
MARKS

(b) Explore the view that the reasons for Constantine's conversion were political rather than religious. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- Constantine's possible recognition that it was impossible to defeat the powerful Christian minority, so politically advantageous to have their support.
- As a clever statesman, Constantine believed he could use Christianity to unite the Empire.
- Christians were increasingly found among the educated and higher class – could be useful to Constantine.
- His failure to make Christianity the state religion.
- His conviction that his military victory at Milvian Bridge was due to divine assistance from the God of the Christians.
- Constantine's account of his conversion was given under oath to Eusebius, near the end of Constantine's life.
- His acceptance by Christians as God's "deputy on earth".
- His possible confusion with the god Apollo who his father worshipped.
- Evidence for the genuineness or otherwise of his conversion.
- Questionable behaviour relating to the deaths of family members.
- His delayed baptism and possible reasons for this.
- His religious policy and how it benefitted the Church.
- His religious instruction from Bishop Hosius.
- Subsequent involvement in Church affairs and his concern for church unity, e.g. the Donatist dispute and the Arian controversy.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

## Section B

Answer **one** question from this section

AVAILABLE  
MARKS

- 3 (a) Discuss the development of the doctrine and practice of the Eucharist with particular reference to the New Testament and the Didache.

Answers may include:

- Meaning and origin of the term Eucharist.
- Links with the Jewish Passover meal.
- The Gospel accounts of Jesus' last Passover meal with his disciples and the institution of the Eucharist.
- Differences and similarities in the Gospel accounts.
- New meaning given to the Passover by Jesus, e.g. 'this is my body ... this is my blood'.
- Jesus' reference to 'a new covenant sealed with my blood'.
- Eucharist as an act of obedience and remembrance.
- Paul's teaching, e.g. 1 Corinthians 11 – an act of remembrance, a proclamation of Jesus' death 'until he comes'.
- Evidence of link with the agape meal and Paul's appeal for a change in their behaviour.
- The Didache (around the beginning of the 2nd century) – first account after Paul and Mark's Gospel.
- Set prayers of thanksgiving: first for the cup, then the bread – similarities to Luke's Gospel. Baptism a requirement for partaking of the Eucharist.
- Reference to 'the holy vine of David'.
- Prayer for unity of the Church, reference to 'spiritual food and drink'.
- Emphasis on being reconciled with one's neighbour before partaking so that it is a pure sacrifice on the Lord's day.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, assess the claim that for Christians the Eucharist is no longer the most important aspect of faith. Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Reference to various religious denominations/traditions and the continuing but also differing emphasis placed on the Eucharist.
- The continuing necessity for baptism in many traditions before receiving the Eucharist, highlighting the importance of the Eucharist.
- The need for communicant classes as preparation for first taking the Eucharist.
- The frequency with which the Eucharist is celebrated by different denominations/traditions and the reasons given for this – daily, weekly, monthly or less often – could suggest different attitudes to its importance.
- Differing views about the doctrine of the Eucharist, e.g. transubstantiation, symbolism, elements transmit grace and blessing.
- How the different Churches' doctrine relates to the essential nature of the Eucharist in the life of the religious believer, e.g. receiving the body of Christ which is necessary for continuing salvation and grace; the Eucharist as an act of remembrance and of thanksgiving; Eucharist as an act of obedience to Jesus' command, therefore essential to partake.
- Some traditions do not have the Eucharist, e.g. Quakers, Salvation Army – discussion of reasons for this.
- Other aspects of religious life regarded as more important, e.g. baptism, practical Christian living, worship, Bible study, prayer.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2)

[25]

50

AVAILABLE  
MARKS

4 (a) “Justin was hostile to Judaism”.

In what ways can this remark be seen in Justin’s Dialogue with Trypho?

AVAILABLE  
MARKS

Answers may include:

- One of Justin’s longest works possibly written about 155.
- Evidence that Justin has a good working understanding of Judaism, e.g. Jews believe themselves to be ‘sons of Abraham’ who will gain their salvation because of their ancestry and by keeping the rituals and laws of God.
- He criticised Jews for their focus on the minute points of ritual rather than the bigger issues the prophets spoke of in the Old Testament.
- He accused Jewish scholars of having altered or erased passages in the Old Testament to disprove or attack the arguments of the Christians.
- Their debate about the Old Testament Scriptures and Justin’s belief that Christianity rather than Judaism fulfils the Old Testament.
- Justin’s belief that the Christians/the Church were now the chosen people of God, the ‘true spiritual Israel’.
- In Justin’s eyes the Jews bear the responsibility for the death of Jesus.
- The apologetic nature of his comments regarding the Christian lifestyle and his concerns that Trypho has been swayed by rumours.
- Their discussion about the identity of the Messiah.
- Justin’s identification of Jesus as the pre-existing Logos.
- Trypho’s emphasis on the antiquity of Judaism compared to Christianity which is a new young religion.
- In spite of their disagreements the debate between these two educated men is very cordial.
- Nevertheless, Justin is clear about his desire for Trypho – that ‘you may be of the same opinion as ourselves, and believe that Jesus is the Christ of God’.
- Biographical details about the identities of Justin and Trypho.
- Debate about whether Trypho existed or if this was a literary device used by Justin to make his points of view known.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** With reference to other aspects of human experience, evaluate the claim that theological issues continue to be a challenge for religious believers. Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Reasons why theological issues are still a challenge for religious believers, e.g. defending the faith from heresy and the continuing need for Apologists.
- Reference to examples of recent and modern day Apologists such as C.S. Lewis, Francis A. Schaeffer, Norman Geisler, Karl Keating, John Lennox, Alister McGrath, Cardinal Dulles.
- The challenge which comes from misunderstanding or misinterpretation of key beliefs and practices leading to heresy, e.g. challenges to the divinity of Jesus, questioning of the virginal conception and the bodily resurrection of Jesus.
- The challenge to help Christians understand the faith, e.g. courses such as Alpha, Christianity Explored.
- The increasing challenge of secularism/atheism and hence a need for greater knowledge about theological issues.
- The challenge of science in relation to teaching about a Creator God.
- The increasing existence of many, often conflicting faiths in society and the need for religious believers to be able to articulate their faith, e.g. the Christian stress on the uniqueness of Jesus' life and work as the only means of salvation.
- Followers of a particular religious faith may be accused of intolerance if they stress the uniqueness of their faith.
- Link between defending the faith and evangelism.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2)

[25]

**Total**

**AVAILABLE  
MARKS**

50

**100**