



*Rewarding Learning*

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

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## **Religious Studies**

**Assessment Unit AS 4**

*assessing*

The Origins and Development of the  
Early Christian Church to AD325

**[SRE41]**

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## **Assessment**

**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

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

### ***Assessment objectives***

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

Students 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 students' responses***

In marking the assessments, assessors 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 students 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 students may produce. In the event of unanticipated answers, assessors are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Assessors are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Assessors 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 students 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, assessors 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, assessors are expected to use their professional judgement. The following guidance is provided to assist assessors.

- **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 students. Having identified, for each assessment objective, the band in which the student has performed, the assessor should then decide on the appropriate mark within the range for the band.

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

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

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

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

Students 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 students' 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, assessors should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The student 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 student 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 student 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 student 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 student 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]

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

## Additional Marking Guidance

### Overview

- Additional Marking Guidance has been drawn up for all the AS and A2 units.
- The purpose of this Marking Guidance is to scaffold the application of the Mark Scheme for each unit by offering specific information on applying the Performance Descriptors for each of the two Assessment Objectives (AO1 and AO2).
- The Marking Guidance recognises that there are levels of response to any task and assists the process of deciding which mark within a band is to be awarded to the response.
- The approach leans on the guidance offered in the **General Marking Instructions** at the beginning of the Mark Scheme where Threshold, Intermediate and High performance levels are identified within a band.
- All assessors for GCE Religious Studies are asked to use this guidance in deciding on the appropriate mark within a band.
- Assessors are also asked to look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another.
- For most of this guidance the levels are starting at Band 3 as most of the responses normally start here.
- The description “limited” would be the defining characteristic of Band 2 answers.
- All AO2 questions are open-ended tasks with the quality of critical assessment offered determining the mark to be awarded.
- AS Section B AO2 tasks – here students must engage with other aspects of human experience to access Bands 3–5.
- A2 Synoptic Assessment AO2 – here students must engage with other aspects of human experience to access Bands 3–5 and offer real and meaningful critical assessment.
- Double Credit rule – students cannot be awarded double credit for the same material if used between AO1 and AO2 unless it is in an entirely different context.

### Guide to abbreviations used

- Abbreviations are used throughout to give the Marking Guidance material a user-friendly character for assessors.
- Examples of generic abbreviations used are – B (Band), HB4 (High Band 4), MB3 (Mid Band 3), KU (Knowledge and Understanding), CA (Critical Assessment), TC (Taught Course), NTC (Non Taught Course), SA (Synoptic Assessment).

## **AS 4 AO1 Marking Guidance S2021**

### **Q1a**

B3 Broad essay on the letters, some KU of contents with most focus on Pliny's.

B4 Very good attempt with awareness of the reasons for the letters, stronger on some than others.

HB4 Clear and informed on the reasons for both letters with some exemplification/references from them.

B5 Highly informed on the reasons for both letters with good range of exemplification/references from them.

HB5 Comprehensive response with full range of reasons supported by exemplification/references, some degree of sophistication evident, e.g. how Trajan appeared to be less concerned than Pliny.

### **Q2a**

B2 General essay on baptism with limited reference to specified sources - may include detail of other sources not required.

B3 Reasonable on one of the required sources but negligible on the other.

HB3 Good on the NT, maybe fleeting reference to JM (or vice versa).

B4 Very good on the NT including Jesus, Acts and Paul with some awareness of JM (or vice versa). Awareness of 'the development' beginning.

HB4 Clearer focus on the development with very good reference to both.

B5 Clearly focused on the development of belief and practice exemplified from both sources.

HB5 Comprehensive explanation of development and highly articulate response showing some degree of sophistication, e.g. with both sources well integrated into the answer.

### **Q3a**

B2 General essay on Ignatius with focus on biographical detail or other themes not required.

B3 Broad essay on the writings with some KU of required themes.

B4 Very good KU of the themes required, stronger on some than others.

HB4 Clearer examination of how Ignatius responded to specific heresies and his attempt to link to the role of the bishop.

B5 Well informed response focused on I's response to the heresies and how this is linked to the role of the bishop in his writings.

HB5 Highly informed, some degree of sophistication, e.g. competent link between heresy and the developing role of the bishop.

#### Q4a

B2 Vague essay on C's conversion with limited KU of the two accounts.

B3 Reasonable essay on C's conversion with some awareness of the differing accounts.

HB3 Good on one account with fleeting reference to the other.

B4 Very good on one account – less so on other but beginning to address the issue of similarities and differences.

HB4 Clearer focus on the similarities and differences with some good reference to both.

B5 Clearly focused on the similarities and differences exemplified from both sources.

HB5 Comprehensive and highly articulate response showing some degree of sophistication, e.g. consistent emphasis on similarities and differences.

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AO1 BI **Minimal** relevant KU, serious disconnect with TC, **basic** sense of the Q.

AO1 B2 **Limited** KU, **limited** range of evidence/examples, **limited** coherence, **limited** terminology and vocabulary.

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#### AS 4 AO2 Marking Guidance S2021

B1 **Minimal** relevant CA – serious disconnect with the CA skill.

B2 Modest attempt at CA – **limited** use of evidence, **limited** reasoning, **limited** evidence of structure and coherence.

B3 **Reasonable**/good attempt at CA – clearly responds to the set task producing a **reasonably** well sustained line of enquiry attempting to employ relevant evidence though could be largely one sided with little scope given to competing views.

B4 **Very good** attempt at CA with clear engagement with the set task with some relevant evidence and reasoning employed in the attempt to provide a balanced response though not necessarily 50/50.

HB4 Line of enquiry relatively easy to follow enhanced by the quality of debate offered with some maturity evident.

B5 **High quality** attempt at CA with **well informed** debate reflected with clarity and coherence.

HB5 Response of **consistently high-quality** CA and some sophistication evident.

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Students must engage with other aspects of human experience to access Bands 3–5 for Section B AO2 tasks.

**NB** Always look for the best fit bearing in mind weakness in one area may be compensated by strength in another.

## Section A

AVAILABLE  
MARKS

Answer **one** question from Section A

- 1 (a) Discuss the reasons for Pliny's letter to Trajan and Trajan's reply.

Answers may include:

- Explanation regarding the identities of the two men – Emperor Trajan and Pliny, Governor of Bithynia.
- Pliny's letter informing Trajan about his encounter with Christians and his execution of several who had refused to renounce their faith.
- His awareness of increasing numbers in the province – of every age, class and gender, throughout cities, villages and countryside – hence his long and detailed letter to Trajan seeking further guidance.
- Pliny's ignorance regarding how to deal with Christians since he had not attended any trials and was unaware of any precedents.
- His request for clarification regarding whether age, gender or renunciation should influence treatment. Likewise, whether name alone or only criminal practices are grounds for punishment.
- He informs Trajan of his practice in dealing with Christians so far – those who deny and those who are steadfast and the results of his actions in turning many back to the pagan temples.
- Trajan's much shorter reply commends Pliny for following the correct procedure.
- He instructs Pliny not to actively seek out Christians but punish any who are charged and convicted who fail to deny their faith.
- Pliny must also ignore anonymous documents as they are a bad precedent and unworthy of the age.
- Trajan seems less concerned than Pliny regarding the growing number of Christians in Bithynia but he does encourage action to deal with the Christians who were 'religio illicita'.
- Pliny's reputation for writing letters to the Emperor regarding any decisions needing to be taken in Bithynia.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “The courage of martyrs such as Polycarp and Blandina was the most important factor in attracting pagans to the Christian faith.”  
Assess this claim. Justify your answer.

Answers may include:

- Reference to the accounts of the martyrdom of Polycarp and Blandina.
- The nature of the two martyrs – an elderly church leader and a slave girl.
- Evidence of sympathetic pagan reaction to their courage, e.g. the arching of the fire around Polycarp which did not burn him and caused many to marvel; the acknowledgement by the heathen that never before had a woman like Blandina endured such terrible suffering as her tormentors tried to make her renounce her faith.
- Although their deaths aroused some sympathy, there is no specific evidence that their courage attracted pagans to the faith.
- Their courage may have caused some people to think more deeply about such a faith worth dying for and may have attracted curiosity.
- Many pagans, on the contrary, may have been put off Christianity out of fear of persecution.
- Their courage in the face of martyrdom may have been of greater benefit and encouragement to other believers – to remain steadfast and brave.
- The martyrdoms of Polycarp and Blandina would have been witnessed by a relatively small number of pagans, some of whom may have approved of the spectacle.
- Many citizens of the Roman Empire never witnessed Christian martyrdom so its impact in attracting pagans should not be exaggerated.
- Possible reference to how some pagans regarded martyrdom as a punishment from their gods.
- Reference to a range of other factors which arguably may be regarded as more important in attracting pagans to the Christian faith, e.g. Christian charity, the inclusivity of the Christian faith.

Accept valid alternatives

Mark in levels  
(AO2)

[25]

50

AVAILABLE  
MARKS

- 2 (a) Explain the development of the belief and practice of baptism, with particular reference to the New Testament and Justin Martyr.

AVAILABLE  
MARKS

Answers may include:

- Reference to New Testament Gospels and the writings of Paul.
- Possible links with the baptism carried out by John the Baptist.
- The command of the resurrected Jesus to make disciples and baptise them in the name of the Father and of the Son and of the Holy Spirit (Matthew 28v19).
- The preaching of Peter on the Day of Pentecost in Acts 2v38 – ‘repent and be baptised, everyone of you, in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit.’
- Evidence from Acts that baptism followed belief, e.g. the Ethiopian eunuch (8v36), Cornelius and his household (10v47), Lydia and her household (16v15), the Philippian jailer and his household (16v33).
- Debate over whether or not infants were baptised in the New Testament, and also the method used.
- Paul’s doctrine of baptism – symbolising Christ’s death, burial and resurrection (Romans 6v3-4).
- Reference to Justin’s account of baptism in his First Apology – mid second century Rome.
- The necessity for faith and godly living as prerequisites for baptism suggests adult/believers’ baptism.
- Prayer and fasting by the candidate and others in preparation.
- Baptism in the three fold name – described as an illumination.
- First eucharist taken after baptism.
- Justin’s reason for writing the account – to explain church practice to a pagan readership and to dispel rumours.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** Evaluate the view that the Early Church lacked a consistent understanding about who should be baptised and the role of the Holy Spirit in baptism. Justify your answer.

Answers may include:

- Reference to a range of sources which highlight differing views on who may be baptised and at what point the Holy Spirit is received.
- Sources which highlight a period of preparation, including instruction and fasting, suggest that candidates are adults and not infants.
- Evidence indicating uncertainty about when the Holy Spirit is received i.e. through the act of water baptism or through the secondary rite of the laying on of hands by the bishop.
- In Tertullian, there is preparation of the water – the Holy Spirit is called upon to enter the water. In Hippolytus, the Holy Spirit is received after the baptism through additional rite.
- Disagreements regarding the need for rebaptism of those baptised by heretics or schismatics, e.g. dispute between Cyprian and Stephen.
- Evidence of contrasting views in relation to infant baptism, e.g. Tertullian in favour of postponing the baptism of children whilst Cyprian was a strong advocate for infant baptism.
- Different views about sins committed after baptism which led to advice about postponement of baptism for some, e.g. Tertullian in favour of postponing the baptism of the unmarried and widows for fear of sexual sin post baptism.
- Examples of how the practice of baptism became more complicated, e.g. Hippolytus and the anointing with oils.
- Recognition that the Early Church was a developing church so it is not surprising that its understanding of baptism was not consistent from the beginning.
- The Church's understanding developed in response to new situations, e.g. the problem of the lapsed, the rise of heresy and schism.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE  
MARKS

**Section B**

Answer **one** question from Section B

**AVAILABLE  
MARKS**

- 3 (a)** Examine the themes of heresy and the role of the bishop in the writings of Ignatius of Antioch.

Answers may include:

- Reference to the heresies of Docetism and the Judaisers.
- Explanation of the beliefs of the Docetists, i.e. they denied the humanity of Jesus. He only appeared to have a human body.
- Ignatius' response to these beliefs – stressed the humanity of Jesus, his suffering was real – 'Jesus Christ ... who was truly born, and ate and drank, was truly persecuted under Pontius Pilate, was truly crucified and died, ... who also was truly raised from the dead ...'.
- Explanation of the beliefs of the Judaisers, i.e. those who believed that Jewish practices such as circumcision and Sabbath observance should still be followed by Christians.
- Ignatius' response to the Judaisers – stressed that the Old Testament prophets anticipated the coming of Christ, God's perfect revelation.
- The role of the bishop closely linked to the threat of heresy.
- Ignatius' stress on absolute obedience to the bishop as a safeguard against heresy entering the churches.
- The bishop is essential for unity – he presides in the place of God.
- Explanation of the monarchical episcopate and the need for respect of bishop, presbyters and deacons.
- Relevant evidence from the writings about the heresies and the role of the bishop.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** “In a largely secular world, religious persecution is not an issue.”  
With reference to other aspects of human experience, evaluate this view.  
Justify your answer.

Answers may include:

- Consideration of the view in relation to other aspects of human experience.
- An open-ended response citing relevant contemporary examples.
- Debate about degrees of secularism in different parts of the world.
- Evidence of places in our world where religion still dominates and secularism is not an issue.
- Contemporary examples of Christians who continue to face persecution in such places and how they respond, e.g. evidence of large numbers who have fled in the Middle East (Egypt, Iraq, Syria) to safer areas when under threat from opposing religions.
- Evidence of how political ideologies have led to religious persecution, e.g. in North Korea.
- Examples of persecution within other religious groups, e.g. Yazidis who have fled from Muslims in Iraq where secularism is not necessarily an issue.
- Evidence from sources indicating that religious persecution is more widespread nowadays than ever before.
- The impact of the secular world in undermining the significance of religion and challenging the fundamentals of the faith.
- Ways in which religion may be threatened by secular society, e.g. less acceptance of religious morality and less tolerance of dogmatic religious beliefs.
- Although physical persecution may not be a threat, secularism is a significant challenge to religion alongside ‘new atheism’.
- How persecution in western societies has become more subtle and insidious.
- The importance of dialogue between the religious and secular spheres.

Accept valid alternatives

Mark in levels

Students must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[25]

50

AVAILABLE  
MARKS

- 4 (a) In what ways are Eusebius and Lactantius' accounts of the conversion of Constantine similar and different from one another?

AVAILABLE  
MARKS

Answers may include:

- Background to his conversion, i.e. his battle against his rival Maxentius at the Milvian Bridge in 312.
- Lactantius' account (c318) – written within 5 years of the events
  - On the eve of the battle, Constantine was directed in a dream to mark the heavenly sign of God on the shields of his soldiers before entering the battle. He obeyed and his army was completely victorious.
  - Comment on the debate about what the heavenly sign may have been.
- Eusebius' account – written later (c338) after Constantine's death and based on information given to Eusebius by the Emperor shortly before his death
  - Constantine's need for divine assistance in the battle against the stronger army of Maxentius. He considered what god he should pray to and chose his father's god.
  - About noon he saw the trophy of a cross of light in the heavens, and an inscription attached to it – 'conquer by this'. Witnessed by his army as well.
  - Later that night, as he slept, Christ appeared to him with the sign he had seen in the earlier vision and commanded him to make a likeness of it and use it as a safeguard in all battles with his enemies. Constantine obeyed and was victorious.
- Discussion of the similarities, e.g. a heavenly sign, a dream, the use of such in bringing success to Constantine and differences, e.g. when the account was written, one stage or two stages, whether or not the army witnessed something between the accounts.
- Debate about the reliability of the accounts and possible motives of the writers.
- Eusebius' account in two stages, the first stage witnessed by his army which might explain their willingness to accept a previously prohibited symbol.
- Possible confusion on Constantine's part about which deity he was praying to.
- Whatever account, Constantine's firm belief that the God of the Christians had come to his assistance in defeating Maxentius.
- This experience marked a turning point in the Emperor's relationship with Christians.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** “Religious believers should not be allowed to influence the laws of the state.”  
 With reference to other aspects of human experience, assess this claim.  
 Justify your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience.
- An open-ended response citing relevant historical and/or contemporary examples.
- The right of individual believers having a voice/a vote, like all other citizens, regarding the laws of the state.
- The role of an elected politician who is at the same time a religious believer.
- The growing desire by many for separation of Church and State, e.g. discontent with the role of the unelected Lords Spiritual in the House of Lords, and the role of the Queen as Head of both Church and State.
- Evidence that the values of a religion are not always held by the majority within the state, e.g. the move away from the Roman Catholic Church in the Republic of Ireland and how this is reflected in changes in the law regarding divorce, same sex marriage and abortion.
- The role of religion in influencing political decisions, e.g. the current situation in Northern Ireland and the role of the fundamentally religious DUP party in seeking to prevent changes to the laws on same sex marriage and abortion.
- Reference to the role of religion in Islamic state countries, i.e. Sharia Law, and how the two are inextricably joined.
- Examples of how religious involvement in state affairs can have negative outcomes such as oppression of others, e.g. apartheid in South Africa.
- Positive outcomes of religious involvement, e.g. promotion of stewardship.
- Examples of where religion chooses to separate itself from the state and why, e.g. the Amish and conflicts with the state such as conscription, social security, education, health care.
- Strict Brethren and their choice of not voting in elections.
- Historical evidence of how religious involvement in state affairs caused the religion to compromise its position, e.g. Nazi Germany.
- Examples of countries where there is separation of Church and State, e.g. France – and how this works in practice.

Accept valid alternatives

Mark in levels

Students must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[25]

**Total**

**AVAILABLE  
MARKS**

50

**100**