



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2022**

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## **Religious Studies**

**Assessment Unit AS 4**

*assessing*

The Origins and Development of the  
Early Christian Church to AD325

**[SRE41]**

**TUESDAY 31 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.

### **COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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 Section A

- 1 (a) Summarise the similarities in the conduct of the Neronian and Domitian persecutions.

Answers may include, e.g.:

- Both persecutions were localised to Rome and instigated by the Emperor.
- Both Emperors used Christianity as an excuse to persecute although other motives were present.
- Nero's scapegoating of the Christians was out of self-interest – to remove suspicion from himself for causing the great fire in Rome.
- Domitian persecuted Christians probably for his own political advancement – he persecuted family members and members of the Senate whom he suspected of conspiring against him.
- Under both Emperors, Christianity was a *religio illicita*, regarded as an eastern cult which the Romans despised.
- Christianity was regarded as a new innovation – unlike Judaism which was the religion of a nation. There is, however, evidence that Domitian did persecute Jews.
- This general dislike was due to misunderstandings and rumours about their faith contributed to why both persecutions took place.
- Under both Emperors the common view of Christians was that they worshipped an invisible god; they were antisocial and haters of mankind; they were guilty of immoral practices such as cannibalism and incest; they were disloyal to the Empire as they met in secret and were plotting its downfall.
- Under Nero, Christians were arrested and convicted not so much for arson as for hatred of the human race.
- Under Domitian, his relatives Flavius Clemens and Flavia Domitilla along with other Roman nobles were convicted of atheism with a Jewish colouring.
- The methods used in the persecutions varied – under Nero, Christians were nailed to crosses, covered in animal skins and thrown to the dogs, used as human torches in Nero's gardens. Under Domitian, some were executed, others had their property confiscated while Domitilla was banished to an island.
- Nero persecuted Christians for the name and this set a precedent for future Emperors.
- Reference to sources such as Tacitus, Suetonius and Clement of Rome.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) "Persecution was a serious problem for the Early Church despite the attractiveness of the glory of martyrdom."  
Assess this claim. Justify your answer.

Answers may include, e.g.:

- Reasons why persecution was a serious problem exemplified by specific examples.
- Evidence that the threat of persecution caused many to deny their faith, e.g. proof from Pliny's letter to Trajan and later the problem of the lapsed during the Decian persecution.
- The issue of the lapsed led in turn to further problems within the Early Church such as schism between rigorist and laxist clergy, e.g. the Novatian controversy.
- During persecution under Diocletian, the church suffered loss of Scriptures, destruction of property and imprisonment/death of leaders. All of these caused serious problems.
- Persecution contributed to ensuring the genuineness of the faith of those who were persecuted and this left the church with a strong core of believers – quality above quantity.
- Evidence for the attractiveness of the glory of martyrdom.
- Reference to Ignatius of Antioch and his letter to the church at Rome pleading with the Christians there to do nothing to prevent his martyrdom.
- The vivid language Ignatius used in relation to his death by wild beasts – this letter became a sort of "martyr's manual".
- Reference to other martyrs such as Blandina, Justin and Polycarp – accounts of whose deaths have been preserved because of their courage and perseverance. Such accounts glorified martyrdom and may have encouraged others to follow their examples if and when faced with persecution.
- The belief that suffering and martyrdom had been predicted by the Lord Jesus and therefore being called upon to suffer was a fulfilment of the divine will.
- Those who were facing martyrdom could regard themselves as following the example of Christ and most of the apostles.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE  
MARKS

2 (a) "Constantine's religious policy had both negative and positive consequences for the Early Church." Examine this statement.

AVAILABLE  
MARKS

Answers may include, e.g.:

- The Church was now under the patronage of the Emperor and this made it attractive to many more within the upper classes in society.
- As Christianity became popular, conversions were not always genuine but were convenient, even 'fashionable' – this led to an increasing number of Christianized pagans.
- Positive consequences included the cessation of persecution by Edict throughout the Empire.
- Church property was restored and Constantine granted money for copying of the Scriptures and the building of magnificent churches.
- Christian clergy were given economic concessions, for example, tax exemptions on their land and relief from public duties.
- Constantine put limits on who could become clergy – to prevent the rich from taking advantage of the tax benefits. This is state interference in church affairs.
- Bishops had greater legal power within society, such as, freeing slaves and settling civil suits.
- Sunday became a public holiday thus making it easier for Christians to meet for the worship of God.
- In return for Constantine's patronage, the Church allowed him greater say in its internal affairs, for example, the Donatist dispute and the Council of Nicaea.
- Constantine's limited understanding of the Christian faith meant he was not truly qualified to make judgments on such matters.
- Church discipline was often replaced by secular justice – appeal was made to Constantine.
- Constantine's belief that the Christian God had helped him win the battle at the Milvian Bridge led to the association of God with warfare.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Comment on the view that Constantine's conversion was driven mainly by his imperial ambitions. Justify your answer.

AVAILABLE  
MARKS

Answers may include, e.g.:

- Constantine may have been a political opportunist who saw the Christians across his empire as a growing minority which could be a good ally in bringing about imperial unity.
- This concern for national unity was paramount and, some argue, is reflected in his desire to solve disputes within the Church, e.g. the Donatist dispute, the Council of Nicaea.
- The imperial patronage of Christianity led the church leaders to give Constantine a considerable say in internal church affairs.
- He failed to make a complete break from paganism and retained the title Pontifex Maximus, as head of the Roman imperial religion.
- Medals and coins struck during his reign bear the image of pagan and Christian symbols.
- He was guilty of barbaric acts against his son Crispus and the Empress Fausta – both put to death in circumstances which are unclear. These highlight his concerns with imperial stability and challenge the motives behind his conversion.
- He postponed his baptism until his deathbed – reasons for this are a matter of debate.
- Constantine's conviction was that the God of the Christians had spoken to him in both a dream and a vision – this is reflected in the historical accounts of his battle at the Milvian Bridge.
- His placing of the Christian symbol on the shield and standard of his army indicates his genuine faith in God.
- He promoted Christian humanitarianism in imperial laws, for example, restricting branding on the face and the exposing of unwanted children, and he passed laws to protect marriage.
- He made every effort to be instructed in the Christian faith by Bishop Ossius of Corduba.
- The need to appreciate that Constantine ruled over a predominantly pagan empire which impacted how he behaved.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B

- 3 (a) Discuss the main ideas in the theological arguments of Justin Martyr in his defence of Christianity.

Answers may include, e.g.:

- In his First Apology his appeal is 'on behalf of those of all nations who are unjustly hated and wantonly abused, myself being one of them'.
- Justin refers to Jewish prophecies which find their fulfilment in Jesus Christ – this proves the antiquity of Christianity – it is not a new religion but has divine origins and should be treated fairly.
- All aspects of Jesus' life – his birth, earthly ministry, death, resurrection and ascension – fulfil Old Testament prophecies.
- Jesus is the incarnate Son of God whose teachings are both moral and civil as reflected in the Sermon on the Mount.
- Christ's followers are also loyal citizens who 'render to Caesar the things that are Caesar's' and are submissive and loyal to their earthly masters.
- Justin is one of the earliest writers against heretical forms of Christianity such as Marcionism and Gnosticism.
- He emphasised the existence of one Creator God, the humanity of Christ and man's possession of free-will.
- Some philosophers could be regarded as Christians before Christ came – they knew the truth partially but through Christ truth has come in all its fullness.
- This view is related to his understanding of the Logos – men like Socrates, Heraclitus and the Stoics who lived by the light of reason/ logos were guided by the pre-incarnate Christ – whether they knew it or not.
- Justin's use of the Logos in explaining how Christ was the Word of God in human form. This is part of his attempt to demonstrate that Christianity is a religion worthy of intelligent men.
- He explains that Christianity is the only rational creed – it is the fulfilment of both the Old Testament and also the best elements in Greek philosophy.
- Appropriate reference to Justin's Apologies.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, evaluate the view that writers who defend religious faith have often a limited impact on society. Justify your answer.

Answers may include, e.g.:

- Consideration of the view in relation to other aspects of human experience citing possible historical and/or contemporary exemplification.
- The extent of the impact of such writers on society is often dependent on factors beyond their control.
- Many people in society will have no interest in such writings and will remain indifferent to the faith and to what is being written about it.
- The nature of modern society as shunning religious perspectives in favour of pluralism and tolerance of the most liberal views – religion being archaic and having little to contribute to the public sphere. How a shift away from religious conservatism has been seen in social changes, e.g. abortion reform.
- Others may have a fixed outlook towards the faith and so writers who defend the faith will be ignored regardless of what they write.
- Members of society may form opinions based on a minority within the faith who have given it a bad name, for example, Muslim extremists or those guilty of sexual impropriety within the Christian Church. Writers can make a very worthwhile contribution in condemning such behaviour as out of step with their faith.
- Reference to specific writers and the impact of their contribution, for example, C.S. Lewis' writings regarding the problem of evil and suffering, A. McGrath's writings critiquing new atheism, Teilhard de Chardin's defence of the new science.
- In order to make a worthwhile contribution, writers who engage in such activity need to be on a par academically with those who challenge the faith.
- Some writers who defend the faith may be too intellectual for many within society so their contribution has a limited impact.
- Society needs to be correctly informed about the beliefs which the faith adheres to – misinformation can lead to confusion and a bad image being formed about the faith.
- It is important to have such writings available for those who are genuinely seeking after truth so that they can make informed decisions.

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) Explain the respective contributions of Hippolytus and Tertullian to the development of the doctrine of the Eucharist.

AVAILABLE  
MARKS

Answers may include, e.g.:

- **Hippolytus'** Apostolic Tradition describes two Eucharistic services in Rome about 215AD i.e. at the ordination of a bishop and the first Eucharist for the newly baptised.
- The role of the bishop in conducting the service.
- Reference to the content of the eucharistic prayer – extended comment on the names and saving work of Jesus, quotation of Jesus' words of institution from the last supper, giving thanks for the bread and the wine, reference to these as 'the oblation' (sacrifice), request for the Holy Spirit to come upon the oblation and to fill those who partake and so unite the Church.
- The prayer was not fixed but it set a pattern to be used.
- The bread and wine are holy and must not be given to the unbaptised. Care must be taken to avoid an animal consuming them.
- The evidence from Hippolytus suggests a more formal and detailed eucharist than in previous sources.
- The elements remain as symbols of the body and blood of Christ.
- In **Tertullian's** writings, the doctrine of the Eucharist is more developed.
- There is no act of worship without the Eucharist which is given by 'the president'.
- He describes the bread as the Lord's body on which the Christian feeds – his writings uphold the doctrine of the 'real presence' arguing that the body and blood are as real as the baptismal water.
- He is 'pained' if any bread or wine should fall to the ground since it is now consecrated.
- Tertullian also has a sacrificial understanding of the Eucharist.
- The word 'sacrament' is first found in Tertullian as he is the first theologian to write in Latin.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “Acts of initiation today are of little value in the life of the religious believer.”  
With reference to other aspects of human experience, evaluate this statement. Justify your answer.

Answers may include, e.g.:

- Consideration of the statement in relation to other aspects of human experience citing possible historical and/or contemporary exemplification.
- Reference to different forms of initiation in various Christian denominations or other world religions.
- The value of infant baptism/christening in welcoming a child into the faith or into the church family.
- The child becomes part of a community of faith which will pray for him/her and support them in their spiritual journey.
- This is the beginning of a journey of faith and prepares the way for other rites for the child such as confirmation and eucharist.
- Acts of initiation involving infants may have more value for parents/godparents in that they are challenged to fulfil their religious duties regarding their child.
- Discussion about whether or not infant baptism removes original sin and imparts the Holy Spirit or if it is to be understood as a sign of a covenant between believing parents and God.
- The value of the act of initiation is closely dependant on the doctrine linked to the rite.
- Reference to believer’s baptism as possibly more meaningful for someone who is proclaiming their faith and making a conscious decision to do so.
- The necessity of acts of initiation in order to be a member of particular denominations.
- Acts of initiation in Islam including circumcision and the ceremony of Bismillah.
- In Judaism the act of circumcision is necessary (Brit Milah).
- The act of initiation must be understood as only the beginning – learning and study of sacred writings, putting the faith into practice, prayer, worship and festivals are all more valuable in developing a life of faith.

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**