



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2011**

Religious Studies

Assessment Unit AS 2

assessing

An Introduction to the Acts of the Apostles

[AR121]

MONDAY 13 JUNE, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

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

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

AVAILABLE
MARKS

- 1 (a) A description of the main characteristics of Acts may include the following, e.g.:
- the connection between Luke's Gospel and Acts
 - addressed to Theophilus
 - Kerygma; speeches
 - redemptive history
 - Holy Spirit
 - role of Peter and Paul
 - spread of Christianity
 - attitude to Rome.
- [35]
- (b) An exploration of the claim may include, e.g.:
- evidence from the Day of Pentecost – events in the upper room (wind, fire, languages)
 - number of times Holy Spirit is mentioned in Acts
 - arguments that Acts could have been named "The Gospel of the Holy Spirit"
 - evidence that the Holy Spirit guided the believers, enabled them to speak boldly, to perform miracles, to discipline, to defend the Gospel with little regard for their personal safety
 - miracles performed through the power of the Holy Spirit
 - a consideration of the dominance of the other characteristics of Acts, e.g. mission, evangelism, portrayal of Christianity to the Romans.
- [15]
- 2 (a) An explanation of how events in Paul's second missionary journey brought both joy and disappointment may include the following, e.g.:
- Lydia
 - the healing of the demon-possessed girl
 - the conversion of jailor
 - the God-fearers at Thessalonica
 - success in Berea
 - the friendship with Aquila and Priscilla
 - encouragement from Silas and Paul – financial support
 - the vision in Corinth
 - the split between Paul and Barnabas
 - in prison in Philippi
 - the jealousy of Jews taken before magistrates at Thessalonica
 - the response at Athens
 - opposition from Jews at Corinth
 - the incident with Gallio.
- [35]
- (b) An exploration of the claim may include, e.g.:
- Paul's religious background
 - examples from Paul's missionary journeys
 - Paul's missionary formula – first to the Jews; then to the Gentiles
 - Paul's determination to reach Rome
 - Paul's other concerns, e.g. the Jews; pastoral concerns.
- [15]

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Section B

AVAILABLE
MARKS

- 3 (a)** An account of the role of Stephen in the Book of Acts may include, e.g.:
- the appointment of the Seven helpers
 - Stephen's arrest
 - charges against Stephen
 - Stephen's speech – Stephen's response in relation to the charges that he spoke against the Law, Moses and the Temple
 - the stoning of Stephen
 - the aftermath of the death of Stephen – the Church is scattered. [35]
- (b)** An exploration of the claim in relation to other aspects of human experience may include, e.g.:
- an open ended response citing relevant contemporary and/or historical examples
 - reasons why people defend religious belief/practice
 - opposition to religious belief/practice
 - conflict
 - risks involved in defending religious belief/practice
 - benefits in defending religious belief/practice
 - attacks on belief/practice from atheists. [15]
- 4 (a)** An explanation of the significance of events of the Day of Pentecost may include, e.g.:
- meaning of Pentecost – the Jewish festival which celebrated the wheat harvest
 - events in the upper room – sound “like wind” (to symbolise the Spirit of God); fire (represented the Divine presence); tongues of fire resting on the head of each of the disciples
 - charge of drunkenness denied – the Apostles are full of the Holy Spirit; prophesied by Joel
 - Jesus was killed by the Jews
 - Jesus was raised from the dead. The resurrection of one of David's descendants was foretold in Ps.16:8–11 and Ps.89:4
 - Jesus is the descendant the prophecy applies to
 - Jesus is ascended into heaven and given the promise of the Holy Spirit
 - Jesus has now poured out the Holy Spirit. The gift of tongues is evidence of this
 - Ps.110 speaks of the reign of a Messiah – Jesus is shown to be that Messiah
 - the challenge is to repent of sin and accept Jesus. [35]

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- (b) An exploration of the claim in relation to other aspects of human experience may include the following, e.g.:
- an open ended response citing relevant contemporary and/or historical examples
 - the role of charismatic movements
 - examples of charismatic movements: The 1859 Revival; the Azusa Street Revival in Los Angeles 1906; the Toronto Blessing, 1994; the Argentina Revival, 1992–1995
 - benefits of charismatic movements for religion
 - the value of religion without charismatic movements
 - how such movements can be treated with suspicion.

[15]

Total

AVAILABLE
MARKS

50

100