



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2013**

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## **Religious Studies**

**Assessment Unit AS 2**

*assessing*

**An Introduction to the Acts of the Apostles**

**[AR121]**

**TUESDAY 15 JANUARY, MORNING**

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# **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

Answer **one** question

- 1 (a) An account of the main arguments concerning the purposes of Acts may include, e.g.:
- a range of purposes for the book of Acts
  - apologetic purpose: an apology to the Jews – to stress the close connections between Christianity and Judaism in an attempt to convince Jewish readers of the validity of Christianity; an apology to the Romans – to show that Christianity was harmless, innocent and lawful
  - a defence for Paul's trial – a detailed account of the background and nature of Christianity for Theophilus, a high-ranking Roman official
  - evangelical/missionary purpose – to promote universalism. The idea that Luke had both Jew and Gentile in mind when he wrote his book
  - a theological purpose – to show that the message of Jesus, the theology of salvation based on faith, is based upon a reliable history
  - Acts shows the course of events leading to the split with Judaism
  - Acts as a work of literature to convince the educated in society of the validity of Christianity
  - Acts as a work of history tracing the beginning and spread of Christianity
  - to mend the split between followers of Peter and Paul. [35]
- (b) A comment on the claim that the author of Acts was writing only for a Gentile audience may include, e.g.:
- Acts is dedicated to Theophilus, a Gentile name
  - focus on the admission of Gentiles into the church
  - positive attitude towards the Romans throughout the book
  - the idea that Luke had both Jew and Gentile in mind when he wrote his book
  - Acts shows the course of events leading to the split with Judaism
  - a development that Luke stresses the equality of Jews and Gentiles in a number of ways throughout his book
  - the universal offer of the gospel; detailed sermons to different audiences in different places
  - the relationship between Jew and Gentile converts and the Jerusalem Church and Paul. [15]

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- 2 (a) An explanation of the content and consequences of Stephen’s speech in the Book of Acts may include, e.g.:
- background to the speech: the appointment of the Seven helpers and Stephen’s role; the reason for Stephen’s arrest; the charges against Stephen.
  - content of the speech, e.g.:
  - Abraham, Joseph, Moses, David and Solomon
  - Isaiah’s prophecy (7:49)
  - Jews killed the righteous one
  - the significance of Stephen’s speech – Stephen’s response in relation to the charges that he spoke against the Law, Moses and the Temple
  - the effect of stoning Stephen
  - the aftermath of the death of Stephen – the church is scattered. [35]
- (b) A comment on the claim that it was Stephen, rather than Paul, who was prepared to defend the gospel may include, e.g.:
- Stephen’s contribution to the defence of the gospel
  - Paul’s concern to be “all things to all men”. He adapted his speeches to appeal to his audience whereas Stephen was not afraid of challenging Judaism
  - Stephen’s bravery – faced death
  - the impact of martyrdom
  - Paul was prepared to face death many times for the sake of the gospel, e.g. left for dead at Lystra
  - Paul’s death recorded outside the New Testament
  - equal validity of both roles. [15]

**Section A**

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**50**

## Section B

Answer **one** question

AVAILABLE  
MARKS

- 3 (a) A description of the main events of Paul's third missionary journey and their significance may include, e.g.:
- the events at Antioch, Galatia and Phrygia (confirmed converts)
  - Paul in Ephesus: the baptism of John the Baptist's followers, teaching in hall of Tyrannus, miracles, the seven sons of Sceva, the revolt of the silversmiths; through Macedonia and Greece (Jewish plot)
  - Troas: Eutychus is raised from the dead
  - Miletus: Paul and the Ephesian Elders; Paul's speech
  - Tyre: Paul is urged not to go to Jerusalem
  - Caesarea: Philip, the prophet Agabus
  - other issues could include Paul's evangelic role, the reactions of various audiences to Paul's words and deeds, and the success or failure of Paul's missionary activities. [35]
- (b) A consideration of the claim that mission is not effective in the spread of the religious belief may include, e.g.:
- consideration of the claim in relation to other aspects of human experience
  - an open-ended response citing relevant contemporary and/or historical examples
  - negative experiences of missionaries
  - missionary outreach may be viewed as a system of spreading belief
  - the role of personal evangelism
  - the use of the Internet to spread belief, e.g. Christian bloggers
  - the positive/negative impact of missionary outreach
  - mission as a fundamental way of spreading the religious message
  - possible suspicion as to the motives behind mission activity
  - reverting to primitive religious beliefs. [15]

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- 4 (a) An explanation of the importance of the events from Jesus' ascension to the conversion of three thousand people on the Day of Pentecost may include, e.g.:
- the commission and its implications for the lives of the believers: "witnesses for me"
  - the ascension; the promise of the Holy Spirit
  - the election of a replacement for Judas – guided by prayer and the scriptures; criteria for replacement
  - 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
  - Peter's speech: 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]

- (b) A consideration of the claim that speaking in tongues is no longer important in the church may include, e.g.:
- consideration of the claim in relation to other aspects of human experience
  - an open-ended response citing relevant contemporary and/or historical examples
  - clarification of what is meant by "speaking in tongues"
  - comparison with the early church
  - the link with interpretation of tongues
  - examples of the impact of speaking in tongues on believers and communities
  - the personal nature of speaking in tongues – personal edification
  - positive and negative stories of speaking in tongues
  - the mystery/suspicion surrounding this gift. [15]

**Section B**

**Total**

50

50

100