



Rewarding Learning

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

Religious Studies

Assessment Unit AS 2

assessing

An Introduction to the Acts of the Apostles

[AR121]

THURSDAY 13 JUNE, AFTERNOON

**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 explanation of why the characteristics are important for a study of the book of Acts may include the following, e.g.:
- the connection between Luke's Gospel and Acts
 - addressed to Theophilus; identity of Theophilus
 - Kerygma; speeches: example of primitive theology
 - spread of Christianity; universalism; Jewish response to Gentile inclusion in the Church; geographical spread of the Gospel
 - tracing the history of redemption; speeches of Peter, Stephen, Paul
 - role of the Holy Spirit; divine control and guidance
 - attitude to Roman Empire; threat of persecution
 - Church life and worship; development of ministry; Ananias and Sapphira
 - role of Peter and Paul in the spread, development and defence of Christianity
 - possible mention of the "we" passages. [35]
- (b) A comment on the claim that the most important of Luke's sources are the "we" passages may include, e.g.:
- it is suggested that the author was present for the events recorded in the "we" passages
 - there are more exact notes of places and times in these passages than in any other parts of the book
 - the importance of other sources, e.g. Aramaic documents; church records; Paul's letters, primary, secondary sources
 - problems in identifying sources
 - scholarly debate surrounding the "we" passages
 - authenticity, reliability. [15]
- 2 (a) An account of the main challenges faced by Paul during his second missionary journey in Philippi, Athens and Corinth may include the following, e.g.:
- Philippi:
- unable to follow synagogue formula – conversion of Lydia at riverside
 - Paul's upset at the demon-possessed servant woman, the challenge of her healing
 - the attack from the crowd; severe beating by the officials; imprisonment
 - the challenge of converting the jailor.
- Athens:
- a city full of idols
 - the challenge of debate with Epicurean and Stoic teachers
 - the challenge of being brought before the Areopagus
 - being mocked over belief in the resurrection
 - response/aftermath of the speech.

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Corinth:

- the challenge of earning a living making tents alongside preaching
- the rejection by the Jews
- Paul's vision – an encouragement to face challenges
- appearance before Gallio and opposition from the Jews
- setting of context, Paul and Barnabas. [35]

- (b) A comment on the claim that without Paul the Gospel message would have spread throughout the Roman Empire anyway could include, e.g.:
- Paul's contribution to the spread of the Gospel, examples from his three journeys
 - the book of Acts is dominated by Paul
 - the work of Peter, Philip and Stephen
 - the silence of Luke regarding other missions in Acts
 - the promise of Acts 1:8
 - the role of the Holy Spirit
 - Pentecost event and the role of international representation
 - Paul's background and citizenship. [15]

Section A

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Section B

AVAILABLE
MARKS

Answer **one** question

- 3 (a)** An explanation of the role and significance of Peter's work as an evangelist in the book of Acts may include the following, e.g.:
- definition of evangelist and their role
 - Peter's speech at Pentecost; first proclamation of the Gospel in the new age, spokesperson for the 12; "the Rock"; effect of speech on expansion of the church. Conversion leading to expansion
 - Kerygmatic pattern
 - role of the Holy Spirit; inspiration; driving force for the Church; Acts 1:8 God's will being fulfilled; Christ – centred witness; collaboration with God's will
 - Peter's speech at Solomon's Colonnade following the healing of the lame man; Messianic nature of Jesus' mission
 - miracles providing opportunity for evangelism to take place; preaching and miracles lead to expansion
 - Peter before the Sanhedrin; evangelism in the face of opposition and persecution
 - spread of the Gospel to the Jews; apostle to the Jews; rejection
 - effects of the healing of Aeneas and Dorcas
 - Peter and Cornelius; expansion of Christianity beyond narrow Jewish boundaries; universalism; continual evangelism of Peter by God
 - Peter as an evangelist through other roles, e.g. disciplinarian – Simon Magus; preserving the Gospel; leader – development of ministry to aid effective apostolic preaching. [35]
- (b)** An exploration of the claim that Christian evangelism has no place in a secular world could 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
 - the challenges presented by an increasingly secular and pluralistic world
 - respect for other world religions
 - issues of prejudice and discrimination
 - challenges facing Christian evangelists
 - religious persecution
 - the need to promote the Christian message in an increasingly godless age. [15]

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- 4 (a) An explanation of the significance of miracles in the book of Acts may include, e.g.:
- definition of a miracle
 - an outline of the types of miracles with specific examples: healing a disability; casting out evil spirits; raising from the dead; nature miracle
 - the place of faith
 - preaching often followed miracles which led to conversion
 - miracles were seen as the work of the Holy Spirit to spread the faith
 - a central part of the ministry of the church
 - Peter’s miracles: lame man (3:2–9); “shadow” (5:15); Aeneas at Lydda (9:33–34); raised Tabitha (9:40)
 - Paul’s miracles: struck blind Elymas (13:11); lame man (14:10); cast out a spirit (16:18); handkerchiefs and aprons (19:12); raised Eutychus (20:9); father of Publius (28:8)
 - other miracles performed by the Apostles (2:43); by Stephen (6:8); and by Philip (8:6)
 - direct, divine intervention. [35]
- (b) An exploration of the claim that miracles cannot be taken seriously in a world dominated by science could include, e.g.:
- consideration of the issue in relation to other aspects of human experience
 - an open-ended response citing relevant contemporary and/or historical examples
 - the relevance of medical and scientific advancements
 - science and reason
 - the relevance of a strong desire for proof and modern scepticism for human experience, modern scepticism
 - faith healing and the relevance of places of miraculous healings, e.g. Lourdes, the case of Fabrice Muamba
 - arguments surrounding the validity of miracles
 - scholarly opinion. [15]

Section B

Total

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