



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

Religious Studies

Assessment Unit AS 2

assessing

An Introduction to the Acts of the Apostles

[SRE21]

THURSDAY 17 MAY, MORNING

**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 refer to different units of study in their AO1 response 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.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked • Demonstrates comprehensive understanding and knowledge • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very high degree of relevant evidence and examples • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response to the question asked • Demonstrates a high degree of understanding and almost totally accurate knowledge • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very good range of relevant evidence and examples • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A good response to the question asked • Demonstrates a reasonable degree of understanding and mainly accurate knowledge • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A good range of relevant evidence and examples • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response to the question asked • Demonstrates limited knowledge and understanding • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A limited range of evidence and/or examples • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]
1	<ul style="list-style-type: none"> • A basic response to the question asked • Demonstrates minimal knowledge and understanding • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • Little, if any, use of evidence and/or examples • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis • An excellent attempt at the application of beliefs, values and teachings to the question asked • 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 • An excellent attempt at providing personal insight and independent thought • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis • A very good attempt at the application of beliefs, values and teachings to the question asked • 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 • A very good attempt at providing personal insight and independent thought • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis • A good attempt at the application of beliefs, values and teachings to the question asked • 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 • A good attempt at providing personal insight and independent thought • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis • A limited attempt at the application of beliefs, values and teachings to the question asked • 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 • A limited attempt at providing personal insight and independent thought • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • 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 • A basic attempt at providing personal insight and independent thought • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

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

Section A

AVAILABLE
MARKS

- 1 (a) With reference to examples from the text, discuss the importance of the social and historical background for an understanding of the Book of Acts.

Answers may include:

- Judaism was monotheistic relying on the Law and prophets; favoured by God; waiting for a Messiah; the Temple
- Influence of Jewish culture, e.g. support for widows and orphans; refectory of outcasts and the ill
- Jew/Gentile relations, e.g. Peter and Cornelius
- Sanhedrin: a national council comprising 72 men; authority over all Jews
- Pharisees: Responsible for the Oral Tradition; belief in resurrection, angels; viewed Christians as a sect of Judaism
- Sadducees: aristocrats of Judaism; collaborators with Romans; clashed with the Pharisees; no belief in resurrection of the dead or angels
- Roman rule; pagan; could be brutal; Pax Romana; Roman attitude to Christianity
- Influence of Greek culture, e.g. paganism, philosophy
- Possible examples from text of encounter with culture, e.g. Peter's Speech at Pentecost; Miracles; Peter and John before Sanhedrin, Stephen's Speech; Philip in Samaria; Paul's missionary journeys, e.g. Jews in Pisidian Antioch, pagans in Ephesus
- Sequel to Luke
- Place of women in society
- How understanding of social and historical background can help to illuminate events in Acts, e.g. how the disciples were treated.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Comment on the claim that the evidence would suggest that the Book of Acts was only written for a Gentile audience. Justify your answer.

Answers may include:

- Acts is dedicated to Theophilus, a Gentile name
- Focus on the admission of Gentiles into the church; Paul as apostle to the Gentiles, e.g. missionary journeys
- Positive attitude towards the Romans throughout the book, e.g. Cornelius, Gallio
- 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, e.g. Stephen's Speech
- The equality of Jews and Gentiles, e.g. missionary journeys
- The universal offer of the gospel, e.g. Acts 1:8
- Detailed sermons to different audiences in different places, e.g. Paul in Antioch and Athens
- The relationship between Jew and Gentile converts and the Jerusalem Church and Paul
- Other focuses – role of the Holy Spirit, evangelism, spread of the Gospel to the ends of the earth
- Negative attitude of Jews, e.g. opposition on Paul's journeys.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

2 (a) Discuss the relevance of the Holy Spirit for faith, work and witness in Acts.

AVAILABLE
MARKS

Answers may include:

- The role of the Holy Spirit in conversion, e.g. Cornelius
- The role of the Holy Spirit in baptism – no set pattern
- The Holy Spirit as a guide for the disciples, through prayer and decision-making, e.g. election of Matthias; appointment of the Seven
- The Holy Spirit and prophecy, e.g. Agabus; inspired preaching by the Church, e.g. Peter speech to the Sanhedrin
- In the work of mission – through Stephen’s death as a powerful witness; through Paul’s missionary journeys, e.g. Paul and Barnabas
- Expansion of the Church; Acts 1:8; Spread of the gospel
- Power to deliver speeches
- The Holy Spirit as a disciplinarian, e.g. Ananias and Sapphira
- Power to perform miracles
- Consideration of the coming of the Holy Spirit at Pentecost; events in the upper room (wind, languages); response and accusations of the crowd.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “Fellowship was the central characteristic of the life of the early Christians”. Consider the truth of this view. Justify your answer.

Answers may include:

- Jewish tradition
- Fulfillment of Acts 1:8
- Acts 2:42–47; first Christian community
- 4:32–37; example of Barnabas; Ananias and Sapphira
- Visible impact of the Holy Spirit; witness; conversion
- Fellowship – sharing possessions and ‘breaking bread’ together; agape; Eucharist
- Joint participation necessary for loving community; no one in need; 7 deacons; spiritual intimacy
- Importance of fellowship for universal mission of the Church; Gentile inclusion; characteristic of Christian communities
- Other characteristics, e.g. worship, importance of miracles and preaching for conversion and expansion, e.g. lame man at Beautiful Gate, Pentecost, Paul’s journeys.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

Section B

AVAILABLE
MARKS

- 3 (a) Explain the theological content and significance of Paul's speech in Athens.

Answers may include:

- Content of the speech in Acts 17:16–34
- Context – delivered during the second missionary journey
- Paul speaks to the Jews first; synagogue formula
- Paul's adaptability; grafting Christian theology onto Greek philosophy
- Paul's use of natural theology
- Paul's comments on idols; "unknown god"; God is Lord of heaven; temples cannot contain him; God sustains all life; all people descended from one man, Adam; man's need for God; no need for ignorance; repentance call; judgment; resurrection of Jesus
- 17:28–29 Use of Greek poets Epimenides and Cleanthes
- Response: rejection and mocking; acceptance, Dionysius.
- Importance of Athens in ancient world
- Paul speaks in the market place the "Agora"
- Comments on Stoics and Epicureans
- Relevance for Epicureans; striving for pleasures of the mind; belief in disinterested gods; gods did not punish; everything happens by chance; death is final
- Relevance of the speech to Stoics; living in harmony with nature; emphasis on logic and reason; self-sufficiency; pantheists; fatalists
- "Babbler"
- Paul invited to speak at the Areopagus; board of censors; philosophical leaders; educated pagans; local authority on religion, education and morality.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, comment on the claim that religious believers are known by their actions. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Consideration of the claim in relation to other aspects of human experience
- An open-ended response citing relevant contemporary and/or historical examples
- The importance of religious practice for religious believers
- Examples of religious practice – church attendance; caring for the poor; caring for the environment; social justice; prayer and sacraments; bible study
- Faith influences practice, e.g. divorce and remarriage
- Practice as mere ritual; belonging without believing; obedience to authority
- Fall in sacramental practice
- The impact of faith on a person’s life and moral outlook, e.g. impact on voting in elections
- Influence of materialism and secularism
- Danger of hypocrisy, e.g. failures of religious leaders
- Influence on children – being ‘brought up in the faith’
- Importance of tradition, e.g. religious holidays
- Impact of persecution on practicing faith, e.g. Christians in Pakistan, Nigeria, people of faith in concentration camps
- The challenge from leadership in the Church, e.g. Pope Francis and Archbishop Justin Welby’s joint work on migration
- New ways of practicing faith, e.g. environmental concerns.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[25]

50

- 4 (a) "Peter's main role in Acts is to be an evangelist for Christ."
With reference to examples from Acts, examine this statement.

AVAILABLE
MARKS

Answers may include:

- Definition of evangelist and Peter's role fulfilling Acts 1:8
- Spokesperson for the apostolic community: "the rock"
- Speech at Pentecost; first proclamation of the Gospel in the new age; effect of the speech; conversion and expansion of the Church
- Possibility of a pattern to preaching the kerygma
- Role of the Holy Spirit; inspiration; driving force of the Church
- Christ-centered witness
- Healing of the lame man; Peter's speech at Solomon's Colonnade; Messianic nature of Christ's 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; impact of the healing of Aeneas and Dorcas
- Peter and Cornelius; expansion of Christianity beyond narrow Jewish boundaries; universalism
- Peter as evangelist in other roles, e.g. disciplinarian – Simon Magus: preserving the integrity of the Gospel
- Peter as leader – development of ministry to assist apostolic preaching
- Appointment of the 7 to aid evangelisation by apostles.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, assess the view that evangelisation has no place in a secular age. Justify your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience
- An open-ended response citing relevant contemporary and/or historical examples
- Acts 1:8 still relevant today for believers
- Image of evangelists in media, e.g. Pastor McConnell; Prosperity Gospel in South Korea
- Christian views no longer influencing many societies
- Church acting as conscience of the world, e.g. “Laudato Si”
- Secularist/humanist agenda in public consciousness, e.g. Dawkins, Hitchens, Fry
- Consumer society – individualism; pursuit of happiness
- Waning of organized religious authority even amongst believers
- Religious belief seen as anachronistic, e.g. same sex marriage, abortion
- Religious belief seen as dangerous, e.g. extremism
- Place of religion in schools
- Young people – distractions, technology, sport, ineffective outreach
- New evangelization methods, e.g. Busted Halo, Bishop Robert Barron
- Pastoral planning by churches
- New style of being ‘church’, e.g. CFC, World Youth Day, Summer Madness
- Growth of religious belief globally
- Increase in vocations to religious institutions, e.g. Martina Purdy and the Sisters of Adoration
- Ongoing work of the Holy Spirit.

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