



*Rewarding Learning*

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

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## **Religious Studies**

**Assessment Unit AS 2**

*assessing*

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

**[SRE21]**

**FRIDAY 20 MAY, MORNING**

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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) Examine the main features of church life and organisation, with particular reference to the fellowship of believers in the early chapters of Acts.

Answers may include, e.g.:

- How the Spirit forged order out of chaos in creation, so the Spirit was the agency of reclaiming creation, through the church; the Spirit is the key to the organisation of church life.
- The nature of the church; its life and worship; entry to the Church through repentance.
- Church life – the fellowship of believers 2:43–47.
- The Apostle’s teaching.
- The fellowship; koinonia; sharing together in God; continue to live as devout Jews; believers shared their possessions as each had need; strong social concern and responsibility towards each other; selling property voluntarily; special concern for widows.
- The breaking of bread; corporate worship; common meals in each other’s homes; Lord’s Supper; joyful and reverent worship.
- Prayer; importance for believer and community; in worship; during hours of Jewish prayer; special occasions; times of trial and suffering; for intercession.
- Church Organisation – initially a group of believers led by the apostles.
- No church government structure in early Acts.
- Role of apostle
  - Appointed by Jesus
  - “One who is sent”
  - Criteria applied to more than the twelve, e.g. Paul and Barnabas.
- Role of the Deacon – The Choosing of the Seven; role of the Elder.
- Stephen and Philip also had preaching ministry; Stephen performed miraculous signs.
- As part of the continuing interface with the Jewish community, note the role of miracles in the early church, inspiring wonder/awe and providing the opportunity to share the core message of faith.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Comment on the claim that discipline in the early Church was not only necessary but harsh. Justify your answer.

AVAILABLE  
MARKS

Answers may include, e.g.:

- Evidence of discipline in the early Church, e.g. Ananias and Sapphira; Simon the Sorcerer.
- The view that in a hostile environment, the embryonic church needed discipline/order to have any hope of success.
- Need for financial discipline; appointment of the seven deacons.
- Need to avoid corruption; hypocrisy.
- Ananias and Sapphira; imperfect Christians reflect the honesty of Luke the writer.
- Nature of Ananias and Sapphira's deception against the Holy Spirit; money is not the issue; Peter addresses spread of hypocrisy.
- Ananias dies; possible reasons for death, e.g. heart attack due to shock.
- Sapphira is confronted by Peter about deception; Sapphira dies.
- Debate about the severity of the punishment; apocryphal story; warning to church members; discipline not necessarily punitive.
- Need to maintain unity of belief and practice within the church.
- How discipline was needed to keep the community in step with the Spirit and was a function of the Spirit; it was easy to fall back into the ways of society and culture again.
- Simon the sorcerer; assessment by Peter and John of Philip's evangelizing work.
- Importance of Peter's intervention; validity of Hellenistic Christian ministry; rebuke of Simon's spiritual blindness.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

2 (a) “The conversion of Cornelius had a major impact on Peter’s understanding of the mission of the Church.”

Give an account of the evidence from the text to support this statement.

Answers may include, e.g.:

- How in creation, the Spirit was involved in shaping the entire world; therefore, at some point, the activity of the Spirit was going to extend beyond the church: the conversion of Cornelius is the key moment in this process in the memory of the early church.
- Peter’s background; practicing Jew; Jewish unique expectations as God’s chosen people; restoration of the kingdom.
- Peter as leader and spokesperson of the Church, e.g. Pentecost.
- Peter evangelizing Jews only.
- Cornelius vision; acknowledgement of his charity; angel’s instructions.
- Peter’s vision in Joppa; hears voice; clean and unclean animals; nothing from God is unclean.
- Peter’s arrival at Cornelius’ house; Peter and Cornelius are equals; invitation to speak.
- Peter’s understanding from his speech: no racial barriers; God has no favourites; everyone who believes in God can be forgiven.
- Presence of the Holy Spirit; Gentile Pentecost.
- How the significant movement to the wider world is prefigured in the story of the baptism of the Ethiopian eunuch.
- Universalism.
- Fulfilling Acts 1:8.

Accept valid alternatives

Mark in levels

(AO1)

[25]

AVAILABLE  
MARKS

(b) "The spread of the gospel was inevitable and not dependent on Peter's leadership alone."

Evaluate this view. Justify your answer.

Answers may include, e.g.:

- Spread of the gospel as God's will, e.g. Acts 1:8.
- Importance of Peter as the "rock".
- Peter's role in replacing Judas; spokesperson, leader.
- First speech; qualification to be an apostle; casting of lots; election of Matthias.
- Peter's role at Pentecost as evangelist; responded to the charge of drunkenness; spokesperson; first preaching in Acts; exhortation to repent and be baptized.
- Successful leader; powerful, persuasive speaker; conversions; discipline.
- Peter before the Sanhedrin; fearless leader; spokesman.
- Importance of Peter's healing miracles; show leadership, e.g. the lame man at the Beautiful Gate, Aeneas and Dorcas.
- Role of Stephen, e.g. speech to the Sanhedrin; universalism; martyrdom.
- Role of Philip, e.g. forerunner of Paul; ministry in Samaria; Ethiopian official.
- Role of Paul, e.g. missionary journeys.
- Consideration of the role of the Spirit as the factor which makes the spread of the Gospel appear inevitable in retrospect.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE  
MARKS

**Section B**

**AVAILABLE  
MARKS**

Answer **one** question from Section B.

- 3 (a)** With reference to the text, discuss the importance of Jesus' initiation of the Church's mission and his Ascension.

Answers may include, e.g.:

- Importance of preparations made by Jesus in 1:1–11.
- How Acts 1:7 reinforces that there will always be aspects of mission/the Kingdom the disciples will not know; the missiological activity to come (Missio Dei) is God's, not the church's/humanity's.
- Jesus' contact with apostles prior to the Ascension.
- Debate on identity of Theophilus.
- Use of the term 'apostles'; entrusted with mission.
- Appearance of Jesus; proof of life.
- Jesus eating with them; proof of physical resurrection.
- Explanation of the Kingdom.
- Disciples maintain Jewish ideas of Messiah; restoration of Jewish national independence.
- Great Commission; universalism; preparation for the promised Spirit; geographical spread of the Gospel.
- The significance for the mission in the "Jerusalem, all Judea, and to the ends of the earth" formula, with an outline of how this emerges in Acts.
- Need for disciples to be witnesses.
- The importance of the promise of the power of the Spirit to assist the church, with exemplification drawn from Acts.
- Debate on the Ascension of Jesus; time discrepancy with Luke's gospel.
- Appearance of the angels; second coming of Christ.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** With reference to other aspects of human experience, comment on the claim that the Holy Spirit is always central to the life and mission of the Church. Justify your answer.

Answers may include, e.g.:

- Reference to other aspects of human experience.
- An open-ended response citing relevant contemporary and/or historical examples.
- How in the O.T./Biblical theology, the Spirit brings and withholds life (e.g. Ezekiel 37:1–14; Psalm 104:29), for individuals, nations, creation; therefore, if the church considers life as important to its mission, the Holy Spirit is necessarily central; Jesus promises life/new life/abundant life.
- The Spirit in the mission of the Church, e.g. evangelisation.
- The Spirit as a member of the Trinity.
- Beliefs concerning the activity of the Holy Spirit in the life of the Church, e.g. speaking in tongues, other gifts of the Spirit.
- Evidence from religious movements that are concerned with the Holy Spirit, e.g. Montanism; the Toronto Blessing; Pentecostal Churches; Charismatic Renewal.
- Religious revivals, e.g. Azusa St.
- The 'quiet' work of the Spirit, e.g. charitable work; prompting the direction of the Church.
- Focus upon the Holy Spirit in Christianity, e.g. New Evangelisation.
- The role of the Spirit in focusing on the need for justice, as in Liberation Theology.
- Prominence given to factors other than the Holy Spirit central to the life and mission of the Church, e.g. administration of the Church; Church influence in political and social spheres.
- Skepticism – charlatan preachers; financial scandal; manipulation of the weak.
- The role of the Holy Spirit in miracles.

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) With reference to the text, examine the Jewish opposition that Paul faced on his first missionary journey.

Answers may include, e.g.:

- Opposition from Jews strong throughout the journey.
- Evidence of 'synagogue formula' throughout – visit to synagogues of dispersed Jews, rejection by Jews; Gospel then preached to the Gentiles.
- Cyprus (13:4–12), Paul's confrontation with Elymas, possible conversion of Sergius Paulus – superiority of God's power over magic of spirit world.
- Pisidian Antioch (13:14–15; 42–52), significance of the synagogue for Jews; reaction to Paul's arrival.
- Consideration of his speech; Jesus is the promised Messiah; Jesus died and was raised to life; Paul's theology of justification by faith; warning not to reject message.
- Jealousy of the religious leaders; initial success of message with the Jews; conflict with Judaism; God-fearing women; rejection of message; mission to the Gentiles.
- Iconium (14:1–7), trouble from unbelieving Jews; miraculous signs; city remained divided; Jewish plot with Gentiles.
- Paul as brave, determined preacher.
- Paul the persecutor now becomes the persecuted.
- Fulfilment of Acts 1:8.
- How the Word of the Lord still spreads (Acts 13:49) and the Jewish opposition seems ineffectual.

Accept valid alternatives

Mark in levels

(AO1)

[25]

AVAILABLE  
MARKS

**(b)** With reference to other aspects of human experience, assess the claim that religious believers always struggle with opposition to the gospel message. Justify your answer.

Answers may include, e.g.:

- Reference to other aspects of human experience.
- An open-ended response citing relevant contemporary and/or historical examples.
- Examples of opposition to the gospel message, e.g. secularism, atheism.
- Importance of teamwork – team ministry, e.g. Streetreach.
- How churches correspond with members, e.g. use of internet, social media; pastoral care for those in ministry; sabbaticals.
- Church documents as sources of authority, e.g. Papal encyclicals.
- Examples of modern opposition to the Church or Church teaching, e.g. legislation of abortion, same-sex marriage.
- Opposition within churches, e.g. Anglican Communion; opponents of Pope Francis.
- Adaptability of the message, e.g. variety of missionary outreach.
- On-going guidance of the Holy Spirit, e.g. Presbyterian Assembly; Church Synods; discernment.
- Determination of Christians in the face of suffering; persecution, e.g. Nigeria.
- Emulating the example of Jesus who also faced opposition.
- Consideration of how, if the church embodied more of the attitudes of Jesus, it might gain greater support and less opposition; the example of Pope Francis.
- The questions of proper and legitimate opposition to the church, historically and currently; possible reference to sectarianism, clerical abuse, homophobic attitudes.
- Possible consideration of the Constantinian model of church, which came to wield massive power, and came to provide a theological rationale for colonial exploitation, slavery and other abusive practices.
- The rise of Enlightenment thinking as a significant challenge to the church’s monopoly of power of interpretation/understanding and how this created enduring forms of opposition.

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**