



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2023**

Religious Studies

Assessment Unit AS 2

assessing

An Introduction to the Acts of the Apostles

[SRE21]

FRIDAY 19 MAY, AFTERNOON

**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.

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

Answer **one** question from Section A

- 1 (a) With particular reference to the external evidence, examine the arguments for the authorship of Acts.

Answers may include, e.g.:

- Traditional view that Luke is the author of the dual documents Luke/Acts – not named by either.
- Discussion of Luke's identity, e.g. beloved physician (Col 4:14); co-worker of Paul; only Gentile author in the New Testament; not an original disciple of Jesus; with Paul during imprisonment.
- Second and third century external evidence for Lukan authorship.
- The Muratorian fragment lists Luke as author.
- The Anti-Marcionite Prologue.
- Irenaeus – Luke author of Acts and was inseparable from Paul and fellow labourer for the Gospel.
- Clement of Alexandria in Stromata identifies Luke as author relating Paul's speech at Athens.
- Tertullian – Acts as Commentary of Luke.
- Origen – Lukan authorship – a truth the entire world accepts.
- Possible reference to internal evidence for Lukan authorship.
- Luke/Acts as two-volume work; overlap between end of Luke and beginning of Acts; complementary prologues.
- Similarities in literary style and structure of Gospel and Acts.
- Discussion of the "We" passages; 4 passages identify Luke as Paul's travelling companion, e.g. 16:10–17, 20:5–15, 21:1–18, 27:1–28:16.
- Possible issues with Lukan authorship – historical discrepancies; difficulties with presentation of Paul and his theology.
- Other possible indirect evidence, e.g. Paul's prison epistles.
- Acts has a Markan flavour, e.g. contact between Luke and Mark (evidenced in Colossians and Philemon).
- Other travelling companions as possible authors.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “The author of Acts was writing exclusively for a Gentile audience.”
In light of evidence from the text, comment on this claim. Justify your answer.

AVAILABLE
MARKS

Answers may include, e.g.:

- Acts is dedicated to Theophilus, a Gentile name.
- Focus on the admission of Gentiles into the church; Philip in Samaria and the Ethiopian; Peter and Cornelius; Paul as apostle to the Gentiles, e.g. missionary journeys.
- Breaking down of national, racial and religious barriers.
- Positive attitude towards the Romans throughout the book, e.g. Cornelius, Gallio.
- Luke was companion of Paul on missionary journeys; ‘we passages’.
- Luke had both Jew and Gentile in mind when he wrote his book, e.g. Peter’s ministry to the Jews (1–8) and Paul’s ministry to the Gentiles (13–21).
- Acts shows the course of events leading to the split with Judaism, e.g. Stephen’s Speech; letter from James and Jerusalem Council.
- 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 (13) and Athens (17).
- Paul specifies his mission to the Gentiles, e.g. Acts 13:46.
- 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, miracles as signs of the Kingdom; church organization and fellowship.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) With reference to the text, discuss the success of Paul's third missionary journey.

AVAILABLE
MARKS

Answers may include, e.g.:

- Events of Acts 18:23–21:17.
 - Churches still in existence in southern Galatia.
 - Converts strengthened and confirmed in belief.
 - Correction of Apollos who becomes effective evangelist and pastor.
 - Conversion and baptism of John the Baptist's followers in Ephesus.
 - Successful preaching in Hall of Tyrannus.
 - Healings and exorcisms, e.g. sons of Sceva.
 - Success over paganism – drop in sales of idols.
 - Support from the city authority.
 - Raising of Eutychus.
 - Encouragement given to the Ephesian Elders – ministry developing.
 - Paul's ability to correct misunderstandings in early theology, e.g. baptism of John.
 - Importance of Christian baptism.
 - Paul's determination to revisit and strengthen newly founded churches to be assured of unity of belief and practice.
 - Paul as a pastor.
 - Paul's fearless approach to the spread of the Gospel.
 - Paul's success as an evangelist.
 - Paul's successful avoidance of plot and danger.
 - The spread of the gospel undeterred by paganism.
 - Miracles as essential part of Paul's ministry.
 - Speech to the Ephesian Elders; a reminder of his work; a personal defence; a prediction of future suffering; an exhortation to be wary of dangers within the church.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “The preaching of Philip had a greater impact on the spread of the gospel than the miracles of Peter.” Assess the truth of this claim.
Justify your answer.

Answers may include, e.g.:

- Philip as one of the seven deacons to the Apostles.
- Philip’s ministry in Samaria due to persecution.
- Jews relationship with the Samaritans.
- Examples of Philip’s preaching and activity, e.g. Samaritan towns, Simon Magus; Ethiopian Eunuch.
- Evidence of impact of Philip’s preaching in Acts, e.g. Simon Magus; 1st African convert.
- Importance of Philip’s preaching, e.g. breaking new ground geographically and culturally.
- Universalism – opening out of church’s mission to non-Jews.
- Philip’s work led to Council of Jerusalem.
- Fulfilment of Acts 1:8; God’s Will.
- Philip still an evangelist years later; impact on his daughters; forerunner of Paul.
- Preaching often followed miracles which led to conversion, e.g. Pentecost.
- Miracles as the work of the Holy Spirit to spread the faith, e.g. speaking in tongues.
- Miracles of Peter in Acts, e.g. lame man at the Beautiful Gate; ‘his shadow’; Aeneas and Dorcas.
- Role of miracles as signs of the Kingdom of God; continuation of the ministry of Jesus; central part of the ministry of the Church.
- Importance of Peter’s other roles, e.g. leader and evangelist
- Luke’s purposes; exaggeration by the author.
- Other matters important to the Church’s mission, e.g. missionary journeys, prayer, community, impact of the Holy Spirit.
- The complementary roles of Philip and Peter in advancing the gospel.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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Section B

AVAILABLE
MARKS

Answer **one** question from Section B

- 3 (a) Give an account of the importance of Pentecost for the first Christians, with particular reference to the meaning of “speaking in tongues”.

Answers may include, e.g.:

- Jewish meaning of Pentecost – the “Feast of Weeks” festival which celebrated the wheat harvest.
- Context for Pentecost event in Acts 1, e.g. Christ’s promise; call to witness; election of Matthias; completion of apostolic college; fear of the faithful in the upper room.
- New age of the Spirit.
- Events in the upper room – sound “like wind”; tongues of fire resting on the head of each of the disciples; presence of God, e.g. prophecy of John the Baptist.
- Old Testament symbols of wind and fire, e.g. symbol of the Spirit of God; symbol of the Divine presence, e.g. creation of Adam; crossing the Red Sea; burning bush.
- Events in the public square.
- International nature of the crowd – the presence of Jews of the Diaspora.
- Outpouring of the Spirit.
- Reversal of Babel.
- Three possible interpretations – two languages used, Aramaic and Greek; literally speaking in other languages; glossolalia.
- Miracle of speaking; miracle of hearing.
- Charge of drunkenness denied – the Apostles are full of the Holy Spirit; prophesied by Joel.
- Speaking in tongues in Acts and early Church, e.g. Acts 10; 19:6; 1 Cor 12–14.
- Fulfilment of Acts 1:8 begins.
- Spread of the Church beyond Jerusalem; universalism.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “The interpretation of sacred texts has had a negative influence on religious belief and practice.”
With reference to other aspects of human experience, assess this claim.
Justify your answer.

Answers may include, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples.
- The extent to which interpretation has had both negative and positive impacts on religious belief and practice.
- Interpretation of sacred texts as the divinely inspired Word of God, e.g. theory of instrumentality, hermeneutics.
- The meaning of inspiration for different religious believers.
- Individual interpretation of texts, e.g. right of individual conscience; authority of scripture.
- Rise of textual criticism; scientific methods, e.g. Jesus Seminar.
- Magisterium or teaching authority of the Catholic Church; scripture and tradition; impact on believers.
- Influence of sacred texts, e.g. pillars of Islam, Ten Commandments, moral codes and interpretive texts to complement scripture, e.g. Midrash.
- Impact of sacred texts on moral choices and attitudes, e.g. sexual ethics, marriage, abortion, euthanasia.
- Impact of sacred texts on lifestyle, e.g. charitable work; pilgrimage; vocation to ministry.
- Connection between sacred texts and prayer, e.g. bible reading, divine office; adoration; prayer rituals.
- Impact of the Reformation and the invention of the printing press on personal interpretation of sacred texts.
- Other historical impact of sacred texts, e.g. Canons of scripture; Crusades; anti-Semitism.
- Fundamentalist or literal interpretations of sacred texts and their impact on behaviour, e.g. clothing, gender role, education, employment.
- Secular criticism of impact of interpretation of sacred texts.
- Examples of extreme interpretations of sacred texts, e.g. Islamic fundamentalism, Ku Klux Klan, martyrdom.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

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AVAILABLE
MARKS

4 (a) Examine the content and significance of Stephen's speech to the Sanhedrin for the early Church.

AVAILABLE
MARKS

Answers may include, e.g.:

- Longest speech in Acts.
- Beginnings of break with Judaism.
- Universalism.
- Fulfilment of Acts 1:8.
- Leads to the persecution of Christians.
- The reason for Stephen's arrest – provoked opposition from Freedmen; smear campaign; public complaint of blasphemy.
- The charges against Stephen – use of false witnesses; speaking against the Temple (God) and the Law (Moses).
- Stephen's physical appearance – "face of an angel".
- Content of the speech – historical rejection of God's deliverance by the Jews thus breaking God's law, assertion that God can work anywhere.
- Abraham – response to a promise from God acting outside the Holy Land, a holy people existed before a holy place.
- Joseph – opposition to God's leader, God acting in Egypt, Joseph as a type of Jesus.
- Moses – the Jews, not Stephen, had rebelled against him, God's action on Mt Sinai, accusation of Jews rejecting the Law, not God's chosen people, Moses as a type of Jesus.
- David and Solomon – movable tabernacle as a dwelling place for God now permanent in the Temple; institutionalized worship.
- Isaiah's prophecy (7:49).
- Stephen's accusations against the Jews; stubborn, uncircumcised hearts, resistant of the Holy Spirit, Jews killed the Righteous One/God's Messenger.
- The appointment of the Seven helpers/deacons; the development of administrative ministry; ministry of love; conversion and expansion of the Church.
- The description of Stephen in Acts "full of grace and the Holy Spirit".
- Stephen as preacher and healer.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “Evangelism is necessary for the survival of religious belief in a pluralist society.”
With reference to other aspects of human experience, evaluate this view.
Justify your answer.

Answers may include, e.g.:

- 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.
- Evangelizing Church acting as conscience of the world, e.g. “Laudato Si” (Pope Francis).
- Impact of COVID-19 on church finances and ability to evangelise.
- 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 (the Bishop of the internet).
- Pastoral planning by churches.
- New style of being ‘church’, e.g. CFC, World Youth Day, Summer Madness.
- Growth of religious belief globally.
- Vocations to religious institutions, e.g. Martina Purdy and the Sisters of Adoration, and later the Poor Clares.
- The witness and example of Archbishop Justin Welby in being an articulator of ‘the truth’ in the present age.
- Ongoing work of the Holy Spirit in evangelisation.
- Possible reference to evangelism having done more harm than good as key individuals/organisations have faced personal scandals, e.g. Ravi Zacharias; Hillsong leadership.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

Total

100

AVAILABLE
MARKS