



Cambridge O Level

RELIGIOUS STUDIES (BIBLE KNOWLEDGE)**2048/22**

Paper 2 The Portrayal of the Birth of the Early Church

October/November 2021**MARK SCHEME**Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **14** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Level descriptors for 2048**AO1 (Knowledge and Understanding)**

Level	Mark	Level Descriptor
4	6	A thorough, well-developed and substantial response. A comprehensive account of the range and depth of relevant material demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation. The answer is well structured.
3	4–5	Demonstrates a clear understanding of the question. The information is quite detailed. Generally accurate knowledge and understanding of the subject matter. Covers the main points accurately. The information is in a structured format.
2	2–3	Demonstrates some understanding of the question. A fair, mainly relevant but generally undeveloped response. The candidate demonstrates some factual knowledge and understanding, which is fairly accurate but may lack specific detail. Some of the main points are covered but lack substance. The information will be presented for the most part in a structured format.
1	1	An attempt to answer the question, but demonstrates little understanding of the question. Very limited knowledge of the subject. Response includes only a small amount of relevant material. Information is reported in basic outline only or as a list, with little or no explanation. Mainly inaccurate, though some credible points may be made.
0	0	No attempt whatsoever to answer the set question, or the candidate provides a wholly irrelevant response.

AO2 (Evaluation)

Level	Mark	Level Descriptor
4	7–8	Recognises and explains the significance of the issue(s). A personal response is fully supported. A range of points of view supported by justified arguments/discussion. The information is presented in a clear and organised way. Evidence of informed insights.
3	5–6	Understands the significance of the question. Seeks to move clearly beyond a purely descriptive approach. Justified arguments/different points of view supported by some discussion. Evidence of appropriate personal response. Some evidence of informed insights.
2	3–4	Understands the question but the response is mainly descriptive. Only one view offered with limited support or discussion. Limited or no evidence of informed insights.
1	1–2	The candidate's response is descriptive with no attempt to discuss or evaluate the material at all. Viewpoints are unsupported.
0	0	No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

Question	Answer	Marks
1(a)	Outline Peter's speech on the Day of Pentecost. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: Acts 2:14–36 Peter addressed the crowd in Jerusalem made up of Jews and others who lived there. He stated that they were wrong and the disciples were not drunk as it was only 9am and that they were fulfilling the prophecy of Joel: 'In the last days ... I will pour out my spirit on all people...' Peter went on to talk about Jesus as having been shown to be from God due to his signs and miracles and having been handed over to death on a cross according to God's foreknowledge. However, God raised Jesus from death: 'you will not let your holy one see decay,' as David said in the Psalms. Peter argued that Jesus was more than David who was dead and buried but the Messiah who was raised to life and to whose resurrection the disciples were witnesses. The Holy Spirit has been poured out on them. All Israel should be assured that God made Jesus, whom they crucified, to be both Lord and Messiah.	6
1(b)	Explain why Peter made this speech. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: Peter's speech on the Day of Pentecost at one level was used to explain that the believers were not drunk. He makes the point not only that it was early in the day but also that it was a fulfilment of the promise of the prophet Joel that the Spirit will be poured out onto the people. Peter used a number of Old Testament passages in this speech. Speaking to a Jewish audience, Peter was setting into context the life and death of Jesus. Peter made the speech to explain current events to his audience. Peter also wanted to make the point that Jesus was crucified by the Jewish people - his audience. He wanted to be able to make the point that the only way forward from this was repentance and then baptism. Candidates might observe that Peter made the speech in order to begin the church, make converts, make the church grow and respond to the work of the Holy Spirit in him.	6

Question	Answer	Marks
1(c)	‘The church would not have spread without Peter.’ To what extent do you agree? Show in your answer that you have considered more than one point of view. Examiners should mark according to the AO2 levels of response. Responses might include some of the following: When considering arguments in favour of this statement, candidates might consider the role played by Peter in the early chapters of the book of Acts. Peter was seen to be the first leader of the church and his work, including miracles and speeches, inspired many to convert. Candidates might make reference to the three thousand new believers after his first speech. Peter also showed leadership in the church and established the structures of the early community which gave it a structure that would help it grow. Some might refer to the encounter with Cornelius and the relaxing of dietary laws and how this opened the church up to non-Jews. Against the statement, candidates might suggest that Paul was more of an important character in the actual spread of the church beyond Jerusalem; they might use examples to support this view. Others might take the approach that the Holy Spirit worked through anyone who was open to it and it was not just Peter who received the Holy Spirit at Pentecost. Some might observe that essentially the church did spread without Peter but was built firmly on the foundations that he had laid. Examiners should credit all relevant lines of argument.	8

Question	Answer	Marks
2(a)	Describe what happened after <u>all</u> the apostles were arrested, up until they were brought to the Sanhedrin (RSV Council). Examiners should mark according to the AO1 levels of response. Responses might include some of the following: Acts 5:18–26 The apostles were arrested and placed in the public jail. During the night an angel of the Lord opened the doors of the jail and brought them out. He said, 'Go and stand in the temple courts and tell the people all about this new life'. So, at daybreak, the apostles entered the temple courts and began to teach the people. Meanwhile the Sanhedrin had been called and they sent for the apostles from the jail but the officers did not find the apostles in the jail. They reported that the jail was securely locked with guards at the doors but no one inside. This led to the captain of the temple guard and the chief priests to wonder what this might lead to. Someone reported that the apostles were standing in the temple courts, teaching the people and the apostles were brought to the Sanhedrin, not by force as they feared that the people would stone them.	6
2(b)	Explain why the apostles had been arrested. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: The apostles and other disciples were becoming known in Jerusalem and gaining in popularity and were seen as a threat to the authorities. The apostles had been performing many signs and wonders among the people and all the believers had been meeting together in Solomon's Colonnade (Portico) but people did not dare to join them, because they were seen as a group separate and perhaps threatening. More and more people were beginning to believe and people were beginning to bring sick people so that Peter's shadow might pass over them and they might be healed. This would have threatened the religious authority of the Sanhedrin. Crowds gathered from all around, which would have been seen as a potential disruption to life in Jerusalem. Candidates might also suggest that the apostles were arrested because it was a part of God's plan and the work of the Holy Spirit, so as to allow further witness to the message.	6

Question	Answer	Marks
2(c)	‘Christians should never challenge authorities.’ To what extent do you agree? Show in your answer that you have considered more than one point of view. Examiners should mark according to the AO2 levels of response. Responses might include some of the following: Agree Christians should see themselves as part of the societies in which they live and therefore should be subject to the proper authorities. As much as they are obedient to God, they should be obedient to those around them and should not bring unnecessary conflict. Christians need to work within the structures of their day to preach their message and witness to their beliefs. It would be wrong for non-Christians to think of Christians as being disobedient or troublemakers. Disagree Christians sometimes need to challenge the authorities of their day. Not only did the early church do so in order to have their beliefs accepted by the world but Jesus himself did so in his challenge to the interpretation of the law by those he encountered. In extreme circumstances, it is always right to put God’s truth ahead of human ideas. Christians are meant to set an example of how to live and sometimes this will be in opposition to those around them. Some candidates might give examples from their own experience; all relevant lines of argument should be credited.	8

Question	Answer	Marks
3(a)	Describe:	6
3(a)(i)	how Philip was chosen as one of the Seven, <u>and</u> Examiners should mark according to the AO1 levels of response. Responses might include some of the following: Acts 6:1–6 Philip was chosen along with six other men of good repute who were appointed to the duty of daily distribution and serving tables. They were chosen by the apostles who could themselves devote their time to prayer. The Seven were chosen by the apostles gathering all the disciples together and laying hands on those chosen by the believers.	
3(a)(ii)	Philip's work in Samaria, before he met Simon the sorcerer. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: Acts 8:5–8 Philip went to Samaria and proclaimed the Messiah there. The crowds heard Philip and saw the signs that he was performing and so they paid close attention to what he said. In his work, he cast out impure spirits who came out of many with shrieks and many who were paralysed or lame were healed, leading to great joy in the city.	
3(b)	Explain possible reasons why Philip was in Samaria. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: The Acts of the Apostles states that after the stoning of Stephen, great persecution broke out against the church in Jerusalem and everyone other than the apostles were scattered throughout the region. As a result of this scattering, Philip was in Samaria, where he preached the word. Candidates might observe that this persecution was used by the Holy Spirit as a way of beginning the spread of the message beyond Jerusalem. Others might suggest that it was part of God's plan for the spread of the gospel. Some candidates might suggest that Philip was in Samaria because the Samaritans were likely to understand the context of Jesus as the fulfilment of the Jewish Scriptures and so they were a good people to receive early preaching. Some might suggest that the impure spirits that Philip encountered as well as the popularity of Simon the sorcerer showed that there was a need for the work of healing and exorcism.	6

Question	Answer	Marks
3(c)	‘Stories about Philip should not have been included in the Acts of the Apostles.’ To what extent do you agree? Show in your answer that you have considered more than one point of view. Examiners should mark according to the AO2 levels of response. Responses might include some of the following: Some candidates might suggest that Philip was not an apostle and so his work should not have been included in a book about the work of the apostles. They might suggest that his ministry was important but not necessarily for this book. They might point to the relative lack of detail in his work as evidence that less was known about him and that this takes away from the historicity of Acts. Others might locate Philip’s work in the context of the work of the apostles and show how their work inspired Philip’s ministry. They might say that as an accurate history, Philip’s work needed to be included - as well as the stoning of Stephen, another of the Seven. Some could suggest that Philip’s work in Samaria was significant because the conversion of the people who were Jewish in heritage but not fully Jews was the first step towards the conversion of gentiles. All relevant arguments should be credited.	8

Question	Answer	Marks
4(a)	Give an account of Saul’s encounter with Jesus on the road to Damascus. Examiners should mark according to the AO1 descriptors. Responses might include some of the following: Acts 9:3–8 As Saul neared Damascus, suddenly a light from heaven flashed around him. He fell to the ground and heard a voice say to him: ‘Saul, Saul, why do you persecute me?’ He asked who it was and the reply was, ‘I am Jesus, whom you are persecuting.’ Jesus then told him to get up and to go to the city where he would be told what to do. The men travelling with Saul stood there, speechless because they heard the sounds but didn’t see anyone. At the end of the encounter, Saul got up from the ground but found he was blind.	6

Question	Answer	Marks
4(b)	Explain why Saul was travelling to Damascus. Examiners should mark according to the AO1 level descriptors. Responses might include some of the following: Saul was travelling to Damascus because he was intent on continuing his persecution of the early church. He had been breathing out murderous threats against the disciples and went to the high priest to ask for letters to the synagogues in Damascus to help identify members of the church. He was going to use the letters to give him the authority to identify the 'followers of the Way' so that they could be brought back as prisoners to Jerusalem. Those who persecuted the church were concerned that the church was having such influence on people and was beginning to spread. Saul was intent on stopping the Way and his next stop was Damascus. Saul was part of the group that had been involved with (or at least approved of) the stoning of Stephen. He may have been travelling to Damascus because he wanted to continue the work begun with Stephen's stoning. Some candidates might observe that Saul was travelling to Damascus because he was being led (unknown to him) by God/the Holy Spirit to the next stage in his journey. In Damascus he would be able to meet Ananias and to begin his ministry in the synagogues there.	6

Question	Answer	Marks
4(c)	'It is important to Christians that Saul's meeting with Jesus on the road to Damascus happened as recorded.' To what extent do you agree? Show in your answer that you have considered more than one point of view. Examiners should mark according to the AO2 level descriptors. Responses might include some of the following: Candidates are likely to approach this in a range of different ways. Some candidates might suggest that the literal truth of the encounter with Jesus is not relevant. Whether or not Saul met Jesus, the effect of his religious experience was enough to change his life drastically, permanently and to death. Candidates might consider the work after the road to Damascus event as being more significant because of its unique contribution to the spread of the church. Some might object to the idea that it was Jesus that Saul encountered and suggest it might have been an angel. Some candidates might know that Saul's conversion is recounted twice more in the book of Acts and that the account is slightly different each time. Other candidates might disagree with the statement and say that it is important to regard the book of Acts as accurate. They might suggest that Paul being one of the most significant characters in the book of Acts and the development of the early church means that it is relevant that his conversion and indeed any aspect of his story should not be seen as fictional. Some might observe that Paul as an apostle received a direct commission from Jesus which underlines the special nature of his ministry. Candidates must come to their own conclusion but may use any range of arguments.	8

Question	Answer	Marks
5(a)	Describe what the Acts of the Apostles says about Paul after he left Corinth up until he arrived in Antioch. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: Acts 18:18–22 Paul sailed for Syria, accompanied by Priscilla and Aquila. Before sailing, he had his hair cut off because of a vow he had taken. At Ephesus, he left Priscilla and Aquila and went into the synagogue to reason with the Jews. They wanted him to stay longer but he declined, saying that he would come back if it were God's will. He set sail from Ephesus to go to Caesarea where he went up to Jerusalem, greeted the church before going down to Antioch.	6

Question	Answer	Marks
5(b)	Explain why the Acts of the Apostles might be called an accurate history book. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: The Acts of the Apostles sets out to follow on from Luke's Gospel and to continue to tell the story of the early church. It is full of small details that suggest that it was compiled by eyewitnesses and this suggests accuracy. For example, there are details about places Paul visited even if only briefly. The Acts of the Apostles contains some passages that are known as the 'we passages' which could be diary entries or specific recollections of someone who was on the journeys with him, pointing towards accuracy. The book contains details about relationships within the early church, including disagreements, which might not show Christianity in its best form. It also includes difficult passages such as that of Ananias and Sapphira. The book includes stories from a range of early church leaders, suggesting that sources were well-consulted and therefore that it was accurate.	6
5(c)	'The Acts of the Apostles has nothing to teach Christians today.' To what extent do you agree? Show in your answer that you have considered more than one point of view. Examiners should mark according to the AO2 levels of response. Responses might include some of the following: Candidates might agree with the statement on the basis that the church today looks very different to that in the Acts of the Apostles. They might suggest that the church is more global and more established and so there is nothing that is relevant now. They might point to the frequency of miracles and exorcisms, which do not happen in the same way today or to the fact that the speeches were designed to spread an entirely new message to the world. In disagreement, candidates might argue that the faith of the early church in the guidance of the Holy Spirit is still relevant. Christians today need to have this level of faith to go about their daily lives. They might explore the idea of miracles in the church today or traditions where people pray in tongues. They might point to the early church leaders as role models of courage and conviction. Some might suggest that aspects of the Acts of the Apostles are outdated but that does not mean there is nothing at all to learn from it today. All relevant arguments should be credited.	8

Question	Answer	Marks
6(a)	Outline Paul's journey from Ephesus to Jerusalem after he left the Ephesian Elders. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: Acts 21:1–16 Paul and his companions started out by sea firstly to Kos, then to Rhodes and then to Parara. They sailed to Syria, then to Tyre, where they stopped and stayed with local disciples for seven days. These Christians urged Paul not to go on to Jerusalem and when Paul insisted, they all, including wives and children, knelt on the beach to pray. After this, they met the brothers and sisters at Ptolemais, going on to Caesarea where they stayed with Philip. Philip's four unmarried daughters were prophetesses. They met Agabus who had come down from Judea, who took Paul's belt, tied his own hands and feet and said, 'The Holy Spirit says, "In this way the Jewish leaders in Jerusalem will bind the owner of this belt and will hand him over to the gentiles."' Again, the people pleaded with Paul not to go to Jerusalem, but Paul responded that he was ready to be bound and even to die in Jerusalem for the name of the Lord Jesus. The people eventually gave up and said, 'The Lord's will be done'. Therefore, Paul and his companions started on the way to Jerusalem, accompanied by some disciples from Caesarea. They stayed at the home of Mnason from Cyprus, an early disciple.	6

Question	Answer	Marks
6(b)	Explain the importance of Paul's journeys in the Acts of the Apostles. Examiners should mark according to the AO1 levels of response. Responses might include some of the following: In the same way that Acts as a whole seems to chart the journey of the Holy Spirit from Jerusalem to the ends of the earth, Paul's smaller journeys serve to provide both a structure for the book and a reflection of the work of the Holy Spirit. Paul's journeys are increasing circles geographically, showing that the message of Jesus was being spread wider and wider. The people Paul met founded churches all over the region and established Christianity beyond the Jewish people. Arguably, without Paul, Christianity would have died out. Paul was an excellent speaker who was able to adapt his work to different contexts, demonstrated in his journeys. Some candidates might validly interpret this question as asking about each of his three missionary journeys. In this case, they might identify the first as being to the Jews, the second as passing on the message from the council of Jerusalem and beginning to draw in non-Jews from Asia Minor and the third as bringing him back to Jerusalem for his fate and during which he spread the message beyond Jewish communities with success.	6
6(c)	'Paul should have avoided being killed.' To what extent do you agree? Show in your answer that you have considered more than one point of view. Examiners should mark according to the AO2 levels of response. Responses might include some of the following: In offering arguments in favour of this statement, candidates might suggest that Paul's success in preaching suggested that it was wrong for him to give up when his death perhaps could have been avoided. They might note that, according to Acts, the Holy Spirit inspired believers to tell him not to go to Jerusalem. Some might suggest that Paul still had a lot of potential work to do with gentile communities, which had only just begun. Against the statement, candidates might argue that it was not possible to avoid his fate - shown by the prophecy of Agabus, for example. Paul's willingness to suffer and die for Jesus was the natural culmination of his work, following his conversion, and perhaps the final proof that his preaching was to be taken seriously. In his speech to the elders of Ephesus, Paul states that his life is not his own and this is the completion of the task set by Jesus, as he saw it. All valid arguments for and against should be credited.	8