



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2011**

Religious Studies

Assessment Unit AS 2

assessing

An Introduction to the Acts of the Apostles

[AR121]

WEDNESDAY 12 JANUARY, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

AO1 Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

AO2 Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

AVAILABLE
MARKS

- 1 (a) An account of the main purposes for Acts may include, e.g.:
- a range of Lukan purposes
 - apologetic – an apology to the Jews; an apology to the Romans
 - a defence for Paul’s trial
 - evangelical/missionary purpose – to promote universalism
 - a theological purpose
 - Acts as a work of literature
 - Acts as a work of history
 - to mend the split between followers of Peter and Paul. [35]
- (b) Comment on the claim may include the following, e.g.:
- the original purpose of Luke’s work (Luke 1:1–4)
 - the relationship between Acts and Paul’s letters
 - archaeological evidence
 - criticism regarding the historical accuracy and reliability of Acts
 - bias
 - other important issues for Luke – examples: spread of the Gospel, Paul as a hero figure. [15]
- 2 (a) An explanation may include the following, e.g.:
- Peter’s role in replacing Judas
 - Peter at Pentecost
 - Peter’s speech in Solomon’s Colonnade following the healing of the lame man
 - Peter’s miracles
 - Peter’s role in the acceptance of Gentiles into the church. [35]
- (b) An exploration of the view may include the following, e.g.:
- evidence of Peter’s leadership such as role at Pentecost, healing of the lame man, before the Sanhedrin, Peter and John in Samaria, Peter and Cornelius
 - the leadership of others: Stephen, Philip and Paul
 - the role of the Holy Spirit. [15]

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Section A

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Section B

AVAILABLE
MARKS

- 3 (a)** A description and explanation of the significance of one of Paul's missionary journeys may include, e.g.:
- First Journey, Acts 12:24–14:28:
- preliminaries; Cyprus; Antioch and Iconium; Lystra and Derbe
- Second Journey, Acts 15:36–18:22:
- old territory – new companions; Lystra to Troas; Philippi; Thessalonica and Berea; Athens; Corinth, Cenchrea and return journey
- Third Journey:
- Antioch, Galatia and Phrygia (confirmed converts); Ephesus (baptism of John the Baptist's followers, teaching in hall of Tyrannus, miracles, Sceva's sons, revolt of the silversmiths; Greece (Jewish plot); Troas (Eutychus); Miletus (Speech); Tyre (urged not to go to Jerusalem); Caesarea (Philip, Agabus).
- Other issues could include Paul's evangelic role, the reactions of various audiences to Paul's words and deeds, and the success or failure of Paul's missionary activities. [35]
- (b)** An exploration of the claim in relation to other aspects of human experience may include the following, e.g.:
- an open-ended response citing relevant contemporary and/or historical examples
 - evidence of how religious faith is defended
 - types of mission/purpose of mission
 - examples from individual missionaries
 - advantages and disadvantages of mission
 - evidence of the spread of religion/protection of religion
 - various reasons why people commit to religion in a hostile world
 - personal integrity, witness
 - development of community. [15]

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- 4 (a) A description of how Acts presents church life and organisation may include, e.g.:
- the nature of the church – its life and worship
 - Peter’s instructions and the believers’ response (Acts 2)
 - life among the believers; prayer, breaking of bread, sharing (Acts 2)
 - specific incidents over sharing of possessions (Acts 5)
 - reasons for organisation (Acts 6)
 - apostle, deacon, elder. [35]
- (b) An exploration of the claim in relation to other aspects of human experience may include the following, e.g.:
- an open-ended response citing relevant contemporary and/or historical examples
 - evidence of strong organisation in religion
 - the purpose of strong organisation for religion, e.g. control over church members – decision making at a local level
 - the role of strong organisation in religion, e.g. how does religion benefit from such organisation?
 - disadvantages/problems arising from strong organisation. [15]

Section B

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50**Total****100**AVAILABLE
MARKS