



ADVANCED
General Certificate of Education
2011

Religious Studies
Assessment Unit A2 2
assessing

Selected New Testament Writings:
A Study of Acts, Galatians and 1 Corinthians

[AR221]

THURSDAY 19 MAY, AFTERNOON

MARK
SCHEME

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

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.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

A2 BANDS**AO1 (30 marks)**

<p>Band 5</p> <ul style="list-style-type: none"> • A full and highly informed response to the task. • Demonstrates comprehensive understanding and accurate knowledge. • A very high degree of relevant evidence and examples. • A very sophisticated style of writing set within a clear and coherent structure. • An extensive range of technical language and terminology. • An almost totally faultless use of spelling, punctuation and grammar. 	25–30
<p>Band 4</p> <ul style="list-style-type: none"> • A reasonable and well informed response to the task. • Demonstrates a high degree of understanding and almost totally accurate knowledge. • A very good range of relevant evidence and examples. • A mature style of writing set within a mainly clear and coherent structure. • A wide range of technical language and terminology. • A mainly accurate use of spelling, punctuation and grammar. 	19–24
<p>Band 3</p> <ul style="list-style-type: none"> • A good response to the task. • Demonstrates a reasonable degree of understanding and mainly accurate knowledge. • A good range of relevant evidence and examples. • A reasonably mature style of writing with some coherent structure evident. • A good range of technical language and terminology. • Reasonably accurate use of spelling, punctuation and grammar. 	13–18
<p>Band 2</p> <ul style="list-style-type: none"> • A limited response to the task. • Demonstrates some knowledge and understanding. • A basic range of evidence and/or examples. • Style of writing is just appropriate. • Structure is disorganised in places. • Limited range of technical language and terminology. • Limited command of spelling, punctuation and grammar. 	7–12
<p>Band 1</p> <ul style="list-style-type: none"> • A very basic response to the task. • Demonstrates minimal knowledge and understanding. • Little, if any, use of evidence and/or examples. • Inappropriate style of writing within a poor structure. • A very basic range of technical language and terminology. • Very poor use of spelling, punctuation and grammar. 	0–6

AO2 (20 marks)

<p>Band 5</p> <ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views. • Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience. • An extensive range of technical language and terminology. • An almost totally faultless use of spelling, punctuation and grammar. 	17–20
<p>Band 4</p> <ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views. • Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience. • A wide range of technical language and terminology. • A mainly accurate use of spelling, punctuation and grammar. 	13–16
<p>Band 3</p> <ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars. • Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience. • A good range of technical language and terminology. • Reasonably accurate use of spelling, punctuation and grammar. 	9–12
<p>Band 2</p> <ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views. • Limited personal insight and independent thought expressed through some argument. • A good range of technical language and terminology. • Reasonably accurate use of spelling, punctuation and grammar. 	5–8
<p>Band 1</p> <ul style="list-style-type: none"> • A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views. • Poor personal insight and/or independent thought. • Shallow argument. • Limited range of technical language and terminology. • Limited command of spelling, punctuation and grammar. 	0–4

Section A

AVAILABLE
MARKS

1 (a) An outline and explanation could include some of the following, e.g.:

- outline of Acts 27:1–28:10
- Caesarea (embarked on ship of Adramyttium), Sidon (centurion allowed Paul to visit the church), Myra (re-embarked), Crete/Fair Havens (advice to winter there, tried to reach Phoenix, driven off course), Clauda, North Coast of Africa, Malta (hospitality of islanders, bitten by snake, healing of Publius' father, three months, embarked on an Alexandrian ship)
- the accuracy and dramatic nature of the writing
- Paul's role as captive and leader
- the significance of this ending, purpose of book fulfilled
- discussion of points of scholarly interest, e.g. "we" passages, three calls, eucharist.

[30]

(b) A critical evaluation could include some of the following, e.g.:

- Paul's trials before Felix and Festus and appearance before Agrippa
- Paul's speeches and a consideration of whether his main concern was for a fair trial, to persuade his listeners or to ensure the gospel reached Rome
- very little preaching during the description of the sea voyage to Rome, the amount of space given to this
- Paul's continued preaching in Rome to both Jews and Gentiles
- the purpose of the book is not to honour Paul but show the growth of the church
- Luke's possible desire to present Roman authority in a positive light
- Jewish hostility
- the reliability of the text.

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Section A

AVAILABLE MARKS

2 (a) An analysis could include some of the following, e.g.:

- outline of Acts 17:16–34
- context of the second missionary journey
- second recorded sermon of Paul
- the persecution in Thessalonica and Berea, Paul sent to the coast, Silas and Timothy stayed in Berea
- Paul’s observation of idols, preaching in the synagogue, market place and Aeropagus
- the Stoic and Epicurean audience
- the speech itself: the religious nature of the Athenians, the description of the “unknown God”, creator, does not need temples or sacrifices, he controls the destinies of mankind, mankind are his creatures who long for God, repentance is required, God will judge, Jesus is the judge who rose from the dead
- Paul’s adaptability
- the response, comments relating to level of success
- critical issues relating to speeches in Acts. [30]

(b) A critical assessment could include some of the following, e.g.:

- Paul travelled widely in the missionary journeys, and was committed to speaking to Gentile audiences such as at Athens and elsewhere
- he was committed to his calling and evangelism
- he took the Gospel as far as Rome, the “ends of the earth” and a centre of the Gentile world
- Paul’s theology was committed to Gentile inclusion and justification by faith
- Paul, however, did not neglect the Jewish people and always preached to them first
- Paul had other interests such as the pastoral care of the churches he had established, his visits, his letters
- other titles could be more appropriate for Paul
- other apostles made a significant contribution to Gentile inclusion such as Peter
- evidence may be drawn from Acts, 1 Corinthians or Galatians. [20]

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Section A

AVAILABLE MARKS

3 (a) An outline and examination may include some of the following, e.g.:

- the context of the letter, geographically and theologically
- the purpose: to refute the accusations of the Judaisers that Paul was not an apostle, that his understanding of the Gospel was faulty, and that he was a libertine
- the main themes are developed throughout the letter:
 - chapter 1 and 2 Paul defends his apostleship
 - chapter 2 and 3 Paul defends justification by faith
 - chapter 5 and 6 Paul defends Christian love and life in the Spirit, freedom, responsibility
- consideration of the scholarly debate, e.g. rhetoric, Paul's theology in Galatians compared to Acts. [30]

(b) A critical assessment may include some of the following, e.g.:

- consideration of different views of how the Bible is to be interpreted and applied in the post-modern world, literal and liberal stances
- consideration of the way justification by faith can be understood
- the role of the church leadership, church worship and sacraments, traditions as a means of grace
- the ongoing challenge of legalism
- consideration of how divisive this issue actually is, is there agreement but different ways of worshipping and applying faith?
- perhaps other issues which are more challenging such as authority, leadership, gender, homosexuality. [20]

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Section A

AVAILABLE
MARKS

4 (a) An explanation may include some of the following, e.g.:

- **spiritual gifts:** discussion of Paul's teaching as found in chapters 12–14, both encouraging and corrective, different gifts but the same spirit, the gifts themselves, spiritual gifts which are for the good of the church, analogy of the body, many parts but one body, the necessity of love, the characteristics of love, the temporary nature of the gifts, specific guidance on the use of prophecy and tongues, silence of women, orderly worship
- **worship and the Lord's Supper:** discussion of Paul's teaching as found in chapter 11, largely corrective but some encouragement, headship, head covering, divisions, not waiting, drunkenness, Jesus' initiation, proclaiming the death, self-examination, judgement, sickness, death, discipline, promise of further direction
- other relevant sections from the letter which relate to worship
- a critical discussion of the texts. [30]

(b) A critical evaluation may include some of the following, e.g.:

- a consideration of some of the apparently unrealistic moral teachings found in 1 Corinthians: expel the immoral believer, immorality/marriage, unity and division, the treatment of fellow Christians in lawsuits and the Lord's Supper, food sacrificed to idols, the demands of love
- consideration of other explanations for unrealistic demands of the letter: the Corinthian context, an ancient document, the expectation of an immanent parousia
- consideration of other aspects of the letter which are realistic and not demanding: understanding the issues facing the Early Church, teaching on unity/the Church as a body, teaching on orderly worship, teaching on love, the theology of the resurrection, word of God, timeless relevance
- consideration of the view that the Bible is always relevant, and the Christian life by its nature is demanding. [20]

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Section A

100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

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- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

A2 BANDS**AO1 (30 marks)**

<p>Band 5</p> <ul style="list-style-type: none"> • A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme. • Well integrated response. • Clear and critical analysis. • Highly accurate use of evidence and examples. • Sophisticated style of writing. Very well structured and coherent throughout. 	25–30
<p>Band 4</p> <ul style="list-style-type: none"> • A high degree of understanding of the connections between the selected areas of study in relation to the theme. • A well integrated response. • Some very good critical analysis. • Mainly accurate use of evidence and examples. • Mature style of writing. • Well structured and coherent throughout. 	19–24
<p>Band 3</p> <ul style="list-style-type: none"> • A good understanding of the connections between the selected areas of study in relation to the theme. • For the most part an integrated response. • Reasonable degree of critical analysis. • A good degree of accurate evidence and examples. • Reasonably mature style of writing. • Some evidence of good structure and coherence. 	13–18
<p>Band 2</p> <ul style="list-style-type: none"> • A limited understanding of the connections between the selected areas of study in relation to the theme. • Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another. • A limited attempt at critical analysis. • Insufficient use of accurate evidence and examples. • Immature style of writing. • Lacking in structure and coherence. 	7–12
<p>Band 1</p> <ul style="list-style-type: none"> • A basic understanding of the connections between the selected areas of study in relation to the theme. • Demonstrating only partially accurate knowledge of the different content areas studied. • Little attempt, if any, at critical analysis. • Inappropriate style of writing with a very basic structure. 	0–6

AO2 (20 marks)

<p>Band 5</p> <ul style="list-style-type: none"> • A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Very effective comparison and evaluation of scholarly viewpoints. • Mature personal insight and independent thought. • A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology. 	17–20
<p>Band 4</p> <ul style="list-style-type: none"> • A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Very good comparison and evaluation of scholarly viewpoints. • Good personal insight and independent thought. • A well sustained and critical argument, expressed accurately, fluently and using a range of terminology. 	13–16
<p>Band 3</p> <ul style="list-style-type: none"> • A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Very good comparison and evaluation of scholarly viewpoints. • Some evidence of personal insight and independent thought. • A line of argument, expressed accurately and using some relevant terminology. 	9–12
<p>Band 2</p> <ul style="list-style-type: none"> • A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Some comparison and evaluation of scholarly viewpoints. • Limited personal insight and independent thought. • Little evidence of critical argument. • Inaccuracies evident. 	5–8
<p>Band 1</p> <ul style="list-style-type: none"> • A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Little, if any, comparison and evaluation of scholarly viewpoints. • Minimal personal insight and independent thought. • A basic attempt to follow a line of argument. • Imprecisely expressed. 	0–4

Section B

- 5 (a)** In outlining and examining issues arising from religious controversy candidates should refer to at least two different areas of study and could consider the following, e.g.:
- reference to relevant key issues which are related to religious controversy
 - reference to individuals who raised the issues or responded to them
 - the way(s) in which the controversies developed
 - the consequences of such controversy
 - the long-term legacy of such controversial issues. [30]
- (b)** In critically assessing the view, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- consideration of how significant religious practices are in relation to religious controversy, fundamentalist views, liberal views
 - consideration of how significant religious beliefs are in relation to religious controversy, fundamentalist views, liberal views, orthodoxy and heresy
 - consideration of other possible sources of religious controversy such as authority or leadership
 - consideration of how religious controversy may refine faith or aspects of faith
 - religious controversy does not necessarily focus on the fundamental practices or beliefs of a faith, but rather secondary issues
 - religious controversy could be seen as negative or positive or both in their influence
 - consideration of the impact of religious controversy on faith communities, historical or contemporary
 - consideration of the impact of religious controversy on individuals, historical or contemporary
 - use of historical and/or contemporary examples. [20]

Section B

Total

AVAILABLE MARKS
50
50
150