



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2012**

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## **Religious Studies**

**Assessment Unit AS 2**

*assessing*

An Introduction to  
the Acts of the Apostles

**[AR121]**

**THURSDAY 31 MAY, MORNING**

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**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

Answer **one** question

- 1 (a)** An account of the debate concerning the authorship of Acts may include, e.g.:
- the traditional view that Luke is the author of the dual documents Luke/Acts
  - discussion of “Who was Luke?”
  - internal and external evidence
  - the Muratorian fragment
  - the Anti-Marcionite Prologue
  - references to Irenaeus, Clement of Alexandria and Tertullian
  - discussion of the “We” passages
  - other possible authors. [35]
- (b)** A consideration of the claim may include, e.g.:
- the sources of Acts, travel diary, Luke’s companions
  - the view that the sources of Acts are vital in setting the context of the writing of the book
  - the idea that lessons learnt from the story of Acts are more important than a study of the sources, for example, issues of mission, prejudice, universalism
  - historical accuracy
  - other background issues, e.g. purpose, authorship, date and characteristics. [15]
- 2 (a)** A description and explanation of Philip’s encounter with the Ethiopian may include, e.g.:
- background on Philip, e.g. the Seven; in Samaria
  - the Divine Command (8:26)
  - the role of the Holy Spirit (8:29 and 39)
  - the religious outlook of the Ethiopian
  - the interaction of Philip and the Ethiopian (8:30–39)
  - baptism
  - the expansion of Christianity
  - the call to witness
  - universalism. [35]
- (b)** An consideration of the claim may include, e.g.:
- Philip and Stephen as a pair
  - examples of Philip’s evangelising activity – mass evangelism in Samaria, personal evangelism with Ethiopian eunuch; implications of Philip’s evangelising activity for the spread of the Gospel outside Jerusalem
  - the place of martyrdom in the early Church; the significance of the martyrdom of Stephen for the spread of the Gospel outside Jerusalem – persecution and scattering of the believers. [15]

AVAILABLE MARKS
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**Section A**

## Section B

Answer **one** question

AVAILABLE  
MARKS

- 3 (a)** An explanation of the challenges may include events at the following locations, e.g.:
- hostility, disappointments, opposition, persecution
  - Paul and Barnabas sent off from Antioch; first planned mission (13:1–3)
  - Cyprus (13:4–12), Paul’s confrontation with Elymas
  - Perga (13:13), John Mark’s departure
  - Pisidian Antioch (13:14–15; 42–52), jealousy of the religious leaders
  - Iconium (14:1–7), trouble from unbelieving Jews; city remained divided
  - Lystra and Derbe (14:8–28), the attempt to worship Paul and Barnabas. [35]
- (b)** A consideration of the claim in relation to other aspects of human experience may include, e.g.:
- examples of those who defend/have defended religious belief
  - impact and cost
  - defending religious belief in hostile environments and secular world
  - martyrdom
  - apologetics
  - responsibility of leaders and institutions
  - the impact of defending religious belief
  - a consideration of other priorities, e.g. spreading the Gospel, caring for the needy, building up the Church, doctrine and practice
  - reference to historical and/or contemporary examples. [15]

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- 4 (a)** A description of the teaching and practice of baptism, prayer and possessions may include, e.g.:
- baptism: Peter's instructions and the believers' response (Acts 2); repentance and baptism (2:38); baptism and the Holy Spirit (8:14–17); examples of baptism; the place of water (8:36); membership of the Church
  - prayer: in corporate worship (1:14; 2:42; 16:13); during hours of Jewish prayer (10:30; 22:17); special occasions (8:15; 13:3; 20:36); times of trial and suffering (7:59; 16:25; 28:8); for intercession (7:60; 12:5; 21:5); for miracles (4:23–31)
  - possessions: specific incidents over sharing of possessions (4:32–47; Acts 5); sharing of food through fellowship meals (2:42); provision for widows (6:1). [35]
- (b)** A consideration of the claim in relation to other aspects of human experience may include, e.g.:
- examples of religious practice – caring for the poor; social justice; church attendance, prayer and sacraments
  - the importance of faith
  - ritual
  - motives behind practice; moral responsibility
  - tradition
  - religion in a secular world
  - reference to historical and/or contemporary examples. [15]

**Section B**

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