



ADVANCED
General Certificate of Education
2012

Religious Studies
Assessment Unit A2 2

assessing

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

[AR221]

WEDNESDAY 16 MAY, MORNING

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 analysis could include, e.g.:
- outline and analysis of Acts 23:23–26:32
 - Paul's discovery of a plot against his life in Jerusalem, the actions of the commander and referral to the Roman procurator who lived in Caesarea, Paul's transfer to Caesarea
 - Paul's trial before Felix, the presence of the High Priest, elders and Tertullus, the charges against Paul, outcome postponed, scholarly comments relating to the corrupt character of Felix or his motives
 - Festus replaced Felix, his character, he refused to let Paul be taken to Jerusalem for trial, the complaints against Paul, the lack of evidence, Paul's refusal to have the trial moved to Jerusalem, his Roman citizenship, appeal to Caesar, desire to get to Rome (Acts 1:8)
 - the visit of King Agrippa and Bernice, Paul's appearance before them, the focus of the discussion has shifted, Paul defends the gospel, the fulfilment of Ananias' prediction at Paul's commission, Paul's innocence declared
 - the conclusion reached by Festus and Agrippa
 - the role of speeches in Acts, their reliability, relations with the Romans. [30]
- (b) A critical assessment of the claim could include, e.g.:
- consideration of the challenges Paul faced and the extent to which Christians today follow Paul's example
 - the challenge of travel: Paul knew no limits geographically, beginning in Jerusalem, his journeys, reaching Rome
 - the challenge of having courage and inclusion: Paul knew no limits in relation to who he would preach to, Jews, Gentiles, Romans, kings, intellectuals, women, slaves
 - the challenge of adaptability: Paul knew no limits in the different approaches he took to convince people of the gospel
 - the challenge of suffering: Paul knew no limits in relation to what he was prepared to suffer for the sake of the gospel, false accusations, violence, rejection, imprisonment, arrest, shipwreck
 - the challenge of single-mindedness: Paul's focus was the gospel, he always desired to be true to his calling and the gospel itself, he would not compromise. He accepted his challenge
 - the challenges of spreading the gospel are different today, pluralism, atheism, the media
 - consideration of the extent to which there is a challenge today in relation to wealth, the media, technology
 - evidence could be drawn from any of the books studied. [20]

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- 2 (a) An analysis could include, e.g.:
- an analysis of the speech in relation to Acts 13:16–41
 - the speech was delivered during the first missionary journey, in a synagogue, on the Sabbath, synagogue formula
 - the audience was largely Jewish
 - the longest of the three main speeches in Acts
 - the use made of Jewish history and Scriptures, parallels to Stephen's speech
 - the speech itself, preparation for the coming of the Messiah, the rejection, crucifixion and resurrection of the Messiah, the application and appeal, the kerygmatic pattern
 - the initial response which was positive, the invitation to return and the subsequent response a week later which was hostile.
- [30]

- (b) A critical evaluation of the claim could include, e.g.:
- the significance of the Council of Jerusalem in relation to Gentile inclusion, the issues discussed, the outcome
 - the limitations of the Council of Jerusalem in not rejecting all Jewish laws and traditions
 - other significant events in Acts which ensured Gentile inclusion, Pentecost, Saul's conversion, Peter's encounter with Cornelius
 - it was not the Council of Jerusalem which ensured that the gospel spread to Gentiles but the Holy Spirit, the purposes of God, the nature of the gospel of Jesus Christ
 - consideration of Luke's purpose in placing this text at a pivotal point in the book.
- [20]

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- 3 (a)** An outline and examination could include, e.g.:
- Paul's defence of his authority: refuting the accusations of the Judaisers that he was not an apostle, an outline of chapters 1 and 2, Paul's frustration with the Galatians, his call, Arabia and Damascus, acceptance in Jerusalem, his challenge of Peter
 - Paul's defence of the gospel: an outline of chapters 3 and 4, refuting the accusations of the Judaisers that his understanding of the gospel was faulty and he was a libertine, receiving the Spirit, the faith of Abraham, the curse of the law, the promise, the purpose of the law, heirs, sons and slaves
 - a critical discussion of the texts
 - the context of the letter, geographically and theologically. [30]
- (b)** A critical assessment of the claim could include, e.g.:
- consideration of examples of legalism in the church today, the impact of this on adherents and those who are not Christians
 - consideration of how different understandings of Scripture can lead to legalism and division
 - consideration of how false teaching is defined
 - consideration of examples of false teaching within Christianity and the impact on the church
 - consideration of those outside the church who could be labelled as false teachers and the impact of this, a Christian response to this
 - consideration of people who have a sense of calling but it could be false, or lead to evil or dishonest acts, cult leaders
 - consideration of whether legalism or false teaching is the greater threat
 - consideration of whether or not the church needs to resort to legalism at times
 - consideration of other greater threats, e.g. atheism or secularism. [20]

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- 4 (a) An identification and consideration could include, e.g.:
- the purpose of 1 Corinthians: to respond to the report from Chloe's household and the issues raised, to respond to the issues raised by the Corinthian church themselves, to correct and encourage the church
 - the main themes raised by Chloe's household: unity, immorality, lawsuits
 - the main themes raised by the Corinthians themselves: marriage, worship and the Lord's Supper, spiritual gifts
 - other themes of the letter could also be considered. [30]
- (b) A critical assessment of the claim could include, e.g.:
- evidence drawn from any of the texts studied
 - consideration of how Paul is presented in Acts: the hero, the missionary, the speaker, the miracle worker, a loyal Jew, an apostle, Paul's relationship to the other apostles is respectful, pastor/encourager
 - consideration of how Paul is presented in his Letters: many aspects of his role are not dealt with at all, not a hero in the letters but under attack, Paul the letter writer rather than a speaker, in the letters Paul is very critical of observance of the Jewish law and circumcision, Paul's authority is attacked, Paul is independent of the apostles, Paul's theology
 - a consideration of the similarity which exists between Acts and the Letters when it comes to Paul's pastoral concerns
 - a consideration of whether the differences raise issues of reliability
 - a consideration of whether the style and purpose of Acts and the Letters are entirely different and this is the explanation. [20]

Section AAVAILABLE
MARKS

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100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Synoptic Assessment

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.

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 examining the contribution of key people to religious controversy candidates should refer to at least two different areas of study and could consider the following, e.g.:
- reference to key people who created religious controversy, dealt with religious controversy or were impacted by religious controversy
 - the sources of religious controversy, e.g. leadership, authority
 - the way(s) in which the controversies developed
 - the consequences of such controversy
 - the long-term legacy of religious controversy. [30]
- (b)** In critically assessing the claim, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- consideration of the extent to which religious controversy is inevitable
 - consideration of the sources of religious controversy: authority, leadership, interpretation and application of scriptures, competing truth claims, new challenges due to changing society or scientific advances
 - consideration of the extent to which religious controversy has to be damaging: significance of the role of religious leaders and laity in creating controversy, handling controversy, guiding communities through controversy, controversy may help to redefine faith or aspects of it
 - consideration of the impact of controversy on individuals, leaders, or communities, historical or contemporary
 - challenges presented by atheism, e.g. Dawkins. [20]

Section B

Total

AVAILABLE
MARKS

50

50

150