



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2014**

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**Religious Studies**

**Assessment Unit AS 2**

*assessing*

An Introduction to the Acts of the Apostles

**[AR121]**

**WEDNESDAY 11 JUNE, AFTERNOON**

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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 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 explanation of the issues surrounding the historical accuracy of the Book of Acts may include, e.g.;

- Luke's role as an historian; Acts as an historical text
- Luke's reliability as an author; his honesty in describing strengths and weaknesses of the Church
- The accuracy of titles, names, customs, practices, events, geography, archaeological evidence
- Dedication to Theophilus
- 'We' passages
- Discrepancies within Acts; relationship with Paul's letters
- Other purposes of Acts, e.g. to show how the gospel reached Rome; an apology; universalism
- Propaganda/biased agenda
- Written to build up the Church
- Ancient writers reliable and careful to present facts
- Deliberately selective to focus on Church growth
- Prologue to Luke's Gospel 1:1-4; intention to be accurate
- Issues of historical accuracy with reference to date, authorship [35]

(b) A consideration of the claim that the purpose of Acts is theological and not historical may include, e.g.;

- Dedication to Theophilus – to provide an orderly account
- Acts as an historical text – traces the ascension of Jesus, the story of the beginning and spread of Christianity from Jerusalem until the arrival of the gospel in Rome
- Acts as a theological text – reveals the triumph of Christianity in a hostile world; salvation; Jesus as Saviour; forgiveness; kerygma; universalism
- Luke as both historian and theologian
- Discussion over chronology
- The significance of the 'we' passages
- Gaps in the story
- Purpose not to provide autobiographies of key leaders
- Relationship with Paul's letters
- The Parousia
- Historical facts used to preach the gospel of salvation [15]

AVAILABLE  
MARKS

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2 (a) An explanation of the role of the Holy Spirit for faith, work and witness in Acts may include;

- The role of the Holy Spirit at baptism and conversion
- The Holy Spirit as a guide for the disciples, through prayer and decision making
- The Holy Spirit and prophecy; inspired preaching by the Church
- In the work of mission – through Stephen’s death as a powerful witness; through Paul’s missionary journeys, e.g. Paul and Barnabas
- Expansion of the Church; Acts 1:8
- Spread of the gospel
- Power to deliver speeches
- The Holy Spirit as a disciplinarian, e.g. Ananias and Sapphira
- Power to perform miracles
- Consideration of the coming of the Holy Spirit at Pentecost; events in the upper room (wind, fire, languages); response and accusations of the crowd [35]

(b) A consideration of the claim that repentance and baptism are the most important themes in the Book of Acts may include, e.g.;

- The importance of repentance and baptism at Pentecost; Peter’s call; conversions
- The stress on repentance in kerygma, early Christian preaching
- The link between repentance and baptism
- The role of the Holy Spirit in convicting & leading to repentance
- A consideration of other important themes, e.g. universalism, worship, the Holy Spirit, theology, intervention of God in visions and miracles, early Christian belief, Rome [15]

**Section A**

AVAILABLE  
MARKS

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## Section B

Answer **one** question.

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MARKS

- 3 (a)** An account of the importance of Peter's healing of the lame man and the significance of the speech that followed may include, e.g.;
- The lame man begging at the Temple gate
  - Peter's words to the lame man
  - The healing itself
  - Peter able to perform miracles like Jesus; power passed on
  - Miracles as signs of the Kingdom of God
  - Continuity between ministry of Jesus & witness of the Church
  - Apostles still worshipping as Jews
  - Challenge of the gospel for Jews
  - The reaction of the crowd to the miracle
  - Peter's speech in Solomon's Colonnade: the miracle had happened due to the power of God; this same God had glorified his servant Jesus; they, the Jews, had denied Jesus, 'the Holy and Righteous One', before Pilate and instead they had asked for Barabbas, a murderer to be released; they had killed Jesus, 'the Author of Life' and God had raised him from the dead; through faith in Jesus' name that the lame man had been healed; the Jews had acted in ignorance. They had fulfilled God's plan that Christ should suffer; they now have the opportunity to repent and be forgiven of their sins; Jesus was the Messiah and he would return at the parousia; Moses had spoken of a prophet that God would send; Jesus is this prophet; the end times were occurring; these promises made by the prophets were made for the Jews; Jesus had been raised to bless the audience by turning them away from their sin.
  - Reaction of the crowd to the speech
  - Resulting opposition from the Jewish authorities
  - Similar to Pentecost; debate on Kerygmatic Pattern
  - Evangelistic speech
  - Preaching & miracles leads to expansion; persecution
  - Titles of Jesus
- [35]
- (b)** An exploration of the relevance of miracles for religious believers may include, e.g.;
- Reference to other aspects of human experience
  - An open ended response citing contemporary and/or historical examples
  - Consideration of different types of miracle, e.g., nature, physical, and spiritual
  - The relevance of faith for human experience
  - The place of faith healers, centres for healing, prayer, the anointing of the sick in various traditions
  - The observation that miracles are not an everyday occurrence for human experience
  - Arguments surrounding the validity of miracles
  - Homeopathic medicine, alternative lifestyles and scientific advances in medicine and their relation to faith
  - Conservative religious view against more liberal religious views
- [15]

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4 (a) A description of the main challenges faced by Paul in his three missionary journeys may include, e.g.;

- First Journey, Acts 12:24-14:28  
opposition from Bar-Jesus the sorcerer; desertion by John Mark; jealousy of Jews at Pisidian Antioch which led to Paul turning to the Gentiles; city of Iconimum remained divided; plot to kill Paul; Lystra, mistaking missionaries for gods, failed to understand gospel and stoning
- Second Journey, Acts 15:36-18:22  
split between Paul and Barnabas; prison in Philippi; jealousy of Jews taken before magistrates at Thessalonica; response at Athens; opposition from Jews at Corinth; incident with Gallio
- Third Journey, Acts 18:23-21:16  
Ephesus rejection from Jews in synagogue; riot in Ephesus – revolt of the silversmiths; Greece (Jewish plot); Troas (Eutychus); Miletus (Speech); Tyre (urged not to go to Jerusalem);
- Other issues could include Paul's commitment to evangelism despite opposition, the reactions of various audiences to Paul's words and deeds, and failure of Paul's missionary activities, e.g. Athens
- Difficulties of travel [35]

(b) A consideration of the claim in relation to other aspects of human experience may include the following, e.g.;

- An open ended response citing contemporary and/or historical examples
- Examples of how religious faith is defended/promoted
- Types of suffering; physical, psychological, emotional
- Challenges facing religion in a secular world
- Examples from individual religious leaders
- A consideration of the significance that the suffering and rejection has on the leader
- Positive aspects produced by suffering and rejection, e.g. community support, reassurances, strengthening of faith
- Extent to which religious believers invite suffering; seeking martyrdom
- Extent to which religious believers can inflict suffering [15]

**Section B**

**Total**

AVAILABLE  
MARKS

50

50

100





