



Rewarding Learning

ADVANCED
General Certificate of Education
2015

Religious Studies

Assessment Unit A2 2

assessing

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

[AR221]

THURSDAY 14 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 outline and explanation of the issues surrounding the abrupt ending of Acts could include, e.g.:
- Consideration of why the ending may seem abrupt, inappropriate or disappointing: seems rushed, too many unanswered questions, leaves the desire to know what happened to Paul
 - Consideration of Luke's possible intentions in writing the book, not a biography of Paul
 - Consideration of the possibility of a third volume, Luke's death prevented
 - Consideration of the appropriateness of the ending, it is exciting: arrest, angry mob, appearance before the Sanhedrin, Felix, Festus and Agrippa, sea voyage, shipwreck, experience in Malta, arrival in Rome
 - Ending is suitable as the gospel has reached Rome and is still being preached freely
 - Ending is appropriate as it is positive and inspiring, chose not to include death of Paul
 - Consideration of the reliability of the text and the related scholarly debate [30]
- (b) A critical evaluation of the claim could include, e.g.:
- Evidence drawn from Acts
 - Paul made use of his nephew to protect himself
 - Paul defends himself before Felix
 - Paul defends himself before Festus
 - Paul defends himself before Agrippa
 - Paul defends himself before the Jewish elders in Rome
 - When Paul defends himself he is also directly or indirectly defending the gospel
 - In the prophesy of Agabus, Paul is aware and accepting of his arrest and possible death, so there was little need to defend himself
 - Consideration of the extent to which Paul's primary concern was to be obedient to his calling from God
 - Consideration of Paul's other interests: Paul wanted to update the church in Jerusalem regarding the progress of the gospel
 - When Paul was accused of defiling the Temple, was arrested, he defended himself but also his conversion and the gospel
 - Paul did not always need to defend himself, he could use his intellect: when before the Sanhedrin he referred to the resurrection and this divided his audience and was taken away, Paul made good use of his Roman citizenship, to get a fair trial and to get to Rome
 - Consideration of how reliable the book of Acts is and the speeches in particular
 - Other concerns, e.g. gospel reaching Rome, similarity between Paul and Jesus, gospel to Gentiles and kings, Paul's personal commission, Paul was not interested in proving his innocence, fulfilling Acts 1:8 [20]

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2 (a) An analysis and discussion of the Council of Jerusalem, its proceedings and outcome could include, e.g.:

- Reference to Acts 15: 1–35
- The **context** was that issues relating to Gentile inclusion and circumcision had arisen at Antioch (15: 1–3)
- Paul and Barnabas travelled to Jerusalem to discuss these issues with the apostles, in the hope of a resolution
- The dispute was between Christians: Jewish Christians and Gentile Christians
- **The two key issues:**
did Gentiles need to be circumcised,
could Jewish Christians have table fellowship with Gentile Christians
- **The proceedings:** the initial discussion, Peter’s testimony, James’ testimony
- **The outcome:** the four prohibitions (idolatry, fornication, strangled animals, blood)
- **The outcome:** the letter summarising the decisions reached, sent to Antioch
- The significance: protecting Jewish inclusion in the gospel, the priority of Gentile inclusion [30]

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

- Consideration of the extent to which it was the ‘greatest challenge’
- Consideration of evidence in Acts which would indicate that Gentile inclusion was highly contentious and threatened to split the church
- Consideration of evidence in Galatians, which would indicate that Gentile inclusion was highly contentious and threatened to split the church
- Consideration of the impact of the Gentile question on Paul’s authority
- Consideration of the impact of the Gentile question on his relationship with Peter
- The challenge posed by persecution from different sources
- Consideration of other challenges found in Galatians: Christian Freedom, life in the Spirit
- Consideration of other challenges the Corinthian church were dealing with:
 - church unity, immorality, lawsuits,
 - marriage,
 - worship, spiritual gifts, the role of women, the Lord’s Supper,
 - the resurrection [20]

AVAILABLE
MARKS

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3 (a) A discussion of Paul's authority and apostleship could include, e.g.:

Reference to chapters 1 and 2 of Galatians and any other relevant sections of the Letter

- The context: after Paul establishes the churches in Galatia on the first missionary journey, false teachers or Judaisers had begun to make accusations in relation to Paul and his message
- The claim was that Paul was not an apostle and therefore did not have apostolic authority
- The second claim, which followed on from the first, was that Paul's version of the gospel was false
- The Judaisers claimed that Gentile converts to Christianity could not be saved by faith alone but also needed to adhere to the Law of Moses and be circumcised
- The details of Paul's response to the allegations of the Judaisers:
- Paul's gospel had been revealed to him by Christ (1:11–17)
- Paul only met the original apostles three years after his conversion (1:18–24)
- Fourteen years later the apostles endorsed his gospel (2:1–10)
- Paul had equal authority to the other apostles and had to rebuke Peter (2:11–21)
- The importance of these chapters and the Letter was that Christianity was free of Judaism and the law
- These chapters consolidated the inclusion and equality of Gentile converts
- A critical discussion of the texts [30]

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

- Consideration of the extent to which the ideas of law and grace found in Galatians continue to divide Christians
- Consideration of how different approaches and interpretation of Scripture could cause division, legalism and liberalism
- Consideration of how different theological outlooks have developed in the Church
- Consideration of how legalism may be expressed in the church today
- Consideration of the sufficiency of 'faith alone' as found in Galatians
- Legalism in matters of rituals or sacraments
- Legalism in matters of lifestyle
- Consideration of how these fundamental beliefs may bring a broad agreement, unity and inspiration to the Christian church, rather than division
- Consideration of other areas which might cause disagreements or division within the church today, e.g.
 - Alternative understandings of religious authority
 - Different understandings of the Holy Spirit
 - Disagreement over women in leadership roles
 - Division over homosexuality itself and church leadership
 - The existence of scandals within the church and how they have been dealt with [20]

AVAILABLE
MARKS

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4 (a) An examination of the purpose of 1 Corinthians, teaching marriage and immorality could include, e.g.:

- The **two reasons** for the writing 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
- Paul’s desire to correct and guide the young Christians in Corinth
- One of the themes raised by Chloe’s household was immorality
- One of the themes raised by the Corinthians themselves was marriage
- **Paul’s teachings in response to immorality in the Corinthian Church (1 Corinthians 5-6)**
 - the analogy of yeast,
 - expel immorality within the church,
 - bodies are for the Lord, are members of Christ, sin against yourself, body is a Temple of the Holy Spirit, bought with a price
- **Paul’s teachings in relation to marriage (1 Corinthians 7)**
 - good not to marry,
 - marriage prevents immorality,
 - responsibilities within marriage,
 - advice for unmarried and widows, separation and divorce, virgins, engaged couples,
 - remain in the situation you were in when God called you, time is short,
 - being concerned about the Lord’s affairs
- Consideration of the context of the Corinthian church, the challenges this presented to the early Christians and for Paul [30]

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

- Evidence drawn from 1 Corinthians
- Consideration of the outdated nature or otherwise of teaching on immorality: the variety of attitudes to sexual morality, differing attitudes to the role of the church in administering discipline
- Consideration of the outdated and impractical nature or otherwise of the church settling its own disputes, how the church has been influenced by society in relation to use of the law
- Consideration of the outdated nature or otherwise of Paul’s teaching on marriage, the single state, separation, divorce
- Consideration of the outdated nature or otherwise of Paul’s teaching on the role of women
- Consideration of the Corinthian context, the extremity of the issues which were found there
- Consideration of reasons why the letter might seem outdated or impractical: the particular Corinthian context, an ancient document, the expectation of an imminent parousia
- Consideration of the belief that this Letter is the word of God, is timeless and always relevant
- Consideration of different ways of interpreting and applying scripture, literalist, more liberal [20]

Section A

AVAILABLE
MARKS

50

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 some relevant key people who are related to religious controversy
 - Reference to key people who created religious controversy
 - Reference to some key people who dealt with religious controversy
 - Reference to some key people who were impacted by religious controversy
 - The sources of religious controversy
 - 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 words ‘main responsibility’
 - Consideration of the inevitability of religious controversy, the need to accept it and handle it in the most positive way possible
 - Consideration of the variety of roles held by religious leaders: spiritual guide, teacher, pastor, visionary, finances, maintain unity of own church
 - Consideration of the possibility that the religious leader/s is/are the source of the controversy and the impossibility of the leader/s resolving it
 - Consideration of the negative impact of religious controversy on religious communities and those outside those communities, loss of faith in God, institutions
 - Consideration of the possible benefits of religious controversy if a leader takes their role seriously: issues have to be addressed, fresh study and thinking is required solidarity within the community, beliefs and practices are redefined, leads to progress and greater relevance
 - Consideration of how significant the source of the religious controversy is, in relation to benefits or damage, may determine if it should be a leader’s responsibility or not: authority claims, challenge to leadership, interpretation and application of scriptures, competing truth claims, new challenges due to changing society or scientific advances
 - Consideration of the important role the laity may have in resolving religious controversy
 - Consideration of the impact of controversy on individuals, leaders, or communities, historical or contemporary [20]

Section B

Total

AVAILABLE
MARKS

50

50

150