



**ADVANCED**  
**General Certificate of Education**  
**2016**

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**Religious Studies**  
**Assessment Unit A2 2**  
*assessing*

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

**[AR221]**

**THURSDAY 19 MAY, MORNING**

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

## AO2 (20 marks)

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

## Section A

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- 1 (a) An analysis of the significance of Paul's experiences in Jerusalem could include, e.g.:
- Outline and analysis of Acts 21:15–23:11
  - Comments which deal with the overall significance of these texts with the book as a whole, e.g. consideration of Jewish rejection of Paul and the gospel, Paul's innocence, relations with the Romans, the significance of this story as a catalyst to the rest of the book and the journey to Rome, the role of speeches in Acts, their reliability
  - Paul's arrival in Jerusalem, stays with Mnason
  - Warm welcome from the brothers, report to James and the elders of Paul's ministry to the Gentiles
  - The rumour amongst the Jewish community that Paul is telling the Gentile converts to turn away from the law of Moses, advice to go along with the four men who had made a purification vow, letter to Gentile community offering guidance, Paul visits the Temple
  - Seven days later Paul is seen in the Temple by Asian Jews, crowd is stirred up, accusations about Paul are shouted out. Temple defiled by Greeks being brought into the Temple, Paul is seized and dragged from the Temple, gates shut, trying to kill him
  - News reaches the Roman Commander, Paul rescued, arrested, bound with chains, Paul taken to barracks, had to be carried due to violence, conversation between Paul and the Commander
  - Paul's defence speech from the steps, Jewish upbringing, persecution of followers of 'the Way', Damascus Road experience, Ananias and commission, vision in Jerusalem Temple, reaction of crowd
  - Paul to be taken to the barracks and flogged and questioned, Paul's Roman citizenship
  - Before the Sanhedrin, has fulfilled his duty, High Priest Ananias orders him to be struck in the mouth, Paul's response, audience is Pharisee and Sadducee, speaks of resurrection, dispute breaks out, Paul is rescued by Roman commander and taken to the barracks, Paul encouraged by the Lord that he would also testify in Rome. [30]
- (b) A critical evaluation of the claim could include, e.g.:
- Christians may feel they should continue to spread the gospel
  - Christians may feel that they may have to suffer as a result of preaching the gospel and they accept this
  - Christians may feel that given technological changes, they can evangelise from a distance without having to suffer, such as the internet or television, literature
  - There are many Christian missions active in the world today
  - Consideration of different views on evangelism within the Christian community
  - Consideration of how the geographical context could impact the likelihood of hostility
  - Consideration of how some Christians may express their Christian faith and evangelism in more implicit ways, e.g. practical projects such as building houses or running orphanages or clean water or food banks
  - Consideration of the need to challenge individualism and materialism that is contrary to the gospel message [20]

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2 (a) An explanation of how Paul persuaded his Jewish and Gentile audiences with reference to the speeches at Pisidian Antioch and Athens could include, e.g.:

- An analysis of the speech at Pisidian Antioch in relation to Acts 13:16-41
  - Particular focus on how Paul persuaded his audiences
  - The speech was delivered during the first missionary journey, in a synagogue, on the Sabbath
  - The audience was largely Jewish
  - The longest of the three main speeches in Acts
  - Consideration of how Paul selected his material and approach to make the gospel appealing to his Jewish audience
  - The use 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 initial response which was positive, the invitation to return and the subsequent response a week later which was hostile
  
- An analysis of the speech in Athens in relation to Acts 17:16-34
  - The speech was delivered during the second missionary journey
  - The speech was to a Gentile audience
  - Paul spoke first in the market place
  - Comments relating to the Stoics and the Epicureans
  - Invited to speak at the Areopagus, the city's council of philosophical leaders
  - The audience was largely educated pagans, Paul's adaptability
  - Interesting parallels observed with Paul's speech to pagans at Lystra
  - Consideration of how Paul selected his material and approach to make the gospel appealing to the Gentile audience
  - The speech itself, comments on idols, 'unknown god', God is Lord of heaven, temples cannot contain him, God sustains all life, all people descended from one man, Adam, man's need of God, refers to poets, no need for ignorance, call for repentance, judgement, the resurrection of Jesus
  - The response: rejection, mocking, accepting (Dionysius)
  - Reference may be made to other relevant speeches [30]

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

- Consideration of the extent to which Paul's only goal was to defend and protect the Church, or was it one of many concerns
- Consideration of evidence of Paul's only goal being to defend and protect the Church, e.g. during first missionary journey he revisited each church to encourage and establish elders, to sustain the church he planted
- Consideration of the speech at Miletus which was intended to warn and inspire the Church leaders in order to guide and protect the Church
- Consideration of Paul's reasons for writing to the Galatian churches in order to guide and protect the Church from false teaching, distortion of the gospel and division
- Consideration of Paul's reasons for writing to the Corinthian Church,

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		AVAILABLE MARKS
	<p>to guide and protect the Church from division, immorality, confusion, appropriate worship</p> <ul style="list-style-type: none"> <li>• Consideration of the extent to which Paul's only goal was the spread of the gospel, from Jerusalem to Rome, did not want the spread of the gospel to be hindered by existing churches such as the Corinthian Church and the Galatian churches</li> <li>• Consideration of the extent to which Paul's only goal was to be obedient to his calling from God</li> <li>• Consideration of the extent to which Paul was concerned to defend himself: speeches, e.g. at Miletus, on steps of Temple, before Sanhedrin, Felix, Festus and Agrippa</li> </ul>	[20]
<b>3</b>	<p><b>(a)</b> A presentation of the case for and discussion of Paul's teaching on justification by grace through faith could include, e.g.:</p> <ul style="list-style-type: none"> <li>• The context of the letter, the theological debate</li> <li>• Particular focus on 'presenting a case'</li> <li>• Particular comments illustrating a discussion</li> <li>• The central issue of whether one is justified before God by the Jewish Law or by faith in Jesus Christ</li> <li>• Paul's explanation of justification by faith from chapters 3 and 4 (and any other relevant sections from other chapters)</li> <li>• Refuting the accusations of the Judaisers that his understanding of the gospel was faulty</li> <li>• The argument drawn from receiving the Holy Spirit</li> <li>• The argument drawn from the faith of Abraham</li> <li>• The argument drawn from the curse of the Law</li> <li>• The argument drawn from the promise</li> <li>• The argument drawn from the purpose of the Law</li> <li>• The argument drawn from heirs, sons and slaves/Hagar and Sarah</li> <li>• A critical discussion of the texts, informed by scholarship</li> </ul>	[30]
	<p><b>(b)</b> A critical assessment of the claim could include, e.g.:</p> <p>Evidence drawn from any of the texts studied</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• A consideration of the similarity which exists between Acts and the Letters when it comes to Paul's pastoral concerns</li> <li>• A consideration of whether the differences raise issues of reliability</li> <li>• A consideration of whether the style and purpose of Acts and the Letters are entirely different and this is the explanation</li> </ul>	[20]
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- 4 (a) An analysis of the reasons for and discussion of Paul's guidance in relation to worship and celebration of the Lord's Supper could include, e.g.:
- These are topics which the Corinthians had asked Paul about
  - Selection of relevant material from chapters 11 and 14, and scholarly discussion of it
  - Comments which directly target the question in relation to analysing the reasons for the guidance
  - The behaviour of the Corinthians in relation to women covering their heads
  - Paul's teaching on women covering their heads, headship, honour and disgrace
  - The behaviour of the Corinthians in relation to the Lord's Supper, division, greed, drunkenness
  - Paul's teaching on the Lord's Supper, the example of Jesus, self-examination, the judgement and discipline of God, wait for each other, eat at home
  - The behaviour of the Corinthians in relation to prophecy and tongues
  - Paul's teaching on prophecy and tongues, prophecy is preferable, edifies the church, tongues and interpretation, sign for unbelievers
  - The behaviour of the Corinthians in relation to worship, chaotic and disorderly
  - Paul's teaching on worship, two or three should speak in tongues, an interpretation should be given or be silent, two or three prophecies should be given, weigh their words, women should be silent, ask at home, orderly [30]
- (b) A critical assessment of the view could include, e.g.:
- Evidence drawn from 1 Corinthians
  - Consideration of teachings which would still be highly relevant such as 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 relevance of Paul's teaching on marriage, singleness, separation, divorce
  - Consideration of the relevance of Paul's teaching on the role of women
  - Consideration of the relevance of church unity, orderly worship, the gifts of the Spirit
  - Consideration of the Corinthian context, the extremity of the issues which were found there
  - Consideration of possible modern issues which are not considered in Corinthians
  - 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 whether or not Paul would have addressed similar topics but have presented different views [20]

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50

Section A

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><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• a full and comprehensive understanding of the connections between the selected areas of study in relation to the theme</li> <li>• well integrated response</li> <li>• clear and critical analysis</li> <li>• highly accurate use of evidence and examples</li> <li>• sophisticated style of writing. Very well structured and coherent throughout.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• a high degree of understanding of the connections between the selected areas of study in relation to the theme</li> <li>• a well integrated response</li> <li>• some very good critical analysis</li> <li>• mainly accurate use of evidence and examples</li> <li>• mature style of writing</li> <li>• well structured and coherent throughout.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• a good understanding of the connections between the selected areas of study in relation to the theme</li> <li>• for the most part an integrated response</li> <li>• reasonable degree of critical analysis</li> <li>• a good degree of accurate evidence and examples</li> <li>• reasonably mature style of writing</li> <li>• some evidence of good structure and coherence.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• a limited understanding of the connections between the selected areas of study in relation to the theme</li> <li>• mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another</li> <li>• a limited attempt at critical analysis</li> <li>• insufficient use of accurate evidence and examples</li> <li>• immature style of writing</li> <li>• lacking in structure and coherence.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• a basic understanding of the connections between the selected areas of study in relation to the theme</li> <li>• demonstrating only partially accurate knowledge of the different content areas studied</li> <li>• little attempt, if any, at critical analysis</li> <li>• inappropriate style of writing with a very basic structure.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

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

## Section B

- 5 (a) In examining the contribution of key ideas to religious controversy candidates should refer to at least two different areas of study and could consider the following, e.g.:
- Reference to relevant key ideas which are related to religious controversy, e.g. authority, leadership, theological ideas, role of women, inclusion, sexual ethics
  - Reference to key people who promoted these ideas
  - The controversies which arose from these ideas
  - 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 inevitability of religious controversy, the need to accept it and handle it in the most positive way possible
  - Consideration of the extent to which religious controversy can have a negative impact on those outside religious communities
  - Consideration of how religious communities can seem to be more concerned with 'issues' than 'people'
  - Consideration of how religious communities can seem to be out of touch with current thinking, scientific and technological advances and seem dated
  - Consideration of how moral debates can appear to be judgemental or exclusive to those outside the faith community
  - Consideration of how the interpretation and application of scriptures, competing truth claims, new challenges, how sacred texts can be used and abused
  - 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
  - Consideration of the negative impact of controversy within that religious community and how this compares to that outside of the community
  - Consideration of how religious controversy may not make faith unattractive as it is inevitable that people will disagree over religious ideas
  - Consideration of reasons why faith communities may be attractive in the modern world despite controversies, e.g. sense of community, belonging, spiritual and not material [20]

Section B

Total

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50

50

150