



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2017**

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**Religious Studies**

**Assessment Unit AS 2**

*assessing*

**An Introduction to the Acts of the Apostles**

**[AR121]**

**THURSDAY 18 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 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

AVAILABLE  
MARKSAnswer **one** question from Section A.

1 (a) An explanation of the religious and historical purpose seen in the Book of Acts may include some of the following, e.g.:

- Religious purpose of Acts
  - A work of theology
  - Acts in the New Testament; between the gospels and the letters; 'link' book
  - Reveals main trends in the development of Christianity; evangelical; early Christian preaching, e.g. Kerygma as an example of primitive theology; essential truths about Jesus; role of the Holy Spirit; how the early Christian community lived
  - Relationship between teaching of Jesus and apostolic doctrine
  - Role of Peter; Christianity is for everyone; removal of racial barriers
  - Role of Paul in the spread, development and defence of Christianity, e.g. missionary journeys
  - Jewish response to Gentile inclusion in the Church, e.g. circumcision and the Law; threat of dilution of Judaism
  - Acts 1:8; fulfilment of a promise by Jesus.
- Historical purpose
  - Tracing the spread of Christianity from the ascension and arrival of gospel in Rome
  - Qualifications of Luke as historian, e.g. doctor, travelling companion of Paul, two year resident in Palestine
  - Luke as a selective historian not chronicler: significant events, papyrus length
  - Arguments against historical purpose, e.g. belief in parousia
- Other purposes of Acts, e.g. work of literature, apology, defence for Paul; irenic. [35]

(b) Commenting on the claim that the guidance of the Holy Spirit was the most important factor in the spread of the gospel might include some of the following, e.g.:

- Fulfillment of promise by Jesus Acts 1:8
- Crucial to the building of the Kingdom of God
- Holy Spirit is Jesus' presence on earth
- Pentecost; fulfillment of Old Testament prophecy
- Events in the upper room – unusual, unique phenomena, e.g. fire and wind; presence of God
- Events in the public square – speaking in tongues; Peter's first proclamation of the Gospel
- Impact of the Spirit on Peter's leadership
- Beginning of the age of the Church
- Holy Spirit guides the Church:
  - Instructions to the apostles, e.g. 1:7-8
  - Universal spread of the Gospel
  - Decision making, e.g. Paul's second journey Acts 16:7
  - Gives wisdom to deal with problems, e.g. Acts 6:1-6
  - Obedience to the Spirit, e.g. Philip

- Appointing to tasks, e.g. the Seven
- Giving the power to perform miracles, e.g. Acts 19:12
- Consideration of other factors
  - Spirit necessary for baptism and repentance
  - Active in individuals, e.g. Stephen, Paul
  - Active in fellowship, e.g. Acts 2:42ff
  - Disciplining the Church
  - Empowering the mission of the Church
- Response in faith of others, e.g. Stephen, Paul
- Preaching of key figures, e.g. Peter, Philip, Stephen
- Martyrdom of Stephen
- Missionary journeys of Paul.

[15]

AVAILABLE  
MARKS

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2 (a) An explanation of the challenges that Paul faced on his third missionary journey, with particular reference to his contact with Pagans might include some of the following, e.g.:

- Events of Acts 18.23-21:16
- Paul revisits the churches; strengthens and encourages believers in Antioch, Galatia and Phrygia
- Apollos at Ephesus; vivid and full account of the meeting
- Apollos-Jewish scholar; eloquent speaker; knew Greek Old Testament; powerful preacher about Christ; only knew John's baptism
- Nature of John's baptism, e.g. baptism of preparation
- Nature of Christian baptism, e.g. baptism of fulfilment
- Role of Priscilla and Aquila; proper instruction of Apollos; became effective evangelist and pastor in Corinth
- Events associated with Paul's stay in Ephesus;
  - The baptism of John the Baptist's followers
  - Objection to Paul teaching in the synagogue
- Paul's dealings with the seven sons of Sceva and its impact
- Riot of the Silversmiths
  - Opposition to Christianity from silversmiths
  - The revolt of the silversmiths caused by Demetrius
  - Jews disassociate themselves from Paul, e.g. Alexander; hysterical crowd
  - Intervention by city clerk; defending law and order not Christianity; no action against Paul
- Through Macedonia and Greece; Jewish plot
- Meeting with Luke in Philippi; "we" passage
- Troas; Eutychus is raised from the dead
- Miletus: Paul and the Ephesian Elders; Paul's speech
- Tyre; Paul is urged not to go to Jerusalem
- Caesarea; Philip, the prophet Agabus
- Other issues could include Paul's role as an evangelist; Paul's ability to adapt his message. [35]

(b) Commenting on the claim that Paul's main aim was to correct false teaching might include some of the following, e.g.:

- Paul's experience of false teaching from outside the Christian community, e.g. Judaisers and Pagans
- Opposition on his missionary travels from Judaisers, e.g. Pisidian Antioch
- Paul's response; shaking dust off their feet
- Paul's dealing with the pagans, e.g. speech at Lystra
- Opposition from within the Church
- Paul's meeting with the Ephesian elders; preserve the unity of belief and practice in the church
- Other opposition – Elymas; suspicion from believers after his conversion
- Other aims of Paul
- Fulfill his divine commission as Apostle to the Gentiles
- Create universal church in accordance with Acts 1:8
- Establish Christian communities across the Roman world
- Preach the Gospel to a variety of audiences. [15]

**Section A**

AVAILABLE  
MARKS

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## Section B

Answer **one** question from Section B.

AVAILABLE  
MARKS

- 3 (a) An explanation of the importance of Peter's role as a leader and a disciplinarian in the early Church, with particular reference to the story of Ananias and Sapphira, might include some of the following, e.g.:
- Importance of Peter as the "rock"
  - Peter's role in replacing Judas; spokesperson, leader
  - First speech; qualification to be an apostle; casting of lots; election of Matthias
  - Peter's role at Pentecost ; responded to the charge of drunkenness; spokesperson; first preaching in Acts; exhortation to repent and be baptized; successful leader; powerful, persuasive speaker; conversions
  - Peter before the Sanhedrin; fearless leader; spokesman
  - Peter's speech to the Sanhedrin
  - Response of the Sanhedrin; warning from Gamaliel
  - Importance of Peter's role in the acceptance of Gentiles into the church; Cornelius
  - Importance of Peter's healing miracles; show leadership, e.g. the lame man at the Beautiful Gate, Aeneas and Dorcas
  - Importance of Peter as a disciplinarian – Ananias and Sapphira; Simon the Sorcerer
  - Ananias and Sapphira; imperfect Christians reflects the honesty of Luke the writer
  - Nature of Ananias and Sapphira's deception
  - Peter intervenes; sin of deception against the Holy Spirit; money is not the issue; Peter's spiritual insight; addresses spread of hypocrisy
  - Ananias dies; possible reasons for death, e.g. heart attack due to shock
  - Sapphira is confronted by Peter about deception; Sapphira dies
  - Debate about ethical nature of Peter's leadership and the severity of the punishment
  - Simon the sorcerer; assessment by Peter and John of Philip's evangelizing work
  - Importance of Peter's intervention; validity of Hellenistic Christian ministry; rebuke of Simon's spiritual blindness. [35]
- (b) With reference to other aspects of human experience, commenting on the claim that strong religious leadership is necessary to defend faith in a secular world might include some of the following, e.g.:
- An open-ended response citing relevant contemporary and/or historical examples
  - Reputation of some religious leaders; sex scandal; financial scandal; terrorism
  - Attacks on religious faith – atheism, modernism; Dawkins, Hitchens, Maher
  - Evaluation of the effectiveness and impact of models of leadership, e.g. dictatorial, hierarchical, collegial, decision making at a local level
  - Influence of media on portrayal of religious faith and religious leaders
  - Evidence of strong leadership in religion, e.g. Catholic Church magisterium; church commitment to education, healthcare; Mormon Church in US response to Hurricane Katrina; charitable organisations,

e.g. Trocaire, Christian Aid, Muslim Aid; religious voice expressed on ethical issues such as abortion, euthanasia

- The purpose of strong leadership for religion, e.g. continuity; maintaining tradition; preservation of doctrine; control over church members; silencing, excommunication
- Reasons for growth in numbers and good reputation as a consequence of strong leadership
- The role of strong leadership – encourage, guide and teach the faithful and the young in defending religious faith, e.g. Alpha programme, Catholic Voices
- Disadvantages/problems/dangers arising from strong leadership, e.g. extreme fundamentalism, e.g. Westboro Baptist Church, KKK
- Consequences of weak leadership – division, fracture and enmity, e.g. denominational problems within Islam and Christianity
- Consequences of different ethical stances within religions, e.g. the debate over same sex unions.

[15]

AVAILABLE MARKS
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4 (a) An explanation of church life and organization as outlined in the early chapters of Acts, with particular reference to the appointment of the Seven, might include some of the following, e.g.:

- The nature of the church; its life and worship; entry to the Church through repentance
- Church life – the fellowship of believers 2:43-47
- The Apostle’s teaching
- The fellowship; koinonia; sharing together in God; continue to live as devout Jews
- The breaking of bread; corporate worship; common meals in each others homes; Lord’s Supper; joyful and reverent worship
- Prayer; importance for believer and community; in worship; during hours of Jewish prayer; special occasions; times of trial and suffering; for intercession
- Sharing; believers shared their possessions as each had need; strong social concern and responsibility towards each other; selling property voluntarily; special concern for widows
- Church Organisation – initially a group of believers led by the apostles
- No church government structure in early Acts
- Role of apostle
  - Appointed by Jesus
  - “One who is sent”
  - Criteria; Could be applied to more than the 12, e.g. Paul and Barnabas
- Role of the Deacon – The Choosing of the Seven
  - Nature of the problem with the daily distribution to the widows; Greek – speaking Christians felt unfairly treated; relationship between Hebrews and Hellenists
  - Administration of aid originally by apostles; overworked; interfering with evangelization
  - Appointment by apostles of seven men by apostles to practical responsibility for distribution of charity;
  - Chosen after prayer; confirmed by laying on of hands
  - Greek–speaking men chosen
  - Men full of wisdom and the Holy Spirit; competent in administration
  - Stephen and Philip also had preaching ministry; Stephen performed miraculous signs
  - Similar role to later office of deacon; Greek word “to serve”
  - Stephen martyred
  - Philip preached to the Samaritans and the Ethiopian official
- Importance of the imminence of parousia. [35]

AVAILABLE  
MARKS

(b) With reference to other aspects of human experience, commenting on the claim that organised religious practice is necessary to maintaining religious belief, might include some of the following, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples
- Issues surrounding the relationship between practice and belief, e.g. corporate worship; public and private worship
- Believers sense of duty to practice faith to maintain belief
- Importance of sacramental practice for religious belief
- Propriety in liturgy and behavior in worship
- Cultural adherence to religious practice and community identity
- Community aspect of worship; building parish/faith communities
- Influence of Acts 2:42 on behaviour; faith in action; responding to global crises, e.g. refugees; displaced people; famine; natural disaster
- Benefits of religious practice; charitable giving; protection of vulnerable
- Institutional religion – encouraging belief and support, e.g. Catholic Church in Germany, Tithing
- Global influence of religious faith, e.g. Pope Francis and Justin Welby's views on climate change
- Impact on religious belief and practice from atheism and secularism
- Decrease in Church attendance; responses, e.g. New Evangelisation, Gospel Revivals
- Importance of organized religious belief and practice in other religions, e.g. Islam.

[15]

AVAILABLE  
MARKS

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**Section B****50****Total****100**