



Rewarding Learning

ADVANCED
General Certificate of Education
2017

Religious Studies

Assessment Unit A2 2

assessing

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

[AR221]

MONDAY 19 JUNE, AFTERNOON

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)**

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|---|--------------|
| <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)

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| <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 of the reasons for the inclusion in Acts of Paul's appearances before Felix, Festus and Agrippa could include, e.g.:
- Outline and analysis of Acts 23:23 – 26:32
 - Comments relating to the reasons for the inclusion of these stories
 - The outcome of the events in Jerusalem, the protection of Paul and self-protection by Felix and Festus, the innocence of Paul is stressed, compared to weakness and corruption of these men
 - The dilemma that Paul created, a Roman citizen, innocent
 - Paul's relations with Roman authorities
 - The attitudes of the Jewish community to Paul, the High Priest, wanting Paul tried in Jerusalem, Agrippa
 - The fulfilment of prophecies found earlier in Acts, e.g. 1:8, 9:15
 - The role of speeches in Acts, their reliability, nature of these speeches, defence, apologetic, evangelistic.
 - Paul's determination that the gospel would reach Rome
 - Luke may wish to show that Paul is paralleling Jesus in his ministry, trials and suffering
 - 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
 - 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 [30]
- (b) A critical evaluation of the claim that the ending of book of Acts is very disappointing could include, e.g.:
- Consideration of the validity of the word 'disappointing'
 - Consideration of why the ending may seem disappointing:
 - The ending of the book feels rushed
 - The way in which the book ends leaves many unanswered questions
 - The ending is disappointing as there may be the desire to know what happened to Paul
 - The ending may seem disappointing because of Luke's intentions, the possibility of a third volume
 - Consideration of the appropriateness of the ending:
 - The ending is not disappointing but rather 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 not disappointing as it is appropriate that it ends as the gospel has reached Rome and is still being preached freely
 - Ending is not disappointing but is appropriate as it is positive and inspiring
 - Consideration of the reliability of the text and the related scholarly debate. [20]

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2 (a) An explanation of how Paul tried to encourage, warn and protect the Church with reference to the speech at Miletus could include, e.g.:

- An analysis of the speech in relation to Acts 20:17-36
- Paul recalls his time at Ephesus, the plots, his proclamation to Jews and Gentiles alike
- Paul warns the leaders of what lies ahead for him: he feels compelled to go to Jerusalem, hardship awaits him, wants to complete his task, they would see him no more
- Paul tells these elders that the Church was no longer his responsibility
- Paul encourages the elders to protect and feed their sheep
- He warns the elders that they need to be on their guard against false teachers and protect the Church
- Paul's final encouragement is drawn from their close relationship to Paul in the past, their affection for him, Paul's commendation of the elders, his reminder of God's power, his reminder of his example, his reminder to give to those in need
- Consideration of other points of interest relating to this speech, only one to a Christian audience, language is closer to that of Paul's Letters than other speeches, the challenge of heresy, Jewish hostility, Paul's adaptability, use of speeches in Acts. [30]

(b) A critical assessment of the view that Paul's care and self-sacrifice are a wonderful example for Christians today could include, e.g.:

- Evidence drawn from Acts, Corinthians and/or Galatians
- A consideration of the extent to which contemporary Christians could learn from Paul's example of pastoral and religious care
- Consideration of Paul's use of personal communication in his visits to people
- Consideration of Paul's use of written communication and how this could translate into a modern context, e.g. the internet, social media
- Consideration of the level of priority Paul gave to caring for churches
- Consideration of Paul's investment of time and energy
- Consideration of Paul's emotional investment as seen in the language used in his letters
- Consideration of Paul's willingness to suffer hardships of many kinds and give his life to spread the gospel
- Consideration of Paul's inclusive attitude
- Consideration of Paul's willingness to deal with challenging or confusing issues
- Consideration of Paul's willingness to correct people and acceptability of this today
- Consideration of the limitations of relevance due to time, context, persecution, pluralism, political correctness. [20]

AVAILABLE
MARKS

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3 (a) An explanation of why the Letter to the Galatians was written and a discussion of its main themes could include, e.g.:

- The Letter was needed because the churches which Paul had founded had been influenced by false teachers/Judaisers who challenged his authority and the gospel he preached
- The Letter was a response to the three allegations levelled against Paul: he was not an apostle, his understanding of the gospel was flawed as Gentile converts needed to adhere to the Jewish Law and he was a libertine
- 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: receiving the Spirit, the faith of Abraham, the curse of the Law, the promise, the purpose of the Law, heirs, sons and slaves
- Paul's defence of Christian Freedom in chapters 5 and 6: freedom from the Law, freedom to live moral lives, freedom to love, led by the Holy Spirit, freedom to serve
- A critical discussion of the texts
- The context of the letter, geographically and theologically. [30]

(b) A critical assessment of the claim that Christian freedom is not possible in relation to the relevance of Galatians in the modern world could include, e.g.:

- Consideration of what Paul meant by freedom in Christ, e.g. freedom to submit, love and serve
- Consideration of what Paul meant by freedom in Christ in relation to the Jewish Law, the limitations of application today
- Consideration of Christians who do not enjoy religious freedom but persecution as a result of their faith today
- Consideration of what contemporary society understands by 'freedom' and the potential confusion for or assimilation by Christians
- Consideration of why Christian beliefs about freedom through the Holy Spirit can be divisive today, e.g. how the Holy Spirit is received, manifestations of the Holy Spirit, how the Spirit guides someone's life
- Consideration of why different Christian beliefs about freedom might cause division, conservative and progressive views within Christianity, legalism and liberalism. [20]

AVAILABLE
MARKS

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4 (a) An analysis of the reasons for Paul's teaching on spiritual gifts as found in 1 Corinthians could include, e.g.:

- An outline and analysis of 1 Corinthians 12-14
- Spiritual gifts were an issue raised by the Corinthians themselves and Paul is responding to this
- Consideration of the pagan background of the Corinthian church, the mystery religions, an obsession with spiritual gifts
- Consideration of the superior attitudes connected to glossolalia held by the Corinthians
- Paul's desire to both teach and correct
- The variety and value of different gifts
- The gifts all originate from same Spirit
- The purpose of spiritual gifts is to build up the whole church
- The church is a body with many parts and many spiritual gifts, each is valuable, each with a function, each member should share in suffering and joy of the body
- Paul encourages the Corinthians to seek the higher gifts such as love (agape)
- Christian love is essential as spiritual gifts are nothing without it, not a feeling but an action
- Other spiritual gifts are temporary but faith, hope and love remain
- Focus on prophecy and tongues, instructions for use, value for unbelievers, desire for orderly worship
- The role of women. [30]

(b) A critical assessment of the claim that Paul's teaching on the resurrection was the most important of all his teachings could include, e.g.:

- Evidence drawn from any of the texts studied
- Consideration of the extent to which Paul stresses the importance of the resurrection
- Consideration of the central importance of the resurrection to the gospel, victory over death, hope for the afterlife/resurrection from the dead, the consequences for living the Christian life in the present
- Consideration of the personal importance of the resurrection of Jesus to Paul, e.g. his own encounter with Jesus on the Damascus Road, his apostleship
- Consideration of how Paul's theology may appear to be different between Acts and his Letters
- Consideration of other important themes addressed by Paul, e.g. death of Jesus, exaltation to heaven, Jesus' return, need for repentance, need for correct living, unity, worship, inclusion, justification by faith. [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)**

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| <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 significance of key people to religious controversy candidates should refer to at least two different areas of study and could consider the following, e.g.:
- The significance of some relevant key people who are related to religious controversy
 - Reference to key people who were significant because they created religious controversy
 - Reference to some key people who dealt with religious controversy
 - Reference to some key people who were impacted by religious controversy
 - Consideration of other sources of religious controversy
 - The way/s in which the controversies developed
 - The consequences of such controversy for individuals and communities
 - The long-term legacy of religious controversy. [30]
- (b) In critically assessing the view that religious controversy has only led to suffering and conflict, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- Consideration of the extent to which religious controversies have caused suffering on a personal level
 - Consideration of the extent to which religious controversies have caused suffering on a community level
 - Consideration of the extent to which religious controversies have created conflict between individuals
 - Consideration of the extent to which religious controversies have created conflict between communities
 - Consideration of the extent to which religious controversies have created conflict within religious communities
 - Consideration of other possible outcomes of religious controversy
 - Consideration of other possible positive outcomes as a result of religious controversy: issues have to be addressed, fresh study and thinking is required, leaders must take their role seriously, solidarity within the community, beliefs and practices are redefined, leads to progress and greater relevance
 - Consideration of the inevitability of religious controversy, the need to accept it and handle it in the most positive way possible
 - Consideration of the negative impact of religious controversy on religious communities and those outside those communities: loss of faith in God, leaders, institutions
 - Consideration of the impact of controversy on individuals, leaders, or communities, historical or contemporary. [20]

Section B

Total

AVAILABLE
MARKS

50

50

150