



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2018**

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**Religious Studies**

**Assessment Unit A2 2**

*assessing*

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

**[AR221]**

**TUESDAY 5 JUNE, 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

AVAILABLE  
MARKS

- 1 (a) A discussion of the description of Paul as a missionary, a leader and a hero in relation to the journey to Rome could include, e.g.:
- Evidence of Paul being a missionary during the journey to Rome, using every opportunity
  - Evidence of Paul being a leader during the journey to Rome, giving guidance during the storm and shipwreck
  - Evidence of Paul being a hero during the journey to Rome, enduring hardship, keeping the faith, caring for others, surviving the snakebite in Malta
  - Outline and analysis of Acts 27-28:31
  - Details of the journey itself: Caesarea, Sidon, Myra, Fair Havens, the storm, the shipwreck, Malta, Rome
  - Paul's miracles, his apostleship
  - Parallels with Jesus. [30]
- (b) A critical evaluation of the claim that the challenge of the gospel reaching the ends of the earth is still going on could include, e.g.:
- Consideration of the extent to which spreading the gospel is challenging
  - Consideration of the nature of the challenges presented by the modern world
  - The challenge of persecution of Christians in the world today
  - The challenge of an increasingly secular outlook
  - The challenge presented by the desire to assimilate rather than stand out
  - The challenge of pluralism
  - The challenge of the perception of intolerance of other views when presenting truth claims
  - Consideration of how challenges may be reduced in the modern world
  - Challenge reduced as greater numbers of people can now read
  - The challenge may be reduced due to the development of the internet and social media as means of communication. [20]

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2 (a) An analysis of the reasons for and discussion of what happened at the Council of Jerusalem 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, protecting Jewish inclusion in the gospel, the priority of Gentile inclusion. [30]

(b) A critical assessment of the view that this Council was the most significant event for the growth of the church could include, e.g.:

- Consideration of why the Council was significant for the growth of the Church
- Consideration of the importance of appeasing the Jewish Christian community, maintaining some laws
- Consideration of the importance of including Gentile Christians, making the situation clear regarding circumcision,
- Consideration of how this allowed the gospel to spread without limitations
- Consideration of other key events in Acts which were significant in the spread of the gospel
- Consideration of the role of Paul as a missionary and pastor in the spread of the gospel
- Consideration of the importance of other key figures. [20]

AVAILABLE  
MARKS

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3 (a) A discussion of how Paul defended his authority and the gospel in the opening chapters of Galatians could include, e.g.:

- Information drawn primarily from chapters 1 and 2 of Galatians
- One of the three criticisms levelled against Paul was that he did not have the authority of an apostle and his message was therefore dubious
- Paul argues that his gospel had been revealed to him by Christ himself at his conversion
- Paul only met the original apostles three years after his conversion, fourteen years later they endorsed his message
- He was not inferior to other apostles and had rebuked Peter on an occasion due to his hypocrisy and treatment of Gentiles
- The significance of undermining Paul's authority was that his gospel message was undermined too
- The details of Paul's gospel are further outlined in chapters 3-6. [30]

(b) A critical assessment of the claim that Paul was highly successful at presenting speeches and arguments to persuade his audience, with reference to Acts and the Letters, could include, e.g.:

- Evidence may be drawn from any of the texts studied, referring to Acts and at least one of the Letters
- Paul's skill as found in Galatians chapters 3 and 4, where he uses a great variety of arguments to defend justification by faith
- Consideration of arguments used in 1 Corinthians to advise and correct the Christians there
- Consideration of the speeches found in Acts, the adapting of the style and content to appeal to each audience
- Consideration of whether or not Paul was highly skilled
- Consideration of the extent to which Paul did persuade his audiences
- Consideration of speech at Antioch: initial success at Antioch but then persecution followed
- Consideration of speech in Athens: curiosity and mocking at Athens and a small number of converts
- Consideration of speech to elders at Miletus, it was a Christian audience who did continue to defend the faith and lead the church
- Consideration of the significance of Paul's training and his keen intellect in being able to argue. [20]

AVAILABLE  
MARKS

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4 (a) An analysis of the reasons for and discussion of Paul's teaching on unity and lawsuits as found in Corinthians, could include, e.g.:

- Information drawn from 1 Corinthians 1–6
- Issues raised by Chloe's people
- The cliques which had arisen around teachers
- The Paul party, those converted through Paul's preaching
- The Apollos party, an intellectual and excellent speaker
- The Peter party, the leader of the twelve apostles, represented Jewish Christianity
- The Christ party, looked to Jesus and not human leaders, spiritually superior
- Paul uses rhetorical questions to challenge the divisions and warn of the dangers of disunity
- Images used by Paul: planting and watering, foundations, servants and stewards, fathers and children
- Lawsuits, Christians taking Christians to pagan courts
- Paul's advice is for church leaders to sort out internal disputes, they are wise enough to do this. [30]

AVAILABLE  
MARKS

(b) A critical assessment of the claim that the teaching of Paul to the Corinthians on sexual morality is totally irrelevant for Christians today could include, e.g.:

- Evidence drawn from 1 Corinthians
- Consideration of the relevance or otherwise of Paul's teaching on incest.
- Consideration of the immorality in the Corinthian Church, a man having an affair with his step-mother, incest according to Jewish law and prohibited by Roman law
- Consideration of the need and acceptability today for excommunication, the analogy of yeast
- Consideration of the Corinthian context, the extremity of the issues which were found there
- Consideration of the relevance of the teaching on sexual morality in general, the metaphors of bodies united with Christ, and being Temples of Holy Spirit
- Consideration of the relevance of Paul's ideal of singleness
- Consideration of the relevance of Paul's description of sex within marriage and abstinence to enable prayer
- Consideration of the relevance of Paul's guidance for the single and widowed to remain unmarried
- Consideration of the relevance of the guidance to not separate when married, or to remarry
- Consideration of death being the only end to a marriage and the only circumstance for remarriage
- Consideration of the relevance of the teaching to remain as you are when God called you – circumcised, slave, virgin, married, unmarried
- Consideration of the relevance of Paul's reasoning, the time is short, the world is passing away, allows for undivided devotion
- Consideration of reasons why the Letter might seem outdated or impractical: the particular Corinthian context, an ancient document, the expectation of an immanent 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
- Consideration of the variety of attitudes to sexual morality, differing attitudes to the role of the church in administering discipline. [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><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) An examination of the significance of some major issues which have led to religious controversy, with reference to at least two areas of study could include, e.g.:

- Reference to issues which have led to religious controversy,
- Consideration of how key people created the major issues, or how they dealt with religious controversy or 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) 'While religion often leads to controversy, it is not very good at resolving it.' A critical assessment of this claim should refer to other aspects of human experience and could include, e.g.:

- Consideration of the extent to which religion leads to controversy
- Consideration of the possible or expected sources of religious controversy: authority, leadership, interpretation and application of scriptures, competing truth claims, new challenges due to changing society or scientific advances
- Consideration of the extent to which religious controversy can be damaging: significance of the role of religious leaders and laity in creating controversy
- Consideration of the extent to which key people, religious institutions, individuals, or charities may contribute to the resolution of conflict and controversy
- Consideration of the handling of controversy, guiding communities through controversy, controversy may help to redefine faith or aspects of it
- Consideration of the impact of controversy on individuals, leaders, or communities, historical and/or contemporary. [20]

Section B

50

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Total

150

AVAILABLE  
MARKS