



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2019**

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## **Religious Studies**

### **Assessment Unit AS 2**

*assessing*

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

**[SRE21]**

**THURSDAY 16 MAY, MORNING**

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# **MARK SCHEME**

## General Marking Instructions

### **Introduction**

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### **Assessment objectives**

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
  - religious, philosophical and/or ethical thought and teaching;
  - influence of beliefs, teachings and practices on individuals, communities and societies;
  - cause and significance of similarities and differences in belief, teaching and practice; and
  - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

### **Quality of candidates' responses**

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### **Flexibility in marking**

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### **Awarding zero marks**

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

**Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

**Other Aspects of Human Experience at AS Level**

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

**Synoptic Assessment at A2 Level**

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

**Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

**Level 2 (Limited):** The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 3 (Good):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 4 (Very Good):** The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

**Level 5 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

## AS Bands

Total Marks: [25]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>An excellent response to the question asked</li> <li>Demonstrates comprehensive understanding and knowledge</li> <li>Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>A very high degree of relevant evidence and examples</li> <li>A sophisticated answer with a clear and coherent structure</li> <li>An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>A very good response to the question asked</li> <li>Demonstrates a high degree of understanding and almost totally accurate knowledge</li> <li>Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>A very good range of relevant evidence and examples</li> <li>A mature answer with a mainly clear and coherent structure</li> <li>A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>A good response to the question asked</li> <li>Demonstrates a reasonable degree of understanding and mainly accurate knowledge</li> <li>Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>A good range of relevant evidence and examples</li> <li>A reasonably mature answer with some evidence of structure and coherence</li> <li>A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>A limited response to the question asked</li> <li>Demonstrates limited knowledge and understanding</li> <li>Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>A limited range of evidence and/or examples</li> <li>A limited answer with limited evidence of structure and coherence</li> <li>A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]
1	<ul style="list-style-type: none"> <li>A basic response to the question asked</li> <li>Demonstrates minimal knowledge and understanding</li> <li>Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>Little, if any, use of evidence and/or examples</li> <li>A basic answer with basic structure and coherence</li> <li>A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

## AS Bands

Total Marks: [25]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>A comprehensive and coherent response demonstrating an excellent attempt at critical analysis</li> <li>An excellent attempt at the application of beliefs, values and teachings to the question asked</li> <li>An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>An excellent attempt at providing personal insight and independent thought</li> <li>A sophisticated answer with a clear and coherent structure</li> <li>An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>A very good response demonstrating a very good attempt at critical analysis</li> <li>A very good attempt at the application of beliefs, values and teachings to the question asked</li> <li>A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>A very good attempt at providing personal insight and independent thought</li> <li>A mature answer with a mainly clear and coherent structure</li> <li>A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>A reasonable response demonstrating a good attempt at critical analysis</li> <li>A good attempt at the application of beliefs, values and teachings to the question asked</li> <li>A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>A good attempt at providing personal insight and independent thought</li> <li>A reasonably mature answer with some evidence of structure and coherence</li> <li>A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>A limited response demonstrating a modest attempt at critical analysis</li> <li>A limited attempt at the application of beliefs, values and teachings to the question asked</li> <li>A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience</li> <li>A limited attempt at providing personal insight and independent thought</li> <li>A limited answer with limited evidence of structure and coherence</li> <li>A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis</li> <li>• A basic attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience</li> <li>• A basic attempt at providing personal insight and independent thought</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

Candidates must engage with other aspects of human experience, where necessary, to access Bands 3–5.

## Section A

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

- 1 (a) Explain the significance of the events on the day of Pentecost for the first followers of Jesus.

Answers may include, e.g.:

- Jewish meaning of Pentecost – the “Feast of Weeks” festival which celebrated the wheat harvest.
- Context for Pentecost event – Acts 1, e.g. Christ’s promise; call to witness; election of Matthias; completion of apostolic college; fear of the faithful in the upper room.
- New age of the Spirit.
- Detailed outline of Acts 2.
- Events in the upper room – sound “like wind”; tongues of fire resting on the head of each of the disciples; presence of God, e.g. prophecy of John the Baptist.
- Old Testament symbols of wind and fire, e.g. symbol of the Spirit of God; symbol of the Divine presence, e.g. creation of Adam; crossing the Red Sea; burning bush.
- Religious experience causing fiery reaction.
- Events in the public square.
- International nature of the crowd – the presence of Jews of the Diaspora.
- Speaking in tongues in early Church; 1Cor 12–14.
- 3 possible interpretations – 2 languages used (Aramaic and Greek); literally speaking in other languages; glossolalia.
- Miracle of speaking; miracle of hearing.
- Charge of drunkenness denied – the Apostles are full of the Holy Spirit; prophesied by Joel.
- Significance of Peter’s speech
  - Coming of the last days
  - Proclamation of Jesus as Lord and Messiah
  - The killing of Jesus
  - God’s plan that Messiah would suffer
  - Jesus’ life, death and resurrection fulfills Old Testament prophesy
  - The challenge is to repent of sin and accept Jesus.
  - Forgiveness and gift of the Spirit offered
- Preaching leads to conversion and expansion.
- Fulfillment of Acts 1:8 begins.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) "Preaching and proclamation are the main characteristics of Acts."  
Evaluate this claim. Justify your answer.

Answers may include, e.g.:

- Connection between Luke's Gospel and Acts; canonical order.
- Kerygma; speeches: example of primitive theology.
- Possible discussion of kerygmatic pattern.
- Examples of preaching and proclamation, e.g. Pentecost, Peter's Speech, Peter and Cornelius.
- Paul's speech at Athens, inclusion of speech by Luke but few converts.
- Luke includes evidence of conversion but no speech included.
- Link between Pauline and Petrine speeches.
- Paul's adaptability when preaching to different audiences e.g. Athens, Pisidian Antioch

Other characteristics, e.g.

- Spread of Christianity; universalism; Jewish response to Gentile inclusion in the Church; geographical spread of the Gospel.
- Connection between miracles and preaching
- Tracing the history of redemption; speeches of Peter, Stephen, Paul.
- Role of the Holy Spirit; divine control and guidance; mission to the Gentiles.
- Attitude to Roman Empire; threat of persecution.
- Church life and worship; communal lifestyle; unity; development of ministry; Ananias and Sapphira.
- Role of Peter and Paul in the spread, development and defence of Christianity.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE  
MARKS

- 2 (a) "Stephen's speech to the Sanhedrin was a condemnation of Judaism."  
Examine this statement.

AVAILABLE  
MARKS

Answers may include, e.g.:

- The appointment of the Seven helpers/deacons; the development of administrative ministry; ministry of love; conversion and expansion of the Church.
- The description of Stephen in Acts "full of grace and the Holy Spirit".
- Stephen as preacher and healer.
- The reason for Stephen's arrest – provoked opposition from Freedmen; smear campaign; public complaint of blasphemy.
- The charges against Stephen – use of false witnesses; speaking against the Temple (God) and the Law (Moses).
- Stephen's physical appearance – "face of an angel".
- Content of the speech – historical rejection of God's deliverance by the Jews thus breaking God's law, assertion that God can work anywhere, e.g. Abraham – response to a promise from God acting outside the Holy Land, a holy people existed before a holy place.
- Joseph – opposition to God's leader, God acting in Egypt, Joseph as a type of Jesus.
- Moses – the Jews (not Stephen) had rebelled against him, God's action on Mt Sinai, accusation of Jews rejecting the Law, not God's chosen people, Moses as a type of Jesus.
- David and Solomon – movable tabernacle as a dwelling place for God now permanent in the Temple; institutionalized worship.
- Isaiah's prophecy (Acts 7:49).
- Stephen's accusations against the Jews: stubborn, uncircumcised hearts, resistant of the Holy Spirit, Jews killed the Righteous One/God's Messenger.
- Longest speech in Acts.
- Possible critical examination of the text.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Comment on the claim the martyrdom of Stephen was central to the universal mission of the Church. Justify your answer.

AVAILABLE  
MARKS

Answers may include, e.g.:

- The stoning of Stephen and its effects – the Church is scattered; introduction of Saul.
- Stephen as a type of Christ, e.g. full of grace; wonder worker; debate with opponents; arrested using false witnesses; executed outside the city; echo of Jesus on the cross in words of Stephen.
- Stephen as first Christian martyr.
- God's will being done in the face of opposition; persecution leads to expansion.
- Stephen promotes universalism.
- Impact of persecution and dispersion of Greek-speaking Jews; expansion.
- Universal spread of gospel put into practice by evangelizing work of Philip; Samaria, Africa (Ethiopian official).
- Necessary and inevitable break with Judaism for the spread of the Gospel.
- Stephen's forgiveness as model for Christian living.
- Suffering and martyrdom in Christian mission.
- The impact on the necessity of the Temple and the Law.
- Ongoing fulfilment of Acts 1:8.
- Stephen's death as example of ultimate devotion to God.
- The role of martyrdom in the spread of Christianity.
- Contrast with other events of importance, e.g. Pentecost, Gentile conversions, work of Philip, Paul's conversion, three missionary journeys.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

## Section B

Answer **one** question from Section B.

AVAILABLE  
MARKS

- 3 (a) With reference to the text, discuss the importance of Paul's conversion.

Answers may include, e.g.:

- The context and purpose of the account; spread of the Church to the Gentiles; Acts 1:8; God's purpose fulfilled.
- Saul's presence at martyrdom of Stephen; sent by High Priest to Damascus; Saul's role as persecutor of the followers of the "Way".
- Consideration of Saul's conversion (Acts 9:1–9); transformation from persecutor to proclaimer; metanoia.
- Church as the body of Christ.
- Significance of blindness.
- Role of Ananias.
- Paul as Apostle to the Gentiles.
- Importance of the story for Luke.
- The aftermath of Paul's conversion – suspicion from church; development of the church at Antioch.
- Impact on the early church; fulfilment of Acts 1:8.
- Three missionary journeys across Roman Empire to Jews and Gentiles, e.g. synagogue formula, rejection; universalism; preaching to Gentiles, e.g. Pisidian Antioch.
- Flexibility in evangelisation
  - Conciliatory to Jews
  - Responsive to the prompting of the Spirit
  - Organisation of the Church
  - Paul as leader; sets good example; took every opportunity to evangelise, e.g. Lystra.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, to what extent is mission crucial to the spread of religious belief? Justify your answer.

Answers may include, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples.
- Mission as a fundamental/traditional way of spreading religious belief.
- Examples of successful missionary outreach and its impact, e.g. foreign missions; hospitals; education; SVP; Christian Aid.
- Impact of schools as missionary arm of Christian churches; other faith schools.
- Work of religious missionary societies; religious orders; inculturation and adaptation of religious belief.
- New methods of spreading belief; TV evangelism, social media.
- The role of personal evangelism in mission.
- Fall in church attendance in some places.
- Growth of the Church in the developing world.
- Negative experiences of missionaries, e.g. removal of indigenous culture.
- Failure of missionary activity; martyrdom.
- Possible suspicion as to the motives behind mission activity, e.g. financial gain; funding compensation for sexual abuse claims.
- Missionary activity in other faiths, e.g. global spread of Islam.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

AVAILABLE  
MARKS

50

- 4 (a) In what ways do the “we” passages inform the reader about the authorship of Acts?

AVAILABLE  
MARKS

Answers may include, e.g.:

- Luke/Acts as two-volume work; overlap between end of Luke and beginning of Acts; complementary prologues.
- Similarities in literary style and structure of Gospel and Acts.
- Discussion of the “We” passages; 4 passages identify Luke as Paul’s travelling companion – 16:10–17, 20:5–15, 21:1–18, 27:1–28:16.
- Change from third person to first person plural; eyewitness accounts; travel diary; author present on missionary journeys himself; too dull to be mere fiction; Luke not mentioned on 2nd or 3rd missionary journeys – not covered by a “We” passage.
- Arguments against authorship based on “We “ passages – perhaps merely a literary convention; not used throughout Acts; other source for shipwreck story – evidence from antiquity (Apollonius).
- Other arguments against Lukan authorship – historical discrepancies; difficulties with presentation of Paul and his theology.
- Other possible indirect evidence – Paul’s prison epistles; Acts has a Markan flavour – possible contact between Luke and Mark (evidenced in Colossians and Philemon).
- Other travelling companions as possible authors.
- Traditional view that Luke is the author of Luke/Acts.
- Discussion of Luke’s identity – beloved physician (Col 4:14); co-worker of Paul; only Gentile author in the New Testament; not an original disciple of Jesus; with Paul during imprisonment.
- Other evidence for Lukan authorship, e.g. external evidence.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “Defending religious belief and practice in a hostile world is an ongoing challenge for the Christian Church.”  
With reference to other aspects of human experience, explore this claim.  
Justify your answer.

Answers may include, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples.
- Impact on religious belief and practice from atheism and secularism.
- Influence of science and technology on modern religious thinking.
- Relationship between Christianity and politics, e.g. Donald Trump.
- Marginalization of religious belief in secular society, e.g. ‘Winterval’.
- Decline in church attendance; religious apathy.
- Responses to decline, e.g. New Evangelisation, Gospel Revivals.
- Challenges to religious belief in law, e.g. abortion, euthanasia, marriage.
- Historical and modern examples of challenges to religious practice and belief, e.g. heresy, persecution, schism.
- Importance of personal faith and practice for the religious believer.
- Benefits of religious practice for the world, e.g. charitable giving, protection of vulnerable.
- Benefits of institutional religion for the world, e.g. hospitals, education, alleviation of poverty.
- Global influence of religious faith, e.g. Pope Francis and Archbishop Justin Welby’s joint initiative on migration; reconciliation.
- Importance of religion in the modern world, e.g. religious voice on issues of conservation and climate change; religious voice on issues of social justice.
- Believers sense of duty to practice faith to maintain belief.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

**Total**

**AVAILABLE  
MARKS**

50

**100**