



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2012**

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## **Religious Studies**

**Assessment Unit AS 2**

*assessing*

An Introduction to  
the Acts of the Apostles

**[AR121]**

**TUESDAY 17 JANUARY, 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 very 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  
MARKS

Answer **one** question

- 1 (a)** A description of the main arguments may include, e.g.:
- consideration of the three suggested dates (before AD 64, AD 70–85, second century)
  - internal arguments: no mention of the fall of Jerusalem, persecution under Nero, martyrdom of James, death of Paul, primitive issues being dealt with, nature of theological language being used, presentation of relations with the Roman state
  - external arguments: no knowledge of Paul's letters, dating of Luke's Gospel and also Mark's Gospel, death of Luke, Josephus
  - the problems connected with dating ancient documents
  - outline of scholarly debate. [35]
- (b)** A consideration of the claim may include, e.g.:
- Luke's role as an historian; Acts as an historical and/or theological text
  - Luke's reliability as an author; his honesty in describing strengths and weaknesses of the Church
  - archaeological evidence, e.g. titles, names, customs, practices
  - dedication to Theophilus
  - We passages
  - discrepancies within Acts; relationship with Paul's letters
  - other purposes of Acts, e.g. to show how the Gospel reached Rome; an apology; universalism. [15]
- 2 (a)** A description and explanation of the importance of Peter's miracles for the spread of the Gospel may include, e.g.:
- an outline of the types of miracles with specific examples: healing a disability; casting out evil spirits; raising from the dead; nature miracle
  - the place of faith
  - preaching often followed miracles which led to conversion
  - miracles were seen as the work of the Holy Spirit to spread the faith
  - a central part of the ministry of the Church
  - Peter's miracles: lame man (3:2–9); "shadow" (5:15); Aeneas at Lydda (9:33–34); raised Tabitha (9:40). [35]
- (b)** A consideration of the claim may include, e.g.:
- Peter's involvement in the story of Ananias and Sapphira (5:1–11)
  - Peter and Simon Magus (8:14–24)
  - the role of the Holy Spirit
  - Peter's contribution to the spread of the Gospel
  - how the early Church presented itself
  - the importance of example
  - other factors which hindered the spread of the Church, e.g. persecution. [15]

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**Section A**

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question

- 3 (a)** An account of Paul's conversion and its impact on the early Church in Acts may include, e.g.:
- the context and purpose of the account
  - description of the conversion
  - reference to scholarly discussion
  - the significance of the conversion
  - reference to the three accounts of the conversion in Acts. The first as part of Luke's narrative (9:1–19), secondly in Paul's own words to a Jewish crowd in Jerusalem (22:5–16), and thirdly, again in Paul's own words before Agrippa (26:12–18)
  - the aftermath of Paul's conversion
  - Paul's contribution as a missionary. [35]
- (b)** A consideration of the claim may include, e.g.:
- reference to other aspects of human experience
  - examples of charismatic movements
  - the Holy Spirit and conversion
  - various types of conversion to religious faith
  - positive and negative experiences
  - an open ended response citing relevant contemporary and/or historical examples. [15]
- 4 (a)** An explanation of the importance of the role of the Holy Spirit in baptism and preaching may include, e.g.:
- in baptism: the coming of the Holy Spirit at Pentecost (2:28); after baptism through the laying on of hands (8:12–13; 8:14–17; 19:17–19; 19:1–7); before baptism (10:34–43; 44–48)
  - in preaching: Peter's preaching at Pentecost (2:14–17); Peter's message in the Temple (3:11–26); Peter and John before the Sanhedrin (4:8–12); the example of Stephen (6:10); Philip's preaching in Samaria (8:4–25); examples from Paul's missionary journeys; preaching and prophecy (11:27–30; 13:1–2). [35]
- (b)** A consideration of the claim may include, e.g.:
- reference to other aspects of human experience
  - beliefs concerning the activity of the Holy Spirit in the life of the Church
  - evidence from religious movements that are concerned with the Holy Spirit, e.g. Montanism; the Toronto Blessing
  - religious revivals
  - focus upon the Holy Spirit in Christianity
  - prominence given to factors other than the Holy Spirit essential to the life of the Church
  - scepticism
  - the Holy Spirit and miracles
  - an open ended response citing relevant contemporary and/or historical examples. [15]

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**Section B**

**50**

**Total**

**100**