



Rewarding Learning

ADVANCED
General Certificate of Education
2014

Religious Studies

Assessment Unit A2 2

assessing

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

[AR221]

TUESDAY 13 MAY, MORNING

**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>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)

<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 explanation could include, e.g.:

- Outline and analysis of Acts 27 - 28:31
- The journey itself: Caesarea, Sidon, Myra, Fair Havens, the storm, the shipwreck, Malta, Rome
- Points of significance: Paul's treatment by soldiers, Paul's calmness, faith, leadership, the completion of Acts 1:8, breaking of bread/Lord's Supper, Paul seen as a god
- Points of interest: the length of the text, the 'we passages, accuracy, the ending of Acts, Luke's hero
- Paul's miracles, his apostleship
- Parallels with Jesus

[30]

(b) A critical evaluation of the claim could include, e.g.:

- Consideration of the extent to which Paul is a good role model for Christian leaders today
- Consideration of the opposition Paul faced, with reference to Acts or the letters and its relevance to Christian leaders today
- Consideration of his rejection by the Jewish community: Antioch, arrest and plot in Jerusalem, in Rome, the Judaisers in Galatia
- Opposition from those in authority: arrest, imprisonment, defending himself before Felix, Festus and Agrippa
- The physical opposition Paul faced relating to travelling: Paul knew no limits geographically, beginning in Jerusalem, his journeys, reaching Rome, violence, shipwreck, arrest, imprisonment
- Opposition due to his commitment to inclusion: Paul knew no limits in relation to who he would preach to, Jews, Gentiles, Romans, kings, intellectuals, women, slaves
- Opposition to Paul's correcting false teaching and poor behaviour: as in Galatia and Corinth
- Features of Paul's character: brave, determined, endurance, led by spirit, speaks up
- Perceived weaknesses: too compromising, lack of tolerance, defends himself, circumcising of Timothy

[20]

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2 (a) An analysis could include, e.g.:

- An analysis of the speech in relation to Acts 17:16-34
- The speech was delivered during the second missionary journey
- Paul spoke first in the synagogue and the market place
- Comments relating to the Stoics and the Epicureans
- Relevance of speech to Epicureans: sought pleasures of mind, disinterested gods, they did not punish, everything due to chance, death is final
- Relevance of speech to Stoics: living in harmony with nature, emphasis on the rational, self-sufficiency, pantheists, fatalists
- Invited to speak at the Areopagus, the city's council of philosophical leaders
- The audience was largely educated pagans, Paul's adaptability
- Interesting parallels observed with Paul's speech to pagans at Lystra, natural theology
- The speech itself, comments on idols, 'unknown god', God is Lord of heaven, temples cannot contain him, God sustains all life, all people descended from one man, Adam, man's need of God, refers to poets, no need for ignorance, call for repentance, judgement, the resurrection of Jesus
- The response: rejection, mocking, accepting (Dionysius) [30]

(b) A critical evaluation of the claim could include, e.g.:

- Consideration of Paul's speeches at Antioch and Athens
- Consideration of Paul's adaptability to different audiences
- Consideration of how successful or otherwise Paul's speeches were in relation to evangelism
- Consideration of other purposes of speeches such as pastoral concerns at Miletus, or defence of himself in Jerusalem and Caesarea
- Consideration of the positive way in which Paul and his speeches are presented in Acts, issues of reliability
- Consideration of the extent to which Paul was a skilled evangelist: poor response to speeches, defended himself, perceived arrogance, attitude to women, imminent parousia
- Success and skill was due to the power of the Holy Spirit
- The speeches demonstrate other skills which Paul possessed, e.g. pastoral care, leadership, teacher [20]

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3 (a) An identification and consideration could include, e.g.:

- The churches which Paul had founded had been influenced by false teachers/Judaisers who challenged his authority and gospel
- 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 and he was a libertine, 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: freedom from the Law, freedom to live moral lives, freedom to love, lead by the Holy Spirit, freedom to serve
- A critical discussion of the texts
- The context of the letter, geographically and theologically [30]

(b) An analysis of the claim could include, e.g.:

- Consideration of the extent to which legalism is in the Church today
- Consideration of the impact of legalism on adherents and those who are not Christians
- Consideration of the extent to which different understandings of Scripture can lead to legalism, or different understandings of faith and salvation or division today
- Consideration of the extent to which false teaching is an issue for the Church today
- Consideration of the extent to which Christian freedom is an issue for the Church
- Consideration of the extent to which life in the Holy Spirit remains controversial
- Consideration of how society and the Church have changed and the new debates which have presented themselves
- The ancient nature of the text, Jewish converts, inclusion [20]

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4 (a) An examination could include, e.g.:

- An outline and analysis of 1 Corinthians 12-14
- An issue raised by the Corinthians themselves
- Pagan background of the Corinthian Church, mystery religions, obsession with spiritual gifts
- Superior attitudes connected to glossalalia
- Variety and value of different gifts, from same Spirit, purpose to build up the whole Church
- The Church is a body with many parts, each valuable, each with a function, share in suffering and joy
- Seek the higher gifts such as love, agape, essential as gifts are nothing without it, not a feeling but an action, 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 evaluation of the claim could include, e.g.:

- Evidence drawn from any of the texts studied
- Consideration of the extent to which Paul stresses the Resurrection
- Consideration of reasons for Paul's over-emphasising the Resurrection of Jesus, his own encounter with Jesus on the Damascus Road, his apostleship
- The centrality 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 how Paul's theology may appear to be different between Acts and his letters
- Consideration of other recurring themes in Paul's speeches and letters, e.g. Faith, death of Jesus, exaltation to heaven, Jesus' return, need for repentance, need for correct living [20]

Section A

**AVAILABLE
MARKS**

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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>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.	<p>25–30</p>
<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.	<p>19–24</p>
<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.	<p>13–18</p>
<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.	<p>7–12</p>
<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.	<p>0–6</p>

AO2 (20 marks)

Band 5 <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
Band 4 <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
Band 3 <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
Band 2 <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
Band 1 <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

**AVAILABLE
MARKS**

- 5 (a)** In examining major issues which have created religious controversy candidates should refer to at least two different areas of study and could consider the following, e.g.:
- Reference to issues which have created religious controversy, e.g. sources of authority, women in ministry
 - 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)** In critically assessing the claim, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- Consideration of how significant a lack of understanding is, in relation to religious controversy
 - Consideration of the security of having fixed religious ideas
 - Consideration of how different interpretations of a religious text may not be understood
 - Consideration of how a particular upbringing, background or tradition may create a lack of understanding
 - Consideration of a lack of understanding within a particular religion, or between religions and the consequent controversy
 - Consideration of the significance of a lack of tolerance
 - Consideration of the many other possible sources of religious controversy, e.g. money, power, leadership, new challenges due to a changing society, scientific advances
 - 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 or on individuals, historical or contemporary [20]

Section B

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Total

150