



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2015**

Religious Studies

Assessment Unit AS 2

assessing

An Introduction to the Acts of the Apostles

[AR121]

WEDNESDAY 10 JUNE, AFTERNOON

**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 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) An account of the debate concerning the authorship of Acts, with particular reference to the “we” passages, may include, e.g.:
- the traditional view that Luke is the author of the dual documents Luke/Acts – not named by either
 - 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
 - Second and third century external evidence for Lukan authorship
 - the Muratorian fragment listing Luke as author
 - the Anti-Marcionite Prologue
 - Irenaeus – Luke author of Acts and was inseparable from Paul and fellow labourer for the Gospel
 - Clement of Alexandria in Stromata identifies Luke as author relating Paul’s speech at Athens
 - Tertullian – Acts as Commentary of Luke
 - Origen – Lukan authorship – a truth the entire world accepts
 - Internal evidence for Lukan authorship
 - Luke/Acts as two-volume work; overlap between end of Luke and beginning of Acts; complimentary 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 (Appolonius)
 - Other arguments against Lukan authorship – historical discrepancies; difficulties with presentation of Paul and his theology
 - Other possible indirect evidence – Paul’s prison epistles; Acts having a Markan flavour – contact between Luke and Mark (evidenced in Colossians and Philemon)
 - Other travelling companions as possible authors
 - Scholarly debate. [35]
- (b) A consideration of the claim that the only purpose of Acts was to defend Christianity may include, e.g.:
- Second part of two-volume work – continuation of the story of the developing Church
 - Luke’s desire to defend Christianity against attack from Jews to convince them of the validity of Christianity, e.g. appeal to Old Testament prophecy; observance of Jewish ceremonial requirements, e.g. Timothy circumcised; Paul’s claim to be a Pharisee; Paul’s vow
 - Christianity seen as threat to empire – apology to the Romans
 - Romans presented as favourably inclined to Christianity
 - Luke’s presentation of Christianity as harmless, innocent, no threat, e.g.

Cornelius; Sergius Paulus; magistrates in Phillipi; Gallio in Corinth; city secretary in Ephesus; Agrippa and Festus

- Acts as Paul's defence document whilst on trial in Rome
- establish status of Christianity as a legal religion – "religio licita"
- Identity of Theophilus
- other purposes of Acts, e.g. to show how the Gospel reached Rome; a history of the early Church, e.g. events selected to highlight significant moments, not simple chronology; work of literature to attract educated audience with memorable narratives, e.g. martyrdom of Stephen, shipwreck; universalism, e.g. wider Jew/Gentile audience, breaking down barriers, fulfilment of Acts 1:8.

[15]

AVAILABLE
MARKS

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2 (a) An explanation of Stephen's role and importance in the Book of Acts with particular reference to his speech 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; institutionalised worship
- Isaiah's prophecy (7:49)
- Stephen's accusations against the Jews; stubborn, uncircumcised hearts, resistant of the Holy Spirit, Jews killed the Righteous One/God's Messenger
- 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
- Longest speech in Acts
- The significance of Stephen's speech – Stephen's speech and martyrdom institute spread of Gospel; Stephen's role in promoting universalism fulfilling Acts 1: 8; rejection of the Law and the Temple; persecution causes expansion; the church is scattered
- Scholarly debate.

[35]

(b) A consideration of the claim may include, e.g.:

- Stephen as first Christian martyr
- Impact of persecution and dispersion of Greek-speaking Jews
- Spread of gospel to Samaria, Africa (Ethiopian official) – evangelising work of Philip
- Necessary and inevitable break with Judaism for the spread of the Gospel
- The necessity for the Temple and the Law
- Ongoing fulfilment of Acts 1:8
- Stephen’s death as example of ultimate devotion to God
- God’s will being done in the face of evil
- The role of martyrdom in the spread of Christianity
- Contrast with other events of importance, e.g. Pentecost, Cornelius, Jerusalem Council, Paul’s conversion, three missionary journeys. [15]

Section A

**AVAILABLE
MARKS**

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Section B

Answer **one** question.

AVAILABLE
MARKS

- 3 (a)** A description of the main events and their significance on Paul's 1st missionary journey with particular reference to his preaching to the Jews might include, e.g.:
- Paul and Barnabas sent off from Antioch; first planned mission (13:1–3) – laying on of hands, role of the Holy Spirit; leadership of the Antioch church; Gospel to the Gentiles; name change from Saul to Paul
 - Evidence of 'synagogue formula' throughout – visit to synagogues of dispersed Jews, rejection by Jews; Gospel preached to the Gentiles
 - Detailed outline of Paul's 1st missionary journey
 - Cyprus (13:4–12), Paul's confrontation with Elymas, possible conversion of Sergius Paulus – superiority of God's power over magic of spirit world
 - Perga (13:13), John Mark's departure ultimately leading to argument and split between Paul and Barnabas
 - Pisidian Antioch (13:14–15; 42–52), significance of the synagogue for Jews; reaction to Paul's arrival
 - Consideration of his speech; Jesus is the promised Messiah; Jesus died and rose; Paul's theology of justification by faith; warning not to reject message
 - Jealousy of the religious leaders; initial success of message with Jews; conflict with Judaism; God-fearing women; rejection of message; mission to the Gentiles
 - Iconium (14:1–7), trouble from unbelieving Jews; miraculous signs; city remained divided; Jewish plot with Gentiles
 - Lystra and Derbe (14:8–28), healing of crippled man; similar to Peter's healing; healing ministry in spread of the Church; Paul and Barnabas treated as gods; discussion of Zeus and Hermes; Paul's speech; hostility from Jews from Antioch and Iconium; stoning of Paul
 - Paul as brave, determined preacher
 - Opposition from Jews strong throughout the journey
 - Paul the persecutor now becomes the persecuted
 - Fulfilment of Acts 1:8
 - Scholarly debate. [35]
- (b)** An exploration of the view that religious believers find it easier to deal with opposition to the gospel message could include, e.g.
- Reference to other aspects of human experience
 - An open-ended response citing relevant contemporary and/or historical examples
 - Paul's approach to opposition as an example; fearless; determined
 - Examples of opposition to the gospel message
 - Importance of teamwork – team ministry, e.g. Streetreach
 - How churches correspond with members, e.g. use of internet, social media; pastoral care for those in ministry; sabbaticals
 - Church documents as sources of authority, e.g. Papal encyclicals
 - Examples of modern opposition to the Church or Church teaching, e.g. legislation on moral issues, e.g. abortion, same-sex marriage
 - Opposition within churches, e.g. Anglican Communion
 - Adaptability of the message, e.g. variety of missionary outreach
 - On-going guidance of the Holy Spirit
 - Determination of Christians in the face of suffering; persecution, e.g. Nigeria. [15]

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4 (a) An explanation of the significance of events of Pentecost and their impact for the growth of the Church in Acts with particular reference to “speaking in tongues” 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
- Supernatural events
- 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
- Scholarly debate on “speaking in tongues” at Pentecost
- 3 possible interpretations – 2 common languages used, Aramaic and Greek composition of the crowd; literally speaking in other languages, glossolalia – meaning of Greek word, a language miracle, inspired speech by the Holy Spirit
- Speaking in tongues in early Church; reconciling differences with 1 Cor 12-14
- Charge of drunkenness denied – the Apostles are full of the Holy Spirit; prophesied by Joel
- Impact on the growth of the Church; courage to proclaim the Gospel, e.g. Peter’s speech; evangelising activity, e.g. Stephen, Philip, Paul
- Conversion and expansion
- Fulfilment of Acts 1:8 begins
- Other scholarly debate.

[35]

AVAILABLE
MARKS

(b) A consideration of the claim may include, e.g.:

- Reference to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- The mission of the Church, e.g. evangelisation
- Church without the Spirit
- Beliefs concerning the activity of the Holy Spirit in the life of the Church, e.g. speaking in tongues, other gifts of the Spirit
- Evidence from religious movements that are concerned with the Holy Spirit, e.g. Montanism; the Toronto Blessing; Pentecostal Churches; Charismatic Renewal
- Religious revivals, e.g. Azusa St
- Focus upon the Holy Spirit in Christianity, e.g. New Evangelisation
- Prominence given to factors other than the Holy Spirit central to the life and mission of the Church, e.g. administration of the Church; Church influence in political and social spheres
- Scepticism – charlatan preachers; financial scandal; manipulation of the weak
- The Holy Spirit and miracles. [15]

Section B

Total

**AVAILABLE
MARKS**

50

50

100