



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2013**

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## **Religious Studies**

**Assessment Unit A2 2**

*assessing*

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

**[AR221]**

**MONDAY 13 MAY, 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)**

<b>Band 5</b> <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>
<b>Band 4</b> <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>
<b>Band 3</b> <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>
<b>Band 2</b> <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>
<b>Band 1</b> <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) An outline and explanation could include, e.g.:
- outline and analysis of Acts 21:15–23:11
  - Paul's arrival in Jerusalem, stays with Mnason
  - warm welcome from the brothers, report to James and the elders of Paul's ministry to the Gentiles
  - the rumour amongst the Jewish community that Paul is telling the Gentile converts to turn away from the law of Moses, advice to go along with the four men who had made a purification vow, letter to Gentile community offering guidance, Paul visits the temple
  - seven days later Paul is seen in the temple by Asian Jews, crowd is stirred up, accusations about Paul are shouted out, temple defiled by Greeks being brought into the temple, Paul is seized and dragged from the temple, gates shut, trying to kill him
  - news reaches the Roman commander, Paul rescued, arrested, bound with chains, Paul taken to barracks, had to be carried due to violence, conversation between Paul and the commander
  - Paul's defence speech from the steps, Jewish upbringing, persecution of followers of "the Way", Damascus Road experience, Ananias and commission, vision in Jerusalem Temple, reaction of crowd
  - Paul to be taken to the barracks and flogged and questioned, Paul's Roman citizenship
  - before the Sanhedrin, has fulfilled his duty, High Priest Ananias orders him to be struck in the mouth, Paul's response, audience is Pharisee and Sadducee, speaks of resurrection, dispute breaks out, Paul is rescued by Roman commander and taken to the barracks, Paul encouraged by the Lord that he would also testify in Rome
  - consideration of Jewish rejection of Paul and the Gospel, Paul's innocence, relations with the Romans, the significance of this story as a catalyst to the rest of the book and the journey to Rome, the role of speeches in Acts, their reliability. [30]
- (b) A critical assessment of the claim could include, e.g.:
- consideration of the appropriateness of the ending, it is exciting: arrest, angry mob, appearance before the Sanhedrin, Felix, Festus and Agrippa, sea voyage, shipwreck, experience in Malta, arrival in Rome
  - ending is appropriate as the Gospel has reached Rome and is still being preached freely
  - ending is appropriate as it is positive and inspiring
  - consideration of why the ending may seem inappropriate or disappointing: rushed, unanswered questions, desire to know what happened to Paul, Luke's intentions, the possibility of a third volume
  - consideration of the reliability of the text and the related scholarly debate
  - fulfils Acts 1:8, ends on a note of triumph. [20]

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- 2 (a) An analysis could include, e.g.:
- an analysis of the speech in relation to Acts 20:17–36
  - Paul recalls his time at Ephesus, the plots, his proclamation to Jews and Gentiles alike
  - compelled to go to Jerusalem, hardship awaits him, wants to complete his task, they would see him no more
  - the challenge to these elders: the church was no longer his responsibility, they were to feed their sheep, guard against false teachers
  - the encouragement: close relationship with Paul in the past, affection for him, Paul's commendation, to God's power, to his example, to give
  - issues raised by the speech, only one to a Christian audience, language is closer to that of Paul's letters than other speeches, the challenge of heresy, Jewish hostility, Paul's adaptability, use of speeches in Acts. [30]
- (b) A critical evaluation of the claim could include, e.g.:
- consideration of the extent to which Paul's primary concern was to protect the church, or was it one of many concerns
  - consideration of evidence of Paul's primary concern being to protect the church, e.g. during first missionary journey he revisited each church to encourage and establish elders, to sustain the church he planted
  - consideration of the speech at Miletus which was intended to warn and inspire the church leaders in order to protect the church
  - consideration of Paul's reasons for writing to the Galatian churches in order to protect the church from false teaching, distortion of the gospel and division
  - consideration of Paul's reasons for writing to the Corinthian church, to protect the church from division, immorality, confusion, appropriate worship
  - consideration of the extent to which Paul's primary focus was the spread of the gospel, from Jerusalem to Rome, did not want the spread of the gospel to be hindered by existing churches such as the Corinthian church and the Galatian churches
  - consideration of the extent to which Paul's primary concern was to be obedient to his calling from God
  - consideration of the extent to which Paul was concerned to defend himself: speeches at Miletus, on steps of Temple, before Sanhedrin, Felix, Festus and Agrippa
  - consideration of how Luke presents Paul in Acts and how Paul is presented in his letters, and the relevance of this in identifying Paul's primary focus. [20]

- 3 (a)** An outline and explanation could include, e.g.:
- the context of the letter, the theological debate
  - justification by the law or by faith
  - Paul's explanation of justification by faith from chapters 3 and 4 (and any other relevant sections from other chapters)
  - refuting the accusations of the Judaisers that his understanding of the Gospel was faulty and he was a libertine
  - the argument drawn from receiving the Holy Spirit
  - the arguments drawn from the faith of Abraham
  - the arguments drawn from the curse of the law, the promise, the purpose of the law, heirs, sons and slaves/Hagar and Sarah
  - a critical discussion of the texts. [30]
- (b)** An analysis of the claim could include, e.g.:
- consideration of examples of legalism in the church today, the impact of this on adherents and those who are not Christians
  - consideration of why Christian beliefs about the Holy Spirit can be divisive today, how the Holy Spirit is received, manifestations of the Holy Spirit, how the Spirit guides someone's life
  - consideration of why different Christian beliefs about freedom might cause division, freedom to submit, love and serve, legalism and liberalism, grace
  - consideration of how these fundamental beliefs bring a broad agreement, unity and inspiration to the Christian church
  - consideration of other areas which might cause disagreements or division within the church today, e.g. women, homosexuality, church liturgy
  - links made to Galatians 5 and 6. [20]

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- 4 (a) An examination could include, e.g.:
- the purpose of 1 Corinthians: to respond to the report from Chloe's household and the issues raised, to respond to the issues raised by the Corinthian church themselves, to correct and encourage the church
  - two themes raised by Chloe's household: immorality, lawsuits
  - one theme raised by the Corinthians themselves: marriage
  - the immorality in the Corinthian Church (1 Corinthians 5–6), the analogy of yeast, expel immorality within the church, bodies are for the Lord, are members of Christ, sin against yourself, body is a Temple of the Holy Spirit, bought with a price
  - lawsuits among the members of the Corinthian church (1 Corinthians 6), disputes between brothers to be settled by their own judges, the existence of wrongdoing and cheating shows defeat, Paul's advice
  - attitudes to marriage (1 Corinthians 7), Paul's arguments: good not to marry, marriage prevents immorality, responsibilities within marriage, advice for unmarried and widows, separation and divorce, virgins, engaged couples, remain in the situation you were in when God called you, time is short, being concerned about the Lord's affairs. [30]

- (b) A critical evaluation of the claim could include, e.g.:
- consideration of relevance or otherwise of teaching on immorality: the variety of attitudes to sexual morality, differing attitudes to the role of the church in administering discipline
  - consideration of the relevance or otherwise of the church settling its own disputes, how the church has been influenced by society in relation to use of the law
  - consideration of the relevance or otherwise of Paul's teaching on marriage, singleness, separation, divorce
  - consideration of the Corinthian context, the extreme issues which were found there
  - consideration of reasons why letter might seem problematic, unhelpful or less relevant: the Corinthian context, an ancient document, the expectation of an imminent parousia
  - consideration of the belief that this letter is the word of God, is timeless and always relevant
  - consideration of different ways of interpreting and applying scripture, literalist, more liberal. [20]

**Section A**

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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 on pages 10 and 11, 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**

AVAILABLE  
MARKS

- 5 (a) In examining the contribution of key ideas to religious controversy candidates should refer to at least two different areas of study and could consider the following, e.g.:
- reference to the relevant key ideas which are related to religious controversy
  - reference to key people who promoted these ideas
  - the controversies which arose from these ideas
  - 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 the possible benefits of religious controversy: issues have to be addressed, fresh study and thinking is required, leaders must take their role seriously, solidarity within the community, beliefs and practices are redefined, leads to progress and greater relevance
  - consideration of the inevitability of religious controversy, the need to accept it and handle it in the most positive way possible
  - consideration of how significant the source of the religious controversy is in relation to benefits or damage: authority, leadership, interpretation and application of scriptures, competing truth claims, new challenges due to changing society or scientific advances
  - consideration of the negative impact of religious controversy on religious communities and those outside those communities, loss of faith in God, leaders, institutions
  - consideration of the impact of controversy on individuals, leaders, or communities, historical or contemporary
  - an open ended response citing relevant contemporary and/or historical exemplification. [20]

**Section B**

**Total**

50

**50**

**150**