



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2014**

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## **Religious Studies**

### **Assessment Unit AS 2**

*assessing*

An Introduction to the Acts of the Apostles

**[AR121]**

**FRIDAY 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 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 explanation of the arguments surrounding the main sources used by the author of the book of Acts may include, e.g.:
- Difficulty in attesting to the validity of sources in ancient texts
  - Possible primary sources – Luke’s own experience of events, “We” passages
  - Use of a travel diary, e.g. 16:10–17, 20:4–15, 21:1–18, 27:1–28:16
  - Possible secondary sources – the experience of others passed on to Luke, e.g. Paul Chs.9,13–14, 16–28; Philip (companion of Stephen) Ch. 6:1–7, 6:8–7:60, 8; James Ch.15, 21:18; Mark (close companion of Peter) 1–5, 9:32–12:19, 12:12, Col 4:10, 1Peter 5:13
  - Use of someone else’s travel diary
  - Paul’s letters; date of Acts
  - Reports gathered from Jerusalem Church, Antioch Church, Caesarean Church
  - Documents/reports from the Council of Jerusalem
  - Aramaic documents
  - Greek Old Testament (Septuagint)
  - Problems in identifying sources – nothing to compare Acts to in ancient literature; consistent style of writing; problem with eyewitness accounts; belief in the imminence of the parousia impacting record keeping; the difference between the Paul of Acts and the Paul of his Letters
  - Luke as an editor; reference to prologue Acts 1:1
  - Importance of quality of sources for the value of historical texts [35]
- (b) An exploration of the view that the Book of Acts accurately describes the work of leaders in the early Church may include, e.g.:
- A consideration of the purpose of Acts – evangelical; historical, theological; irenic
  - Contribution of leaders, e.g. Peter – Pentecost; preaching before the Sanhedrin; Cornelius; spread of Christianity. Paul – conversion; missionary journeys; apostle to the Gentiles. Stephen – speech to Sanhedrin; martyrdom leads to expansion. Philip – evangelism in Samaria; Ethiopian Eunuch
  - Fulfilment of Acts 1:8
  - Role of Holy Spirit as driving force
  - Paul as Luke’s hero
  - Historical accuracy, e.g. general sense rather than historical fact [15]

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2 (a) A description of the significance of Paul's conversion for him and the early Church may include, e.g.:

- The context of the account of conversion – Saul's presence at the martyrdom of Stephen; approval by Saul; mission from the Sanhedrin; persecution of the followers of the Lord: purpose for journey to Damascus
- Saul's background and upbringing in Roman, Greek and Jewish world
- Saul's conversion – detailed description of 9:1–11
- Transformation of Paul – metanoia, link to Pentecost
- Role of Ananias – the vision, the doubts and the laying on of hands
- Immediate aftermath of Saul's conversion in Damascus
- Role of the Holy Spirit – direct intervention by God, driving force of the Church
- Paul's role in fulfilling Acts 1:8
- Apostle to the Gentiles
- Paul's contribution as a missionary – three missionary journeys
- Spread of the gospel across the empire
- Universal nature of the Church – national, racial and religious boundaries crossed
- Importance of the story for the author – three accounts of the conversion

[35]

(b) A consideration of the claim that Paul's conversion was one among a number of equally important events in the Book of Acts may include, e.g.:

- Saul's conversion was a turning point in the Book of Acts
- Luke realised its importance, e.g. story recounted three times
- Conversion led to fulfilment of Acts 1:8
- Gospel reached Rome
- The role of mission before Paul, localised and mainly to the Jews – impact of conversion was the widespread mission to the Gentiles
- Consideration of other important events, e.g. Pentecost, martyrdom of Stephen, role of Philip in Samaria and with Ethiopian conversion, Peter and Cornelius

[15]

AVAILABLE  
MARKS

50

**Section A**

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question.

**3 (a)** An explanation of the role of Philip in contributing to the spread of the gospel may include, e.g.:

- One of the seven helpers; role in the distribution of aid; qualities required; co-worker with Stephen
- Development of ministry within the Church; mission and maintenance
- Philip's work in Samaria; history of the relationship between the Jews and the Samaritans; persecution leads to expansion; further fulfilment of Acts 1:8; universalism
- Philip's ministry of preaching and miracles
- Role of the Holy Spirit as the driving force of the Church
- Response of the Samaritans to Philip
- Simon Magus incident
- Arrival of Peter and John; possible reasons for arrival – satisfying the Jerusalem Church of genuine conversion; intrigued; confirming Philip's ministry of evangelism as a Hellenistic Christian
- Philip's response to Simon Magus – protecting the integrity of the Church's ministry
- Philip and the Ethiopian
- Responses to divine command
- Gospel spreads to Africa; Gospel spreads to Gentiles
- Jesus is the promised Messiah who fulfills the prophets
- Philip preaches on his way home
- Influence on his four daughters
- Philip as an itinerant, mass and personal evangelist [35]

**(b)** An exploration of the claim that the Pentecostal movement continues to be relevant in the life of the Church may include, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples
- Examples from other aspects of human experience
- The role of the Pentecostal movement
- Examples of Pentecostal movements: The 1859 Revival; the Azusa Street Revival in Los Angeles 1906; the Toronto Blessing, 1994; the Argentina Revival, 1992–1995
- The value of religion without Pentecostal movements; liturgy/sacramental life of the Church
- Charismatic renewal in the Catholic Church
- T.V. Evangelism; possible exploitation of the vulnerable; role of money in maintenance of ministry
- Spread of Christianity outside Europe [15]

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4 (a) An explanation of the main features of Church life and organisation in the Acts of the Apostles may include, e.g.:

- The nature of the Church – fellowship of believers, equality of women; entry by repentance of sin, baptism and reception of the Holy Spirit
- Beginnings of the Church and relation to Judaism
- Spread of the Church – influenced by martyrdom of Stephen and Saul’s conversion
- Peter’s instructions at Pentecost and the believer’s response
- Church Life – 2:43–47 effect of the Holy Spirit
- Apostle’s teaching – active guidance for the community of believers
- Breaking of the bread – corporate worship; Temple worship; shared meals; Lord’s Supper; agape
- Prayers – in corporate worship; during the hours of Jewish prayer; on special occasions, e.g. election of Matthias; at times of trial or suffering; for intercession
- Fellowship – a sharing relationship between believers; koinonia
- Sharing – all goods held in common; mutual aid; strong social concern; special provision for widows; Barnabas; Ananias and Sapphira
- Church organization at Pentecost – house-church structure, apostolic leadership, within Judaism
- Development of apostolic ministry to include more than the Twelve; importance of the Twelve
- The appointment of the Seven helpers/deacons; ministry of organization and preaching; growth of Church; development of ministry
- Elders – overseers of worship, discipline, administration and instruction; link to Jewish elders; sending Barnabas and Saul; Paul revisits elders on missionary journeys; Ephesian elders
- Other offices – prophets; teachers
- Influence on Church life and organization by the belief in the imminence of the parousia [35]

(b) An exploration of the claim that it is religious practice that marks out the genuine believer in relation to other aspects of human experience may include the following, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples
- Examples of how faith has led to action; charity work, missionary work; religious commitment
- The importance of religious practice for religious believers
- The challenge from leadership in the Church, e.g. Pope Francis, other leaders
- The importance of witness
- Challenge to religious practice by persecution, e.g. Pakistani Christians; Nigerian Christians
- Influence of materialism and secularism
- Obedience to authority taking the place of genuine belief [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

50

100