



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2016**

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## **Religious Studies**

**Assessment Unit AS 2**

*assessing*

**An Introduction to the Acts of the Apostles**

**[AR121]**

**WEDNESDAY 15 JUNE, 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)** A description of the main arguments determining the date of Acts with particular reference to the attitude to the Romans may include, e.g.:
- Difficulty in dating books of antiquity
  - Consideration of the three suggested dates (before AD 64, AD 70–85, late first/early second century)
  - Early date evidence
    - No mention of martyrdom of James, Peter or Paul
    - No mention of Fall of Jerusalem 70AD
    - Apologia for Paul and Christians needed before 70AD
    - Positive attitude to the Romans, e.g. Sergius Paulus; Gallio; “religio licita” (permitted religion) status; Paul’s pride in Roman citizenship 16:37; right of appeal to Caesar disappears after 70AD
    - No hint that Nero’s anti-Christian policy had begun
    - No reference made to Paul’s letters
    - No mention of Paul’s death
    - Closing chapters written whilst Luke was with Paul in Rome
    - Written for Paul on trial as a defence document
    - Focus on Jewish–Gentile relations
    - Use of primitive titles for Jesus, e.g. Christ, Son of Man, Servant of God
    - Luke’s use of word “disciples”
  - Intermediate date evidence
    - Dating of Mark’s Gospel 70AD – Fall of Jerusalem to Rome
    - Luke uses Mark’s Gospel for his own Gospel, e.g. Fall of Jerusalem Lk 21; description by Luke as historic event
    - Date of Luke’s Gospel post 70AD
    - Acts follows Gospel, e.g. “In my previous work...” Acts 1:1
    - Paul’s Letters not used – not extensively circulated; sent to churches in Asia Minor or Greece; Luke in Rome
    - Argument against intermediate date, e.g. favourable attitude to Romans following Nero’s persecution in 64AD not likely
  - Late date evidence
    - Acts not mere chronicle – perspective of time
    - Evidence of Luke’s use of historian Josephus 96AD
    - Difficulty in reconciling positive attitude to Romans with Church/State relations in the late first/early second century, e.g. persecution by Domitian; Pliny’s letters to Trajan
    - Does not reflect interest and outlook of the Church at the end of first century
  - Other references to the scholarly debate. [35]
- (b)** A consideration of the claim that the sources Luke used in Acts are unimportant for the Christian reader may include, e.g.:
- Historical value of text depends on quality of sources
  - Difficult to identify sources used by the author of Acts
  - Sources important for reliability
  - Problems in identifying sources
  - Possible primary sources by author used, e.g. Luke’s own experience;

- “we” passages; companion of Paul; travel diary
- Possible secondary sources, e.g. Paul; Philip; James; Mark
- Other sources, e.g. Aramaic documents; Church records
- Consideration of other purposes of Luke, e.g.
  - evangelistic – spreading the Gospel message
  - theological – salvation offered by Jesus to Jew and Gentile
  - to promote universalism – breaking down the barriers between Jew and Gentile
  - apologetic – defending Christianity against Roman and Jewish attack
  - irenic – reconciling the differences between Petrine and Pauline church
  - defence of Paul
- Importance of truth of the Gospel message to the Christian reader
- Acts as Word of God – conservative and liberal Christian understanding.

[15]

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2 (a) An explanation of the role of Philip in Acts, with particular reference to his encounter with the Ethiopian official, may include, e.g.:

- Appointment of the seven helpers
- Development of ministry of charitable love
- Reason for dispersion, e.g. Stephen’s martyrdom
- God’s will being done in the face of evil
- Fulfilling of Acts 1:8 – expansion and the call to witness
- Hostile relationship between Jews and Samaritans
- Reasons for hostility, e.g. division of Palestine into northern and southern kingdoms; opposition to rebuilding of temple; mixing and marrying into other races
- Jews’ attitude to Samaritans, e.g. schismatic; ‘half-jews’
- Bravery of Philip taking the Gospel to Samaria, e.g. mutual hostility from Samaritans to Jews
- Similarity of Christian and Samaritan theology, e.g. Gospel message of a ‘restorer’
- Openness of Samaritans to Philip, e.g. outcast from Jerusalem
- Continuation of Jesus’ ministry, e.g. to outcasts and marginalised
- Success of Philip’s evangelical ministry, e.g. preaching, healing and exorcism leading to conversion and expansion; belief and baptism
- Incident with Simon Magus
- Reasons for visit by Peter and John, e.g. apostolic assessment of event; genuineness of conversion; confirming validity of Hellenistic Christian evangelisation
- Peter and John’s confirmation of work, e.g. prayer and laying on of hands; scholarly debate
- Peter as disciplinarian, e.g. rebuke of Simon Magus
- Early indication of bringing Jew and Gentile together
- Consideration of Philip’s encounter with the Ethiopian official
  - Luke’s positioning of the story
  - Philip responds to Divine command
  - Philip’s explanation and proclamation of the good news
  - Belief leading to baptism
  - Expansion of Christianity into Africa
- Philip’s four daughters were prophets
- Mass, itinerant and personal evangelism by Philip
- Scholarly debate.

[35]

(b) A consideration of the view that the success of Philip was the most important missionary event in the early Church may include, e.g.:

- Philip as a forerunner of Paul
- Examples of Philip's evangelising activity
- The place of martyrdom in the early Church; the significance of the martyrdom of Stephen for expansion of the Church
- Role of persecution in the expansion of the Church
- Spread of the Gospel outside Jerusalem
- Mission to the Samaritans as fulfilment of Acts 1:8
- Confirmation by Jerusalem church
- Expansion of Christianity to Africa
- Response of Philip and Stephen to God's will
- Other important missionary events, e.g. Paul's mission to the Jews and Gentiles, e.g. Pisidian Antioch, Athens
- Paul's success in establishing sustainable church communities
- Comparison of impact and degree of geographical expansion of Philip's missionary activity to others, e.g. Paul. [15]

**Section A**

**AVAILABLE  
MARKS**

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**50**



## Section B

AVAILABLE  
MARKS

Answer **one** question.

- 3 (a) An account of the significance of Paul's conversion and his role as an evangelist in Acts may include, e.g.:
- The context and purpose of the account; spread of the Church to the Gentiles; Acts 1:8; God's purpose fulfilled
  - Saul's presence at martyrdom of Stephen; sent by High Priest to Damascus; Saul's role as persecutor of the followers of the "Way"
  - Consideration of Saul's conversion (Acts 9:1–9); transformation from persecutor to proclaimer; metanoia
  - Church as the body of Christ
  - Significance of blindness
  - Importance of the story for Luke; told three times (Ch 9, 22, 26)
  - 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 – suspicion from church; development of the church at Antioch
  - Paul and Barnabas commissioned by the Antioch Church (Acts 13); team ministry
  - Paul's contribution as an evangelist
    - Acts 1:8
    - Three missionary journeys across Roman Empire to Jews and Gentiles, e.g. synagogue formula, rejection; preaching to Gentiles, e.g. Pisidian Antioch
    - Determined in the face of opposition, e.g. stoning at Lystra
    - Missionary strategy, e.g. urban centres
    - Flexibility in evangelisation and delivery of gospel message, e.g. speeches given to different audiences in different ways, e.g. Jewish audience in Pisidian Antioch; Pagan audience in Athens; Christian audience in Miletus
    - Conciliatory, e.g. circumcision of Timothy
    - Responsive to the prompting of the Spirit; Paul's vision on second missionary journey 16:8
    - Ability to organise; found churches; establish communities of faith
    - Established churches in four provinces of the empire, Galatia, Macedonia, Achaia, Asia
    - Addressed large crowds
    - Paul as leader; sets good example; took every opportunity to evangelise, e.g. Lystra
  - Scholarly debate. [35]

**(b)** A consideration of the claim that all forms of religious conversion are often treated with suspicion may include, e.g.:

- Reference to other aspects of human experience
- Religious conversions, e.g. prison; Rite of Christian Initiation of Adults; revivals; Pentecostal meetings
- Examples of conversion, e.g. Jackie Burke; Nicky Cruz
- ‘Celebrity’ conversion, e.g. Tom Cruise
- Impact of conversion on behaviour, e.g. C.S. Lewis
- Conversion to faiths other than Christianity, e.g. Islam
- Suspicion of sudden conversion, e.g. expedience; lenient sentence of prisoners; marriage; cultural necessity
- Problems caused by religious conversion
- Response of Christians to sudden conversion, e.g. converting to other Christian denominations
- Impact on secularism on acceptance of conversion
- An open-ended response citing relevant contemporary and/or historical examples. [15]

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**4 (a)** An explanation of the importance of Peter’s miracles in the spread of the Christian faith, with particular reference to the healing of Aeneas and Dorcas may include, e.g.:

- Definition of a miracle
- Miracles as signs of the Kingdom of God/reign of God
- Miracles as signs of the enduring presence of the Holy Spirit in the early Church
- 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 role as miracle worker; leader; similar power to Jesus
- Connection with 2:43, e.g. signs and wonders in the name of Jesus
- Continuity between Jesus’ ministry and the witness of the church
- Peter’s miracles
- Lame Man at the Beautiful gate (3:2–9)
  - Example of team ministry
  - Peter’s understanding of the miracle, e.g. due to the power of the God of the patriarchs
- ‘Peter’s shadow’ (5:15)
  - Spirit working miracles through Peter as leader
  - Exceptional belief in Peter’s ability by the people
- Reference to the healing of Aeneas at Lydda (9:33–34)
  - Healing in the name of Jesus; conversion of all in Lydda and Sharon
- Reference to the healing of of Dorcas (Tabitha) (9:36-42)
  - Many subsequent conversions
  - The place of prayer in miracles
  - The place of faith in miracles. [35]

(b) A consideration of the claim that people are now less likely to believe in miracles may include, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples
- Consideration of other aspects of human experience
- How miracles are seen by theologians, philosophers, scientists
- Miracles belong exclusively to the period of the early Church
- Faith Healers, e.g. Eddie Stones, Sr Briege McKenna
- False claims and the impact on the Church
- Preaching is used instead to spread the Church’s mission, e.g. work of missionaries, street preachers, parish missions
- Examples and effects of miracles throughout history
- Claims of modern miracles, e.g. Fabrice Muamba, Josh Martin
- Places of healing, e.g. Lourdes
- The role of faith in miracles
- Enduring role of the Holy Spirit
- Impact of science in the explanation of miracles
- The place of Reason
- The impact of the Enlightenment and modern science – greater tendency to not believe in miracles
- Nature as inevitable and always obeying the laws of physics, thus the impossibility of miracles
- Miracles as confusion, wishful thinking or happy coincidences
- Miracles solely as expressions of belief
- Possible reference to scholarly debate, e.g. Richard Swinburne. [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

50

100