

New  
Specification



ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2017

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## Religious Studies

Assessment Unit AS 2

*assessing*

An Introduction to the Acts of the Apostles

[SRE21]

THURSDAY 18 MAY, MORNING

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
  - religious, philosophical and/or ethical thought and teaching;
  - influence of beliefs, teachings and practices on individuals, communities and societies;
  - cause and significance of similarities and differences in belief, teaching and practice; and
  - approaches to the study of religion and belief (AO1);and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17- or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

### ***Levels of response***

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

### ***Other Aspects of Human Experience at AS Level***

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

### ***Synoptic Assessment at A2 Level***

Candidates must refer to different units of study in their AO1 response to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

### ***Quality of written communication***

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

**Level 2 (Limited):** The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 3 (Good):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 4 (Very Good):** The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

**Level 5 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• An excellent response to the question asked</li> <li>• Demonstrates comprehensive understanding and knowledge</li> <li>• Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A very high degree of relevant evidence and examples</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>• A very good response to the question asked</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge</li> <li>• Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A very good range of relevant evidence and examples</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>• A good response to the question asked</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge</li> <li>• Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A good range of relevant evidence and examples</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>• A limited response to the question asked</li> <li>• Demonstrates limited knowledge and understanding</li> <li>• Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A limited range of evidence and/or examples</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]
1	<ul style="list-style-type: none"> <li>• A basic response to the question asked</li> <li>• Demonstrates minimal knowledge and understanding</li> <li>• Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• Little, if any, use of evidence and/or examples</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis</li> <li>• An excellent attempt at the application of beliefs, values and teachings to the question asked</li> <li>• An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• An excellent attempt at providing personal insight and independent thought</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar</li> </ul>	[21]–[25]
4	<ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis</li> <li>• A very good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• A very good attempt at providing personal insight and independent thought</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>	[16]–[20]
3	<ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis</li> <li>• A good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• A good attempt at providing personal insight and independent thought</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>	[11]–[15]
2	<ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis</li> <li>• A limited attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience</li> <li>• A limited attempt at providing personal insight and independent thought</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>	[6]–[10]

Band	AO1 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis</li> <li>• A basic attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience</li> <li>• A basic attempt at providing personal insight and independent thought</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[0]–[5]

Candidates must engage with other aspects of human experience, where necessary, to access Bands 3–5.

Section A

AVAILABLE  
MARKS

- 1 (a) With reference to evidence from the text, examine the arguments surrounding the reasons for the writing of Acts.

Answers may include:

- A range of purposes for the Book of Acts
- Apologetic purpose: an apology to the Jews – to stress the close connections between Christianity and Judaism in an attempt to convince Jewish readers of the validity of Christianity; an apology to the Romans – to show that Christianity was harmless, innocent and lawful
- A defence for Paul’s trial – a detailed account of the background and nature of Christianity for Theophilus, a high-ranking Roman official
- Evangelical/missionary purpose – to promote universalism
- The idea that Luke had both Jew and Gentile in mind when he wrote his book
- Acts as a history book – tracing the spread of the early Church; not a chronology but his selection of significant events; length of papyrus roll
- A theological purpose – Luke as theologian and historian; to show that the message of Jesus, the theology of salvation based on faith is based upon a reliable history
- Acts shows the course of events leading to the split with Judaism
- Acts as a work of literature to convince the educated in society of the validity of Christianity
- Acts as a work of history tracing the beginning and spread of Christianity
- Emphasizing the role of the Holy Spirit – divine activity behind the events in the early church
- To mend the split between followers of Peter and Paul; denying hostility: Luke as a peacemaker.

Accept valid alternatives

Mark in levels

(AO1)

[25]



(b) “The Book of Acts provides an accurate account of the work of the leaders in the early Church.” Evaluate the truth of this view. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- Contribution of Peter – leadership and preaching at Pentecost; disciplinarian; miracle worker
- Contribution of the Seven to development of ministry
- Contribution of Stephen – speech and martyrdom
- Contribution of Philip – evangelization of Samaritans and Ethiopian Eunuch
- Contribution of Paul – missionary journeys; apostle to the Gentiles; relationship with the Jews
- Impact on the Church – spread of Christianity; break with Judaism; reaction to persecution; community living; speaking in tongues; Gentile missionary outreach
- Historical accuracy; general sense rather than historical fact
- Author more concerned with balance in work of Peter and Paul
- Other concerns, e.g.:
  - Fulfilment of Acts 1:8
  - Positive attitude towards the Romans throughout the book, e.g. Sergius Paulus
  - The equality of Jews and Gentiles in a number of ways throughout his book, e.g. Pisidian Antioch
  - The universal offer of the Gospel; detailed sermons to different audiences in different places, e.g. Pisidian Antioch, Athens
  - Luke’s portrait of Paul; heroic figure; flexible in evangelization to different audiences
  - Importance of Jewish mission, e.g. synagogue formula
- A work of theology
- Focus on the work of the Holy Spirit.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) With reference to the text, discuss the significance and importance of the Pentecost event in Acts.

AVAILABLE  
MARKS

Answers may include:

- Meaning of Pentecost – the Jewish festival which celebrated the wheat harvest; pilgrims from all over the world
- Context for presence of the believers in the upper room; fear of authorities; significance of “being together”
- Events in the upper room – sound “like wind” symbolizing the Spirit of God; fire representing the Divine presence
- Tongues of fire resting on the head of each of the disciples
- Impact of the Holy Spirit; fear transformed
- Charge of drunkenness denied – the Apostles are full of the Holy Spirit
- Ability to speak in tongues
- Literal interpretation – disciples blessed with the ability to speak in foreign languages without having to learn them; argument surrounding this interpretation – charge of drunkenness unlikely
- Use of common languages – disciples spoke in two languages Aramaic and Greek; only languages necessary to be understood; argument surrounding this – simple Galileans unable to speak Greek
- Use of ecstatic speech, glossolalia – unintelligible divinely inspired speech; understood by foreign visitors; argument surrounding this - contrast to 1 Corinthians 14
- Peter’s speech; kerygma
- Peter as a leader, an evangelist and a witness
- Mass Conversion; universal nature of salvation
- Holy Spirit as driving force and guide of the Church.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** Explore the view that preaching was more important than miracles in the spread of the Gospel. Justify your answer.

Answers may include:

- Importance of Acts 1:8 for spread of the Gospel; God’s will
- Examples of preaching in Acts by key figures, e.g. Peter, Philip, Stephen, Paul
- Evidence of impact of preaching in Acts, e.g. Jewish conversion, Gentile conversion, missionary journeys, spread of the Church, universalism
- Preaching often followed miracles which led to conversion, e.g. Pentecost
- Miracles as the work of the Holy Spirit to spread the faith
- Types of miracles in Acts with specific examples: speaking in tongues, e.g. Acts 2; healing a disability, e.g. lame man at the Beautiful Gate; casting out evil spirits, e.g. slave girl in Philippi; raising from the dead, e.g. Eutychus; nature miracle, e.g. Paul and Silas’ escape from prison
- Role of miracles as signs of the Kingdom of God; continuation of the ministry of Jesus; central part of the ministry of the Church; believers’ prayer 4:23–31
- Luke’s purposes; exaggeration by the author
- Other matters important to the Church’s mission, e.g. missionary journeys, prayer, community: impact of the Holy Spirit.

Accept valid alternatives

Mark in levels

(AO2)

[25]

**AVAILABLE  
MARKS**

50

**Section A**

**50**

**Section B**

**AVAILABLE  
MARKS**

- 3 (a)** “The Gospel was first preached to the Jews and then rejected by them.”  
How is this quotation reflected in Paul’s first missionary journey?

Answers may include:

- 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 they preached to the Gentiles
- 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
- Fulfilment of Acts 1:8.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, comment on the view that religious belief should be a private matter. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples
- Importance of personal faith for the religious believer
- Secular influence on society, e.g. humanist and religious standpoints are equivalent
- Other secular views, e.g. Richard Dawkins
- Importance of religion in the modern world, e.g. religious voice on issues of conservation and climate change; religious voice on issues of social justice
- Marginalization of religious belief in secular society, e.g. 'Winterval'
- Mission as a fundamental way of spreading religious belief
- Examples of missionary outreach, e.g. foreign missions; hospitals; education; SVP; Christian Aid
- Work of religious missionary societies; religious orders; inculturation and adaptation of religious belief
- Missionary outreach viewed as a system of spreading belief; TV evangelism
- Negative experiences of missionaries, e.g. removal of native culture
- The role of personal evangelism in mission
- The use of media to spread belief, e.g. Christian bloggers, Facebook
- Possible suspicion as to the motives behind mission activity, e.g. financial gain
- Relationship between religious belief and practice.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[25]

50

- 4 (a) Examine the role of Philip in Acts and consider his importance for the spread of the Christian message.

AVAILABLE  
MARKS

Answers may include:

- 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 spread to Africa; Gospel spreads to Gentiles
- Jesus is the promised Messiah who fulfils the prophets
- Philip preaches on his way home
- Influence on his four daughters
- Philip as an itinerant, mass and personal evangelist.

Accept valid alternatives

Mark in levels

(AO1)

[25]

**(b)** With reference to other aspects of human experience, to what extent do sacred texts always have a positive impact on the lives of religious believers? Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples
- Interpretation of sacred texts as divinely inspired Word of God, e.g. theory of instrumentality, hermeneutics
- The meaning of inspiration for different religious believers.
- Individual interpretation of texts, e.g. right of individual conscience; authority of scripture
- Rise of textual criticism; scientific methods, e.g. Jesus Seminar
- Magisterium or teaching authority of the Catholic Church; scripture and tradition; impact on believers
- Influence of sacred texts, e.g. Pillars of Islam, Ten Commandments, moral codes and interpretive texts to complement scripture, e.g. Midrash
- Impact of sacred texts on moral choices and attitudes, e.g. sexual ethics, marriage, abortion, euthanasia
- Impact of sacred texts on lifestyle, e.g. charitable work; pilgrimage
- Connection between sacred texts and prayer, e.g. bible reading, divine office; adoration; prayer rituals
- Historical impact of sacred texts, e.g. Canons of scripture; Reformation; Crusades; anti-Semitism
- Fundamentalist or literal interpretations of sacred texts and their impact on behaviour, e.g. clothing, gender role, education, employment
- Secular criticism of impact of interpretation of sacred texts
- Examples of extreme interpretations of sacred texts, e.g. Islamic fundamentalism, Ku Klux Klan.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5  
(AO2) [25]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**