

MARK SCHEME for the May/June 2007 question paper

2048 RELIGIOUS STUDIES (BIBLE KNOWLEDGE)

2048/02

Paper 2 (Luke and Acts (1-21:15) Essay Questions),
maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Candidates are tested on their ability to satisfy two general Assessment Objectives (AOs):

AO1: To recall, select, organise and present material from the text and background information, and to use this knowledge to explain the text with understanding. Thus, AO1 is primarily concerned with knowledge, and equates to assessment objectives 1 and 2 in the 2007 syllabus (page 1).

AO2: To employ this knowledge to interpret and evaluate the text by demonstrating the significance of its major themes for religious and moral understanding, as well as the author's particular interests, purpose(s) and use of the material in Luke and Acts. Thus, AO2 is concerned with understanding, discussion and evaluation of the material, and equates to assessment objectives 3-6 in the 2007 syllabus (page 2).

The paper is marked out of 60. Candidates answer five questions valued at 12 marks each. Questions consist of two parts: part **(a)**, which tests AO1, earns a maximum of 7 marks, while part **(b)** (AO2) earns up to 5 marks. Marks are awarded based on levels of response for each AO. There are four levels of response for each AO. A descriptor and the marks available for each level are detailed below.

AO1 (Knowledge)

Level	Mark	Level Descriptor
4	7	Excellent. A thorough, well-developed and substantial response. Demonstrates extensive and highly accurate knowledge of the subject, moving far beyond merely the main points. Likely to quote the text both at length and accurately, often verbatim. Exceptional and thoughtful.
3	5-6	Good. Addresses the question confidently, competently and coherently. Demonstrates sound, quite detailed and generally accurate knowledge of the subject matter. Covers the main points. May quote from the text fairly extensively, and on the whole, quite accurately.
2	3-4	Satisfactory. A fair, mainly relevant but generally undeveloped response. The candidate demonstrates some factual knowledge, which is fairly accurate and slightly wider than at basic level. Some of the main points are covered but lack substance.
1	1-2	Basic. An attempt to answer the question, but lacks potential and/or is unfinished. Very limited knowledge of the subject. Response includes only a small amount of relevant material. Facts are reported in basic outline only, often inaccurately, though some credible points are made.
0	0	Irrelevant. No attempt whatsoever to answer the set question, or the candidate provides a wholly irrelevant response. Totally illegible.

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AO2 (Understanding/Discussion)

Level	Mark	Level Descriptor
4	5	Excellent. Demonstrates a wide and thorough understanding of the subject/set text. Recognises fully and can explain the significance of material. Can reason, evaluate and discuss in a thoughtful, mature manner.
3	4	Good. Understands the significance of the question. Seeks to move clearly beyond a purely descriptive approach, demonstrating touches of maturity and a willingness to engage with and discuss the material.
2	3	Satisfactory. Response is descriptive but offers a little more than at level one. The candidate attempts, though with limited success, to move beyond a purely descriptive approach, with some limited discussion of the material.
1	1-2	Basic. Limited understanding of the subject. The candidate's response is descriptive and immature, with no attempt to discuss or evaluate the material at all.
0	0	Irrelevant. No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

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The following suggested responses act as a guide only. Credit will be given for answers which are accurate and valid, and marks awarded accordingly to the level descriptors.

SUGGESTED RESPONSES

SECTION A (The Life and Teaching of Jesus as Portrayed in Luke's Gospel)

1 (a) Luke 2:41-52

Key points:

Jerusalem – Passover
 Parents return home
 Unaware Jesus left behind
 After a day – looked for him among relatives/friends
 Went back to Jerusalem
 After 3 days – found in Temple courts – listening/asking questions
 Amazed at his understanding and answers
 Son, why have you treated us like this? Anxiously searching for you
 Why? Didn't you know must be in my Father's house?
 Parents didn't understand.

Notes:

A lot of material here, so be lenient. Once most features of the narrative are highlighted, however briefly, the candidate has reached L3. L4 will likely quote Jesus and his parents accurately.

(b) Examples:

Came from religious family that observed one of the three pilgrimage festivals.
 Already wanted to be in the Temple at a young age
 Wisdom/understanding – his questions & answers astonished Temple teachers
 His question to his parents: already conscious of his person and mission?
 Also his humanity – unaware (?) as a child of the concern he had caused
 Chose to remain in subjection to his parents
 NB. L3+ only if Jesus' mission and/or divinity discussed.

2 (a) Luke 4:31-37

Key Points:

Sabbath
 Man possessed cried out "What do you want with us, Jesus of Nazareth?
 Have you come to destroy us?
 I know who you are – the Holy One of God
 Jesus said "Be quiet. Come out of him."
 Demon threw man down and came out of him, no injury
 People's reaction – amazed – what is this teaching?
 With authority/power gives orders to evil spirits and they come out
 News spread.

Notes:

The crowd's reaction/response must be touched upon to secure L4.
 L4 responses must describe, even briefly, the conversation between Jesus and the demon.

(b) Examples:

Demonstrated his power over evil – evil saw good and feared
 Exorcisms in 1st c. – Jesus set free those enslaved by Satan
 Marked the arrival of the Kingdom of God (cf Lk. 11:20)
 Any other relevant material. L4 must refer to Kingdom of God (God's reign)

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3 (a) Luke 14:15-24

Key Points:

At time of banquet sent servant to tell guests, All is ready

Made excuses – bought field – must go and see it
– bought 5 oxen – must try them out
– got married

Master angry – ordered servants to go out into streets and alleys to bring in poor and crippled and blind and lame

Still room – go to roads and country lanes – make them come in

Not one of those invited will taste banquet.

Notes:

At least 2 excuses must be referred to in order to reach L3. L4 must refer or allude to the end of the parable, when the master calls for guests to be brought from the highways and byways (2 calls)

(b) Examples:

Obviously, the trigger here is 14:21-24 cf. rejection by the Jews.

There is a great deal of material throughout the gospel to draw on, allowing the student to demonstrate his/her understanding of universalism in Luke.

Credit L4 for any decently argued case with examples.

4 (a) Luke 19:1-9

Key Points:

Jesus entered Jericho

Wealthy

Short so climbed tree to see Jesus

Jesus looked up – Zacchaeus come down immediately

I must stay at your house today

Welcomed him in

People muttered – guest of a sinner

Zacchaeus stood up – give half of my possessions to poor

If cheated will pay back 4 times

Jesus said: Today salvation has come to this house, son of Abraham

Son of Man came to seek and save what was lost.

Notes:

Jesus' statement must be referred to in order to secure L4.

(b) Examples:

Salvation available to all (cf. Luke's universalism) – even a tax collector

(tax collectors in 1st c. – rabbinic view) – Kingdom of God for the marginalised.

Salvation also requires action/change of heart from the person being saved: Zacchaeus already wanted to know more about Jesus – was repentant – his conversion marked a complete change of attitude.

Jesus' statement concerning his mission.

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5 (a) Luke 22:39-46

Key Points:

Said to disciples – Pray that you will not fall into temptation
 Withdrew and prayed – Father if you are willing, take this cup from me
 Yet not my will, but yours be done
 Angel appeared and strengthened him
 In anguish, prayed more, sweat like drops of blood
 Back to disciples – asleep exhausted from sorrow
 Why are you sleeping? Pray so that you will not fall into temptation.

Notes:

Maximum upper L3 if temptation is not mentioned. L4 can only be reached if the candidate describes the contents of Jesus' prayer.

(b) Examples:

Often prayed at times of crisis/temptation (v. 40 cf. Lk 4) – text demonstrates humanity of Jesus: did not want to suffer – clearly exercised by what about to happen to him – recognised need to pray at times of temptation – could Jesus be tempted? Yet recognised his mission: sought God's will, not his own.

SECTION B (The Birth of the Church as Portrayed in the Acts, Chapters 1-21:15)

6 (a) Acts 1:15-26

Key Points:

Account of Judas' death
 Psalms – may another take his place of leadership
 Choose one who been with them during whole time of Jesus' life
 Must be witness of resurrection
 Proposed 2 men – Joseph (Barsabbas/Justus) and Matthias
 Prayed – know everyone's heart, show us which one to choose
 Cast lots – Matthias.

Notes:

Distribute marks evenly between what was said and done. Even non-verbatim descriptions of what was said can secure L4.

Allow for cross credit to **(b)**.

(b) Examples:

Lots of material to draw on here, but students can only secure an upper L3 or L4 if they move beyond a general discussion of apostles and begin to touch upon some of the following: formerly disciples – witnesses of the risen Christ – unique calling cf. other offices in the church – leaders of the church, and recognised as such – sent out/missionary activity/ founded churches.

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7 (a) Acts 2:1-13

Key Points:

All in one place
 Sound like blowing of violent wind from heaven
 Saw like tongues of fire that separated/rested on each of them
 All filled with Holy Spirit – spoke in other tongues
 Jerusalem filled with Jews from every nation
 When they heard sound – a crowd gathered
 They heard speaking in own language
 Are not these Galileans? How possible we can hear own language?
 Hear them declaring wonders of God
 Amazed – what does this mean?
 Some made fun – too much wine they said.

Notes:

For L3 must have some detail of the religious experience.

(b) **Examples:**

This very general question gives students an opportunity to discuss what they know about the theme of the Holy Spirit in Acts. Given the wide range of material they can draw on, a good mark is only available for those engaging in a good, solid discussion that uses evidence accurately and with maturity.

8 (a) Acts 7:54-60

Key Points:

Furious and gnashed teeth at him
 Stephen full of Holy Spirit – looked up to heaven
 Saw glory of God and Jesus standing at right hand of God
 “I see heaven open and Son of man standing at right hand of God”
 They covered ears, yelling and dragged him out of city
 Began to stone him
 Witnesses laid clothes at feet of Saul
 While being stoned Stephen prayed
 Lord Jesus receive my spirit
 Then fell on knees – Lord do not hold this sin against them
 Then died.

Notes:

Not a long narrative, so concentrate on accuracy. L4 only for a description of what was said and done.

(b) **Examples:**

Students may refer to points Stephen makes throughout his sermon, but most marks will be awarded for a discussion of issues raised in verses 51-53: – labelled Jewish religious leaders ‘uncircumcised’ – called into question their whole position and religious dealings throughout history – likened them to their fathers who also killed the prophets – called them murderers and betrayers – claimed they did not keep the law (Torah was central to them, esp. Sadducees).

Notes:

Any simple retelling, even if word for word, cannot secure more than L2. The candidate must discuss the significance of Stephen’s remarks from the point of view of his listeners to get L3 or L4.

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9 (a) Acts 10:1-9

Key points:

Cornelius – a centurion in Italian regiment – devout and God-fearing – gave generously to those in need – prayed to God regularly

Events – had vision – saw an angel who said

Cornelius! Stared at angel in fear

What is it Lord?

Reply – Your gifts/prayers come up as a memorial offering before God

Send two men to Joppa to bring back Simon called Peter

He is staying in house by sea of Simon the Tanner.

(b) Examples

A Gentile – Gentile mission in Acts

One of the first Gentile converts – outward spread of gospel from then on

Received the Spirit as at Pentecost – glossolalia – amazed the Jews that gospel was clearly for Gentiles also

Problems raised by gentile mission – Jewish-Gentile controversy in Acts.

10 (a) Acts 15:23-29

Key points:

Some went out without authorisation and disturbed you

Troubling your mind by what they said

Agreed to choose men and send them to you – with Barnabas and Paul

Men who have risked life for name of Jesus

Confirming this by word of mouth through sending Judas and Silas

No more burden except:

Abstain from food sacrificed to idols/from blood/from meat of strangled animals

And from sexual immorality

Do well to avoid these things.

Notes:

If only the four regulations given then lower L3 maximum.

(b) Examples:

Gentile controversy – Judaisers and circumcision (15:1) – Paul & Barnabas debated with them – called a council in Jerusalem – growth of Gentile church made this a pressing issue.