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**RELIGIOUS STUDIES (BIBLE KNOWLEDGE)**

**2048/23**

Paper 2 The Portrayal of the Birth of the Early Church

**May/June 2019**

MARK SCHEME

Maximum Mark: 80

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**Published**

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **13** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Level descriptors for 2048**

## AO1 (Knowledge and Understanding)

Level	Mark	Level Descriptor
4	6	A thorough, well-developed and substantial response. A comprehensive account of the range and depth of relevant material demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation. The answer is well structured.
3	4–5	Demonstrates a clear understanding of the question. The information is quite detailed. Generally accurate knowledge and understanding of the subject matter. Covers the main points accurately. The information is in a structured format.
2	2–3	Demonstrates some understanding of the question. A fair, mainly relevant but generally undeveloped response. The candidate demonstrates some factual knowledge and understanding, which is fairly accurate but may lack specific detail. Some of the main points are covered but lack substance. The information will be presented for the most part in a structured format.
1	1	An attempt to answer the question, but demonstrates little understanding of the question. Very limited knowledge of the subject. Response includes only a small amount of relevant material. Information is reported in basic outline only or as a list, with little or no explanation. Mainly inaccurate, though some credible points may be made.
0	0	No attempt whatsoever to answer the set question, or the candidate provides a wholly irrelevant response

## AO2 (Evaluation)

Level	Mark	Level Descriptor
4	7–8	Recognises and explains the significance of the issue(s). A personal response is fully supported. A range of points of view supported by justified arguments / discussion. The information is presented in a clear and organised way. Evidence of informed insights.
3	5–6	Understands the significance of the question. Seeks to move clearly beyond a purely descriptive approach. Justified arguments / different points of view supported by some discussion. Evidence of appropriate personal response. Some evidence of informed insights.
2	3–4	Understands the question but the response is mainly descriptive. Only one view offered with limited support or discussion. Limited or no evidence of informed insights.
1	1–2	The candidate's response is descriptive with no attempt to discuss or evaluate the material at all. Viewpoints are unsupported.
0	0	No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

Question	Answer	Marks
1(a)	<p><b>Describe arguments which might show that the Acts of the Apostles was written between 70 and 85 CE.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>The beginning of Acts suggests that the book is a sequel to Luke's Gospel. Most arguments suggest that Luke used Mark's Gospel as a source and Mark's Gospel is thought to have been written between 60 and 65 CE. This means that Acts must have been written after 64 CE.</p> <p>The contents of Acts suggest that it was written later. For example, the church had developed into an organised entity, baptism had become essential, the speech to the Ephesian elders implies knowledge of Paul's death and sects had started to appear within the church.</p> <p>The fall of Jerusalem was in 70 CE. The Acts of the Apostles assumes that the fall has taken place and so this supports a later date for the book being written.</p>	6
1(b)	<p><b>Explain why some might disagree with these arguments.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>There is an absence of references to important events such as the fall of Jerusalem and the persecutions by Nero; if these had happened by the time of writing then surely they would have been mentioned. There is no reference to the death of Paul either and again surely this would have been referred to if Acts had been written after the death of Paul, which is believed to have been between 64 CE and 68 CE.</p>	6
1(c)	<p><b>'The dating of when the Acts of the Apostles was written is not important.'</b></p> <p><b>To what extent do you agree? Show in your answer that you have considered more than one point of view.</b></p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates may suggest some of the following:</p> <p>The date does not matter, it is the content that is important and that does not change whether Acts was written before or after 64 CE. Arguing about a date detracts from what is important. What is important is that Acts is a record of life in the early church and of the work of the apostles. This is what the church today is based on.</p> <p>The date when Acts was written is important as without a date the reliability of the text is questionable. For Acts to be an important historical document then we need to know both when it was written and by whom.</p>	8

Question	Answer	Marks
2(a)	<p><b>Describe what happened at Pentecost, before Peter spoke to the crowd.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>Acts 2:1–13</p> <p>All the apostles were in one place, when suddenly a sound like the rush of a mighty wind filled the house. Tongues, as of fire, rested on each of them and they were all filled with the Holy Spirit and began to speak in different languages (the Holy Spirit gave them this ability) about God’s deeds of power. A crowd of devout Jews from many nations gathered and each heard the apostles in their own language. They were amazed and asked are these not Galileans who speak. They asked, ‘What does this mean?’. Others sneered and said that the apostles were filled with new wine.</p>	6
2(b)	<p><b>Explain what the Acts of the Apostles teaches about the work of the Holy Spirit.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>The Holy Spirit enabled the apostles to preach with boldness, to perform miracles, to have courage to face death. They gained all this through the baptism of the Spirit. The Holy Spirit brought the gift of prophecy and guided the church.</p> <p>The Holy Spirit guided the apostles and Paul when they confronted the Romans and the Jewish authorities. The Holy Spirit testified to the will of God. Also, the Holy Spirit rebukes those who sin (for example Ananias and Sapphira).</p> <p>The universality of the Holy Spirit is also brought out in Acts, especially at the second or Samaritan / Gentile outpouring. The Spirit justifies the preaching of the men of Cyprus and Cyrene to Gentiles at Antioch. The Holy Spirit also leads the Jerusalem church to agree to the position of Paul and Barnabas, who insist that the gospel cannot be encumbered with the ritual obligations of Judaism.</p>	6

Question	Answer	Marks
2(c)	<p><b>'Without the Holy Spirit, there would be no church today.' To what extent do you agree?</b></p> <p><b>Show in your answer that you have considered more than one point of view.</b></p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates may suggest some of the following:</p> <p>The Holy Spirit gives boldness and words to speak; it enables miracles and the giving of the Spirit is linked to new believers. The Holy Spirit has guided the church through all the ages and ensures that it continues to exist. The Holy Spirit is God's representative on earth.</p> <p>Alternatively, the disciples existed before Pentecost and they were followers of Jesus. The church exists to spread the good news about the life and teaching of Jesus, who died and rose again, not about the Holy Spirit. People believed this before Pentecost and preaching about Jesus could result in a church without the need for the Holy Spirit.</p>	8

Question	Answer	Marks
3(a)	<p><b>Outline the vision of Cornelius <u>and</u> the vision Peter had when he was in Joppa.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>Acts 10:3–6</p> <p>Cornelius saw an angel who said – Cornelius! He stared at the angel in fear and asked, ‘What is it Lord?’. The angel replied – your gifts / prayers come up as a memorial offering before God. The angel told him to send two men to Joppa to bring back Simon called Peter, who is staying in the house, by the sea, of Simon the Tanner.</p> <p>Acts 10:9–16</p> <p>Peter is on the roof to pray. He is hungry and while a meal is being prepared he fell into a trance. Heaven opened and a large sheet with animals, reptiles and birds descended. A voice told Peter to get up, kill and eat. He replied ‘I have never eaten anything impure or unclean’. The voice said ‘do not call anything impure that God has made clean’. This happened three times and then the sheet was taken back to heaven.</p>	6
3(b)	<p><b>Explain the significance of Peter’s vision in Joppa for the growth of the church.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>There is a realisation that the food laws have been superseded and this means that the gospel is not just for Jews. The gospel is for Gentiles also. This is a radical change of view, incorporating Gentiles. It is such a big change that it led to a discussion at the Council of Jerusalem. The immediate effect is that Cornelius, a Gentile, is converted.</p>	6

Question	Answer	Marks
3(c)	<p><b>‘Peter and Paul were equally responsible for the growth of the church.’</b></p> <p><b>To what extent do you agree? Show in your answer that you have considered more than one point of view.</b></p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates may suggest some of the following:</p> <p>Paul is seen as spreading the gospel through his missionary journeys and establishing churches. He was commissioned to preach to the Gentiles at his conversion and he was an influential leader.</p> <p>Peter was a church leader (for example, selection of Matthias). He spoke at Pentecost and many converted and his vision led to the conversion of a Gentile. Peter made speeches to the Sanhedrin defending Christianity. His work predated Paul’s missionary activities and laid the foundations for Paul’s work.</p> <p>Candidates may agree with the statement as both Peter and Paul were involved with many conversions. Others may disagree with the statement saying that one or the other was more responsible and give support for their point of view.</p>	8



Question	Answer	Marks
4(a)	<p><b>Outline Paul’s speech to the Athenians.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>Acts 17:22–31</p> <p>Paul stood in front of the Areopagus and said:</p> <p>He saw how religious the people were because as he went through the city he saw an altar to an unknown god. What they worshipped as unknown is the God who made the world and everything in it, he is Lord of heaven and earth and does not live in shrines. He is not served by human hands, he needs nothing but gives life and breath and all things to mortals. He made all nations from one man and he allotted the times of their existence and where they would live so that they would search for God and find him, as he is not far from each of us. We have our being in him, as some of your poets have said.</p> <p>We ought not to think of God as like gold, silver or stone, an image formed by people. God overlooks times of ignorance but now all should repent. God has fixed the day of judgement and has appointed one who was raised from the dead.</p>	6
4(b)	<p><b>Explain why Paul was taken to the Areopagus when he was in Athens.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>Some of the people said that Paul was babbling and questioned what he was trying to say. Others said that he was proclaiming foreign gods because he was preaching about Jesus and the resurrection. What Paul was saying was new and strange to them, so some wanted to hear more whilst others scoffed.</p>	6

Question	Answer	Marks
4(c)	<p data-bbox="316 248 1142 282"><b>‘Paul spoke too much about Jesus’ death and resurrection.’</b></p> <p data-bbox="316 315 1209 383"><b>To what extent do you agree? Show in your answer that you have considered more than one point of view.</b></p> <p data-bbox="316 416 1139 450">Examiners should mark according to the AO2 level descriptors.</p> <p data-bbox="316 483 935 517">Candidates may suggest some of the following:</p> <p data-bbox="316 551 1299 651">Expect reference to various speeches, such as those in Thessalonica and Athens. Jesus’ death and resurrection were central to the gospel and so it is only natural that Paul would speak about it.</p> <p data-bbox="316 685 1299 786">Alternatively, Paul did not always speak about the death and resurrection. Sometimes he would teach, such as his speech to the elders at Miletus and his speech to the Jerusalem Council.</p> <p data-bbox="316 819 1315 954">Candidates need to address the ‘too much’ part of the statement, some may say that it was too much, others may say that it was not enough, yet others may say that it was just right. Candidates need to support their arguments with reference to Paul’s words.</p>	8

Question	Answer	Marks
5(a)	<p><b>Describe what happened when Paul was in Corinth during his second missionary journey.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>Acts 18:1–17</p> <p>Paul met and lodged with Aquila and Priscilla, who were also tentmakers. Silas and Timothy joined him and he reasoned with the Jews every Sabbath. He preached that Jesus was the Christ and converted Crispus, the ruler of the synagogue. He was rejected by the Jews and told them that your blood be on your own heads, he was clear of his responsibilities and so now he would go to Gentiles. He preached in the house of Justus, where he had a vision telling him – do not be afraid, I am with you and no harm will come to you, I have many people in this city. Paul stayed 18 months. The Jews brought him before the pro-consul, Gallio and accused him of persuading people to worship God in ways contrary to the law. Gallio refused to sit in judgement of the case and so with Aquila and Priscilla Paul left the city. Many became Christians.</p>	6
5(b)	<p><b>Explain why the Jews opposed Paul during his missionary journeys.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>Paul's teaching was contrary to the law. Circumcision was a big issue. To begin with it was believed that Gentiles should be circumcised. Gentile membership was also a problem. Paul was accused of removing trade (for example, silversmiths) and his teaching of the resurrection was considered blasphemy. Some Jews were jealous of the crowds that were attracted to Paul.</p> <p>For example, when Paul and Barnabas were in Pisidian Antioch some Jews stirred up persecution and drove them out of the area because they spread their message to the Gentiles throughout that area. When Paul was in Corinth the Jews brought him before a tribunal accusing Paul of persuading people to worship God in ways contrary to the law.</p> <p>Note for examiners: it is not necessary for all missionary journeys to be mentioned for 6 marks.</p>	6

Question	Answer	Marks
5(c)	<p data-bbox="316 248 1145 282"><b>‘Paul’s second missionary journey was a complete success.’</b></p> <p data-bbox="316 315 1209 383"><b>To what extent do you agree? Show in your answer that you have considered more than one point of view.</b></p> <p data-bbox="316 416 1139 450">Examiners should mark according to the AO2 level descriptors.</p> <p data-bbox="316 483 935 517">Candidates may suggest some of the following:</p> <p data-bbox="316 551 1299 685">Paul accomplished what he set out to do therefore it was a complete success. There were many converts and the gospel was spread, especially to Europe. Many churches were founded and Paul taught, as well as encouraged the Christians.</p> <p data-bbox="316 719 1289 887">Alternatively, candidates may suggest that it was not successful, or that it was only partially successful. Reasons for this could include the opposition with which Paul was faced, the limited number of conversions, the fact that his life was in danger, for example, he was beaten and imprisoned, his teaching was not understood and the split with Barnabas.</p>	8

Question	Answer	Marks
6(a)	<p><b>Give an account of what happened when Paul was in Caesarea during his third missionary journey.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>Acts 21:8–15</p> <p>Paul stayed with Philip and whilst he was there Agabus the prophet came down from Judea. Agabus took Paul's belt and revealed its symbolism. He told the prophecy about Paul being handed over to the Gentiles. People pleaded with Paul not to go to Jerusalem, but Paul's response was that he was ready to die for Jesus. He could not be dissuaded and left for Jerusalem.</p>	6
6(b)	<p><b>Explain the significance of the word 'we' in the account of Paul's third missionary journey.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may suggest the following:</p> <p>The 'we' passages in chapter 20 and 21 seem to suggest that the author of Acts of the Apostles was an eyewitness to the third missionary journey. These (and other) passages are used to suggest that the author was Luke. Others suggest that there was a second document from which these passages were taken and so do not suggest that the author was present.</p>	6
6(c)	<p><b>'Prophets cannot predict the future.'</b></p> <p><b>To what extent do you agree? Show in your answer that you have considered more than one point of view.</b></p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates may suggest some of the following:</p> <p>It is impossible to know the future. The future is not yet decided since we have free will and so cannot be known. There is no longer a belief in the supernatural.</p> <p>Alternatively, God is sovereign, God knows the future and gives this knowledge to prophets. Prophets can be inspired by the Holy Spirit. God can decide the future and bring certain events to pass (or influence them) and so prophecy can be fulfilled. It is divine revelation.</p> <p>Candidates may also say that prophets can predict the future but not accurately.</p>	8