

# RELIGIOUS STUDIES

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Paper 2048/01

Luke and Acts (1-21:15) Short Answer Questions

## General Comments

As has been noted in the past, candidates scored more heavily in their answers to **Section A** than in those to **Section B**. One possible reason for this as far as the current examination is concerned may be that candidates found it more difficult to produce answers from speech material to certain questions, such as **Questions 11(a), 12(b) and 14(b)**, than to plain narrative.

There were some rubric infringements where candidates failed to answer all the required questions. Candidates should be made aware of the requirements of the question paper and the time allowed to complete the paper.

## Comments on specific questions

### Section A

#### Question 1

- (a) Hardly any incorrect answers. One or two vague references to “a bird”.
- (b) Reference to Sonship earned the mark and practically everyone gave this.

#### Question 2

- (a) Mostly accurate answers.
- (b) Occasionally candidates strayed into “your faith has made you well” but the majority gave the correct answer.

#### Question 3

- (a) and (b) Most answered correctly. A few gave the answers the wrong way round.

#### Question 4

- (a) Many wrote “unhappy” or “not happy” rather than “angry” or “jealous”.
- (b) Mostly correct answers; a few gave details of the story up to this point instead.

#### Question 5

- (a) Most – but not all - correctly gave “Son of Man”. “The Son” or “the Messiah” (“the Christ”) were other possibilities.
- (b) Here (besides those specified in the Mark Scheme) there was a wealth of possible answers – so many, it seemed, that some became confused.

#### Question 6

- (a) and (b) Some difficulties here as the answers were wrapped up in the midst of a long speech, candidates generally coped well, especially in their answers to (b).

### Question 7

- (a) Good candidates remembered that the Ethiopian travelled from Jerusalem. Weaker ones opted for Gaza – or Ethiopia!
- (b) Most candidates got this right; those who failed to do so were not sufficiently specific about the reason.

### Question 8

- (a) and (b) An attention-grabbing story well-remembered by the vast majority.

### Question 9

- (a) and (b) The majority found no difficulty in naming the right pairing, although a surprising number gave Peter and John.

### Question 10

- (a) and (b) Both parts generally well-answered.

## **Section B**

### Question 11

- (a) Candidates receiving less than full marks for this question failed to give sufficient and/or accurate detail from the speech. Three of the following were required: authority (or power)/ glory (or splendour)/ given to me/ give to whom I will/ (yours) if you worship me. Others chose the wrong temptation and thus lost the mark on (b) as well.
- (b) and (c) Both parts generally well-answered.

### Question 12

- (a) Most correctly gave “Cleopas” (or a recognisable version of it).
- (b) Many candidates scored less than full marks, because they gave insufficient detail from the speech – another example suggesting that speech is more difficult to reproduce than narrative. Some just put down everything that they thought should be there.
- (c) No problems here, apart from those who preferred to refer to “holes in hands and feet”.

### Question 13

- (a) A large number abbreviated Paul’s purpose to “persecution” and thus did not get the mark.
- (b) The unusual use of the plain “Jesus” was required for the second mark here: many gave it.
- (c) Many accurate answers, earning both marks.

### Question 14

- (a) A welcome number of candidates accurately gave this piece of textual criticism.
- (b) A speech-based question, creating difficulties for weaker candidates, who would clearly have been happier if more of the warning material had been included in the Mark Scheme.
- (c) A minority got this right (a quotation in the midst of a speech). Much depended on whether a candidate was familiar with the incident; clearly many were not.

# RELIGIOUS STUDIES

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Paper 2048/02

Luke and Acts (1-21:15) Essay Questions

## General comments

There is no substitute for knowing the details of the set texts. Students can achieve good marks by simply narrating accurate information once they have pinpointed the correct story. This may seem an obvious comment, but having looked over these scripts there were too many answers that both lacked knowledge of the text and totally confused stories. Those candidates who knew their texts were able to achieve very good marks and some of their answers were a delight to mark.

## Comments on specific questions

### *Section A*

#### **Question 1**

Many candidates answered **part (b)** in **part (a)** because they carried the narrative on.

- (a) Candidates could achieve full marks if they related a good amount of John's speech but unless they included the teaching about repentance full marks were not awarded, as this is central to his message. This was an example of a question in which candidates who knew their text could achieve nearly full marks by quoting what John said about Jesus and his baptism even if they did not enlarge upon its significance.
- (b) This part of the question did not ask about Jesus' baptism by John but the baptism that Jesus gave.

#### **Question 2**

- (a) More able candidates had no problem recognising the 2 stories required for this answer and by narrating them accurately achieved full marks.
- (b) Very few candidates achieved full marks here because they were not able to make the answer specific to Luke. We were looking for some knowledge of Luke's interest in outcasts or Gentiles or the fact that he was a doctor but without some reference to Luke's special interests full marks could not be awarded.

#### **Question 3**

- (a) The fact that this question gave the parable a title seemed to confuse some candidates. Those who answered on the right parable achieved full marks quite easily as it is a very short one.
- (b) This was a well-answered part as those who knew the parable seemed to have little trouble understanding it.

#### **Question 4**

- (a) This was a popular answer and candidates knew the story well. There was a lot of information in this account and candidates were able to achieve good marks even if they did not relate all of it.
- (b) Many candidates recognised Jesus' humility in riding on a donkey but we were expecting some comment beyond this. His Messianic status or fulfilment of prophecy would have been accepted.

### Question 5

- (a) This was another answer where full marks were possible without all the detail of the story. Many candidates related the account of the 2 thieves but not much more. The more able candidates were able to give information about all the events and what Jesus said. Too many answers, however, included information from other gospels for which no credit was given.
- (b) This question asked candidates to look at this event in the context of the Christian faith. It did not expect candidates necessarily to agree with the beliefs but to understand what Jesus' death and the other events surrounding it meant. Candidates could have discussed Jesus' death allowing mankind to be forgiven; or the Temple curtain tearing showing that man was no longer separated from God; or the message shown by the penitent thief that it is never too late to say sorry. There was a lot that could have been discussed here.

### Question 6

- (a) Candidates were asked to relate 2 incidents here and this is where the more able candidates benefited because they could choose what was needed and not waste time writing down everything they could think of. Some candidates quoted quite long passages from Acts that included the answer but had a lot of unnecessary information as well.
- (b) We expected candidates to talk about the hierarchy developing in the early church as well as its growth. Whilst a few more able candidates did this most answered in general terms about the early church caring for each other and living together which was not specific enough to achieve full marks.

### Question 7

- (a) This question gave rise to a lot of wrong answers because candidates did not pinpoint the correct piece of narrative. Even those who did omitted Simon's part in the story.
- (b) This section asked for a comparison to be made and full marks could not be achieved for just relating the Pentecost story. There were plenty of comparisons that could have been drawn out but not if the candidate had answered on the wrong story.

### Question 8

- (a) This was probably the best-answered question. This was another question that had a great deal of material in it and those who went into great detail about what happened after Peter had been left in the street wasted a lot of time. It was certainly necessary to mention that he had gone to Mary's house and Rhoda's actions but not in great detail.
- (b) Candidates had obviously enjoyed learning about Herod's death as this came up a lot. Although many candidates answered this well, too many confused all the different Herods and told us all about Jesus' birth.

### Question 9

- (a) This question was not popular and was not well answered. In order to gain full marks the candidate needed to have a thorough knowledge of Paul's speech to the Areopagus and also realise that he did not talk about Jesus' life in detail.
- (b) Candidates who had not answered (a) well could not cope with (b) as they did not have sufficient material at their disposal. A comparison needed to be made between the 2 events in order to gain full marks and too many candidates gave very vague answers that showed they had not understood what was needed.

### Question 10

- (a) As there was not much detail in the first of these accounts candidates needed all the information to get full marks. Both accounts not only asked for what Agabus said and did but the reactions. Those who knew their material had no trouble achieving full marks here.

- (b)** Many candidates did not really understand the role of a prophet. Answers were vague and spoke about their preaching or healing. We were looking for their role as God's spokesperson and the fact that they were inspired by the Holy Spirit. Candidates did mention predicting the future but little else.