



**EXAMINATIONS COUNCIL OF ESWATINI**  
Eswatini General Certificate of Secondary Education

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**Religious Education**

**6893/02**

Paper 2 The Acts of the Apostles

**October/November 2020**

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***Confidential***

***MARK SCHEME***

***{6893/02}***

***MARKS: 80***

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This document consists of 7 printed pages.

## Marking Criteria

Marks should be awarded according to the given Levels of Response for each Assessment Objective. Not all the criteria listed for a Level have to be present for an answer to be awarded marks within the level; always the aim must be for positive awarding, that is candidates are rewarded for what they know and can do, but no deduction of marks takes place – errors, even if they form a large proportion of the answer, are simply ignored.

**Cross-crediting:** material appearing in one part of an answer to a question which is creditworthy for another part of the same question should be cross-credited, signified by a line linking it to the material providing the credit to the mark of the other part with the annotation CC. The mark for the other part is increased; the previous mark, if any, is simply crossed through (leaving it legible) and the new mark written beside it.

Level 4 answers will usually include the competent use of technical terms. Examiners should not make any reference to grades on scripts, and should keep annotations in general to a minimum. There is no need to write what level the answer is given, as the mark awarded makes this unambiguous.

### **Assessment Objective A: Knowledge**

*Level 1:* some attempt to deal with the task. The inclusion of a small amount of relevant information. Limited ability to organize work or present an argument.

*Level 2:* a basic attempt to deal with the task. Some of the relevant information will have been selected with evidence of organization.

*Level 3:* a reasonable attempt to deal with the task. Salient information selected, organized and presented with some skill.

*Level 4:* an excellent attempt to respond to the task in an individual way. The work will be presented in a clear, coherent manner.

### **Assessment Objective B: Understanding and Interpretation**

*Level 1:* limited understanding of religious language and concepts, with facts often presented as understanding. There will be few explanations offered. Limited ability to recognize the relationship between an issue and the study of religion.

*Level 2:* some understanding of religious language and concepts although lacking in depth. Some ability to recognize the relationship between religious belief and practice. The ability to make simple comparisons and recognize similarities and differences.

*Level 3:* a wider, more mature level of understanding of religious language and concepts. The ability to recognize the relationship between religious beliefs and practice. The ability to recognize and handle religious issues.

*Level 4:* the demonstration of a thorough understanding of religious language and concepts. Clear explanations of the relationship between religious beliefs and practice. Confidence in the recognition and handling of religious issues.

**Assessment Objective C: Evaluation**

*Level 1:* a statement of the obvious, a one-sided judgement with little or no argument.

*Level 2:* a clearly-expressed opinion based on the evidence, with an argument offered in support.

*Level 3:* the ability to recognize some of the significance of the issue raised. The clear expression of an opinion directly related to the information presented and supported by evidence and argument. An awareness of the existence of different opinions.

*Level 4:* the ability to recognize the complexity of issues raised and to express valid opinions about different points of view, well supported by evidence and argument.

**Question 1(a) – (j)**

Assessment Objectives A [1 mark]

1 mark awarded for each correct answer (*no marks to be deducted for errors*). Complete sentences are NOT required, and any word or phrase which is equivalent to one of the suggested answers should gain credit.

**Question 2 & 3 parts (a) & (b)**

Assessment Objectives A, B [4+ 5 marks]

Objective	Level 1	Level 2	Level 3	Level 4
A	1	2	3	4
B	1	2	3	4-5

**Question 4 – 7 parts (a), (b) and (c)**

Assessment Objectives A, B and C [7 + 7 + 10 marks]

Objective	Level 1	Level 2	Level 3	Level 4
A	1-2	3	4-5	6-7
B	1-2	3	4-5	6-7
C	1-2	3-4	5-7	8-10

Candidates are expected to answer **three** of the four questions set. If all four are attempted, all the answers must be assessed and the best three credited – the lowest-scoring answer should be crossed through and RUBRIC INFRINGEMENT written by the crossing-through.

## Section A

Answer **all** questions in this section.

1. Study the source below and answer the questions that follow. Make sure you use the source and your knowledge to answer the questions.



*[Peter's vision at Joppa.]*

- (a) (i) Describe the vision seen by Peter at Joppa as shown in the source. [6]

He saw heavens opened; Saw something descending like a great sheet lowered by its four corners; it had all kinds of clean and unclean animals; heard voice saying Peter should kill and eat; I cannot eat what is unclean; Do not call unclean what God has made clean; This happened three times; the sheet was taken up to heaven.

- (ii) Explain three reasons why the vision was important to the early church. [6]

God shows no partiality; accepts Gentiles just as he accepts Jews; Helpful in resolving the Gentile issue at the Jerusalem Council; Helped to spread the Gospel to the Gentiles; Helps to bring unity in the church; universality of the gospel.

{Any 3 well explained points for level 4}

- (b) Do you think Peter was right to refuse to eat the animals shown in the source? Give reasons for your answer and show you have thought about different points of view. [8]

Peter was a Jew and this was against his faith; Was against the Law of Moses; Was not used to eating such animals; He was not even sure where the voice came from.

All animals were made by God; as long as they did not harm the body they are good for food; After the fall God gave animals as food for people.

**A Level 4 answer should express valid opinion about different points of view, well supported by religious evidence and argument. A one-sided argument can only attain Level 2. Candidates will give a variety of responses. Any view must be credited according to the levels of response.**

[Total: 20 marks]

## Section B

Answer **all** questions in this section.

2. (a) (i) **Give an account of how an Angel freed Peter after he was arrested. (Acts 12)** [6]
- Peter imprisoned between 2 sentries; An angel woke him up and told him to follow him; Chains fell; Dressed himself up; Followed angel through to the iron gate which opened by itself and to the street; Went to Mary's house where the Christians were praying; Rhoda opened the door for him, Told the Christians it was Peter but they couldn't believe her (Acts 12).
- (ii) **Explain three effects of this miracle to the early church.** [6]
- Early church was encouraged to see God's intervention in their suffering; Their faith was strengthened to see answered prayers; Opposition intensified; Attracted non-believers to Christianity, e.g. enhanced the growth of the early church.
- {Any 3 well explained points for level 4}
- (b) **Do you think miracles like the release of Peter from prison are necessary today? Give reasons for your answer and show you have thought about different points of view.** [8]
- To strengthen Christians faith; To bring honor to the church; To demonstrate God's power; To enhance growth.
- It would be showing off because there is no need; May lead to attracting people who want miracles rather than God; It would be similar to tempting God.

**A Level 4 answer should express valid opinion about different points of view, well supported by religious evidence and argument. A one-sided argument can only attain Level 2. Candidates will give a variety of responses. Any view must be credited according to the levels of response.**

[Total: 20 marks]

**3. (a) (i) Describe the conversion of the Ethiopian Eunuch. (Acts 8:26-40) [6]**

Phillip was taken (led) by the Spirit of the Lord to a road leading to Gaza; Met an Ethiopian Eunuch who was coming from worshipping in Jerusalem; Eunuch reading from Isaiah 53; Phillip asked him if he understood what he was reading; Joined the chariot and told him the good news about Jesus starting from the prophecy of Isaiah; Eunuch saw water and asked to be baptised; Phillip was taken by the Spirit as the Eunuch went his way (Acts 8: 26-40).

**(ii) Explain three lessons learnt about Phillip from the story of the conversion of the Ethiopian Eunuch. [6]**

He was a man who was greatly moved by the Spirit of God; He took every opportunity to preach the Gospel; He was obedient to God; was a patient teacher of the word; dedicated/committed to God's work; non-judgmental; humble (good-hearted).

**{Any 3 well explained points for level 4}**

**(b) Do you think preaching to individuals is a more effective method of spreading the Gospel? Give reasons for your answer and show you have thought about different points of view. [8]**

They can win more souls even those who do not go to church; Jesus' command to spread the gospel would be fulfilled; It ensures clarity and understanding of the scriptures.

There are more modern ways e.g. radios, TV's etc.; There are more people these days; Peter preached to a crowd and 3000 people converted; etc.

**A Level 4 answer should express valid opinion about different points of view, well supported by religious evidence and argument. A one-sided argument can only attain Level 2. Candidates will give a variety of responses. Any view must be credited according to the levels of response.**

4. (a) (i) **Outline Paul's farewell speech at Miletus.** [6]

Paul represents his life and ministry as an example for the elders to follow; Paul declares his total dedication to the Gospel mission (22-24); Paul relinquishes his responsibility as their teacher and leader; Charges the Ephesians elders to guard the church from wolves; Paul entrusts the elders to God and his word; Paul reminds them of his example of selflessness, hard work and compassion (not covetous, hard work, help the weak); Bids the elders farewell.

(ii) **What makes a good Christian according to Paul's speech?** [6]

Christians ought to have a character so stainless and pure; Have a reputation so unmistakable for fidelity and uprightness; Above reproach; Able to make an appeal, with the assurance that it will meet a response in the hearts of those who know them best; Should not shun to declare all the council of God despite living in an unfavourable world; Character that will not lead the people away from God or ruin their souls; Should be industrious and be willing to forego their claim in support for the weak; Their character should not be influenced by money; should be self-reliant; humble; compassionate; good deeds; industrious (hard working).

**{3 well explained points for level 4}**

(b) **Do you think church leaders today should work hard so that they can help needy members? Give reasons for your answer and show you have thought about different points of view.** [8]

To follow examples of early church leaders: to be self-reliant and avoid dependence on congregants.

Need to concentrate on God's word; Bible commands the congregants to take care of their material needs.

**A Level 4 answer should express valid opinion about different points of view, well supported by religious evidence and argument. A one-sided argument can only attain Level 2. Candidates will give a variety of responses. Any view must be credited according to the levels of response.**