



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2012**

Religious Studies
Assessment Unit AS 1

assessing

An Introduction to the
Gospel of Luke

[AR111]

THURSDAY 31 MAY, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

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

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

Answer **one** question

AVAILABLE
MARKS

- 1 (a)** Knowledge and understanding could include, e.g.:
- consideration of the main purposes of Luke’s Gospel with relevant examples from the text
 - reference to Luke’s Prologue and the purposes outlined there, e.g. to present “an orderly account”, recognition that he was not the first to write a life of Jesus
 - references to Theophilus
 - exploration of Luke’s apologetic purpose in writing – Christianity was not a threat to Rome shown in the text through, e.g. Luke’s portrayal of Pilate as finding Jesus politically innocent
 - defence against heresies
 - historical and theological reasons for writing
 - exploration of Luke’s universal purpose – to show Jesus as a universal Saviour with reference to examples from the text
 - Evangelical and Catechetical purposes
 - consideration of Luke’s audience in relation to purpose and Luke’s own background when writing his Gospel
 - reference to scholars in relation to the purposes of Luke
 - discussion of any other relevant purpose. [35]
- (b)** An exploration of the claim could include, e.g.:
- agreement that the equality of women was a primary concern of Luke’s Gospel
 - reference to women as a central Lucan theme
 - discussion of the ways in which Luke portrays women as equal in his Gospel, e.g. Luke’s male/female pairings – Mary/Zechariah, Anna/Simeon
 - Contextual references from Luke’s Gospel showing the equal treatment of women in Luke, e.g. Martha and Mary (10:38–42), the woman with the haemorrhage (8:49–56)
 - reference to special “L” material showing Luke’s positive picture of women, e.g. the daughters of Jerusalem and their financial contribution to Jesus’ mission
 - consideration of how Luke’s background may have influenced his portrait of women in his Gospel, e.g. coming from a cosmopolitan Greek background
 - discussion of the role of women in Luke, e.g. the women who wept over him on the way to Calvary (23:44–45), women were the first to proclaim the resurrection
 - possible counter claim that the role of men is more important in Luke, e.g. 12 apostles were male, men as well as women received healing from Jesus
 - the role of women was not Luke’s primary concern
 - reference to the views of feminist theologians. [15]

50

- 2 (a) Knowledge and understanding could include, e.g.:
- detailed account of the resurrection and empty tomb story – Luke 24:1–12
 - commentary on the significance, theological and apologetic intent of the passage
 - discussion of details such as: the delay in anointing the body due to Jewish tradition of no work allowed on the Sabbath, the women who found the tomb empty, the apostles lack of faith in the women’s testimony of the empty tomb and Peter’s reaction
 - reference to the dialogue between the two men (angels) and the women
 - consideration of the role of women in the Jewish tradition in relation to the apostles’ reaction to their message
 - possible discussion of the details peculiar to Luke
 - consideration of the role of Peter. [35]

- (b) An exploration of the view could include, e.g.:
- possible agreement that to some extent the empty tomb alone does not prove the resurrection
 - consideration of the role of the post resurrection appearances in proving the truth of the resurrection
 - reference to significant citations from Luke’s Gospel, e.g. the message given to the women from the two angels
 - discussion of the claims made by the opponents of Jesus, e.g. the women went to the wrong tomb, the body was stolen, Jesus was not really dead and the credibility of these assertions
 - discussion of the historical evidence for the resurrection, e.g. no one witnessed the actual resurrection but the empty tomb supports the reality of the resurrection
 - reflection on the place of the resurrection in religious belief
 - scholarly opinion in relation to the question asked
 - consideration of the issue of proof that the resurrection happened and its relevance to people of faith
 - challenge to the stated claim that the empty tomb is enough to prove the resurrection
 - consideration of the view that to a person of faith proof is not necessary. [15]

Section A

50

50

Section B

Answer **one** question

AVAILABLE
MARKS

- 3 (a)** Knowledge and understanding could include, e.g.:
- detailed explanation of the traditions of the Pharisees and Sadducees
 - discussion of the main beliefs and practices of the two groups such as:
 - Pharisees – purely religious party, their devotion to the letter of the law, their belief in the resurrection, strict observance of the Sabbath, the origin of the party as “separate ones”, their acceptance of the Oral Tradition, popularity with the general Jewish population
 - Sadducees – religious and political party, conservative and aristocratic by nature, their involvement with the Temple and their priestly role, their rejection of the Oral Tradition, their beliefs in the after life, their political connection with Rome
 - reference to Lucan passages referring to the beliefs and traditions of the Pharisees and the Sadducees
 - consideration of the role and influence of the Pharisees and Sadducees in Jewish culture at the time of Jesus
 - reflection on Luke’s presentation of the Pharisees and the Sadduces and their interaction with Jesus. [35]
- (b)** An exploration of the claim in relation to other aspects of human experience could include, e.g.:
- an open ended response citing relevant contemporary and/or historical examples
 - agreement with the claim that to some extent religious division always leads to conflict with citation of relevant historical or contemporaneous examples, e.g. conflict in the Middle East
 - consideration of the problems religious divisions pose, e.g. Civil War
 - discussion of the possible connection between religious and political division, e.g. sectarianism in Northern Ireland
 - reflection on the issues of peace and reconciliation in society
 - consideration of religious divisions within the same belief system, e.g. Christianity
 - the views of modern scholarship
 - counter claim that religious division does not always cause conflict
 - consideration of the role of ecumenism in religious conflict
 - opportunities for religious and ethical enrichment. [15]

50

- 4 (a) Knowledge and understanding could include, e.g.:
- a detailed account of the parable of the rich man and Lazarus – Luke 16:19–31
 - commentary on the teaching contained in the parable with particular reference to wealth and social status
 - consideration of the message of the rich man and Lazarus, e.g. the detriment of ignoring the plight of the poor, compassion for the sick and the underprivileged
 - consideration of Luke’s theme of reversal, i.e. the outcast becomes the hero of the parable
 - exploration of the roles of the central characters in the parable
 - understanding of Jesus’ teaching on attitudes to wealth contained within the parable and possible contrast with attitudes to wealth in Jewish belief
 - reference to the dialogue contained in the parable
 - general discussion of Jesus’ teaching on wealth and his attitude to social status in Jewish society, e.g. his denunciation of the Pharisees who expect the honoured seats at banquets
 - Luke’s mixed attitude to wealth and renunciation and the way in which his own background may have influenced his portrayal of the necessity of wealth. [35]

- (b) An exploration of the view in relation to other aspects of human experience could include, e.g.:
- an open ended response citing relevant contemporary and/or historical examples
 - consideration of the view that wealth can be seen as a sign of achievement, power and prestige
 - discussion of materialism and consumerism
 - consideration of the problems associated with wealth
 - reference to the cult of celebrity in modern society
 - possible reference to recession and the economic climate
 - discussion of the notion that charitable giving is an integral part of many religious teachings and practice
 - possible counter claim that religious believers are not concerned with wealth but value health, family, being at rights with God more
 - discussion of those who renounce wealth in both religious and secular society, e.g. charitable aid workers, volunteers, missionaries, religious orders who take a vow of poverty
 - reference to affluent people who share their wealth for the good of humanity, e.g. Bill Gates
 - reference to the assertion that wealth is not the problem, but ones response to it. [15]

Section B

50

50**Total****100**