



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2015**

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**Religious Studies**

**Assessment Unit A2 1**

*assessing*

The Theology of the Gospel of Luke

**[AR211]**

**THURSDAY 14 MAY, MORNING**

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**MARK**  
**SCHEME**

## GCE Religious Studies

### A2 Mark Scheme (A2 1 – A2 8)

#### 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.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

**A2 BANDS****AO1 (30 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A full and highly informed response to the task.</li> <li>• Demonstrates comprehensive understanding and accurate knowledge.</li> <li>• A very high degree of relevant evidence and examples.</li> <li>• A very sophisticated style of writing set within a clear and coherent structure.</li> <li>• An extensive range of technical language and terminology.</li> <li>• An almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A reasonable and well informed response to the task.</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge.</li> <li>• A very good range of relevant evidence and examples.</li> <li>• A mature style of writing set within a mainly clear and coherent structure.</li> <li>• A wide range of technical language and terminology.</li> <li>• A mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A good response to the task.</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.</li> <li>• A good range of relevant evidence and examples.</li> <li>• A reasonably mature style of writing with some coherent structure evident.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited response to the task.</li> <li>• Demonstrates some knowledge and understanding.</li> <li>• A basic range of evidence and/or examples.</li> <li>• Style of writing is just appropriate.</li> <li>• Structure is disorganised in places.</li> <li>• Limited range of technical language and terminology.</li> <li>• Limited command of spelling, punctuation and grammar.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A very basic response to the task.</li> <li>• Demonstrates minimal knowledge and understanding.</li> <li>• Little, if any, use of evidence and/or examples.</li> <li>• Inappropriate style of writing within a poor structure.</li> <li>• A very basic range of technical language and terminology.</li> <li>• Very poor use of spelling, punctuation and grammar.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.</li> <li>• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• An extensive range of technical language and terminology.</li> <li>• An almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.</li> <li>• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• A wide range of technical language and terminology.</li> <li>• A mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.</li> <li>• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.</li> <li>• Limited personal insight and independent thought expressed through some argument.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.</li> <li>• Poor personal insight and/or independent thought.</li> <li>• Shallow argument.</li> <li>• Limited range of technical language and terminology.</li> <li>• Limited command of spelling, punctuation and grammar.</li> </ul>	<b>0–4</b>

## Section A

AVAILABLE  
MARKS

1 (a) Candidates may wish to include some of the following, e.g.:

- a definition of Narrative Criticism
- background to its rise in relation to other methods of criticism
- identification of key critics such as Tannehill, Powell, Tuckett
- discussion of their stated aims with specific reference to Luke's Gospel i.e. to examine the Gospel in its entirety, to apply literary techniques to the Gospel text, use of the real author and the implied author, the real reader and the implied reader
- examples of literary techniques, e.g. plot, characterisation, protagonist, antagonist, irony, setting, time, as applied to Luke's Gospel and how these contribute to an understanding of the message of Luke
- an analysis of Narrative Criticism in relation to Luke's Gospel
- reference to relevant examples from the text. [30]

(b) A critical evaluation of the view may include the following, e.g.:

- discussion about how each method poses different questions, pursues different goals and obtains different results – all of which are helpful to the student of Luke's Gospel today
- the helpfulness of Narrative Criticism to scholars in reading the gospel as a whole without concerns/distractions about, for example, Luke's sources, whether or not Luke was a redactor
- how Source Criticism helps scholars in determining where Luke got his information from
- how Form Criticism helps scholars in the exploration of the oral period
- how Redaction Criticism helps scholars understand the theological interest of Luke
- recognition that many religious believers are unaware of or are disinterested in Biblical Criticism – content to read the text and believe God speaks to them through this
- suspicion which some religious believers have that Biblical Criticism may undermine the inspiration of Scripture
- religious believer may reject Biblical Criticism as a human invention which is unnecessary, even dangerous to spirituality. [20]

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2 (a) Candidates may wish to include some of the following, e.g.:

- meaning of the titles Christ and Messiah
- discussion of relevant texts in relation to Jesus as Messiah/Christ, for example, hopes about John the Baptist as the Messiah 3:15-17; Peter's declaration about Jesus 9:20; the question from the Council 22:67
- other discussion may refer to 2:11 – the message of the angels; 2:26 – promise to Simeon in relation to seeing the Messiah; 4:41 – the demons' recognition of Jesus as the Messiah; 23:35f – jeers regarding his Messiahship at his crucifixion; 24:26, 46 – Jesus words on the Road to Emmaus about a suffering Messiah
- discussion of the use of the Messianic title 'Son of David', e.g. the blind beggar 18v38
- recognition of Jesus' caution in using the title Messiah and reasons for this
- Old Testament background of the titles
- reference to a range of scholarship. [30]

(b) A critical evaluation of the claim may include the following, e.g.

- discussion of Jewish belief in an exclusive Messiah for the Jews and how Jesus' universalism challenged this
- evidence of their general annoyance/outrage at the universalism of Jesus, e.g. Jesus' association with sinners and tax collectors, e.g. the sinful woman, Zacchaeus – this was not how the Messiah would behave
- identification and discussion of other aspects of his alleged Messiahship which challenged the Jewish hierarchy
- Jesus' disregard for the observance of certain religious laws and traditions, e.g. Sabbath healings – their expected Messiah would conform to the Law and their interpretation of it
- Jesus' condemnation of their self righteousness and hypocrisy – they believed that their righteous living/upholding of the Law would bring about the advent of the Messiah
- their concerns that Jesus' popularity might lead to an uprising which would upset the status quo in relation to the Romans
- reference to parables which hinted at their exclusion from the Messianic feast
- evidence of the Jewish hierarchy's outright rejection of Jesus as Messiah
- undermining of their authority
- points made should be supported by textual evidence. [20]

AVAILABLE  
MARKS

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3 (a) Candidates may wish to include some of the following, e.g.:

- reference to any Parables of Crisis – for example – The rich fool 12:16-21; A returning master and vigilant servants 12:35-38; The thief and the householder 12:39-40; The barren fig tree 13:6-9; The narrow door 13:22-30; The rich man and Lazarus 16:19-31; The parable of the ten gold coins 19:11-27; The wicked vinedressers 20:9-19. This list of parables is not exhaustive
- a clear explanation about what constitutes a Parable of Crisis
- identification and analysis of the crisis in specific parables
- theological teaching in specific parables of crisis
- the dangers of wealth leading to a crisis in relation to the Kingdom of God
- the possibility of a crisis in relation to the parousia – faithful and unfaithful disciples, the certainty of the parousia yet uncertainty about its timing
- how one's behaviour can lead to a crisis in the afterlife
- warnings of a crisis for the Jews in relation to the Messianic banquet
- reference to a range of scholarship. [30]

(b) A critical evaluation of the statement may include the following, e.g.:

- the difficulties for the 21st century reader with regard to the parables, e.g. the need for detailed background knowledge in order to relate to the message, the problem of identifying with the characters in the parable
- the need to rewrite the parables and possible issues surrounding this, e.g. tampering with inspired Scripture, loss of meaning in the reworking
- how society today uses more modern methods of teaching, e.g. visual images, computer technology
- the continuing relevance of the messages behind the parables and the need to pass this on by whatever means necessary
- discussion about why Jesus used parables as a teaching method
- the significance of parables for his original audience
- disregard for the teaching of Jesus, including parables, in an increasingly secular society. [20]

AVAILABLE  
MARKS

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4 (a) Candidates may wish to include some of the following, e.g.:

- evidence of the prominent role that Luke gives to women in his gospel
- Luke's technique of male/female pairing and the significance of this
- discussion of selected texts such as –
  - women in the infancy narrative i.e. Mary, Elizabeth and Anna 2:26-60,36-38
  - women in relation to the miracles of Jesus, e.g. the healing of Simon's mother-in-law 4:38-39; the widow of Nain 7:11-17; the woman with the haemorrhage and Jairus' daughter 8v40-56; the crippled woman on the Sabbath 13v10-17
  - women in the ministry of Jesus, e.g. the sinful woman 7:36-50, the women of Galilee 8:1-3; Martha and Mary 10:38-42; the widow's offering 21:1-4; the daughters of Jerusalem 23:27-30
  - women in the parables, e.g. the parable of the yeast 13:20-21, the parable of the lost coin 15:8-10; the parable of the persistent widow 18:1-8
- women in relation to the death, burial and resurrection of Jesus
- a consideration of the prominent place and role afforded to women in Luke, e.g. women as proclaimers of good news; women as disciples learning from and supporting Jesus; women as positive role models often at the expense of male parallels; women as equal recipients with men of Jesus' forgiveness and compassion; women as messengers of the resurrection
- a possible discussion of Luke's alleged subordination of women
- reference to a range of scholarship. [30]

(b) A critical assessment of the claim may include the following, e.g.:

- evidence to support this view could be based on Luke's presentation of Jesus as a universal Saviour who associates with all kinds of people
- Jesus is not biased in relation to women, the poor, Gentiles, social outcasts such as the sinful woman, tax collectors, lepers
- many religious believers and scholars could use Luke's gospel to oppose discrimination of various kinds including sexism, economic inequality, racism, religious inequality
- it could be argued that Luke's Gospel does not go far enough to deal with discrimination at the time, e.g. the role of women is limited, there is no condemnation of slavery
- however, a precedent is set by Jesus and societies through the ages have been able to follow Jesus' example
- on the other hand, other forms of discrimination exist in the 21st century which were not obvious in Luke's writing
- in secular/atheistic society Luke's teaching may have no relevance. [20]

**Section A**

AVAILABLE  
MARKS

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100

## GCE Religious Studies

### A2 Mark Scheme (A2 1 – A2 8)

#### Synoptic Assessment

#### 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. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

**A2 BANDS****AO1 (30 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Well integrated response.</li> <li>• Clear and critical analysis.</li> <li>• Highly accurate use of evidence and examples.</li> <li>• Sophisticated style of writing. Very well structured and coherent throughout.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A high degree of understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• A well integrated response.</li> <li>• Some very good critical analysis.</li> <li>• Mainly accurate use of evidence and examples.</li> <li>• Mature style of writing.</li> <li>• Well structured and coherent throughout.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A good understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• For the most part an integrated response.</li> <li>• Reasonable degree of critical analysis.</li> <li>• A good degree of accurate evidence and examples.</li> <li>• Reasonably mature style of writing.</li> <li>• Some evidence of good structure and coherence.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.</li> <li>• A limited attempt at critical analysis.</li> <li>• Insufficient use of accurate evidence and examples.</li> <li>• Immature style of writing.</li> <li>• Lacking in structure and coherence.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A basic understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Demonstrating only partially accurate knowledge of the different content areas studied.</li> <li>• Little attempt, if any, at critical analysis.</li> <li>• Inappropriate style of writing with a very basic structure.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very effective comparison and evaluation of scholarly viewpoints.</li> <li>• Mature personal insight and independent thought.</li> <li>• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very good comparison and evaluation of scholarly viewpoints.</li> <li>• Good personal insight and independent thought.</li> <li>• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very good comparison and evaluation of scholarly viewpoints.</li> <li>• Some evidence of personal insight and independent thought.</li> <li>• A line of argument, expressed accurately and using some relevant terminology.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Some comparison and evaluation of scholarly viewpoints.</li> <li>• Limited personal insight and independent thought.</li> <li>• Little evidence of critical argument.</li> <li>• Inaccuracies evident.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Little, if any, comparison and evaluation of scholarly viewpoints.</li> <li>• Minimal personal insight and independent thought.</li> <li>• A basic attempt to follow a line of argument.</li> <li>• Imprecisely expressed.</li> </ul>	<b>0–4</b>

## Section B

5 (a) In identifying and considering some questions arising in relation to the issue of sin, candidates should refer to at least two different areas of study and could consider some of the following, e.g.:

- the issue of how sin is defined
- the issue about degrees of sin
- the issue about what causes people to sin and how to avoid sin
- the issue about how to deal with those who sin, e.g. varying forms of punishment
- the issue about whether or not repentance and conversion are possible
- the issue about who has authority to forgive sin
- reference to people and movements that highlight the questions considered.

[30]

(b) A critical assessment of the view may include the following, e.g.:

- consideration of the view in relation to other aspects of human experience
- possible historical/contemporary exemplification
- discussion of opposing views in relation to the existence of the Devil
- reference to the Bible and/or other religious texts which highlight the role of the Devil in the origin of sin
- discussion of sociological/philosophical/psychological theories about what causes people to sin
- identification and discussion of other causes of sin such as human selfishness, political motivation, greed, desire for revenge, anger, in order to survive, fear, pressure to conform, persecution
- ignorance with regard to what sin is, a spontaneous reaction to a particular situation
- the non-recognition of sin in a secular society.

[20]

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Section B

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Total

150

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MARKS