



ADVANCED
General Certificate of Education
2016

Religious Studies
Assessment Unit A2 1
assessing
The Theology of the Gospel of Luke
[AR211]
THURSDAY 19 MAY, MORNING

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

AO2 (20 marks)

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

Section A

AVAILABLE
MARKS

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

- Explanation of Source Criticism as the first type of Biblical criticism
- Reference to scholarly theories about synoptic interdependence
- Reference to Luke's proposed sources – Mark, Q and L with examples
- Scholarly interest regarding the delay in the writing of the Gospel and how this prompted Form Criticism
- Definition of Form Criticism, e.g. a type of Biblical criticism which aims to identify the 'forms' in which the gospel tradition circulated during the oral period prior to the Gospels being written
- The significance of the oral period and how the needs of the community may have led to the shaping of material to suit a particular need, i.e. the Sitz Im Leben
- Discussion of how this challenges Source Criticism, i.e. sources have not been accurately preserved but traditions have been stereotyped or produced by the early church
- Reference to key scholars, e.g. Dibelius, Bultmann and their categorisation of 'forms' with clear examples from Luke
- Discussion of the different 'forms' or 'types' in Luke and how these help an understanding of Luke's message
- 'Forms' may include, for example, pronouncement stories, miracles, legends, sayings and myths (scholars use different names for the same 'form')
- An analysis of the advantages and disadvantages of Form Criticism and its relationship to Luke's sources [30]

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

- Luke's dependence upon a range of sources, most of which no longer exist
- Questions about the reliability/certainty of his proposed sources
- Debate about Luke's faithfulness to his proposed sources
- Reference to Luke's own claims in his prologue – his dependence on eye witnesses, his careful research, his claims to present the truth
- The tension between Luke the theologian and Luke the historian
- The role of Luke the redactor and reasons for this
- The role of the early church in presenting the Christ of faith
- The role of the Holy Spirit in inspiring and directing Luke
- The belief in the infallibility of all Scripture
- Some reflection on the nature of the genre of gospel [20]

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

- The use of the title in distinct ways in Luke, e.g. the earthly Son of Man (5v24, 6v5, 7v34, 9v58, 19v10, 22v48), the suffering Son of Man (9v22, 9v44, 11v30, 18v31, 22v22), the Son of Man in eschatological glory (9v26, 17v30, 18v8, 21v27, 22v69)
- Discussion of selected passages and their contribution to an understanding of Lukan Christology
- Evidence of Jesus' preferred use of the title with suggested explanations for this (9v20–22, 22v66–69)
- Reference to scholarly views on these passages
- Meaning and historical development of the title with reference to Old Testament and Inter Testamental literature, e.g. Daniel 7
- Analysis of Son of Man as a Messianic title
- Biblical references are not exhaustive [30]

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

- In agreeing with the view, candidates may consider how the various titles used are not always understood in terms of divinity, e.g. Son of Man often taken to mean his humanity
- Discussion of how Jesus is alternatively regarded today as less than divine, e.g. a great teacher, an example to be followed, a moral theorist, the greatest socialist ever, a mighty prophet
- Reference to other world religions and/or sects and their objections to Jesus' divinity, e.g. Islam, Judaism
- Difficulties in believing that Godhood and Manhood can be combined in a human being
- Counter claims about how and why others are steadfast in believing in Jesus' divinity
- An exploration of how some titles set against an OT background do suggest divinity
- How the title 'Son of God' supports the divinity of Jesus
- A discussion of the need to have a thorough understanding of the deeper meaning of titles
- Reference to historical heresies relating to Jesus' divinity
- Reference to Christians throughout history who have defended Jesus' divinity, e.g. Ignatius of Antioch, Tertullian, CS Lewis, Josh McDowell, Alister McGrath, Edward Schillebeeckx
- The centrality of Jesus' divinity in Church doctrine, e.g. in creeds
- Exploration of the importance of Jesus' divinity for the religious believer today
- Reference to the importance of Jesus' divinity for His role as Saviour
- Consideration of how the titles of Jesus when taken together offer a more holistic understanding of His nature [20]

AVAILABLE
MARKS

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

- Definition of discipleship and Luke's distinction between disciples and apostles
- References to Peter such as the healing of his mother-in-law (4v38–39) and his call (5v1–11)
- Implications of his call, e.g. recognition of his sinfulness in the light of Jesus' power, renunciation and obedience, his mission to 'catch men'
- The renunciation by James and John on the same occasion (5v11)
- The choosing of the twelve after a night of prayer (6v12–16)
- The call of Levi and the opposition it provoked (6v27–31)
- The theme of universalism reflected in the apostles – fishermen, tax collector, Zealot/Patriot
- A discussion of the sending out of the twelve (9v1–6) including their task to preach, heal and exorcise; the need for faith in Jesus and the prospect of different responses
- Evidence of the intolerance of James and John (9v51–56)
- Evidence for Peter as a spokesman for the other apostles, e.g. at the Transfiguration (9v33), in relation to renunciation (18v28)
- Peter's denial of Jesus (22v31–34; 54–62) – failure is not final
- Discussion of Judas' betrayal of Jesus (22v3–6; 47–48)
- Relevant examples of Jesus' teaching to the apostles highlighting the demands and rewards of discipleship, e.g. the Sermon on the Plain (6v17–49), parables of discipleship
- Lukan references are not exhaustive [30]

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

- Self-sacrifice as integral to Christian discipleship
- In agreeing, candidates may cite and discuss historical and/or contemporary relevant examples, e.g. members of religious orders, missionaries
- Reference may be made to renunciation in other world faiths or sects
- Reasons for and benefits of renunciation for the religious believer, e.g. allows total commitment to a calling, removes distractions
- On the other hand, candidates may discuss the possibility of discipleship without renunciation
- Modern day examples of wealthy 'disciples', e.g. televangelists, Christian philanthropists
- Views about prosperity theology
- A discussion of the problems of renunciation in the modern world
- Identification of hindrances to renunciation, e.g. materialism
- The example set by Pope Francis
- Reference to other important aspects of discipleship, e.g. repentance [20]

AVAILABLE
MARKS

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

- Examples of different types of miracles in Luke and their theological significance
- What they teach about Jesus' power, e.g. exorcism – his power over Satan and sin (9v37–43)
Healing – his power over all kinds of illness (6v19),
Nature – his power over the elements (8v22–25),
Resurrection/resuscitation – his power over death (8v51–56)
- Explanation of what miracles teach about Jesus, e.g. his compassion (7v13), concern for others (9v13)
- Miracles as evidence of divine activity (9v37–43)
- Miracles as evidence of Jesus' identity (7v16 – a great prophet, 7v20 – his Messiahship)
- The coming of the Kingdom reflected in the miracles (10v9, 11v20)
- The OT prophecies of Isaiah fulfilled through the healing and resurrection miracles (7v22)
- Scholarly analysis of identified miracles
- Lukan references are not exhaustive [30]

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

- In agreeing with the claim reference may be made to increased scepticism regarding the reality of miracles as recorded in Luke and elsewhere
- Atheistic/secular challenges to miracles
- The role of science in discounting miracles
- Lack of evidence for miracles in the 21st century
- Reference to continued belief as evidenced by numbers visiting places of pilgrimage in anticipation of a miracle, e.g. Lourdes
- The Church's reluctance to assign the term 'miracle' to events
- The existence of healing ministries in some church denominations
- The role of prayer in miracles, e.g. Josh Martin (Pray for Josh)
- The importance of faith
- Example of Fabrice Muamba
- Miracles are coincidences [20]

Section A

AVAILABLE
MARKS

50

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

AO2 (20 marks)

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

Section B

- 5 (a) In outlining and examining some major ideas on the concept of sin, candidates should refer to at least two different areas of study and could consider some of the following, e.g.:
- How sin is defined, types of sin
 - Causes of sin
 - Attitudes towards sin and sinners
 - Possible consequences of sin
 - The necessity of repentance and forgiveness
 - Making amends for sin
 - Examples of key people who illustrate aspects of sin [30]
- (b) In critically assessing the view, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- The idea of original sin
 - Types and causes of temptation
 - The weakness of human nature in the face of temptation and the existence of freewill
 - Biblical teaching about the Christian life as a battle between the flesh and the spirit
 - Biblical teaching about perseverance in the faith
 - The role of conscience in relation to avoiding sin
 - The existence of confession and penance suggest sin is inevitable
 - Examples of religious believers who have succumbed to temptation – the reasons and consequences
 - The importance of following Jesus' example
 - The need for support from other believers to help one avoid sin
 - Reference to positive examples who have resisted temptation
 - The Holiness Movement and teachings about Christian perfection
 - Redefining of what constitutes sin therefore a person may not believe he/she is sinning
 - Consideration of the notion of diminished responsibility
 - Consideration of historical and/or contemporary examples [20]

Section B

Total

AVAILABLE
MARKS

50

50

150