



ADVANCED
General Certificate of Education
2018

Religious Studies

Assessment Unit A2 1

assessing

The Theology of the Gospel of Luke

[AR211]

TUESDAY 5 JUNE, 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) In analysing and discussing the role of Narrative Criticism for an understanding of Luke's Gospel, candidates may wish to include some of the following, e.g.:

- a definition of Narrative Criticism and its development
- discussion of its stated aims 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 application of literary techniques with particular reference to Luke's Gospel – characterisation, plot, irony, setting, timing
- identification of key critics such as R Tannehill, M Powell, CM Tuckett, W Harrington
- an analysis of both positive and negative aspects of Narrative Criticism in relation to Luke's Gospel – reading the Gospel as a whole without concern for the sources Luke used, the irrelevance of the oral period or the identification of 'forms'
- how narrative criticism ignores the historicity of the Gospel, the issue of applying modern literary techniques to ancient text [30]

(b) In critically evaluating the claim that an acceptance of Biblical Criticism is necessary for an understanding of the message of Luke's Gospel, candidates may wish to include some of the following, e.g.:

- individual types of Biblical Criticism may be helpful for the religious believer in understanding the message of Luke's Gospel
- an acceptance of Source Criticism highlights Luke's careful use of sources supporting Luke's reliability and arguments for the trustworthiness of his message
- special L material is useful in helping the religious believer to understand Luke's particular interests, for example, universalism, the Holy Spirit, prayer
- Form Criticism gives the reader an understanding of the oral period and how this may have shaped Luke's message
- it is helpful to know how Luke redacted his sources to emphasise his special interests
- Narrative Criticism helps the reader to understand the Gospel as a whole
- many readers of Luke's Gospel have little or no knowledge of Biblical Criticism yet have a good understanding of his message
- some types of Biblical criticism undermine Luke's message by suggesting that much of it is the creation of the early church and not the actual words of Jesus
- some types of Biblical Criticism ignore the findings of other types, e.g. Narrative Criticism has no interest in Q or in the oral period [20]

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2 (a) In identifying and considering the theme of universalism as presented in Luke's Gospel, candidates may wish to include some of the following, e.g.:

- a definition of universalism
- discussion of how Luke's Gentile background may have influenced his emphasis on universalism
- universalism as reflected in the infancy narrative through different characters, e.g. Zechariah's Benedictus 1v79, Mary's Magnificat 1v52–53, the angels to the shepherds 2v10, Simeon's Nunc Dimittis 2v31–32, inclusion of women, e.g. Elizabeth, Mary and Anna
- preaching of John the Baptist 3v6 – “all mankind will see God's salvation”
- genealogy of Jesus back to Adam 3v37
- Jesus' inclusive mission – the poor, oppressed, downtrodden, e.g. 9v10–17, 18v35–43, 21v1–4, women 8v1–3, Samaritans 9v51–55, the sick and suffering 5v17–26, 8v26–39, tax collectors 5v27–32, 15v1, 19v1–10, the sinful woman 7v36–50, the repentant thief 23v40–43
- universalism as reflected in the parables of Jesus: e.g. the Good Samaritan 10v25–37, the great feast, the lost son 15v11–32, the mustard seed, rich man and Lazarus 16v19–31, the persistent widow
- universalism as reflected in the miracles of Jesus: e.g. the curing of the lepers 5v12–16 and 17v11–19, healings of men and women, e.g. the crippled woman 13v10–17 and the man with dropsy 14v1–6, Centurion's servant 7v1–10 and widow of Nain's son 7v11–17
- the universal character of the selection of the twelve apostles – tax collector, Zealot and fishermen
- Luke's universal theology of salvation for all humanity – 3v6, 5v31–32, 19v10
- possibility of exclusion with reference to religious elite and the wealthy – Jesus' woes on the Pharisees and Teachers of the Law 11v37–54, rich man and Lazarus 16v19–31, Pharisee and the tax collector 18v9–14
- Lukan references are not exhaustive [30]

AVAILABLE
MARKS

(b) In critically assessing the claim that “Jesus’ understanding of his mission would have been challenging to his original hearers”, candidates may wish to include some of the following, e.g.:

- evidence of how his mission challenged the religious authorities i.e. his association with tax-collectors and sinners such as Levi and Zacchaeus; his claims to forgive sin – the paralysed man, the sinful woman; his challenge to the hypocrisy and failure of the religious leaders as in Ilv37f; his breaking of the Sabbath law by healing
- examples of how his mission to the poor and outcasts challenged the wealthy who regarded their wealth as a blessing from God yet Jesus praised the poor widow in the Temple above the rich people
- discussion of how his inclusive mission challenged Jewish beliefs that the Kingdom of God was only for them
- how his mission as a suffering Messiah was a challenge to his disciples
- evidence of those who benefitted from his mission even though they may not have fully understood it, e.g. those who were healed and recognised God at work through Jesus
- evidence that it is only in Luke’s sequel, the Book of Acts, that his followers fully appreciate his mission
- Luke as a Gentile, along with his audience, would have been comforted and reassured by Jesus’ mission since they too can be part of the Kingdom of God

[20]

AVAILABLE
MARKS

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3 (a) In outlining and discussing the main teachings of the Sermon on the Plain, candidates may wish to include some of the following, e.g.:

- the beatitudes and woes (6v20–26) with an emphasis on the theme of reversal in the Kingdom of God
- love for enemies (6v27–36) and the challenge to Jesus' followers to be different to 'sinners', the requirement to follow 'the Golden Rule'
- teaching on judging others, the blind leading the blind and, the speck and the log (6v37–42)
- an explanation of the tree and its fruit (6v43–45)
- the parable of the two house builders (6v46–49)
- discussion of the theological significance of the main themes in the Sermon i.e. the Kingdom of God, love and mercy, discipleship, obedience to the teaching
- reference to a range of scholarship
- the background to and setting for the Sermon on the Plain – link with the call of the 12 apostles (6v12–16) and the establishing of the new community – Jesus as the new Moses
- an identification of the audience i.e. a mixed group of apostles, other disciples and those coming to be healed (6v17–19) [30]

(b) In critically evaluating the claim that these teachings are impossible to follow, candidates may wish to include some of the following, e.g.:

- evaluation of whether or not these teachings apply to disciples in all generations or only to the original audience
- reference to these teachings as an interim ethic, an idealistic ethic, an ethic only for the religious elite
- discussion of how these teachings go against human nature, e.g. the difficulty of loving one's enemies, societal influences
- examples of historical and/or contemporary figures who have followed these teachings
- reference to resources available to disciples in order to follow these teachings, e.g. prayer, the Holy Spirit, Scripture, example of Jesus and others
- discussion about why these teachings would have been difficult/impossible for the original hearers due to Roman occupation of their land [20]

AVAILABLE
MARKS

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- 4 (a) In analysing and discussing Luke's presentation of Jesus as the merciful Saviour, candidates may wish to include some of the following, e.g.:
- discussion of specific passages where Jesus is identified as one who saves, e.g. in the birth narratives – Zechariah's Benedictus 1v76–79; the message of the angels to the shepherds 2v11; Simeon's recognition of the infant Jesus as God's salvation 2v29–35
 - Jesus' declaration in the synagogue in Nazareth regarding his role as Saviour 4v18–20
 - salvation in terms of mercy and forgiveness of sin by Jesus, e.g. the repentant thief 23v39–43
 - Jesus as the merciful Saviour demonstrated through healing miracles, e.g. the ten lepers 17v11–19, the blind beggar 18v35–43
 - Jesus as the one who saves from the power of Satan, e.g. the crippled woman 13v10–17, the Gerasene demoniac 8v26–39
 - evidence of Jesus as the merciful Saviour in his encounters, e.g. the sinful woman 7v36–50, Zacchaeus the tax-collector 19v1–10
 - evidence of Jesus being less merciful towards the Pharisees, e.g. Simon 7v44–47, the Parable of the Pharisee and the tax-collector 18v9–14
 - Jesus' warnings of lack of mercy to the unrepentant 13v1–5
 - Lukan references are not exhaustive [30]

- (b) In critically assessing the view that claims about Jesus as a unique Saviour are unconvincing in the twenty first century, candidates may wish to include some of the following, e.g.:

- such a claim is at the heart of the Christian message
- it is reflected in church creeds and is the focus of Christian festivals
- Christians throughout the centuries have stressed the uniqueness of Jesus' role as Saviour
- Jesus is a unique Saviour because of who He is – God incarnate, the fulfilment of prophecy
- the role which faith plays in holding such a view
- such a claim may seem arrogant in a world of many faiths
- ongoing questions about the reliability of the Gospel accounts
- reference to the view that there are many ways to God
- the claims of other faiths regarding salvation may have equal validity
- the uncertainty about whether or not absolute truth exists
- the views of other faiths which reject Jesus as greater than their prophets or leaders [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 the contribution of some key people to an understanding of the issue of sin, candidates should refer to at least two different areas of study and could consider some of the following, e.g.:
- identification of key people and their views/attitudes towards sin
 - how key people defined and categorised sin
 - warnings/teachings by key people about sin and its consequences
 - examples of 'sinners' and why they were so identified
 - examples of key people who have been sinners
 - the attitudes of key people to sinners
 - means of forgiveness/making amends as set out by key people
 - reference to writings of key people
 - conflict between individuals or groups on the issues of sin [30]
- (b) In critically evaluating the claim that modern society has lost a sense of sin, candidates may wish to include some of the following, e.g.:
- reference to other aspects of human experience
 - an open-ended response citing relevant contemporary and/or historical examples
 - 'sin' as an out-dated word rarely used in modern society
 - to accuse anyone of sin could be viewed as offensive and/or judgemental
 - society's standards of behaviour, codes of conduct as alternatives to the concept of sin
 - how a modern and increasingly secular society explains 'sin' in alternative terms
 - how some behaviour defined in the Bible as sin is still regarded as wrong i.e. certain crimes against society – but not in terms of God
 - discussion regarding the existence of a judicial system to deal with criminals
 - how behaviour once regarded as sin is now viewed as acceptable behaviour
 - degrees of sin i.e. some 'sins' are of little consequence but other 'sins' are more serious
 - how the media portrays 'criminals' and others, e.g. celebrity adulterers whose behaviour as role models is unacceptable
 - reference to other world faiths and their understanding of sin, e.g. Islam and 'shirk'
 - loss of authority of religious groups sometimes due to their own 'sin' [20]

Section B

Total

AVAILABLE
MARKS

50

50

150