



**ADVANCED SUBSIDIARY (AS)**  
**General Certificate of Education**  
**2017**

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## **Religious Studies**

**Assessment Unit AS 1**

*assessing*

**An Introduction to the Gospel of Luke**

**[SRE11]**

**THURSDAY 18 MAY, MORNING**

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## **MARK SCHEME**

## General Marking Instructions

### ***Introduction***

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
  - religious, philosophical and/or ethical thought and teaching;
  - influence of beliefs, teachings and practices on individuals, communities and societies;
  - cause and significance of similarities and differences in belief, teaching and practice; and
  - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17- or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

### ***Levels of response***

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

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

#### ***Other Aspects of Human Experience at AS Level***

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

#### ***Synoptic Assessment at A2 Level***

Candidates must refer to different units of study in their AO1 response to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

#### ***Quality of written communication***

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

**Level 2 (Limited):** The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 3 (Good):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 4 (Very Good):** The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

**Level 5 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

| Band | AO1 Performance Descriptors   | Marks     |
|------|---|-----------|
| 5    | <ul style="list-style-type: none"> <li>• An excellent response to the question asked</li> <li>• Demonstrates comprehensive understanding and knowledge</li> <li>• Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A very high degree of relevant evidence and examples</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar</li> </ul>  | [21]–[25] |
| 4    | <ul style="list-style-type: none"> <li>• A very good response to the question asked</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge</li> <li>• Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A very good range of relevant evidence and examples</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>        | [16]–[20] |
| 3    | <ul style="list-style-type: none"> <li>• A good response to the question asked</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge</li> <li>• Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A good range of relevant evidence and examples</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul> | [11]–[15] |
| 2    | <ul style="list-style-type: none"> <li>• A limited response to the question asked</li> <li>• Demonstrates limited knowledge and understanding</li> <li>• Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• A limited range of evidence and/or examples</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>   | [6]–[10]  |
| 1    | <ul style="list-style-type: none"> <li>• A basic response to the question asked</li> <li>• Demonstrates minimal knowledge and understanding</li> <li>• Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies</li> <li>• Little, if any, use of evidence and/or examples</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>  | [0]–[5]   |

| Band | AO2 Performance Descriptors   | Marks     |
|------|---|-----------|
| 5    | <ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis</li> <li>• An excellent attempt at the application of beliefs, values and teachings to the question asked</li> <li>• An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• An excellent attempt at providing personal insight and independent thought</li> <li>• A sophisticated answer with a clear and coherent structure</li> <li>• An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar</li> </ul> | [21]–[25] |
| 4    | <ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis</li> <li>• A very good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• A very good attempt at providing personal insight and independent thought</li> <li>• A mature answer with a mainly clear and coherent structure</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar</li> </ul>                 | [16]–[20] |
| 3    | <ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis</li> <li>• A good attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience</li> <li>• A good attempt at providing personal insight and independent thought</li> <li>• A reasonably mature answer with some evidence of structure and coherence</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar</li> </ul>                       | [11]–[15] |
| 2    | <ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis</li> <li>• A limited attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience</li> <li>• A limited attempt at providing personal insight and independent thought</li> <li>• A limited answer with limited evidence of structure and coherence</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar</li> </ul>                               | [6]–[10]  |

| Band | AO1 Performance Descriptors  | Marks   |
|------|--|---------|
| 1    | <ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis</li> <li>• A basic attempt at the application of beliefs, values and teachings to the question asked</li> <li>• A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience</li> <li>• A basic attempt at providing personal insight and independent thought</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul> | [0]–[5] |

Candidates must engage with other aspects of human experience, where necessary, to access Bands 3–5.

**Section A****AVAILABLE  
MARKS**

1 (a) "Luke the doctor and companion of Paul was the author of the third Gospel."

With reference to this quotation, discuss the evidence for the authorship of this Gospel.

Answers may include:

- Exploration of the internal (New Testament) sources and what they tell us about Luke being a physician and companion of Paul, e.g.
- Acts of the Apostles "We" passages and their connection to Luke being with Paul on his missionary journeys. Luke uses the first person plural (we) rather than the third person (he, she, they)
- Luke's assignation as a doctor and passages to support this, e.g. when teaching of the dangers of wealth in the rich young man Luke speaks of a surgical rather than domestic needle, his kinder treatment of doctors in the healing of the woman with the haemorrhage, Colossians 4:14 "Luke, our beloved physician..."
- Challenges to the stated claim that Luke was a physician, e.g. Cadbury states that Luke had no more medical training than any of the educated writers of the day such as Josephus
- Consideration of the views of Bultmann and Vielhauer – Luke was not a companion of Paul as he is not aware of his Letters or some of his most important theological ideas such as his Christology
- Analysis of the external (traditional sources) and why they attribute the Gospel to Luke, e.g.
- Muratorian Canon c. 170–180 A.D. – a physician who worked with Paul, not an eyewitness but "follower of the apostles"
- Anti-Marcionite Prologue – Luke was a Syrian from Antioch, physician, follower of the apostles and Paul
- Church Fathers – Irenaeus, Eusebius, Origen, Tertullian and in particular Jerome's postulation that the Gospel was written by a Greek for Greeks.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Assess the view that Luke's Gospel is an historically accurate account of the life of Jesus. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- Discussion of the accuracy and reliability of Luke's Gospel as a history such as,
- Consideration of the view that Luke was a conscious historian with particular reference to the prologue of Luke's Gospel, e.g. "orderly account", Luke's reference to investigation of previous sources, Luke's testimony that he wishes to present the "truth"
- Discussion of Luke's secular dating and his desire to place the life of Jesus in the context of secular history (3:1–2)
- Examination of the views of scholars such as I. H. Marshall and M. Dibelius who view Luke's Gospel as a history
- Exploration of the first century concept of the historian contrasted with the 21 century expectations of history
- Evaluation of the claim that Luke was not writing from a neutral standpoint therefore material was redacted for his own audience and purpose and therefore cannot be an accurate or reliable account of the life of Jesus
- Consideration of the inconsistencies in Luke's Gospel, e.g.
- Luke/Acts designation of when the ascension happened, the issues with the census in Luke 2, imperfect knowledge of Palestinian geography and an exploration of the arguments to refute these claims, e.g. in relation to the ascension in Luke 24 there is no actual reference to timing
- Deliberation on the view that Luke was a theologian and that it was his primary aim
- Consideration of the views of Conzelmann and his supposition that Luke had a literary device of three eras to present salvation history and a reinterpreted parousia
- Reflection on the purposes of Luke's Gospel and how Luke's aim in writing influences his presentation of history – he had a theological agenda.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

2 (a) How do the accounts of the presentation of Jesus and the finding of Jesus in the Temple demonstrate Luke's religious purpose?

AVAILABLE MARKS

Answers may include:

- Understanding of the significance and theological intent of the passages such as:
- Discussion of details including: the ceremony of purification and Mary's offering of the poor, Simeon and Anna, Jesus in the Temple and his teaching with authority, Jesus' recognition of his identity and his portrayal as a loyal and good son
- Exploration of Luke's religious purposes contained in the accounts such as; Mary and Joseph's loyalty to the Jewish law by having their firstborn dedicated to the Lord and attending the feast of the Passover in Jerusalem, the message of universalism and suffering contained in the words of Simeon and Anna, Jesus' knowledgeable teaching at a young age and his recognition of his divine identity, interpretation of the words spoken that he was in "his father's house"
- Exploration of the main characters in the accounts – Mary and Joseph – loyal and dedicated parents, Simeon – waiting for the Messiah, Anna – loyal prophetess, Jesus – devoted son
- References to knowledge of the accounts found in Luke 2:22–38 and 41–52
- Exploration of the content of Simeon's canticle (song of praise) the Nunc Dimittis, e.g. Simeon's prophecy to Mary that "sorrow, like a sharp sword, will break your own heart."
- Reflection on the significance of this material as unique to Luke and therefore highlighting some of his most important ideas such as the poor, "A light to reveal your will to the Gentiles...", male/female pairing of Simeon and Anna, early life of Jesus
- Consideration of the significance of the themes found in these accounts, e.g. fulfilment of prophecy, the Holy Spirit, universalism, suffering, obedience.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Explore the view that women occupy the central role in Luke's Infancy Narrative. Justify your answer.

AVAILABLE MARKS

Answers may include:

- Agreement that women occupy the central role in the Infancy Narrative
- Consideration of what those passages that deal with women, e.g. the annunciation to Elizabeth and Mary, Anna the Prophetess in the Temple and her message, tell us about Luke's treatment of women in the Infancy Narrative and the Gospel as a whole
- Consideration of Luke's male/female pairing literary device and how it reflects the position of women, e.g. Mary and Zechariah – the issue of faith and lack of faith to the credit of the female and the discredit of the male
- Exploration of the role of Mary – the model disciple and the significance of her acquiescence to the angel's message
- Discussion of the nature of Luke's special "L" material in relation to how it reflects his purposes and interests in women
- Possible reference to the traditional view that Luke got his information for the Infancy Narrative from Mary – Source "I"
- Possible counterargument that males also play a prominent role in the Infancy Narrative
- How Jesus should be seen as the central figure in the narrative
- Exploration of the roles of Zechariah and Simeon the Prophet
- Exploration of the view that women play a role in the Infancy Narrative through biology, e.g. a woman was needed to carry Jesus in the womb rather than for any theological intent.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

Section A

50

**Section B****AVAILABLE  
MARKS**

3 (a) With reference to the text, discuss the significance of the Nature Miracles in Luke's Gospel.

Answers may include:

- Discussion of nature miracles included in Luke's Gospel, e.g. The calming of the storm Luke 8:22–25 and the feeding of the 5000 Luke 9:10–17
- Commentary on the teaching contained in the nature miracles and their theological significance
- Discussion of the details, e.g. the disciples return from their mission and frustration with the crowd, the instructions to feed the people, 5 loaves and 2 fish (gematria), words and actions at the feeding, words and actions used to calm the storm, disciples' lack of faith and their reaction to nature miracles
- Reflection on significance of the words spoken over the bread and fish and exploration of the Eucharistic overtones in the feeding of the 5000 and the significance of this, e.g. foreknowledge of the Last Supper
- Exploration of the connection of the nature miracles to the Old Testament and the significance of this for Jesus' identity such as provision of "manna" from heaven, Elisha's feeding and the implication that Jesus was the Son of God in imitation of these Old Testament events
- Consideration of the theme of discipleship portrayed in the nature miracles such as their lack of faith and how they lack understanding of Jesus' identity
- Exploration of the significance of Luke's presentation of the nature miracles and use of the Markan source
- Consideration of what the nature miracles teach about the identity of Jesus and the Kingdom of God.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) "Religious texts, when taken literally, can be dangerous."

AVAILABLE  
MARKS

With reference to other aspects of human experience, evaluate this claim.  
Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples
- Reflection on the view that literal interpretation of some religious texts can be contentious, e.g. Creationism in Christianity or Jihad in Islam
- Discussion of the view that some people can take religious texts out of context and perhaps manipulate them to fit particular situations and this can be dangerous – It is the interpretation rather than the original text that may be dangerous
- Consideration of the challenges of religious literalism in a secular society, e.g. "You shall not kill" in the Commandments but in secular society abortion is legal in many countries
- Exploration of the view that in a secular society religious texts belong to a bygone era and therefore do not have any relevance
- Consideration of other interpretations of religious texts and the view of many that taking a religious text literally does not make it any more true as the word of God
- Discussion of the view that religious texts are living documents and that they were not meant to be taken literally but applied to situations as and when they arose
- Reflection on examples such as food laws in the Jewish Old Testament which still apply in Judaism today – they are not dangerous therefore taking religious texts literally in some cases is not harmful.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2)

[25]

50

4 (a) With reference to examples from the text, discuss Luke's presentation of Salvation History.

AVAILABLE  
MARKS

Answers may include:

- Explanation of the concept of salvation history in general, e.g. that human history is ordered by a divine plan and that God sometimes intervenes or acts in history to save people and that it is a broadly religious notion
- Reflection on Conzelmann's theory of salvation history presented in Luke's Gospel
- Discussion of Conzelmann's three eras – 1. The period of Israel, 2. The period of Jesus, 3. The period of the Holy Spirit and the Church with relevant examples from the text of Luke's Gospel to enhance understanding of Conzelmann's presentation
- Consideration of Luke's reinterpretation of the Parousia and scholarly deliberation on the concept, e.g. Shulz and a critique of Conzelmann's interpretation
- Discussion of Luke's portrayal of salvation history being universal, the Kingdom of God is open to all who repent and Luke's concept of all can be saved yet not all will be saved
- Consideration of Luke's emphasis on history in general and how this is a strong concept within his Gospel but that Luke also has a religious view of history (for Luke, history is not the mere chronology of events)
- Exploration of Luke's stress on God's plan in his Gospel and how this connects with salvation history, e.g. Luke 22:42 in the Garden where Jesus prays for the cup of suffering to be taken from him but acknowledges it is God's will, the crucifixion, Luke 9:31 Jesus will fulfil God's purpose by dying in Jerusalem
- Discussion of Luke's use of the title Saviour and 2:11 "This very day in David's town a saviour has been born", his frequent use of the word save/salvation
- Possible mention of Acts of the Apostles and how Luke presents the story of Jesus as part of the flow of salvation history, e.g. in Paul's preaching
- Possible mention of the Old Testament and references to examples of God's intervention into history, e.g. the Exodus
- Consideration of the views of scholars such as J.A. Fitzmyer's exploration of Luke's view of salvation history.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, explore the view that the claims of the Gospel to salvation are no longer relevant in a secular world. Justify your answer.

AVAILABLE MARKS

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples
- Reflection on the view that we are living in an increasing secular world citing examples such as the decline in attendance at ritual worship
- Discussion of the view that the Gospel message of salvation is no longer relevant in society, e.g. societal norms such as cohabitation and sex outside of marriage
- Consideration of the challenges of living out one's faith in a multi-religious society, e.g. wearing religious emblems in a place of work, France's banning of face veiling, the burqa
- Exploration of the concept of sin in a secular society, the concept of individual and informed conscience
- Consideration of the view that the Gospel message of salvation is always relevant and that several secular laws are based upon religious laws, e.g. murder, stealing
- Discussion of the Gospel message of salvation and how it can be linked to relevance in society today, e.g. treatment of others, the concept of charitable giving, equality and discrimination
- Exploration of the view of some that living a good life is all that matters rather than adherence to religious ritual
- Consideration of the view that the Gospel message of salvation is out of date and has no place in secular, multi-religious society today
- Exploration of the concept of morality.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2) [25] 50

Section B 50

Total 100