



ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019

Religious Studies

Assessment Unit AS 1

assessing

An Introduction to the Gospel of Luke

[SRE11]

THURSDAY 16 MAY, MORNING

**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 support their answer with reference to at least one other unit of study 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.

AS Bands

Total Marks: [25]

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

AS Bands

Total Marks: [25]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> A comprehensive and coherent response demonstrating an excellent attempt at critical analysis An excellent attempt at the application of beliefs, values and teachings to the question asked 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 An excellent attempt at providing personal insight and independent thought A sophisticated answer with a clear and coherent structure An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> A very good response demonstrating a very good attempt at critical analysis A very good attempt at the application of beliefs, values and teachings to the question asked 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 A very good attempt at providing personal insight and independent thought A mature answer with a mainly clear and coherent structure A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> A reasonable response demonstrating a good attempt at critical analysis A good attempt at the application of beliefs, values and teachings to the question asked 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 A good attempt at providing personal insight and independent thought A reasonably mature answer with some evidence of structure and coherence A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> A limited response demonstrating a modest attempt at critical analysis A limited attempt at the application of beliefs, values and teachings to the question asked 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 A limited attempt at providing personal insight and independent thought A limited answer with limited evidence of structure and coherence A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • 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 • A basic attempt at providing personal insight and independent thought • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

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

Section A

AVAILABLE
MARKSAnswer **one** question from this section

- 1 (a) Discuss the theological significance of the annunciation of the birth of Jesus in Luke's infancy narrative.

Answers may include:

- Exploration of the text of Luke 1:26–38.

Reflection on key theological points such as:

- Annunciation message from the angel Gabriel and Luke's historical concern to locate it in the sixth month of Elizabeth's pregnancy. Possible mention of Elizabeth as the mother of John the Baptist and the significance of John's role as forerunner.
- Discussion of the role of Joseph, his descent from King David and how this gave Jesus his legitimacy as Messiah (Son of David). Possible comparison to Matthew's mention of the angel's visit to Joseph in his account while it is to Mary in Luke's, in keeping with his respect for women and possible source, Mary.
- Mary's faithful response of the true disciple and her acceptance as the Lord's servant.
- Consideration of virginal conception and the biological concerns of Mary. The role of the Holy Spirit in the conception and the significance of such as one of Luke's themes.
- The sign of Elizabeth's pregnancy offered by Gabriel as a sign of the power of God.
- Mary's response and the implication of her response "I am the Lord's servant". Her total acceptance of her role in God's plan despite the public disgrace it may bring.
- Possible comparison to Zechariah and the importance of Luke's male/female pairing motif.
- Reflection on the parallelism between the annunciation accounts of John and Jesus and Luke's aim to show John as the forerunner and Prophet.
- Consideration of the visit of the angels to the shepherds, canticle 'Gloria in Excelsis Deo', theme of joy and praise, identity of Jesus as Saviour.
- Revelation of Jesus' identity – the Son of God.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Assess the view that the narratives about John the Baptist in Luke's Gospel show that he was not important when compared to Jesus. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Consideration of the view that Luke shows John as less important than Jesus. John must baptise Jesus though he feels unworthy to do so. He has his part to play and must carry it out. This shows John's own view is that his role is one of servant/precursor.
- Reflection on the fact that we do not have any other information about John until Chapter 7:18–35 when he reappears to ask if Jesus is the Messiah.
- Consideration of the view that Luke clearly depicts John as the forerunner, an indicator that the Messiah is on the way.
- Discussion of Luke's portrayal of John as an important figure in the ministry of Jesus. John's annunciation and birth come first in order and Luke has a reverential attitude towards John and his origins.
- Consideration of John's role as witness to Jesus' mission, the importance of this role and possible mention of John's questioning of Jesus' identity later in Luke's Gospel.
- Exploration of the view that Luke considers John more than a prophet but God's messenger who has an integral role in preparing the way for the Messiah.
- Deliberation on the concept of Prophet, speaking out against injustice, delivering God's message and how John fulfilled this ideal, realisation of Isaiah's prophecy.
- Comparison of Elijah and John, similarities and differences, expectations i.e. Elijah was the last Prophet who would herald the coming Messiah.
- Consideration of John's role in proclaiming the Kingdom of God. John's message that justice needs to be put into action; national-religious identity as a member of God's elect is not enough.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) How does a knowledge of Salvation History in Luke's Gospel contribute to an understanding of the role of Jesus?

AVAILABLE
MARKS

Answers may include:

- Understanding and definition of the term Salvation History.
- Consideration of the contribution of various scholars who have explored Luke's presentation of Salvation History such as Conzelmann and Fitzmyer or any other relevant scholarship.

Discussion of the various theories proposed such as:

- Conzelmann's 3 Eras – The Period of Israel/The Law and the Prophets (From Creation in Genesis to John the Baptist's Imprisonment Lk. 3:20), The Period of Jesus' Ministry (From Lk. 3:21 The Baptism of Jesus to the Ascension Lk. 24:51), The Period of the Church (From Jesus' Ascension Lk. 24:52 until his return) and possible critique of this scheme such as inconsistencies in the idea of the period of Jesus being identified as Satan-free.
- Reflection on Conzelmann's portrayal of the role of Jesus as universal Saviour, who will return in the future but has prepared the community for life in the interim period of the Church.
- Exploration of the suggestion that Luke has reinterpreted the Parousia and placed it in the future, rather than the imminent expectation present in Mark. Possible mention of references from Luke's Gospel to elaborate on this theory.
- Fitzmyer's propositions – Salvation is part of God's plan and this can be seen through the divine "must", universal salvation and the use of the title Saviour.
- Exploration of the role of Jesus as preparing the coming of God's Kingdom, present and future, the obedient son who must fulfil God's plan of salvation for all.
- Consideration of the title Saviour, what it means and how Luke used it with reference to the Infancy Narrative.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Evaluate the view that Luke was first and foremost an evangelist rather than an historian. Justify your answer.

Answers may include:

- Consideration of the view that Luke was an evangelist with theological motivations in writing, the notion of Luke's presentation of Salvation History and demonstration of Jesus' fulfilment of God's plan.
- Luke's main aim was that of a theologian and therefore was interested in presenting a picture of universal salvation and addressing the delay of the Parousia for his audience.
- Discussion of Luke's apologetic purposes in writing his Gospel as a Christian apology for Theophilus, Gentiles and Roman citizens showing Jesus as a pacifist Messiah who was no threat to Rome and therefore Christianity should be accepted as a legitimate religion like Judaism.
- Consideration of Luke's role of historian, his six-fold dating of Jesus' ministry in the secular world, his concern with history and accurate portrayal of the ministry of Jesus.
- Luke's prologue and his concern to write an "orderly account" after considering the sources and "careful research", possible Lucan sources such as Mary and Paul that give the Gospel authority as an accurate account.
- Consideration of the census in Luke's infancy narrative and the implications of it for the question of historicity versus theology in relation to Luke's purpose in writing.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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AVAILABLE
MARKS

Section B

AVAILABLE
MARKSAnswer **one** question from Section B

- 3 (a) "The dating of Luke's Gospel is problematic." Discuss this statement.

Answers may include:

Discussion of the various proposals for the correct dating of Luke's Gospel.

The opinions surrounding the early dating of Luke's Gospel such as:

- The connection between Luke and Acts of the Apostles and the premise that if we can date Acts then the date of the Gospel can also be reasoned. Luke does not include the death of Paul (64 A.D.) therefore must have written the Gospel before this date. Luke is not concerned with persecution therefore must have written before it happened.
- Consideration of the difficulties associated with this view such as the priority of Mark or Proto-Luke theories.

The arguments for a late date such as:

- The connection to Josephus' Antiquities, writing for a more developed Church and apologetic in tone, John Knox's dating as 125 A.D.
- Exploration of the difficulties with this theory such as inconsistencies in shared details in Luke's Gospel and Josephus' Antiquities.

Exploration of the arguments surrounding the generally accepted dating of Luke's Gospel as c. 80–90 A.D. such as:

- Luke's apparent knowledge of the Fall of Jerusalem in 70 A.D. and references to it, the Prologue references other sources which could refer to Mark, Clement of Rome used Luke as a source therefore the Gospel was written before he cited it and had time to circulate and become authoritative.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, assess the claim that the demands of Christian discipleship are impossible. Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Reflection on the view that for some, Christian life today presents a challenge due to the pressures of modern secular life, materialism, the stresses of contemporary family lifestyle and demands on time.
- Consideration of the demands of Christian discipleship and the role of the Bible, liturgical worship, prayer and how many struggle with giving up time for ritual prayer and worship in modern society.
- Consideration of the view the greatest demand of Christian life today is acting out the message of Jesus but that this can be a challenge in the home, workplace, school or community and society in general with possible examples.
- Reflection on the view that the demands of discipleship are demanding but that is the challenge and there are many examples of those who take up the mission of following Jesus and strive to imitate Jesus in their lives such as Mother Teresa or Martin Luther King Jr.
- Deliberation on the work and life of religious leaders in faith communities and those who enter religious orders such as Martina Purdy who devote themselves to being Christian disciples showing the demand is not too great even in contemporary society.
- Consideration of the view that some Christians do not feel that Christianity is a demand or a challenge but a blessing to be embraced that can offer strength and support in times of challenge and need.
- The call for Christian discipleship to be clearly about compassion and mercy.
- Possible reference to Dietrich Bonhoeffer who despite being a pacifist got involved in a plot to dispose of Hitler.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

AVAILABLE
MARKS

- 4 (a) Examine the theological purpose of the healing miracles studied in Luke's Gospel.

AVAILABLE
MARKS

Answers may include:

- Exploration of the purposes of miracle with reference to the healing miracle of The Centurion's Servant in Luke 7:1–10.
- Reflection on the theological purpose of the miracle such as it emphasises the need for faith but also intercession. It displays the power and authority of Jesus to heal from a distance and the universal aspect of God's Kingdom.
- Consideration of the theme of universal salvation in the healing of the 10 Lepers in Luke 17:11–19 and the emotional and physical aspects of healing as well as the return to society and discipleship.

Exploration of the purposes of the healing miracles such as:

- Signs of the power of God, sometimes seen through their connection to the actions of God in the Old Testament.
- Jesus shares God's authority to heal and Jesus in turn passes this authority on to the Apostles on their mission.
- They display the love and compassion of God towards his people.
- Miracles illustrate the Kingdom of God, such as the universal nature of the Kingdom.
- There is an emphasis on faith and salvation.
- They show forgiveness and reconciliation.
- They provide both physical and spiritual healing.
- Definition of miracle and exploration of the concept of miracle in the Old and New Testament and the modern world.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) "The concept of miracle belongs to a pre-scientific age."

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

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Reflection on the view that we are living in an increasingly scientific world where more and more there is a possible answer to all questions and a need for proof, therefore many do not believe in the possibility of the miraculous.
- Discussion of differing views such as some would see curing of cancer as science and medicine while others may see it as the work of God through prayer and miracle; psychosomatic illnesses and occurrences.
- Consideration of the views of atheists and humanists in relation to miracle, it is coincidence and luck rather than a divine plan.
- Deliberation on philosophical objections to the miraculous, e.g. the views of D. Hume and M. Wiles.
- Consideration of the view that even in a scientific era we do not have an explanation for everything.
- Miracles do happen. Possible mention of centres of healing such as Lourdes and its continued popularity as a centre of healing.
- Possible discussion of examples of the miraculous, including what constitutes a miracle and the role of religious faith in relation to all aspects of the concept.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

Total

**AVAILABLE
MARKS**

50

100