



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2014**

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**Religious Studies**

**Assessment Unit A2 1**

*assessing*

The Theology of the Gospel of Luke

**[AR211]**

**TUESDAY 13 MAY, MORNING**

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**MARK**  
**SCHEME**

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **Levels of Response**

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

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

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

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

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

## A2 BANDS

### AO1 (30 marks)

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

**AO2 (20 marks)**

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

## Section A

AVAILABLE  
MARKS

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

- A definition of Source Criticism
- Identification and discussion of sources used by Luke – Mark, Quelle, special L
- Value and contribution of Source Criticism as applied to Luke's Gospel – it identifies his sources, aids our understanding of his special interests and his work as a redactor
- Luke's treatment of his sources, e.g. faithful to the chronology of Mark
- Evidence of redaction, e.g. how he 'improved' Mark's vocabulary, style, grammar, presentation of Jesus and the disciples and insights this gives us to Luke
- Markan material omitted by Luke, e.g. the Canaanite woman, and reason for this
- Q as a hypothetical source to explain common material in Luke and Matthew
- Problem of identifying content of Q
- Importance of Luke's special L material and what it reveals about the author – his purposes and special interests
- Discussion of the Proto-Luke theory i.e. how Luke combined Q+L and added Mark material in alternating blocks
- Examples of Lukan material from proposed sources [30]

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

- Reference to Luke's faithfulness to Mark i.e. he preserves the structure of Mark
- Luke's own claim in his prologue that he has carefully studied his sources
- Other sources used by Luke no longer exist so impossible to know how faithfully he has followed them so therefore does not strengthen the case
- Other research apart from sources that highlights Luke's reliability as historian, e.g. his references to Roman Emperors and his historical settings
- The role of Redaction Criticism in highlighting Luke the theologian
- Luke's theological interests more important than historical reliability
- The creative role of the early Church in producing the content of Luke's Gospel [20]

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

- OT and Inter-testamental background to the title, e.g. all men as sons of God because He made us (cf 3v38), because we are the objects of His care
- In Luke's Gospel, the disciples are sons of God (cf 6v36)
- Its use as a Messianic title – (1 v32) Mary's child would be Son of the Most High God and king as his ancestor David was. This links to the Jewish expectation that the Messianic Son of God would come from David's line
- Identification and discussion of specific Lukan passages where Jesus is described as Son of God, e.g. the annunciation (1 v29-33), the baptism (3v21-22), the temptation (4v1-13), recognition by demons (4v38-41, 8v28), the Transfiguration (9v28-36)
- Jesus' indirect references to himself as the Son, e.g. as a boy in the Temple (2v49), in prayer (10v21-22), in the parable of the tenants in the vineyard Jesus identifies himself as the Son and because of this he would have the full authority of the Father (20v9-18), at the Last Supper (22v28), the obedient Son praying on the Mount (22v42), on the cross (23v34,46)
- Lukan references are not exhaustive [30]

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

- A discussion of the nature of Jesus' mission as presented by Luke i.e. to bring salvation both physical and spiritual
- Focus on the divine nature of Jesus' mission as the promised Messiah, the Son of God
- The necessity of Jesus' divinity in order to fulfil this role – the inability of a mere human to save fellow human beings
- The impact of denying his divinity on one's personal faith
- Discussion about how some deny Jesus' divinity reducing him to a great prophet or a moral theorist and how this impacts on his mission
- The importance of Jesus' humanity in relation to the reality of his sufferings
- His ability to identify with humanity i.e. since Jesus suffered as a man, he understands our suffering
- He is familiar with all aspects of being human – apart from sinning
- The problem of reconciling the two facets of his nature and the controversies about these throughout church history, e.g. Council of Chalcedon
- The importance and challenge of Jesus' example and teaching regardless of his divinity
- The continuing centrality of the divinity and humanity of Jesus to Church doctrine and theology
- The role of modern day apologists in defending Jesus' divinity
- The challenge to Jesus' divinity from other religions [20]

AVAILABLE  
MARKS

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

- The setting for the Sermon – link with the choosing of the 12 apostles (6v12-16) and the establishing of the new community
- The role of the Sermon in presenting the ethics of the Kingdom
- The theological significance of the topography – Jesus meeting people on the Plain
- The mixed audience i.e. apostles, other disciples and those coming to be healed (6v17-19)
- Comparison with Matthew’s Sermon on the Mount highlighting Luke’s special interests
- Identification and discussion of the main teachings in the Sermon i.e. the blessings and woes (6v20-26), love for enemies (6v27-36), judging others (6v37-42), a tree and its fruit (6v43-45), the two house builders (6v46-49)
- Analysis of the theological importance of the main themes in the Sermon i.e. the Kingdom of God, reversal, love and mercy, discipleship characterised by obedience to the teaching
- Reference to a range of scholarship [30]

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

- Exploration of the challenge of putting this teaching into practice
- The unrealistic expectation of this teaching in the 21st century
- Suggested barriers to following this teaching, e.g. secularism, peer pressure, desire for revenge
- Historical and/or contemporary examples of how this teaching has or has not been followed and the impact this has had, e.g. Rev. Julie Nicholson, Bud Welch
- Jesus’ expectation that his followers are both ‘hearers’ and ‘doers’ of his teaching, this suggests it is not impossible
- The importance of following Jesus, for example, Luke (23v34)
- The role of the Holy Spirit in enabling the religious believer to do this
- The possible consequences for the religious believer who fails to follow this teaching i.e. loss of face, criticism from non-believers, guilty conscience, feelings of failure [20]

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

- A definition of salvation history, for example, God, who brought salvation to those who did not deserve in the Old Testament, continues to do so in Luke’s Gospel through Jesus
- Discussion of Luke’s methods in presenting this theme
- His use of Old Testament scriptures to show Jesus’ role in bringing salvation, e.g. direct quotations from Isaiah in 3v4-6 and 4v18-19
- His references to events in Jesus’ life fulfilling prophets/scripture, e.g. his death is part of God’s plan revealed to prophets (18v31 f, 20v17, 22v37)
- The births of John and Jesus are revealed by angels as God’s plan
- Jesus’ acceptance of his death as the divine will (22v42)
- Luke’s use of the Greek verb ‘dei’ which stresses that certain things ‘must’ happen – they are part of the divine imperative, e.g. 24v7-25
- The universal aspect of salvation in Luke’s Gospel – no longer just for Jews but for ‘all flesh’
- Specific events in Luke’s Gospel which are evidence of God’s saving activity, e.g. healing miracles, Jesus’ power over Satan, Jesus’ power to forgive sin
- Reference to Hans Conzelmann’s coining of the phrase in relation to the delayed parousia and Luke’s creation of the 3-stage salvation history
- References to other scholars, e.g. Fitzmyer
- Lukan references are not exhaustive [30]

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

- Reference to other world faiths and what they teach about salvation, e.g. following the teachings of the Qur’an/observing the five pillars of Islam, following the noble truths in Buddhism, liberation through personal effort/Karma in Hinduism
- The view that there is a need to accept that there are many ways to God
- Rejection of Christian dogma in relation to salvation through Christ alone
- Difficulty in understanding how Jesus’ death 2000 years ago has any relevance for today
- Rejection of belief in an afterlife, hence no need for salvation
- Idea of salvation totally outdated in the twenty first century
- Need for modern day apologists to defend biblical truth about salvation
- Importance of ongoing Christian belief in the face of advances of other faiths
- The uniqueness of Christ’s claims [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><b>Band 5</b></p> <ul style="list-style-type: none"><li>• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.</li><li>• Well integrated response.</li><li>• Clear and critical analysis.</li><li>• Highly accurate use of evidence and examples.</li><li>• Sophisticated style of writing. Very well structured and coherent throughout.</li></ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"><li>• A high degree of understanding of the connections between the selected areas of study in relation to the theme.</li><li>• A well integrated response.</li><li>• Some very good critical analysis.</li><li>• Mainly accurate use of evidence and examples.</li><li>• Mature style of writing.</li><li>• Well structured and coherent throughout.</li></ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"><li>• A good understanding of the connections between the selected areas of study in relation to the theme.</li><li>• For the most part an integrated response.</li><li>• Reasonable degree of critical analysis.</li><li>• A good degree of accurate evidence and examples.</li><li>• Reasonably mature style of writing.</li><li>• Some evidence of good structure and coherence.</li></ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"><li>• A limited understanding of the connections between the selected areas of study in relation to the theme.</li><li>• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.</li><li>• A limited attempt at critical analysis.</li><li>• Insufficient use of accurate evidence and examples.</li><li>• Immature style of writing.</li><li>• Lacking in structure and coherence.</li></ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"><li>• A basic understanding of the connections between the selected areas of study in relation to the theme.</li><li>• Demonstrating only partially accurate knowledge of the different content areas studied.</li><li>• Little attempt, if any, at critical analysis.</li><li>• Inappropriate style of writing with a very basic structure.</li></ul>	<b>0–6</b>

**AO2 (20 marks)**

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

**Section B**

**AVAILABLE  
MARKS**

**5 (a)** In outlining and exploring 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
- Their definition and categorising of sin
- Their warnings/teachings about sin and its consequences
- Examples of ‘sinners’ and why they were so identified
- 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 issue of sin [30]

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

- Reference to other aspects of human experience
- Examples of punishment given for sin by society historically and/or contemporaneously
- Issues arising in relation to many who escape detection for serious crimes
- View that the victims are often overlooked
- The role of the legal system in fulfilling its God given right to punish
- Dissatisfaction with the legal system and how criminals are treated – often too leniently
- Belief of some in life after death and divine judgement
- Debate about the existence of heaven and hell
- Discussion about the apparent contradiction between a God of love and a God who punishes
- Views of other religions, e.g. belief in good and bad karma and reincarnation
- Humanist view that this life is all there is so no divine judgement in the afterlife [20]

**Section B**

50

**50**

**Total**

**150**