



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2016**

Religious Studies

Assessment Unit AS 1

assessing

An Introduction to the Gospel of Luke

[AR111]

WEDNESDAY 15 JUNE, MORNING

**MARK
SCHEME**

Part 1: 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.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

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.

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task.
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task.
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response.
- demonstrating a very good attempt at critical analysis.
- very good reference to other points of view.
- highly accurate and fluent.
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- almost totally faultless use of spelling, punctuation and grammar.
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response.
- demonstrating a good attempt at critical analysis.
- good reference to other points of view.
- accurate and fluent.
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- mainly accurate use of spelling, punctuation and grammar.
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response.
- demonstrating some attempt at critical analysis.
- some reference to other points of view.
- reasonably accurate and fluent.
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- reasonably accurate use of spelling, punctuation and grammar.
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response.
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- some inaccuracy in places.
- a limited argument which struggles to relate, where necessary, to other aspects of human experience.
- limited command of spelling, punctuation and grammar.
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response.
- demonstrating little attempt at critical analysis.
- practically no reference to other points of view.
- minimal argument which fails to relate, where necessary, to other aspects of human experience.
- very poor grasp of spelling, punctuation and grammar.
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

AVAILABLE
MARKS

Answer **one** question.

1 (a) Knowledge and understanding could include, e.g.

- Discussion of the main theories regarding the dating of Luke's Gospel, early, intermediate and late date with particular reference to the fall of Jerusalem
- Discussion of the generally accepted intermediate dating of Luke's Gospel and consideration of evidence such as knowledge of the Fall of Jerusalem, dependence on Mark's Gospel, used by Clement of Rome c. 96 A.D.
- Support of this theory with particular reference to 19:44 (Fall of Jerusalem) such as;
- Discussion of the debate as to Mark's prophecy as opposed to Luke's details as a witness to the events and how this impacts on the issue of dating i.e. after 70 A.D. and rejection of an early date
- Evidence proposed for an early dating of Luke's Gospel such as the prominent position of Paul in Luke's writings, consideration that Luke/Acts was written before Paul's death c. 64-65 A.D; written prior to Nero's persecution or any other relevant evidence
- Evidence proposed for a late dating of Luke's Gospel such as O'Neill's suggestion that Luke was writing as an apologist, John Knox and his dating of Luke c. 125 A.D. or any other relevant evidence
- Understanding of the relationship between Luke/Acts. [35]

(b) An exploration of the claim could include, e.g.

- Consideration of the quotation that Luke was a doctor such as: Understanding of the evidence that Luke was a doctor - (Col 4:14) "Beloved Physician", Peter's mother-in-law had a "high fever" (4:38), Luke gives details of interest to a medical person
- Consideration of the fact that Luke's background as a doctor may have influenced his writing – concern for the sick, compassionate nature, detailed symptoms in the miracles, Luke's sympathetic treatment of doctors, e.g. in the healing of the woman with the haemorrhage he does not say as in Mark's Gospel that she spent all her money on doctors and only got worse
- Possible counterclaim from Cadbury that Luke has no more medical knowledge than any other Greek writer of his day
- Consideration of the quotation that Luke was addressing a Gentile audience such as; Jesus' genealogy goes back to Adam to show Jesus in a relationship with everyone not just the Jewish race, Luke showing Gentiles to be the hero of parables and miracles, e.g. the Centurion's Servant (7:1-10) "never in Israel have I found such faith", the Good Samaritan (10:25-37) where the hero of the parable is a Gentile
- Omission of the Syro-Phoenician woman's daughter
- Discussion of Luke's literary style, excellent Greek, substitution of Hebrew by Aramaic words for their Greek equivalent, use of dating in (3:1-2) placing Christian history in the secular world for his Gentile audience
- Possible counterclaim that Luke was addressing a larger audience than Gentiles indicated by the universal nature of his Gospel, his concern for

the marginalised in society. Gentiles, Samaritans, poor, the sick, women as well as Gentiles

- Jesus as universal Saviour and Jesus' teaching that the Kingdom of God is open to all. [15]

AVAILABLE MARKS

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2 (a) Knowledge and understanding could include, e.g.

- An account of the details of the announcement of the birth of John the Baptist 1:5-25
- Exploration of the theological significance of the events contained in the passage such as; Zechariah and Elizabeth's situation, good Jews but seemingly punished (Jewish belief) as they could not have any children, their comparison to the Old Testament characters of Abraham and Sarah, Zechariah's fulfilment of priestly duties at the Temple
- The message of the angel and its importance, the prediction of John's greatness and mission, significance of abstinence from wine, filled with the Holy Spirit, comparison to Elijah and his mission to prepare the way
- Zechariah's questioning and lack of faith, struck dumb and possible reference of his return of speech at the naming of John
- Elizabeth's pregnancy and the recognition of barrenness as Elizabeth states "He has taken away my public disgrace"
- Consideration of the themes contained in the passage – fulfilment of prophecy, doubt and faith, joy and the Holy Spirit
- Reflection on the connection between the Old Testament characters of Abraham and Sarah with Zechariah and Elizabeth
- Consideration of John's mission as forerunner. [35]

(b) An exploration of the view could include, e.g.

- Argument that John has a minor role in Luke's Gospel
- Discussion of references to John in Luke's Infancy narrative, e.g. his birth and the role played by the intervention of God in his birth which reflects his importance
- Consideration of references to John throughout Luke's Gospel and their significance, e.g. John's preaching and imprisonment (3:1-20), fulfilment of Isaiah's prophecy, his role in the baptism of Jesus, Conzelmann's first era ends with the death of John which gives John a major role in the Gospel, John's question (7:18-23), John's authority (20: 1-8) and the legitimacy of his baptism
- Reflection on John's role as the one who prepares the way for the Messiah and how this was key preparation for Jesus' mission
- Possible counterclaim that other characters play a more central role in Luke's Gospel such as: Peter, Mary, the disciples, the women who witnessed the resurrection. [15]

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Section A

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Section B

AVAILABLE
MARKS

Answer **one** question.

3 (a) Knowledge and understanding could include, e.g.

- Discussion of the roles of Herod and Pilate in Luke's Passion Narrative with relevant examples from the text
- Commentary on the significance and theological intent of the passages
- Discussion of Herod's role in the Passion Narrative, e.g. (23:6-12) Jesus is sent to Herod and possible mention of (3:19-20)
- Pilate – Roman Governor, placed in power by the Romans, historically portrayed as cruel and ruthless leader which conflicts with the New Testament picture of Pilate
- Consideration of Pilate's role in Luke and the part he played in the Passion Narrative, e.g. (23:1-5, 13-25) Jesus is brought before Pilate, Pilate's insistence on the innocence of Jesus and his reluctance to condemn him, release of Barabbas and Pilate passing sentence
- Consideration of the theme of innocence and of Luke's apologetic purpose in relation to the issue of accountability for the death of Jesus.

[35]

(b) An exploration of the view in relation to other aspects of human experience could include, e.g.

- An open-ended response citing relevant contemporary and/or historical examples
- Possible agreement with the claim that religious believers must obey the authority of their religious and political leaders
- Discussion of the role of religious leadership past and present, e.g. pastoral care, amplification of church teachings, guidance
- Consideration of the role of the papacy and infallible teaching, Imam in the Muslim faith, elected Moderator in the Presbyterian Church or any position of authority in religious belief
- Examination of hierarchical leadership structures
- Exploration of examples of obedience to Church leaders, e.g. the Crusades
- Discussion of obedience to political leadership, being a good citizen, obedience to political leadership that one did not vote for in a democracy
- Consideration of the issue of dictator-led society and the consequences of not obeying laws in such a situation, e.g. North Korea
- Counterclaim that humanity is imperfect therefore it is not always possible or indeed necessary to obey religious or political authority
- Discussion of some religious denominations who do not have a leadership hierarchy or are expected to blindly obey religious leadership
- Discussion of the concept of an informed conscience
- Consideration of following controversial teachings of charismatic leaders to the detriment of self, e.g. cults.

[15]

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4 (a) Knowledge and understanding could include, e.g.

- Definition of parable, e.g. a metaphor or simile drawn from nature or common life
- Discussion of the differing scholars' opinions as to how parables can be classified, e.g. literary type, thematic approach
- Thematic – mercy, kingdom, discipleship, crisis, prayer using examples from the text and possible mention of scholars such as Bock and Bloomberg
- Literary – similitude, allegory, exemplary parable using examples from the text and possible mention of scholars such as Julicher and Dodd
- Consideration of the purposes of parables – already established in Jewish culture, to provoke a response, easily remembered in the period of oral tradition, explain abstract concepts like Kingdom of God, challenge behaviour and attitudes
- In Luke 8:9-10 a distinction is made between the disciples and others. In other words, the public parables are explained privately to the disciples. Therefore, Jesus' purpose was also to teach the disciples many lessons
- References to particular examples from the text, e.g. (15:11-32) Parable of the lost son/mercy, (8:4-8, 11-15) Parable of the Sower and explanation/allegory, (10:25-47) Parable of the Good Samaritan/to provoke a response from the listener “now you go and do the same ...”
- Exploration of the interpretation of parables in relation to their meaning, e.g. St. Augustine's allegorisation of all parables
- Consideration of the origin of parables, e.g. Aesop's fables, used in Jewish culture. [35]

(b) An exploration of the claim in relation to other aspects of human experience could include, e.g.

- An open-ended response citing relevant contemporary and/or historical examples
- Possible agreement that love of neighbour is an impossible ideal
- Exploration of issues such as: prejudice, discrimination, sexism, ageism, sectarianism, e.g. the holocaust, apartheid, N. Ireland and the troubles
- Consideration of the issues of civil wars where neighbour takes up arms against neighbour, e.g. Kosovo war, Syria, Spanish civil war
- Reflection on the issue of social injustice and inequality in society with possible references to examples of failure to love neighbour
- Possible counterclaim that love of neighbour is challenging but not impossible
- Consideration of examples of local and global charitable organisations and the work they undertake, e.g. Red Cross, Shelter, the Samaritans
- Consideration of Religious orders who live out Jesus' command to love neighbour through their work, e.g. Franciscans, Sisters of Charity, Society of All Saints Sisters of the Poor
- Reflection on diversity and inclusion in society and the challenges of living in a multicultural society. [15]

Section B

Total

**AVAILABLE
MARKS**

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100