



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2011**

Religious Studies

Assessment Unit AS 1

assessing

An Introduction to the Gospel of Luke

[AR111]

WEDNESDAY 12 JANUARY, 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 very 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

- 1 (a) Knowledge and understanding could include, e.g.:
- discussion of the main proposals for an early, intermediate and late date for Luke's Gospel
 - evidence 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. AD 64–65. Written prior to Nero's persecution or any other relevant evidence
 - evidence for an intermediate dating of Luke's Gospel such as knowledge of the Fall of Jerusalem, dependence on Mark's Gospel, used by Clement of Rome c. AD 96 or any other relevant evidence
 - evidence 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. AD 125 or any other relevant evidence
 - support of arguments with relevant examples from Luke's Gospel, e.g. 21:20ff (Fall of Jerusalem). [35]
- (b) An exploration of the claim could include, e.g.:
- consideration of universalism as the major theme in Luke's Gospel
 - discussion of the universal nature of Luke's Gospel including concern for the marginalised in society, women, Gentiles, oppressed, Samaritans, poor
 - Jesus as universal Saviour
 - Jesus' teaching that the Kingdom of God is open to all
 - consideration of the fact that Luke's possible background may have influenced his writing – Luke being the only Gentile Gospel writer
 - reference to examples from Luke's Gospel, e.g. Luke's genealogy goes back to Adam the father of the whole human race, Zacchaeus, the sinful woman or any other relevant examples from the text
 - possible counter argument that other features such as prayer, praise, mercy/repentance or the Holy Spirit are in fact the major characteristics of Luke's Gospel. [15]

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Section A

AVAILABLE
MARKS

- 2 (a) Knowledge and understanding could include, e.g.:
- a detailed account of the narratives in Luke 1:5–25 (The Annunciation of the birth of John the Baptist) and 1:26–38 (The Annunciation of the birth of Jesus)
 - consideration of the teaching contained in these two narratives
 - Zechariah and Elizabeth’s comparison to Abraham and Sarah
 - the prediction of John the Baptist’s mission – comparison to Elijah, from birth filled with the Holy Spirit, abstinence from wine/strong drink showing he was set apart from before his birth
 - Zechariah’s lack of faith – being struck dumb
 - removal of the public disgrace of barrenness from Elizabeth
 - human limitations are overcome through the power of God – barrenness and virginity
 - Joseph being a descendant of King David and its relevance
 - Mary’s acceptance and faith
 - Luke’s concern for the role of women. [35]
- (b) An exploration of the view could include, e.g.:
- agreement that women play the key role in the Infancy Narrative
 - exploration of the role women play in the Infancy Narrative
 - Mary’s role in the Infancy Narrative as through her acceptance, Jesus is born
 - Mary accepts her role despite the fact that it may bring public disgrace and an end to her marriage contract with Joseph. In doing so she also displays great faith – “I am the Lord’s servant”
 - Mary’s role as a model of discipleship – her immediate response to the angel’s message, her trustfulness
 - Elizabeth’s pregnancy despite her age and acceptance of God’s intervention to remove her barrenness. Her key role as the mother of John the Baptist – the forerunner
 - Anna, the Prophetess
 - challenges to the stated claim, e.g. that others play a key role in the Infancy Narrative, e.g. Zechariah, Simeon, the shepherds, the angel of the Lord, Joseph, Jesus
 - women play a key role throughout the Gospel as a whole. [15]

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Section A

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Section B

AVAILABLE
MARKS

- 3 (a) Knowledge and understanding could include, e.g.:
- detailed account of any **two** healing miracles such as:
 - the Centurion’s servant 7:1–10
 - the enfeebled woman 13:10–17
 - the 10 Lepers 17:11–19
 - the blind man at Jericho 18:35–43 or any other relevant healing miracle from Luke’s Gospel
 - commentary on the teaching contained in the chosen healing miracles
 - exploration of the central characters in each healing miracle
 - discussion of the theological intent of chosen healing miracles
 - the characteristics of healing miracles – plea, healing by word by touch, from a distance, crowd response
 - the purpose of healing miracles – to show Jesus as universal Saviour reaching out to the downtrodden and oppressed, the universal nature of the Kingdom of God
 - understanding of the relationship between faith and miracle
 - consideration of the themes of repentance, mercy and forgiveness. [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
 - an exploration of the relationship between faith and healing
 - faith as a prerequisite to healing
 - the place of faith healers, centres of healing, prayer, the anointing of the sick in various traditions
 - consideration of different types of healing, e.g. spiritual and physical
 - reflection on the place of sin and forgiveness in relation to faith and healing
 - healing past and present and, the role of faith and belief
 - counter argument that healing can take place without faith, e.g. doctors don’t need their patients to have faith in them in order to heal them
 - homeopathic medicine, alternative lifestyles and scientific advances in medicine and their relation to faith. [15]

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Section B

AVAILABLE
MARKS

- 4 (a)** Knowledge and understanding could include, e.g.:
- discussion of the portrayal of Herod and Pilate in Luke’s Gospel with relevant examples from the text
 - relevant background knowledge of the roles of Herod and Pilate such as:
 - Herod – disliked by the Jews because of his half-Jewish ancestry despite being King of the Jews, puppet King
 - Pilate – Roman Governor, placed in power by the Romans, historically portrayed as a cruel and ruthless leader which conflicts with the New Testament picture of Pilate
 - discussion of Herod’s portrayal in Luke, his association with John the Baptist and his part in the Passion Narrative, e.g. 3:19–20 Herod’s imprisonment of John, 23:6–12 Jesus is sent to Herod
 - consideration of Pilate’s portrayal 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. [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
 - discussion of the relationship between religion and politics past and present
 - consideration of the role played by politics in Church issues and vice versa, e.g. abortion legislation
 - reflection on the relationship between religion and politics in various traditions, e.g. Muslim countries that practice Sharia law
 - agreement using historical and/or contemporaneous examples that the relationship between religion and politics has never been an easy one, e.g. Henry VIII split with the Roman Church over religious doctrine but this had political repercussions
 - possible counter claim that religion and politics can co exist harmoniously citing historical or contemporary examples, e.g. the Roman Empire. [15]

Section B

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Total

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