

Surname					Other Names				
Centre Number					Candidate Number				
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For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405006)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 6 ST LUKE'S GOSPEL

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5** **or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.

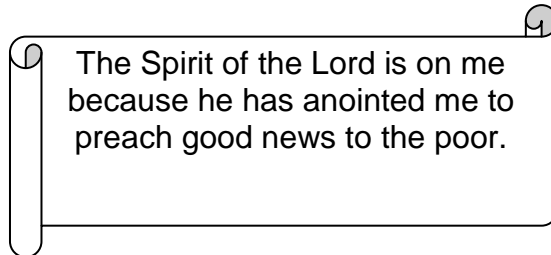
The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 Background to Luke's Gospel

Read the quotation from Isaiah below.



- (a) The quotation gives the beginning of the passage from Isaiah that Jesus read in the synagogue at Nazareth. Outline the rest of the passage that Jesus read.

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(3 marks)

- (b) Explain what is meant by the term 'gospel'.

Definition.....

Explanation.....

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(2 marks)

- (c) 'Luke's Gospel was written 2000 years ago; it is out of date.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

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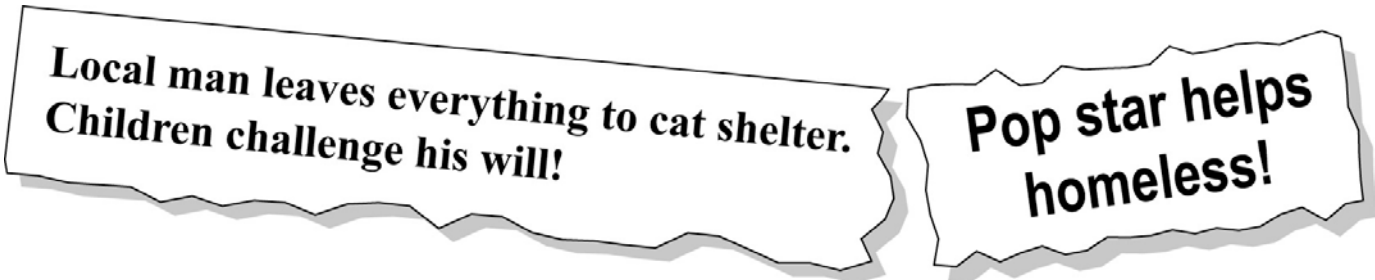
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(6 marks)

Turn over ►

A2 Discipleship

Look at the newspaper headlines below.



(a) 'It is wrong for Christians to be rich.'

What do you think? Explain your opinion.

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(3 marks)

(b) Give some possible reasons why Judas betrayed Jesus.

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(3 marks)

(c) 'Peter is the ideal disciple for Christians to follow.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Luke's Gospel in your answer.

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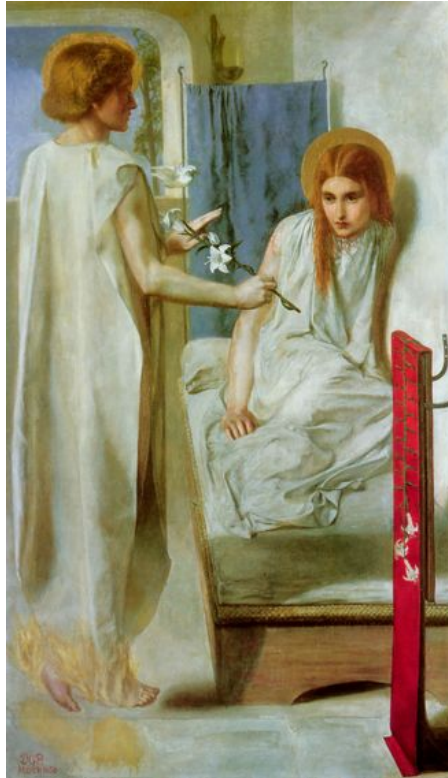
(6 marks)

Turn over ►

A3 Salvation

Look at the images below.

The Annunciation



The vision of the Shepherds



(a) What did the angel Gabriel say to Mary about Jesus?

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(3 marks)

(b) How did Mary respond to the angel Gabriel's message?

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(2 marks)

Turn over ►

(c) What did the angel say to the shepherds?

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(3 marks)

(d) 'The birth stories about Jesus are not true.'

What do you think? Explain your opinion.

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(3 marks)

A4 The Authority of Jesus

Read the passage from Luke's Gospel below.

One day when Jesus was teaching, some Pharisees and teachers of the Law were sitting there ... Some men came carrying a paralysed man on a bed, and they tried to take him into the house and put him in front of Jesus. Because of the crowd, however, they could find no way to take him in. So they carried him up on the roof, made an opening in the tiles, and let him down on his bed into the middle of the group in front of Jesus.

- (a) Outline the rest of the story of the healing of the paralysed man.

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(4 marks)

- (b) Why did the religious leaders object to what Jesus said to the paralysed man?

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(2 marks)

Turn over ►

- (c) Jesus often referred to himself as the Son of Man. Give **two** other titles used for Jesus in Luke's Gospel.

1.....

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(2 marks)

- (d) 'Jesus should have taken more care not to offend people.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

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(6 marks)

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405006)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 6 ST LUKE'S GOSPEL

INSERT

M/Jun/INSERT TO Unit 6

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 The Suffering, Death and Resurrection of Jesus

(a) Give an account of the arrest of Jesus. *(6 marks)*

(b) 'Jesus' time of prayer in Gethsemane shows him at his weakest.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

(c) Explain the importance for Christians today of the suffering and death of Jesus as recorded by Luke. *(6 marks)*

(d) 'The words "The Lord has risen indeed" are the most important words in St Luke's Gospel.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

SPaG *4 marks*

TOTAL MARKS FOR THIS QUESTION: *(28 marks)*

OR
B6 Universalism

(a) Give an account of the healing of the centurion's servant. (6 marks)

(b) 'Jesus should not have showed friendship to Zacchaeus.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

(c) Explain how Christians might be influenced by Jesus' attitude to those who were despised. Refer to Luke's Gospel in your answer. (6 marks)

(d) 'Discrimination is the greatest evil in the world today.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christianity in your answer. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 6 St Luke's Gospel

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

PART A**A1 Background to Luke's Gospel**

- (a) The quotation gives the beginning of the passage from Isaiah that Jesus read in the synagogue at Nazareth. Outline the rest of the passage that Jesus read.

Target: Knowledge of Jesus' preaching in the synagogue at Nazareth

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one developed reason or several simple reasons.	3 marks

Luke 4 ¹⁸⁻¹⁹

'The Spirit of the Lord is upon me, because he has chosen me to bring good news to the poor. He has sent me to proclaim liberty to the captives and recovery of sight to the blind; to set free the oppressed and announce that the time has come when the Lord will save his people.'

(3 marks) AO1

- (b) Explain what is meant by the term 'gospel'.

Target: Knowledge and understanding of the meaning of 'gospel'

Definition

Good news / godspell.

Explanation

Explanation: story about Jesus / message of Jesus / the word of God.

1 mark for a correct definition; 1 mark for appropriate explanation.

(2 marks) AO1

(c) 'Luke's Gospel was written 2000 years ago; it is out of date.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the relevance of Luke's Gospel for Christians today

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

1st century situation and culture totally different / people today cannot relate to ancient ideas and teachings / there are new issues and concerns that did not arise in the 1st century, such as moral issues relating to bio-ethics.

Other views

Much of Jesus' teaching still relevant as people are still the same and have similar needs / those who are marginalised in modern society will be able to relate to the special focus in Luke / Christians believe that Jesus' authority as a teacher and healer is unique so what he said and did is always relevant.

(6 marks)

AO2

A2 Discipleship**(a) 'It is wrong for Christians to be rich.'****What do you think? Explain your opinion.****Target: Evaluation of the compatibility of wealth with Christian discipleship**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Wealth encourages greed and leads to crime / Jesus warned of the dangers of wealth / it prevented the rich ruler from becoming a disciple / it shuts God out.

Many wealthy people give generously to charities / wealth gives people an opportunity to make the world a better place / Jesus did not say it was impossible for the wealthy to be part of God's kingdom.

(3 marks)**AO2****(b) Give some possible reasons why Judas betrayed Jesus.****Target: Understanding of reasons for Judas' act of betrayal**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Influence of Satan / for the money / disagreed with Jesus challenging the religious leaders / a Zealot and disillusioned with Jesus because he would not lead a rebellion / a Zealot and trying to force Jesus' hand by putting him in a situation where he had to act.

(3 marks)**AO1**

(c) 'Peter is the ideal disciple for Christians to follow.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Luke's Gospel in your answer.

Target: Evaluation of Peter as a good role model

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

When called to follow Jesus, Peter immediately dropped everything / willing to put his life on hold for him / his failings make him easy for people to relate to / tried to be loyal even when he did not understand.

Other views

Showed fear in storm on Lake Galilee / fell asleep in Gethsemane / swore he would be loyal and then denied all knowledge of Jesus.

(6 marks)

AO2

A3 Salvation

(a) **What did the angel Gabriel say to Mary about Jesus?**

Target: Knowledge of the annunciation

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Will be great / Son of the Most High / to be Davidic king / his reign everlasting / Son of God.

(3 marks) AO1

(b) **How did Mary respond to the angel Gabriel's message?**

Target: Knowledge of the annunciation

Candidates may include some of the following points:

Questioned it / how can this be / virgin (unmarried) / accepted it / I am God's servant / let it be to me according to your word.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(c) **What did the angel say to the shepherds?**

Target: Knowledge of the shepherds' vision

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Fear not / bring good news of great joy / Saviour born in city of David / Christ the Lord / sign – baby wrapped in swaddling clothes and lying in manger.

Credit also words of angelic host: glory to God / peace on earth.

(3 marks) AO1

(d) 'The birth stories about Jesus are not true.'**What do you think? Explain your opinion.****Target: Evaluation of the historicity of the birth stories**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Virginal conception scientifically impossible / problems with dating of census / idea of angels appearing to shepherds more the realm of fairy story than historical fact.

Anything possible with God / Luke's Gospel inspired by God, so can be relied on / is these stories dismissed as myth, this leads to a slippery slope where nothing is historically reliable.

(3 marks)**AO2****A4 The Authority of Jesus****(a) Outline the rest of the story of the healing of the paralysed man.****Target: Knowledge and understanding of the story of the healing of the paralysed man**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Luke 5²⁰⁻²⁶

When Jesus saw how much faith they had, he said to the man, 'Your sins are forgiven, my friend.'²¹ The teachers of the Law and the Pharisees began to say to themselves, 'Who is this man who speaks such blasphemy! God is the only one who can forgive sins!'²² Jesus knew their thoughts and said to them, 'Why do you think such things?²³ Is it easier to say, 'Your sins are forgiven you,' or to say, 'Get up and walk'?²⁴ I will prove to you, then, that the Son of Man has authority on earth to forgive sins.' So he said to the paralysed man, 'I tell you get up, pick up your bed, and go home!'⁵ At once the man got up in front of them all, took the bed he had been lying on, and went home, praising God.²⁶ They were all completely amazed! Full of fear, they praised God, saying, 'What marvellous things we have seen today!'

(4 marks)**AO1**

- (b) Why did the religious leaders object to what Jesus said to the paralysed man?**

Target: Understanding of the story of the healing of the paralysed man

Candidates may include some of the following points:

Taking on God's role and authority / blasphemy / only God has right to forgive sins.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

- (c) Jesus often referred to himself as the Son of Man. Give two other titles used for Jesus in Luke's Gospel.**

Target: Knowledge of titles used of Jesus in Luke's Gospel

Candidates may include some of the following points:

Christ / Messiah / Son of God / Lord / Master / prophet / Son of David.

1 mark for each correct answer.

(2 marks) AO1

(d) 'Jesus should have taken more care not to offend people.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate Jesus' teaching and actions

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

He should have respected the beliefs of the religious leaders / offending them not a sign of love or understanding / he would not have been arrested, etc. had he been more careful.

Other views

To be true to his mission he had to challenge ideas that he believed to be wrong / he was right to befriend outcasts, etc. / his enemies looked for reasons to criticise, etc. / everything that happened was part of God's plan of salvation / the motivation behind his actions was in line with God's will.

(6 marks)

AO2

PART B**B5 The Suffering, Death and Resurrection of Jesus****(a) Give an account of the arrest of Jesus.****Target: Knowledge and understanding of the arrest of Jesus**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Luke 22 ⁴⁷⁻⁵³

Jesus was still speaking when a crowd arrived, led by Judas, one of the twelve disciples. He came up to Jesus to kiss him. ⁴⁸ But Jesus said 'Judas is it with a kiss that you betray the Son of Man?' ⁴⁹ When the disciples who were with Jesus saw what was going to happen, they asked, 'Shall we use our swords, Lord?' ⁵⁰ And one of them struck the High Priest's slave and cut off his right ear. ⁵¹ But Jesus said, 'Enough of this!' He touched the man's ear and healed him. ⁵² Then Jesus said to the chief priests and the officers of the temple guard and the elders who had come there to get him, 'Did you have to come with swords and clubs, as though I were an outlaw? ⁵³ I was with you in the Temple everyday, and you did not try to arrest me. But this is your hour to act, when the power of darkness rules.'

(6 marks)**AO1**

(b) 'Jesus' time of prayer in Gethsemane shows him at his weakest.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate Jesus' prayer in Gethsemane

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Afraid / request not to have to die suggests a lack of trust in God and a reluctance to go through with God's plan / heavy sweat shows his desperate state of mind / his attitude here is at odds with other occasions, such as the crucifixion when he prayed for his executioners, reassured one of those being crucified alongside him and at the point of death committed his soul to God.

Other views

Natural to fear such an awful death / willing to put God's will before his own desires / weaker on his way to Calvary, as Simon had to carry his cross / this is an example of Jesus' humanity.

(6 marks) AO2

- (c) Explain the importance for Christians today of the suffering and death of Jesus as recorded by Luke.**

Target: Understanding the importance of Jesus' suffering for Christians today

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Shows Jesus' humanity, which makes him easy to relate to / Jesus' courage during the trials and crucifixion are inspirational for Christians suffering hardship today / his forgiveness of his executioners encourages Christians to forgive those who hurt them / his commitment of his soul to God encourages Christians to show similar trust in God, whatever they have to face in life.

(6 marks) AO1

- (d) ‘The words “The Lord has risen indeed” are the most important words in Luke’s Gospel.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the importance of the resurrection in Luke’s Gospel

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

These words show the triumph of good over evil / life over death / hope over despair / show that Jesus' trust in God was justified / give hope of eternal life / death not the end / without the resurrection, Jesus' death would be no different from that of any martyr.

Other views

Some Christians think the resurrection stories are just a myth, so an historical event such as the death of Jesus is more important / without the death the resurrection would not have occurred / Jesus' teaching more important for everyday life.

(6 marks) AO2

B5 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

B6 Universalism**(a)(i) Give an account of the healing of the centurion's servant.****Target: Knowledge and understanding of the healing of the centurion's servant**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Luke 7¹⁻¹⁰

When Jesus had finished saying all these things to the people, he went to Capernaum.
² A Roman officer there had a servant who was very dear to him; the man was sick and about to die. ³ When the officer heard about Jesus, he sent some Jewish elders to ask him to come and heal his servant. ⁴ They came to Jesus and begged him earnestly, 'This man really deserves our help. ⁵ He loves our people and he himself built a synagogue for us.' ⁶ So Jesus went with them. He was not far from the house when the officer sent friends to tell him, 'Sir, don't trouble yourself. I do not deserve to have you come into my house, ⁷ neither do I consider myself worthy to come to you in person. Just give the order, and my servant will get well. ⁸ I, too, am a man placed under the authority of superior officers, and I have soldiers under me. I order this one, 'Go!' and he goes; I order that one, 'Come!' and he comes; and I order my slave, 'Do this!' and he does it.' ⁹ Jesus was surprised when he heard this; he turned round and said to the crowd following him, 'I tell you, I have never found faith like this, not even in Israel!' ¹⁰ The messengers went back to the officer's house and found his servant well.

(6 marks)**AO1**

(b) 'Jesus should not have showed friendship to Zacchaeus.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of Jesus' attitude to Zacchaeus

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Tax-collectors notoriously greedy and dishonest / working for the Romans made them collaborators / Jesus should have avoided scandalising the devout Jews in the crowd / Zacchaeus would still have been rich after giving away half his wealth and compensating those whom he had cheated / eating with tax-collectors incurred defilement.

Other views

Climbing the tree suggested Zacchaeus wanted to change / Jesus giving him a second chance / Zacchaeus did not have to be told to part with his wealth, etc; he wanted to do it / everyone equal in God's sight / Jesus reflecting God's love for everyone.

(6 marks) AO2

- (c) Explain how Christians might be influenced by Jesus' attitude to those who were despised. Refer to Luke's Gospel in your answer.**

Target: Understanding of the influence on Christians of Jesus' attitude to those who were marginalised

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Proclamation of God's unconditional love for everyone as seen in parable of lost son / treating all as equal as seen in Jesus healing Gentiles and eating with tax collectors / making a stand against prejudice and discrimination in imitation of Jesus' acceptance of Gentiles and respect for women, etc. / special protection of those most vulnerable in society (e.g. the foetus, the senile, the mentally disabled) as seen in Jesus' compassion for the widow at Nain / reaching out to those who are alienated in society as Jesus came to seek and save the lost.

(6 marks) AO1

(d) 'Discrimination is the greatest evil in the world today.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christianity in your answer.

Target: To evaluate discrimination as today's biggest evil

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

A major cause of hatred, violence, misery, etc. / if everyone were treated equally nobody would be in need / it is totally irrational / nothing can be more evil than rejecting the rights and claims of those whom God created and whom Jesus commanded his followers to love, i.e. love your neighbour.

Other views

Many ills are not caused by discrimination and they cause equal suffering / environmental pollution is the biggest evil as it threatens human existence and is ruining God's creation / disease such as AIDS a bigger evil / anything that shows a lack of love and compassion is equally evil.

(6 marks)

AO2

B6 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

**Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 6
St Luke's Gospel**

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
1a	3		1 – Background to Luke's Gospel	3
1b	2		1 – Background to Luke's Gospel	2
1c		6	1 – Background to Luke's Gospel	6
2a		3	6 - Discipleship	3
2b	3		6 - Discipleship	3
2c		6	6 - Discipleship	6
3a	3		2 - Salvation	3
3b	2		2 - Salvation	2
3c	3		2 - Salvation	3
3d		3	2 - Salvation	3
4a	4		3 – The Authority of Jesus	4
4b	2		3 – The Authority of Jesus	2
4c	2		3 – The Authority of Jesus	2
4d		6	3 – The Authority of Jesus	6
Either				
5a	6		4 - The Suffering, Death and Resurrection of Jesus	6
5b		6	4 - The Suffering, Death and Resurrection of Jesus	6
5c	6		4 - The Suffering, Death and Resurrection of Jesus	6
5d		6	4 - The Suffering, Death and Resurrection of Jesus	6
Or				
6a	6		5 - Universalism	6
6b		6	5 - Universalism	6
6c	6		5 - Universalism	6
6d		6	5 - Universalism	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Section/Part A	Section/Part B	Totals
AO1	24	12	36
AO2	24	12	36
Total	48	24	72

Mark Allocation: Specification Section

Specification Section	Part A	Part B	Totals
1 Background to St Luke's Gospel	11	0	11
2 Salvation	11		11
3 The Suffering, Death and Resurrection of Jesus	0	24*	24*
4 The Authority of Jesus	14	0	14
5 Universalism	0	24*	24*
6 Discipleship	12	0	12
SPaG	0	4	4
Total	48	28	76

*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.