



Rewarding Learning

**ADVANCED
General Certificate of Education
2012**

Religious Studies

Assessment Unit A2 1

assessing

The Theology of the Gospel of Luke

[AR211]

WEDNESDAY 16 MAY, MORNING

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

AO2 (20 marks)

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

Section A

AVAILABLE
MARKS

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

Form Criticism

- a definition of Form Criticism
- origins of Form Criticism
- identification of key critics such as Dibelius, Bultmann
- discussion of their stated aims, i.e. to examine the importance of the oral period, to get back to the actual words of Jesus, to discover the “form” in which the gospel tradition circulated before it was written down, to identify the role of the early church in adapting/creating material to suit its “sitz in leben”
- discussion of the “forms” with examples of application to Luke’s Gospel – NB – scholars identify and name forms differently
- an analysis of Form Criticism in relation to Luke’s Gospel
- identification and discussion of positive and negative contributions.

Narrative Criticism

- a definition of Narrative Criticism
- origins of Narrative Criticism
- identification of key critics such as Tannehill, Powell, Tuckett
- discussion of their stated aims, i.e. to examine the Gospel in its entirety, to apply literary techniques to the Gospel text, use of the real author and the implied author, the real reader and the implied reader
- examples of application with particular reference to Luke’s Gospel
- an analysis of Narrative Criticism in relation to Luke’s Gospel
- identification and discussion of positive and negative contributions.

[30]

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

- examples/suggestions of how Form Criticism has had a damaging impact on religious faith, e.g.
 - form critics have challenged the integrity of the gospel writers who allegedly had no concern for history.
 - form critics have questioned the historical reliability of the gospels which are in fact the product of the faith of the community to suit its own needs
 - form criticism denies the possibility of the gospels presenting the historical Jesus
- on the other hand, Form Criticism has been helpful in our understanding of the gospels, e.g. the identification of the forms which lie behind the gospel is necessary and helpful
- it is true that Luke was writing out of faith and to produce faith (Luke 1: v1–4)
- it is true that Luke adapted, expanded his material for his Gentile audience but that does not change the content – many scholars would highlight the work of the Holy Spirit in this, i.e. the belief in divine inspiration
- a counter argument may also include suggestions of how other types of Biblical criticism also have a damaging impact, e.g. the application by narrative critics of modern literary methods on ancient texts or how Redaction Criticism suggests the creative element in the work of gospel writers.

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- 2 (a)** Candidates may wish to include some of the following, e.g.:
- statistics which highlight Luke's special interest in women
 - examples of women unique to Luke's Gospel with reference to special "L" material
 - the role of women throughout Jesus' life with reference to selected narratives, e.g. the Infancy Narratives, during his ministry, the Passion Narrative
 - an exploration of Luke's pairing of male and female testimony, in parables and in miracles
 - reference to specific scholars
 - discussion of Luke's presentation of women as positive role models, as a faithful remnant
 - comparison of Luke's presentation to the attitude which the society of his day had towards women
 - reference to the limitations of Luke's presentation, e.g. no women among the twelve, the witness of women is not detailed, e.g. Anna. [30]
- (b)** A critical evaluation of the claim may include some of the following, e.g.:
- the role of women in the church today with reference to specific denominations and the variations among these
 - the role of different cultures in shaping the church's attitude towards women
 - reference to various scholars including feminist theologians, e.g. Mary Daly
 - reference to Luke's second volume, i.e. Acts and how women are presented there
 - reference to positive lessons which can be learnt from women in Luke's Gospel, e.g. God chooses women for special roles, women are examples of obedient disciples, women are often displayed more positively than their male counterparts, women as examples of faith. [20]

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- 3 (a)** Candidates may wish to include some of the following, e.g.:
- reference to some miracles of healing, exorcism, nature and resurrection
 - discussion of their theological significance for Luke
 - miracles as evidence of the identity and mission of Jesus (4: v18–19 – Jesus’ sermon in Nazareth)
 - miracles as evidence of the arrival of the Kingdom of God (10: v9)
 - miracles as fulfilment of prophecy (7: v22)
 - miracles as signs of Jesus’ love and compassion (7: v13)
 - miracles as evidence of Jesus’ power over sin, nature, death, demons, sickness
 - miracles as signs of God’s activity through Jesus (9: v37–43)
 - reference to scholarly analysis of chosen miracles
 - Lukan references are not exhaustive. [30]
- (b)** A critical assessment of the view may include some of the following, e.g.:
- an open ended response citing relevant contemporary examples
 - reference to healing ministries within churches
 - reference to the role of places like Lourdes in healing miracles
 - a discussion of the advances and benefits of modern medicine
 - God at work through medical advances
 - the importance of prayer and faith
 - God as the ultimate healer
 - rationalisation of miracles by liberal theologians. [20]

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- 4 (a) Candidates may wish to include some of the following, e.g.:
- an explanation of the terms universal and Saviour (link to the name Jesus)
 - background to title Saviour
 - references to God as Saviour (1: v47)
 - discussion of specific references to Jesus as on who saves or brings salvation, e.g. Gabriel’s announcement to Mary (1: v31), Zechariah’s prophecy (1: v69–71, 76–79), the message to the shepherds (2: v10–12), Simeon’s Nunc Dimittis (2: v30–34), Jesus’s sermon in Nazareth (4: v18–19)
 - salvation in terms of forgiveness of sins, e.g. the paralysed man (5: v17–26), the sinful woman (7: v36–50), the repentant thief (23: v39–43)
 - salvation in terms of healing, e.g. the woman with the haemorrhage (8: v43–48)
 - salvation in terms of release from the power of Satan, e.g. the crippled woman (13: v10–17)
 - salvation in terms of restoration to the community of God’s people, e.g. Zacchaeus (19: v9–10)
 - evidence of the universal nature of his salvation, e.g. Simeon’s Nunc Dimittis (2: v31–32), quote from Isaiah (3: v6), tax collectors and sinners (5: v27–31), all nations (3: v6), women (8: v2, 3), lepers (17: v11–19), the message about repentance is to be preached to all nations (24: v47)
 - Lukan references are not exhaustive. [30]
- (b) A critical evaluation of the claim may include, e.g.:
- Jewish expectation of a Saviour for the Jews (1: v55, 73)
 - Jesus as Saviour for all
 - expectation of one who would save them from their enemies (1: v74, 24: v21)
 - Jesus’ non-violent, non-political mission in contrast to Jewish expectation of a warrior Messiah or liberating Messiah
 - Jesus’ mission as a suffering Messiah
 - the difficulty of getting back to the historical Jesus and therefore his true mission in contrast to the Early Church’s presentation of him
 - evidence of the reaction of the religious authorities to Jesus’ concern for outcasts and marginalised, e.g. (5: v30, 7: v39, 15: v1–2)
 - alternatively, Luke’s original audience of Gentiles would have found his portrayal comforting and bringing hope – they too are to be the recipients of God’s salvation. [20]

Section A

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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>Band 5</p> <ul style="list-style-type: none">• a full and comprehensive understanding of the connections between the selected areas of study in relation to the theme• well integrated response• clear and critical analysis• highly accurate use of evidence and examples• sophisticated style of writing. Very well structured and coherent throughout.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• a high degree of understanding of the connections between the selected areas of study in relation to the theme• a well integrated response• some very good critical analysis• mainly accurate use of evidence and examples• mature style of writing• well structured and coherent throughout.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• a good understanding of the connections between the selected areas of study in relation to the theme• for the most part an integrated response• reasonable degree of critical analysis• a good degree of accurate evidence and examples• reasonably mature style of writing• some evidence of good structure and coherence.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• a limited understanding of the connections between the selected areas of study in relation to the theme• mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another• a limited attempt at critical analysis• insufficient use of accurate evidence and examples• immature style of writing• lacking in structure and coherence.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• a basic understanding of the connections between the selected areas of study in relation to the theme• demonstrating only partially accurate knowledge of the different content areas studied• little attempt, if any, at critical analysis• inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

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

Section B

AVAILABLE
MARKS

- 5 (a)** In outlining and examining some major issues and questions arising from the concept of sin, candidates should refer to at least two different areas of study and could consider some of the following, e.g.:
- how is sin defined?
 - what are the possible consequences of sin? e.g. punishment, exclusion, suffering
 - what are the causes of sin? e.g. temptation, pressure to conform, fear
 - are repentance and conversion always possible?
 - attitudes/response towards sin, e.g. mercy, forgiveness, retribution
 - how can sin be atoned for?
 - example of people and movements that highlight the issues and questions. [30]
- (b)** In critically assessing the claim, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- how our modern and increasingly secular society explains “sin” in alternative terms
 - loss of authority of religious communities and reasons for this
 - “sin” as an outdated and offensive notion
 - graduation of sin, i.e. some “sins” are of no consequence but other “sins” are serious
 - reference to counter argument, e.g. the existence of a judicial system to deal with criminals; how the media portrays “criminals” and others, e.g. celebrity adulterers whose behaviour as role models is unacceptable
 - society’s standards of behaviour, codes of conduct as alternatives to the concept of sin
 - consideration of a range of historical and/or contemporary examples
 - sin has no single or unalterable definition
 - concept of systematic or corporate sin in Liberation Theology
 - redefining sin, e.g. ecological issues
 - sins of omission. [20]

Section B

Total

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150