



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

Religious Studies

Assessment Unit AS 1

assessing

An Introduction to the Gospel of Luke

[SRE11]

THURSDAY 17 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1);and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17- or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

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

Other Aspects of Human Experience at AS Level

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Candidates must refer to different units of study in their AO1 response to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked • Demonstrates comprehensive understanding and knowledge • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very high degree of relevant evidence and examples • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response to the question asked • Demonstrates a high degree of understanding and almost totally accurate knowledge • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very good range of relevant evidence and examples • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A good response to the question asked • Demonstrates a reasonable degree of understanding and mainly accurate knowledge • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A good range of relevant evidence and examples • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response to the question asked • Demonstrates limited knowledge and understanding • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A limited range of evidence and/or examples • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]
1	<ul style="list-style-type: none"> • A basic response to the question asked • Demonstrates minimal knowledge and understanding • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • Little, if any, use of evidence and/or examples • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis • An excellent attempt at the application of beliefs, values and teachings to the question asked • An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • An excellent attempt at providing personal insight and independent thought • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis • A very good attempt at the application of beliefs, values and teachings to the question asked • A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A very good attempt at providing personal insight and independent thought • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis • A good attempt at the application of beliefs, values and teachings to the question asked • A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A good attempt at providing personal insight and independent thought • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis • A limited attempt at the application of beliefs, values and teachings to the question asked • A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience • A limited attempt at providing personal insight and independent thought • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience • A basic attempt at providing personal insight and independent thought • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Candidates must engage with other aspects of human experience, where necessary, to access Bands 3–5.

Section A

AVAILABLE
MARKS

- 1 (a) “The rejection of Jesus at Nazareth provides insights into the nature of Jesus’ ministry and Luke’s understanding of that ministry.”
Examine this statement.

Answers may include:

- Exploration of the text Luke 4:14–30
- Reference to the quote and what it means in the context of the text
- Luke’s presentation of Jesus as the merciful and universal Saviour
- The nature of Jesus’ ministry: option for the poor, liberation of captives from sin and suffering.
- Discussion of the nature of Jesus’ ministry such as:
- Jesus as an adult must have returned to Nazareth several times to see his family but this time there was an incident worthy of record by Luke – he met with a negative response, introducing the conflict that would eventually lead to his death
- The importance of Nazareth in Jesus’ ministry – his home town, he spent his boyhood there
- Jesus had left Nazareth as a private person and now returned as a Rabbi, accompanied by disciples
- The reaction of the crowd – Jesus’ audience was at first impressed by what he said. Some then took exception to one of their own making such magnificent claims, Jesus had never been entirely accepted by the people he grew up with, if he could show some concrete proof of his claims (a miracle), then they would perhaps accept him but this was not the nature of his ministry
- There has always acceptance and rejection of Prophets in the Old Testament. Jesus had a difficult message to deliver and one that would not be popular with all people and therefore he is following in the footsteps of God’s messengers
- Consideration of Luke’s understanding of Jesus’ ministry such as:
- Luke’s portrayal of Jesus as prophet and the significance of Isaiah 61:1–2 for example: The prophecy had now been fulfilled in Jesus, that Isaiah’s prophecy was now finally coming true, that the one anointed with the Spirit was Jesus and that the time of God’s salvation had arrived
- The referral to Jesus as ‘the carpenter’s son’ and the negative implication of this – “prophets are never welcomed in their hometown”
- Luke’s unique mention of the crowd trying to kill him and how his time had not yet come
- Luke’s motive in including the story as perhaps reassuring early Christians who were being rejected by their fellow citizens, that even Jesus was rejected by people he had known all his life.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Explore the claim that it was Jesus' attitude towards the Law that was at the root of the conflict with the religious authorities. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Discussion of Jesus' attitude towards the Jewish Law, e.g. that sometimes it does appear that Jesus is disregarding the Law in particular the Sabbath day observances
- Consideration of the view that Jesus' mission was met with negativity by the Jewish leaders because of his attitude towards the Law with possible references to examples from the text, e.g. healing on the Sabbath, eating with Tax collectors and sinners
- Discussion of examples from the text where Jesus comes in to conflict with the Jewish religious authorities for breaking or challenging the Law, e.g. 20:27–40 – The question about Resurrection relating to the Sadducees, Luke 5: 17–26 – The healing of the paralysed man relating to the issue of forgiveness of sin, Luke 6:1–11 – Sabbath day observances or any other relevant illustration
- Possible counter claim that it was not just Jesus' attitude towards the Law that was the root of conflict with the Jewish religious authorities
- Reflection on the view that the religious authorities were concerned about their positions of power and influence among the people and that Jesus was a threat to this and this was the reason for their conflict with Jesus
- Deliberation of the view that Jesus respected the Law such as in the healing of the leper where he instructs the man to show himself to the Priests in order to fulfil the Law's demands on ritual cleanliness
- Consideration of the view that it was what Jesus revealed about the nature of God which was the root of conflict with the religious authorities.
- Consideration of the view that Jesus had many followers who were part of the Jewish religious authorities, e.g. Joseph of Arimathea who buried Jesus' body was waiting for the Kingdom and had not been part of the plot to kill Jesus and therefore he was not in conflict with all the Jewish religious authorities
- Deliberation of the view that the Jewish religious authorities were afraid of the Romans and were concerned that Jesus was a destabilising influence and they conflicted with Jesus because of this and not because of his attitude to the Law.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) With reference to relevant texts, explain the nature of Christian discipleship as presented in Luke's Gospel.

AVAILABLE
MARKS

Answers may include:

- Discussion of relevant texts that explain the nature of Christian discipleship such as:
- Consideration of the significance of the themes found in relevant texts, e.g. the immediate response by those called, Peter's recognition of sinfulness, faith, the marginalised, keeping of religious rituals with relevance to table fellowship, Jesus' mission to the outcast and prayer
- Luke 5:1–11 – the call of the first 4 fishermen, the great catch of fish and scholarly opinion that it provided a reason why the disciples followed Jesus, Peter's declaration that he was a sinful man, the significance of the statement "from now on you will be catching people", their faith in the identity of Jesus was so great that they left all to follow him
- Luke 5:27–31 – the call of Levi, Levi's immediate response, the position of Tax Collectors as outcasts in Jewish society because of their fraternisation with Rome (the enemy), the stereotypical view of tax collectors as greedy and dishonest. The Pharisee's reaction to Jesus dining with Tax Collectors, Jesus' focus on his mission to the lost, explanation of the significance of the statement that "people who are well do not need a doctor, but only those who are sick"
- Luke 6:12–16 – the call of the Twelve, prayer, choosing the twelve from a larger group, mention of Judas as the traitor right from the start in the list of the Twelve
- Luke 9:1–6, 10:1–16 – disciples may face rejection, reliance of the charity of others
- Luke 9:18–27, 57–62 and 14:25–33 – understanding of the concepts of renunciation and self-sacrifice in relation to the demands of discipleship
- Exploration of the role of Simon/Peter, e.g. Peter, James and John form the core group of Apostles, Peter's denial and restoration as the one who strengthens the other disciples after the resurrection of Jesus
- Discussion of the role of prayer and faith in the life of a disciple.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) To what extent did Jesus' ministry show that the selection of the twelve was a good choice? Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Exploration of the view that Jesus' selection of the twelve was a successful and good choice
- Consideration of examples such as:
 - The immediate response of the first five to their call – they left instantly to follow Jesus, the sacrifice the twelve made to be followers of Jesus, e.g. their boats, livelihoods and families, the history of the Church would tell us that the Apostles were responsible for the foundation and spread of the Church at a time of persecution and ridicule
 - The strengths of the Apostles – their successful mission, Peter's recognition of Jesus as Messiah, sharing in the work of Jesus through preaching and healing
- Reflection on the concept of discipleship as challenging, the nature of humanity and failure and that Jesus chose the Apostles specifically for their task, therefore were well aware of their weaknesses, e.g. Jesus' forgiving glance to Peter when he failed
- Consideration of the reasons for Jesus' choice in Luke – to emphasise the universal nature of the Kingdom, by selecting a mixed group of individuals from all walks of life and various backgrounds and life experiences
- Exploration of the view that their failures made them stronger and that is a true reflection of humanity.
- Possible counterclaim that the selection of the twelve was not a good choice as the demands of discipleship were sometimes too great for the Twelve
- Consideration of examples such as:
 - Judas' betrayal of Jesus, Peter's denial, James and John request positions of power in God's Kingdom, the disciples often misunderstood the nature of Jesus' mission and identity, their fear after the crucifixion and the fact that they did not believe the accounts of the resurrection appearances reflect their lack of comprehension of Jesus' teaching about his mission and identity
 - Consideration of the view that by the time Luke was writing the Apostles were the heroes of the Church and that Luke has softened the portrayal of the disciples' failure, e.g. in the Garden of Gethsemane Luke explains that the disciples had fallen asleep because their grief was too great.

Accept valid alternatives

Mark in levels
(AO2)

[25]

50

Section B

**AVAILABLE
MARKS**

3 (a) Describe how the political and religious situation in Palestine impacted on the ministry of Jesus.

Answers may include:

- Discussion of the political conditions in Palestine at the time of Jesus and how they impacted on his ministry such as:
- The impact on Jesus’ ministry – Jesus was challenged by the Jewish authorities on his position on Roman rule, e.g. “give to Caesar’s what is Caesar’s...”, he was put to death by the Romans and the portrayal of Pilate’s role, Jesus chose at least one Zealot to be part of his group of companions, the Pax Romana brought many advantages such as freedom of movement throughout the Empire
- The place of the Roman Empire in the life of the Jewish people, the Jewish opposition and dislike of Roman occupation, Palestine had a long history of occupation due to its geographical position, the benefits of the peace of Rome (Pax Romana), Jewish religious autonomy and the restrictions placed on the Jewish leaders by the Romans, the Zealots. Herod the Great and his family, the division of Palestine after his death and eventual replacement by a Roman Procurator in Judea. Pilate – the historical and New Testament picture, reasons for Pilate’s recall to Rome and his treatment of the Jews
- Exploration of the religious conditions in Palestine at the time of Jesus such as:
- How the religious situation impacted on Jesus’ ministry – conflict with the religious authorities and how they wanted to trap Jesus, Jesus’ challenge to the Law and their positions in Jewish society, Jesus’ focus on Jerusalem and the Temple in Luke’s Gospel, eventual climax in the death of Jesus and the end of his ministry.
- The place of the Temple in religious life, sacrificial practice, the Sanhedrin, the role of the High Priest (Caiaphas and Annas), religious festivals such as Passover, the Scribes/ teachers of the Law/Lawyers, adherence to religious laws and practices, religious impurity
- The Pharisees – belief in the resurrection, final judgement, oral law. Largest religious group in Palestine at this time, popular with the common people, concerned with the keeping of strict religious practices connected with the oral law and the Sadducees – no belief in the resurrection, acceptance of the first 5 books of the Old Testament. Connected with the Temple in Jerusalem, aristocratic and wealthy

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “Religion is the main cause of human conflict.”

AVAILABLE
MARKS

With reference to other aspects of human experience, consider to what extent this suggestion is true. Justify your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- Reflection on the view that religious divisions have led to conflict in the past and present, e.g. the Crusades – Christian/Muslim, civil war in Syria and the rise of ISIS
- Consideration of schism and division within same religious denominations, e.g. the reformation in the Christian Church and subsequent division into various Protestant denominations, Sunni and Shi’ite in the Muslim faith
- Reflection on religious identity and how it can take on heightened significance when political alliances break down, e.g. in former Yugoslavia – Serbs, Croats and Bosniaks were divided along Orthodox, Catholic and Muslim lines
- Exploration of the connection between religion and politics and how political or geo-political reasons for conflict can be taken for religious reasons, often politics and religion can be interrelated, e.g. N. Ireland/ The Troubles
- Exploration of the view that religion is not the cause of all human conflict and that atheists like Mao, Stalin and Pol Pot caused conflict as part of a regime of dictatorship not based on religious motives
- Consideration of the view that human conflict can be caused by patriotism, tribal or race disputes, economic reasons
- Discussion of ecumenism and opportunities for religious enrichment, e.g. interfaith and cross community groups such as the Corrymeela Community and the work they do.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2)

[25]

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- 4 (a) With reference to the parables of the Sower and the Great Banquet, examine Luke's teachings on the Kingdom of God.

AVAILABLE
MARKS

Answers may include:

- Discussion of the theological intent of the Parable of the Sower in Luke 8:4–15 and the Great Banquet 14:12–24 such as:
- Explanation of the Parable of the Sower and reference to the teaching of the parable that each type of soil reflects the reaction of people to the word of God, those who hear the word of God and fall away because of the cares of the world become a priority
- Understanding of the teaching contained in the parable of the Great Banquet, universalism, the rejection of God's invitation by the Jews, the two fold sending out of the servants to get more guests for the banquet, the historical issue of the use of the word "compel"
- Consideration of what these parables illustrate about the Kingdom of God such as:
- Reflection on how the good soil replicates the actions of good Christians and how our actions can attain entry into God's Kingdom, materialism as a barrier to entry to the Kingdom, the growth of the Kingdom
- Consideration of the issue of the universality of God's Kingdom, the inclusion of outcasts and sinners, the rejection of the invited guests (the Jews), future judgement
- Discussion of the term Kingdom of God as future, present and in Luke's Gospel special interest in the universal nature of God's Kingdom
- Consideration of the eschatological nature of the Kingdom echoed in parables
- Possible mention of the setting of the parables as everyday situations which reflect a deeper meaning and the purpose of parables in general as a method of teaching
- Consideration of the views of scholars such as Schweitzer and Dodd in relation to the nature of the Kingdom of God.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO1)

[25]

(b) With reference to other aspects of human experience, explore the claim that the Christian message of salvation is lost in a multi-religious world. Justify your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- Consideration of the view that modern society tends to be multi-religious and multicultural and thus the Christian message is only one facet of this
- The challenges presented for people by competing truth claims
- Discussion of the view that the Christian message of salvation is no longer relevant in a multi-religious society, e.g. societal norms have changed such as cohabitation and sex outside of marriage
- Exploration of the challenges of living in a multi-religious society, e.g. the case of Savita Halappanavar
- Consideration of the challenges of living out one's faith in a multi-religious society, e.g. wearing religious emblems in a place of work, France's banning of the burka
- Exploration of the concept of sin and salvation in a multi-religious society, the concept of individual and informed conscience
- Consideration of the view that the Christian message of salvation is relevant to all and that several secular laws are based upon the religious laws in many world religions, e.g. murder, stealing
- Discussion of the Christian message of salvation and how it can be linked to relevance in society today, e.g. treatment of others, the concept of charitable giving, equality and discrimination
- Exploration of the view of some that living a good life is all that matters rather than adherence to religious ritual
- Consideration of the view that the Christian message of salvation is out of date and has no place in secular, multi-religious society today
- Exploration of the concept of morality.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

Total

100

**AVAILABLE
MARKS**