



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2023**

Religious Studies

Assessment Unit AS 1

assessing

An Introduction to the Gospel of Luke

[SRE11]

FRIDAY 19 MAY, AFTERNOON

**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 support their answer with reference to at least one other unit of study 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**

Answer **one** question from Section A

- 1 (a) With particular reference to the parables of the Kingdom, explain the purpose and meaning of parables.

Answers may include:

- Definition of parable – ‘*parabolé*’ (Greek), ‘*mashal*’ (Hebrew), riddle, proverb, simile or metaphor.
- Possible inclusion of scholarly definition such as that of Dodd “a metaphor or simile drawn from nature or common life...”
- Discussion of the meaning and purpose of parables of the Kingdom such as:
- The inclusive nature of Luke’s presentation of the Kingdom of God as universal seen through the parable of the Great Banquet (Lk. 14:12–24) – the Kingdom of God is open to all.
- Parables challenge the reader as to how to interpret them in their life such as through the Parable of the Sower (Lk. 8:4–15) – a challenge on how to respond to God’s word.
- Parables explain abstract concepts such as that of the nature of the Kingdom of God as a future event and a present reality.
- Exploration of the theological meaning of parable such as a simple story with a simple meaning, comparison, a moral lesson with reference to parables of the Kingdom.
- Consideration of the parabolic tradition in the Old and New Testament with possible textual examples to elaborate on understanding.
- Exploration of the purpose of parables such as:
- An established teaching method of the time.
- Interpretation and self-reflection.
- To challenge behaviour and attitudes which may impact on entry into the Kingdom of God such as in the Parable of the Good Samaritan (Lk. 10:25–37).
- To deliver prophetic messages.
- Particular reference to and elaboration on Parables of the Kingdom.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “The miracles as acted parables were a more effective method of teaching the Gospel message.” Comment on this claim. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Reflection on the concept of miracles as acted parables.
- Exploration of the view that miracles are parables in action/acted parables and that both serve the same purpose. Miracle and parable go hand in hand and that throughout his ministry Jesus used both as effective methods of teaching choosing which was appropriate to his audience and their needs.
- Consideration of word and action in effective teaching – does one complement the other? The connection between parable and miracle.
- Discussion of the claim parables are a more effective way of teaching.
- Consideration of the view that parables were entertaining, and people enjoyed listening to them – working out the meaning was part of the experience therefore this led to a deeper learning experience for people.
- Exploration of the idea that parables were a well-established method of teaching and learning in ancient culture therefore people were able to engage with teaching through parables more readily.
- Discussion of examples of how parables were effective methods of teaching such as in the parable of the Good Samaritan (Lk 10:25–37) where the listener was given the message ‘you go and do the same’ therefore displaying an effective method of teaching to the assembled listeners.
- Consideration of the view that parables are easier to accept than miracle – miracles can be questioned, there is often scepticism and the issue of proof whereas parables are just words to be interpreted.
- Miracles were more effective as a method of teaching as they were dramatic and caught the attention in a way that parables never could.
- Miracles are examples of God at work on earth and valuable signs of the Kingdom of God in action, which parables cannot express adequately.
- Consideration of how the miracles brought Jesus into direct conflict with the religious authorities, e.g. healing on the Sabbath.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) Give an account of how Jesus' teachings to the disciples prepared them for their role and mission.

AVAILABLE
MARKS

Answers may include:

- Discussion of Jesus' instruction to the disciples on how to pray, the dangers of wealth and how to confidently continue his mission when he was no longer physically present with them after his death, trust in God's providence.
- Consideration of the theological intent of Jesus' teachings to the disciples such as:
 - How to pray (Lk. 11–13) – Jesus instructed the disciples to continue to build up their relationship with God the Father through communication in prayer.
 - The Our Father/Lord's Prayer as a model prayer about dependence on God and the desire for the completion of the Kingdom of God.
 - Possible mention of the major themes in the Our Father/Lord's prayer – the call of respect for God's name, not to worry as God will provide, reciprocal forgiveness and the impact of same on the disciple's mission.
 - Persistence in prayer as demonstrated through the parable of the Friend at Midnight.
 - The need to commit to God before all others and the rewards of being faithful (Lk 12:8–12).
 - The dangers of wealth and the need not to rely on material goods, trust in God to provide. Do not worry about things that you cannot control. (Lk. 12:22–34).
 - Possible consideration of the specific role of Peter and the lesson on forgiveness through Luke's unique mention of a forgiving glance (Lk. 22:61).
 - Consideration of how these teachings prepared the disciples for their continuing mission and role as leaders of the early Church.
 - Possible mention of the role of the Holy Spirit and a look forward to the ascension and the promise of the Holy Spirit in Luke as an aid to their mission in the future.
- The list of scriptural passages referenced above is not exhaustive.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “The demands of discipleship were challenging for the disciples of Jesus.”
Assess this claim. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Exploration of the view that the disciples were apparent failures and were unprepared for the demands of discipleship and the future role they would play, the demands as being extremely challenging.
- Consideration of the fact that Peter denied Jesus (Lk. 22:54–62) despite Jesus’ prediction of this denial and warning.
- The disciples often fail to recognise the identity of Jesus and sometimes appear unprepared for the suffering and self-sacrifice which is part of discipleship, the call to ‘take up thy cross’.
- Deliberation on the view that the disciples often lacked understanding of the role of Jesus as Messiah, and this therefore may be considered as being unprepared for the demands of discipleship. Some may have held the view that the Messiah would be a political or priestly figure.
- Reflection on Luke’s portrayal of the disciples as loyal but spiritually underdeveloped, especially in relation to God’s purpose.
- Reflection on the fact that when Jesus called Peter and the disciples, they followed immediately and did not question the call. Many of the disciples left home, jobs, and family to follow Jesus; the call to ‘leave the dead to bury their dead’.
- Discussion of Peter’s significance throughout Luke and Acts such as being placed first in the list of Apostles (Lk. 6:14).
- Consideration of the fact Peter becomes the leader of the early church therefore although he may have been reluctant, he was not unprepared for the role. He witnessed important events such as the transfiguration (Lk. 9:28) and announced the identity of Jesus (9:20) therefore was not unaware of the demands of discipleship and his future role.
- Discussion of Peter’s personality which Barclay calls “a strange paradoxical mixture”, e.g. despite his denial, Peter was a loyal man and despite his failures he was a deeply committed man to the task of discipleship.
- How despite challenges, possible disillusionment and apparent abandonment of Jesus, the disciples were ultimately faithful to Jesus as they went on to help build his Church.
- Possible consideration of the eternal reward received by the disciples who followed Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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Section B

AVAILABLE
MARKS

Answer **one** question from Section B

- 3 (a) With reference to the text, examine the internal evidence for the authorship of Luke's Gospel.

Answers may include:

- Consideration of Internal New Testament evidence such as:
- Evidence from the 'We' passages in Acts of the Apostles which implies the author was with Paul on his missionary journeys. Several other companions are mentioned such as Silas and Timothy, though they are omitted from the possibility of being considered.
- Possible mention of 'We' passages from Acts such as 16:10–17, 20:5–15, 21:1–18, 27:1–28 or 28:16.
- Streeter and Fitzmyer's view that the 'We' passages represent a diary of Luke's travels that he used to write the Gospel and Acts of the Apostles.
- The author as a doctor – reference to Col. 4:14 'Luke, our dear doctor...'
- Hobart's theory that Luke was a doctor as he uses so much medical vocabulary throughout his Gospel and Acts such as Lk 5:12 'full of leprosy' referring to the later stages of the disease. Cadbury refutes this suggestion saying that a non-medical educated writer would have this basic medical knowledge.
- Luke's style of writing displays evidence that Luke was a Greek Gentile who was well educated.
- Luke's non-Jewish origin in Col 4:11.
- The view of modern scholars such as Albright and Mann that Luke was Jewish.
- Consideration of the views of Bultmann and Vielhauer that the author of the third Gospel was not a companion of Paul as he was not familiar with his theological ideas.
- Exploration of the arguments to rebut Bultmann and Vielhauer's opinions such as Luke wrote later than Paul and was addressing different needs.
- Possible mention of external sources (traditional evidence) which consolidate the internal evidence for Luke being the author of the third Gospel such as the Bodmer Papyrus, Muratorian Canon, Early Church Fathers or the Anti-Marcionite Prologue.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “Sacred texts always have a positive influence on the lives of religious believers.”

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

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Exploration of the meaning and importance of sacred texts. They are an important part of many religions and are recordings of historical facts and religious truths for religious believers.
- Sacred texts are the basis of worship and are a source of moral guidance for many religions such as the 10 Commandments in Judaism or the Golden Rule in Christianity.
- Sacred texts provide a framework for living and guidance for difficult situations for many religious believers.
- Consideration of interpretation of sacred texts by religious believers – literal and fundamental interpretation of texts versus conservative and liberal interpretation in relation to how it can affect the lifestyle of a religious believer.
- Consideration of examples of how sacred texts have had a positive influence on the lives of religious believers such as, e.g. embracing pacifism; pursuing justice and defending the poor and marginalised.
- Malala Yousafzai, the Pakistani schoolgirl who defied threats and survived shooting by the Taliban to campaign for the right to education. She has sought to emphasize the peaceful nature of Islam and the respect Islam has for education.
- The many community outreach examples of individuals and organisations who have supported others during the COVID 19 pandemic such as the Sikh community at the Guru Nanak Darbar temple in Gravesend, Kent and NGO Khalsa Aid who delivered food to stranded truckers over Christmas 2020.
- Exploration of examples when interpretation of religious texts has been a negative influence on the lives of believers such as:
- Cults – those cults that interpret religious texts as apocalyptic and encourage followers to take their own lives such as David Koresh/Waco, Heaven’s Gate UFO religious based cult.
- Some individuals and/or organisations corrupt the message of sacred texts to justify terrorist or criminal acts such as ISIS, Boko Haram.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[25]

50

AVAILABLE
MARKS

- 4 (a) “The Jewish attitude to the Sabbath was very different to that of Jesus.”
With reference to textual examples, discuss this statement.

AVAILABLE
MARKS

Answers may include:

- Exploration of the view that Jesus’ attitude to the Sabbath teaches the importance of helping others rather than keeping to the letter of the Law in relation to the Jewish attitude of strictly keeping the Sabbath.
- Consideration of the issue of the ‘spirit’ of the Law and the ‘letter’ of the Law.
- Exploration of the Jewish attitude to the Sabbath of the Pharisees such as their strict keeping of religious laws outlined in the Scripture for example, their observation of ritual washing, no work on the Sabbath, proper preparation of food and meticulous tithing.
- Reference to the question about the Sabbath (Lk 6: 1–5) – in this text the disciples are walking through a cornfield on the Sabbath and pick the heads of corn as they walk past. The Pharisees regard them as reaping and threshing and therefore working on the Sabbath. Jesus gives the example of King David eating loaves that were to be for ritual observance for the Priests in the Temple. Jesus makes the argument that human need should supersede religious laws, in this case working on the Sabbath.
- Reference to the healing of the man with the paralysed hand (Lk 6:6–11) which involves a healing on the Sabbath. In this text, the Pharisees may have planted the man to see if Jesus would heal on the Sabbath. Healing could not take place on the Sabbath unless it was to save a life. In this case the man had a withered hand which was not life threatening but Jesus healed him anyway. Jesus asked if the law requested to help or to harm on the Sabbath and the Pharisees had no answer. Jesus was making the point that human need was more important than Sabbath Law.
- Consideration of the view that the Pharisees strict observance of the Law was often at odds to Jesus’ words and actions.
- Consideration of Jesus’ actions in relation to keeping Sabbath Law as ambiguous in many cases, i.e. reinterpreting the Law while also encouraging the spirit of the Law to be adhered to.
- Consideration of the humanitarian nature of the Law.
- Reflection on the view that the Pharisees were misguided in Jesus’ eyes rather than any deliberate attempt by them to exclude people from the love of God.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, explore the claim that religious divisions can be both positive and negative. Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Exploration of the claim that religious division can help to resolve conflict and help to build peace and restore relationships.
- Consideration of the view that religion provides a moral framework which lends itself to peace and reconciliation. Trusted institutions with respected values.
- Reflection on the fact that some key reconciliation and resolution theories are based upon religious teachings such as forgiveness and equal treatment of all; the work of the Truth and Reconciliation Commission in South Africa.
- Discussion of the work of organisations such as the Corrymeela Community who have used Christian principles to build opportunities for religious and ethical enrichment in Northern Ireland.
- The significance of individuals such as the Dalai Lama who work for peace and reconciliation in the world using a religious message to do so, that often this religious message is universal.
- Discussion of the role of religion throughout history in bonding communities and have provided opportunities to resolve conflict and build relationships such as the successful mediation by the Community of Sant'Egidio in ending the Civil War in Mozambique.
- Consideration of the view that there are many examples where religious divisions have been the cause of conflict and division.
- Exploration of the view that religion can lead to an escalation of conflict as it is a source of emotion for many individuals.
- Examples of religious conflict throughout history such as the Crusades, Sunni and Shi'a Muslims, sectarianism in Northern Ireland.
- Exploration of the view that the post September 11th world has seen a marked rise in friction between religious groupings.
- Consideration of the rise in cases of Islamophobia in the world.
- Consideration of how religious division may be perceived as necessary to uphold religious truth, e.g. Martin Luther and the Reformation.
- Consideration of how religious division can appear hypocritical to the outside world, when religious texts call for unity.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

Total

**AVAILABLE
MARKS**

50

100