
GCSE

Religious Studies A

Unit 6 / 405006 St Luke's Gospel

Mark scheme

4050

June 2016

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, 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 student 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, students' 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 students 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 students' 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.

If a student 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 student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students 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 students 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 student 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, ie 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.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases eg between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

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	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

Students will be given credit for reference to diversity in belief and practice within Christianity.

PART A

A1 The Suffering, Death and Resurrection of Jesus

(a) Which man prepared a tomb for Jesus?

Target: Knowledge of who prepared Jesus' tomb

- Joseph of Arimathea

[1 mark] AO1

(b) Describe Luke’s account of the burial of Jesus.

Target: Knowledge of Luke’s account of Jesus’ burial

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching 	3 marks

Luke 23:⁵⁰⁻⁵⁶		
GNB	NIV	RSV
<p>50 There was a man named Joseph from Arimathea, a town in Judea. He was a good and honorable man, who was waiting for the coming of the Kingdom of God. Although he was a member of the Council, he had not agreed with their decision and action. 52 He went into the presence of Pilate and asked for the body of Jesus. 53 Then he took the body down, wrapped it in a linen sheet, and placed it in a tomb which had been dug out of solid rock and which had never been used. 54 It was Friday, and the Sabbath was about to begin. 55 The women who had followed Jesus from Galilee went with Joseph and saw the tomb and how Jesus' body was placed in it.</p>	<p>50 Now there was a man named Joseph, a member of the Council, a good and upright man, 51 who had not consented to their decision and action. He came from the Judean town of Arimathea and he was waiting for the kingdom of God. 52 Going to Pilate, he asked for Jesus' body. 53 Then he took it down, wrapped it in linen cloth and placed it in a tomb cut in the rock, one in which no one had yet been laid. 54 It was Preparation Day, and the Sabbath was about to begin. 55 The women who had come with Jesus from Galilee followed Joseph and saw the tomb and how his body was laid in it.</p>	<p>50 Now there was a man named Joseph from the Jewish town of Arimathea. He was a member of the council, a good and righteous man, 51 who had not consented to their purpose and deed, and he was looking for the kingdom of God. 52 This man went to Pilate and asked for the body of Jesus. 53 Then he took it down and wrapped it in a linen shroud, and laid him in a rock-hewn tomb, where no one had ever yet been laid. 54 It was the day of Preparation, and the sabbath was beginning. 55 The women who had come with him from Galilee followed, and saw the tomb, and how his body was laid.</p>

NB - Do not re-credit Joseph’s name in v.1.

Verse 56 can be credited if given: it is in the burial narrative although not literally relevant to the burial itself.

[3 marks] AO1

(c) Explain briefly why Luke made it clear that Jesus was really dead.

Target: Knowledge & understanding of why Luke made it clear that Jesus was really dead

Students might refer to one or more of the following:

If Jesus was not really dead, then the resurrection would not be true / Luke shows that Jesus fulfilled the Old Testament prophecies about a Messiah who would suffer and die / some may write about the need to emphasise that Jesus did not just pretend to die / also so that no one could claim that the disciples revived him / if Jesus had not died, his example of courage and faith in God would not inspire Christians / humans will die, so to mean something to humans, Jesus had to die also, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer.

[2 marks] AO1

- (d) 'Jesus' resurrection was more important for his disciples at the time than it is for Christians today.'

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 whether Jesus' resurrection was more important for his disciples at the time than for Christians today

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:**Agree**

Jesus' disciples at the time were in a dangerous situation with both the Romans and the Jews / and faced arrest and death / so the resurrection would have strengthened their faith to cope with whatever happened / they had endured the events of Jesus' arrest, trial and crucifixion / so their faith would have been heavily tested / they were eyewitnesses to the resurrection through Jesus' resurrection appearances, so having a first-hand experience of Jesus' resurrection would be more powerful for the disciples at the time than for Christians simply reading the accounts of it today / the disciples had heard all of Jesus' teaching about his death and resurrection, and now those teachings were confirmed physically / Christians today have to rely on faith rather than evidence, and for many, faith is less secure than evidence / so they might lack the conviction given by seeing the resurrected Jesus for themselves, etc.

Other views

Christians today can be confident that Luke's Gospel tells them the truth about Jesus / and in the Prologue, Luke insists on the truth of his account / so it doesn't matter that there is a 2000-year gap between the events described by Luke and Christians who read about them today / the significance of the resurrection for persecuted Christians means that the resurrection accounts are more important for many Christians today than in the time of Jesus / Jesus consistently emphasised the power of faith in his miracles of healing / so Christians today should have faith in God's resurrection of Jesus / so Jesus' resurrection will be just as important now as then / without the experience of the disciples then, Christianity would probably not exist now, so there would be no Christians to think about Jesus' resurrection, etc.

[6 marks] AO2

A2 Salvation**(a) Explain why Mary was troubled by what the angel Gabriel said to her.****Target: Knowledge and understanding of why Mary was troubled by the annunciation**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following:(Luke 1:²⁶⁻³⁸)

The angel greeted her by saying, 'Hail, O favoured one, the Lord is with you!' / which troubled Mary because she did not understand what Gabriel meant / anybody would be troubled by the sudden appearance of an angel / she might have wondered what she was supposed to do and how she was supposed to react / also, the angel went on to say that she would conceive a child, yet she had no husband / and the angel was suggesting that the conception would be through the power of the Holy Spirit rather than by the usual processes of reproduction / so Mary might have been troubled about how other people would view her pregnancy / moreover the angel in effect told her that the child would be the Messiah, which would astonish anybody to hear, etc.

[3 marks] AO1

(b) ‘Simeon should not have told Mary that a sword will pierce your own soul.’

What do you think? Explain your opinion

Target: Evaluation of whether or not Simeon should have told Mary that a sword will pierce your own soul

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 with slight development of one.	3 marks

Students may include some of the following:

(Luke 2:²²⁻³⁵)

Simeon in effect told Mary that Jesus would suffer and die / and that as a result she would suffer too / which is not a good thing to tell any mother / moreover Jesus was only a baby, so to tell Mary what would happen to him so early on was cruel / it would have been better for Mary to have found this out in her own time.

Simeon was simply telling the truth / the whole Gospel message is that Jesus will suffer and die to save others / she would probably have known of the tradition of the suffering Messiah (the ‘Suffering Servant’ in Isaiah) / Simeon prepared Mary for what would happen, so this was an act of kindness / Simeon was speaking under the influence of the Holy Spirit, so had no choice in what he said / in any case, Mary must have known from what the angel said that Jesus would not have an ordinary life, etc.

[3 marks] AO2

(c) 'The raising of Jairus' daughter was not a miracle.'

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 whether or not Jesus' raising of Jairus' daughter was a miracle

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:(Luke 8.⁴⁰⁻⁵⁶)**Agree**

Jesus told Jairus that the child was only sleeping / Jesus took her by the hand and told her to get up, and the child's spirit returned / which probably means that she really was in a deep sleep / or perhaps a coma (diabetic coma is sometimes suggested), so Jesus managed to bring her back to consciousness / the fact that Jesus immediately directed that the girl should be given food reinforces this interpretation of the story / no miracle took place – Jesus just knew what to do, etc.

Other views

Luke's account shows that this was a full raising from the dead / the parents were so convinced that the child was dead that they laughed at Jesus / the fact that Jesus took only Peter, John and James and the parents into the room suggests that something special would happen / credit reference to the Markan version where Jesus says, 'Talitha, cumi' – the fact that Jesus' original Aramaic words are used there suggests that these were seen as words of power which brought about a miracle / Jesus tells them to tell no one what had happened / probably because he did not want to be mobbed by people demanding miracles / some might argue that even if the girl had been in a coma the fact that Jesus recognised this / and was able to bring her out of the coma instantly is a miracle in itself / the account of the raising of the daughter comes in the context of the miraculous healing of the woman with the haemorrhage / which is unquestionably presented as a miracle / so it seems that Luke understood the raising of Jairus' daughter was a miracle also, etc.

NB: Allow for answers which may debate the nature of miracles – ie whether a healing is a miracle; whether miracles can use human skill.

[6 marks] AO2**A3 Background to Luke's Gospel**

- (a) **Explain briefly why some people think that Luke used Mark's Gospel as one of his sources.**

Target: Knowledge and understanding of Mark's Gospel as one of Luke's sources

Students may include some of the following:

Almost the whole of Mark's Gospel is included in Luke / Luke's Gospel is longer, so it is likely that Luke expanded / Luke extends the information / the parallels between Mark and Luke are part of the 'synoptic problem', which also includes Matthew, and it seems likely that both Matthew and Luke used Mark / on the whole, both Luke and Matthew follow Mark's order, which again suggests that Luke had access to a copy of Mark / Luke 'polishes' Mark's Greek / and for example translates the Aramaic 'talitha cumi' in Mark 5:41 into Greek for his Gentile audience, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer.

[2 marks] AO1

(b) 'Knowing about Luke's sources helps Christians to understand his Gospel.'**What do you think? Explain your opinion.****Target: Evaluation of whether knowing about Luke's sources helps Christians to understand his Gospel**

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 with slight development of one.	3 marks

Students may include some of the following:

Students will probably identify Luke's sources as (in addition to Mark) Q and L / Luke's themes are made clearer by knowing where some of them come from / for example his interest in Peter may have come from Mark's Gospel and Mark's presumed association with Peter / Q was probably a collection of sayings shared by Luke and Matthew / so we can see from Q that Luke found stories like the temptations and the beatitudes interesting, as well as the Lord's Prayer / L refers to Luke's special source, which appears to have been based in oral tradition (ie his eyewitnesses) / and includes material such as his birth stories and some of the best-known parables in the Gospels / eg the Good Samaritan, which tells us a lot about Luke's approach to non-Jews / and the Lost Son, which tells us about his understanding of the love and forgiveness of God / not everybody who studies Luke's Gospel is a scholar, and many people find studying the discussion about his sources enriches their understanding of his Gospel, etc.

These are theoretical sources, and not necessarily real ones / they are reconstructed by scholars, whose views on these sources change frequently / so they do not help us to understand Luke's Gospel / Luke's ideas are clear anyway, eg his concern to extend the good news about Jesus to the Gentiles / his concern to use eyewitness sources (rather than written ones) / his belief that salvation had come to the world through Jesus / his concern with outcast and oppressed people / his focus on prayer / and on the power of the Holy Spirit, etc.

[3 marks] AO2

(c) Outline what Luke wrote to Theophilus in the introduction to his Gospel.

Target: Knowledge of the introduction to Luke’s Gospel

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching 	3 marks

Luke 1:¹⁻⁴		
GNB	NIV	RSV
<p>1 Dear Theophilus: Many people have done their best to write a report of the things that have taken place among us. 2 They wrote what we have been told by those who saw these things from the beginning and who proclaimed the message. 3 And so, Your Excellency, because I have carefully studied all these matters from their beginning, I thought it would be good to write an orderly account for you. 4 I do this so that you will know the full truth about everything which you have been taught.</p>	<p>1 Many have undertaken to draw up an account of the things that have been fulfilled among us, 2 just as they were handed down to us by those who from the first were eyewitnesses and servants of the word. 3 Therefore, since I myself have carefully investigated everything from the beginning, it seemed good also to me to write an orderly account for you, most excellent Theophilus, 4 so that you may know the certainty of the things you have been taught.</p>	<p>1 Inasmuch as many have undertaken to compile a narrative of the things which have been accomplished among us, 2 just as they were delivered to us by those who from the beginning were eyewitnesses and ministers of the word, 3 it seemed good to me also, having followed all things closely for some time past, to write an orderly account for you, most excellent Theophilus, 4 that you may know the truth concerning the things of which you have been informed.</p>

NB: Accept the ideas given in the passage as well as a verbatim account of the text.

Do not credit reference to Theophilus, since this is given in the question.

[3 marks] AO1

(d) Explain why the passage from Isaiah, that Jesus read in the synagogue at Nazareth, was ‘good news’.

Target: Knowledge and understanding of the ‘good news’ that Jesus preached from the Book of Isaiah in the synagogue at Nazareth

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following:

(Luke 4:¹⁶⁻²¹)

‘The good news was that Jesus was the person the passage was about / the Messiah / the good things mentioned in the passage would now happen eg the blind would see or be healed, prisoners would be freed / ‘blindness’ here might have signified the blindness of ignorance / and the freeing of prisoners might have signified liberation from sin / this was good news for the people because they were suffering under Roman rule, etc.

[3 marks] AO1

A4 The Authority of Jesus

(a) Describe Luke’s account of the baptism of Jesus.

Target: Knowledge of Luke’s account of the baptism of Jesus

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching 	3 marks

Luke 3:²¹⁻²²		
GNB	NIV	RSV
21 After all the people had been baptized, Jesus also was baptized. While he was praying, heaven was opened, 22 and the Holy Spirit came down upon him in bodily form like a dove. And a voice came from heaven, "You are my own dear Son. I am pleased with you."	21 When all the people were being baptized, Jesus was baptized too. And as he was praying, heaven was opened 22 and the Holy Spirit descended on him in bodily form like a dove. And a voice came from heaven: "You are my Son, whom I love; with you I am well pleased."	21 Now when all the people were baptized, and when Jesus also had been baptized and was praying, the heaven was opened, 22 and the Holy Spirit descended upon him in bodily form, as a dove, and a voice came from heaven, "Thou art my beloved Son; with thee I am well pleased."

[3 marks] AO1

- (b) Explain briefly why the religious leaders were angry when Jesus said that he had forgiven the sins of the paralysed man.

Target: Knowledge and understanding of why the religious leaders were angry at Jesus' claim to forgive the sins of the paralysed man

Students may include some of the following:

(Luke 5:17-26)

The Jews therefore believed that only God could forgive sins / they also believed that disease could be caused by guilt inherited from ancestors, so they had no doubt that the man was guilty / so when Jesus said to the paralysed man, 'Man, your sins are forgiven you', they believed that Jesus was claiming to be God or the Messiah / either of which would be blasphemous / blasphemy is profane or sacrilegious language to or about God / blasphemy was a major crime to the Jews and was punishable by death / Jesus then claimed explicitly that he was the Son of Man with (God's) authority on earth to forgive sins / which reinforced and repeated the blasphemy / credit also that they may have been angry because Jesus succeeded in healing the paralysed man, etc.

[2 marks] AO1

- (c) Jesus asked his disciples, 'Who do people say I am?'

Give two of the answers to this question given by the disciples.

Target: Knowledge of the disciples' replies to Jesus' question about who the people thought he was

(Luke 9:18-23)

John the Baptist / Elijah / one of the old prophets (risen).

One mark for each of **two** valid answers.

NB: Do not allow 'You are the Christ'.

[2 marks] AO1

(d) 'Luke's Gospel shows that the disciples understood very little about Jesus.'

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 the extent to which Luke's Gospel shows that the disciples understood Jesus

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:**Agree**

Specific reference might be made eg to Peter's declaration, where Peter alone declared what is made obvious previously in Luke's Gospel, that Jesus is the Messiah / at the transfiguration, Peter was clearly confused – 'not knowing what he said' – and offered to make booths for Moses and Elijah / they told nobody about the experience, which suggests they had not understood it .

The question is synoptic, so accept answers spanning other topics, eg the fact that even Peter was so unbelieving about what he had seen and heard Jesus do that he denied Jesus / the fact that the apostles dismissed the report of the women about the empty tomb as an idle tale / the seeming incomprehension of Cleopas and his friend / the fear of the eleven on seeing the risen Jesus, despite what they had been told about it / the fact that they had seen Jesus raising people from death but did not understand it in his own case / Judas misunderstood Jesus more than anybody, apparently having believed that he was a political Messiah, following which he betrayed Jesus to the authorities / even at Jesus' arrest the disciples fell asleep, etc.

Other views

Peter might have been confused on occasion, but his declaration shows that to a large extent he did understand / the disciples understood Jesus well enough to follow him without question, eg at the call of Simon, Andrew, James and John / Jesus promised them authority in God's Kingdom – they would sit on thrones and judge the 12 tribes of Israel / they understood that they were expected to give up home, family and possessions to follow Jesus / Jesus was not easily understood, but the disciples understood him better than anybody else / they were commissioned by Jesus to preach to the nations / they were only human, so it is understandable that they had doubts and sometimes became confused, but after the resurrection appearances they understood fully that Jesus was the Messiah and that he had risen from the dead, etc.

Alternatively, some might say that the disciples understood nothing at all: for example, even at the resurrection, they were still unsure as to what had happened.

[6 marks] AO2

PART B**B5 Discipleship****(a) Describe Luke’s account of the Parable of the Rich Man and Lazarus.****Target: Knowledge of the Parable of the Rich Man and Lazarus**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> • an account covering a limited number of details across the whole range of the story / teaching • an account covering most of the main details across a limited range of the story / teaching 	4 marks
Level 5	A detailed answer with some development and / or analysis	A detailed answer with accurate recall but some minor omissions or inaccuracies / a reasonable account covering most of the main details across the whole range of the story / teaching. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	A full and coherent answer showing accurate recall throughout. A competent though not necessarily perfect account. The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured and although not necessarily word perfect would reflect the text accurately and include full detail from across the whole range of the story / teaching. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

Luke 16:¹⁹⁻³¹		
GNB	NIV	RSV
<p>19 "There was once a rich man who dressed in the most expensive clothes and lived in great luxury every day. 20 There was also a poor man named Lazarus, covered with sores, who used to be brought to the rich man's door, 21 hoping to eat the bits of food that fell from the rich man's table. Even the dogs would come and lick his sores. 22 The poor man died and was carried by the angels to sit beside Abraham at the feast in heaven. The rich man died and was buried, 23 and in Hades, where he was in great pain, he looked up and saw Abraham, far away, with Lazarus at his side. 24 So he called out, "Father Abraham! Take pity on me, and send Lazarus to dip his finger in some water and cool off my tongue, because I am in great pain in this fire!" 25 But Abraham said, "Remember, my son, that in your lifetime you were given all the good things, while Lazarus got all the bad things. But now he is enjoying himself here, while you are in pain. 26 Besides all that, there is a deep pit lying between us, so that those who want to cross over from here to you cannot do so, nor can anyone cross over to us from where you are.' 27 The rich man said, "Then I beg you, father Abraham, send Lazarus to my father's house, 28 where I have five brothers. Let him go and warn them so that they, at least, will not come to this place of pain.' 29 Abraham said, "Your brothers have Moses and the prophets to warn them; your brothers should listen to what they say.' 30 The rich man answered, "That is not enough, father Abraham! But if someone were to rise from death and go to them, then they would turn from their sins.' 31 But Abraham said, "If they will not listen to Moses and the prophets, they will not be convinced even if someone were to rise from death.' "</p>	<p>19 "There was a rich man who was dressed in purple and fine linen and lived in luxury every day. 20 At his gate was laid a beggar named Lazarus, covered with sores 21 and longing to eat what fell from the rich man's table. Even the dogs came and licked his sores. 22 "The time came when the beggar died and the angels carried him to Abraham's side. The rich man also died and was buried. 23 In hell, where he was in torment, he looked up and saw Abraham far away, with Lazarus by his side. 24 So he called to him, 'Father Abraham, have pity on me and send Lazarus to dip the tip of his finger in water and cool my tongue, because I am in agony in this fire.' 25 "But Abraham replied, 'Son, remember that in your lifetime you received your good things, while Lazarus received bad things, but now he is comforted here and you are in agony. 26 And besides all this, between us and you a great chasm has been fixed, so that those who want to go from here to you cannot, nor can anyone cross over from there to us.' 27 "He answered, 'Then I beg you, father, send Lazarus to my father's house, 28 for I have five brothers. Let him warn them, so that they will not also come to this place of torment.' 29 "Abraham replied, 'They have Moses and the Prophets; let them listen to them.' 30 " 'No, father Abraham,' he said, 'but if someone from the dead goes to them, they will repent.' 31 "He said to him, 'If they do not listen to Moses and the Prophets, they will not be convinced even if someone rises from the dead.' "</p>	<p>19 "There was a rich man, who was clothed in purple and fine linen and who feasted sumptuously every day. 20 And at his gate lay a poor man named Laz'arus, full of sores, 21 who desired to be fed with what fell from the rich man's table; moreover the dogs came and licked his sores. 22 The poor man died and was carried by the angels to Abraham's bosom. The rich man also died and was buried; 23 and in Hades, being in torment, he lifted up his eyes, and saw Abraham far off and Laz'arus in his bosom. 24 And he called out, 'Father Abraham, have mercy upon me, and send Laz'arus to dip the end of his finger in water and cool my tongue; for I am in anguish in this flame.' 25 But Abraham said, 'Son, remember that you in your lifetime received your good things, and Laz'arus in like manner evil things; but now he is comforted here, and you are in anguish. 26 And besides all this, between us and you a great chasm has been fixed, in order that those who would pass from here to you may not be able, and none may cross from there to us.' 27 And he said, 'Then I beg you, father, to send him to my father's house, 28 for I have five brothers, so that he may warn them, lest they also come into this place of torment.' 29 But Abraham said, 'They have Moses and the prophets; let them hear them.' 30 And he said, 'No, father Abraham; but if some one goes to them from the dead, they will repent.' 31 He said to him, 'If they do not hear Moses and the prophets, neither will they be convinced if some one should rise from the dead.' "</p>

[6 marks] AO1

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

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 whether it is always wrong for Christians to be rich

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

The main point of the Parable of the Rich Man and Lazarus was that the rich man's preoccupation with money meant that eventually he ended up in hell / equally the rich ruler was unable to part from his riches / to be rich means that others are poor / when Jesus talked about would-be disciples, he stated that they would have to leave behind family, possessions, friends and wealth, because these are all distractions from what is really important, ie following Jesus / Jesus and his disciples lived a life of poverty, so it must be wrong for Christians to be rich, etc.

Other views

In the Parable of the Rich Man and Lazarus, it was not the fact that the rich man was rich that sent him to hell, but the fact that he did not use his wealth to help Lazarus / rich Christians are able to donate large amounts to charity / so the real issue is about the use of wealth and not the possession of wealth / Zacchaeus would still have been rich after giving away / giving back what he said he would, and unlike the rich ruler, Jesus did not expect him to give up everything – the difference lay in the attitude to wealth / it is the love of money that is the root of evil, not the possession of it, etc.

NB: Any relevant comment from Luke's material will be credited.

[6 marks] AO2

(c) Explain Jesus' teachings about prayer in Luke's Gospel.

Target: Knowledge and understanding of Jesus' teachings about prayer in Luke's Gospel

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

There are 3 passages listed for study: the Lord's Prayer (11:1-4), the Parable of the Persistent Neighbour (11:5-8), and the Parable of the Pharisee and the Tax Collector (18:9-14).

For the Lord's Prayer, students may explain: the importance of hallowing the Father's name in Judaism (HaShem) / God's kingdom, for example, can mean kingdom or kingship / daily bread perhaps as a petition to cater for everyday needs, or the needs for survival / the forgiveness of sins in terms of debts being forgiven – some interpret 'debts/sins' in Luke as asking for forgiveness for failing to do good / temptation perhaps as temptation into doing one's desires.

The Parable of the Persistent Neighbour follows on from the Lord's Prayer, so can be interpreted as a continuation of Jesus' teaching about prayer / ie persistence is required in prayer / since asking for something is not a simple case of demand and supply but more a question of how people approach God.

In the Parable of the Pharisee and the Tax Collector, Jesus is talking to those who thought that their prayers were acceptable to God because of their ritual observation / Jesus is emphasising the need for humility in prayer as opposed to being obsessed with one's own virtue.

Credit relevant general references to prayer, eg Jesus went away on his own to pray / the frequency with which Jesus prayed / eg on the Mount of Olives before his arrest / the command to the disciples to pray that they may not enter temptation, repeated after he finds them sleeping, etc.

NB – 'teachings' could be taken to refer to more than one passage, or else the teachings in one passage. Either approach is eligible for Level 6.

[6 marks] AO1

- (d) 'Peter's denials of Jesus show that it does not matter if Christians today deny Jesus.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Peter's denials of Jesus in your answer but do not retell the story.

Target: Evaluation of whether Peter's denials of Jesus show that it does not matter if Christians today deny Jesus

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

This is true because Peter was seen as the leader of the Twelve yet he denied Jesus three times / but Jesus did not reject Peter / he appeared to him after the resurrection / and Peter became the leader of the Church / so the same applies to Christians today – it does not matter when Christians deny Jesus when there is a good reason for the denial / although the Christian martyrs died for their faith in God, most Christians do not have that kind of courage / but if Christians are threatened with losing their lives / as they still are in some parts of the world / it is human nature to protect life / also to protect the lives of children / but that does not mean that they are bad Christians or bad people / so just as Jesus understood that Peter was human and would sometimes deny him / Jesus would accept that those who deny him today are no worse than Peter / moreover Christians today can deny Jesus in other ways / for example they might sometimes doubt or deny their faith / and this is sometimes inevitable in a world with so much evil in it which God seems to ignore / but again this does not matter, because there is a good reason for the doubt or denial / Jesus would understand, etc.

Other views

Jesus may have forgiven Peter / but that does not mean that Peter’s denial of Jesus does not matter / Peter had been with Jesus long enough to know that Jesus was the Messiah / and that Jesus could perform miracles / so he should have had more faith in Jesus / and Peter’s reaction when he realised what he had done shows that he was disgusted with himself / moreover although Jesus clearly forgave Peter, that still does not mean that Peter’s denials do not matter / so Christians today have no more excuse than Peter had for denying Jesus / when Jesus appointed the Twelve they were told that life would be harsh but they should not look back / so denying Jesus would matter at any stage / examples of Christians today who have not denied Jesus even though they were threatened or killed, etc.

[6 marks] AO2

B5 Spelling, punctuation and grammar

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

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

B6 Universalism**(a) Describe Luke's account of the Parable of the Good Samaritan.****Target: Knowledge of Luke's account of the Parable of the Good Samaritan**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> • an account covering a limited number of details across the whole range of the story / teaching • an account covering most of the main details across a limited range of the story / teaching 	4 marks
Level 5	A detailed answer with some development and / or analysis	A detailed answer with accurate recall but some minor omissions or inaccuracies / a reasonable account covering most of the main details across the whole range of the story / teaching. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	A full and coherent answer showing accurate recall throughout. A competent though not necessarily perfect account. The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured and although not necessarily word perfect would reflect the text accurately and include full detail from across the whole range of the story / teaching. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

Luke 10:³⁰⁻³⁷		
GNB	NIV	RSV
<p>30 Jesus answered, "There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. 31 It so happened that a priest was going down that road; but when he saw the man, he walked on by on the other side. 32 In the same way a Levite also came there, went over and looked at the man, and then walked on by on the other side. 33 But a Samaritan who was traveling that way came upon the man, and when he saw him, his heart was filled with pity. 34 He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. 35 The next day he took out two silver coins and gave them to the innkeeper. "Take care of him," he told the innkeeper, "and when I come back this way, I will pay you whatever else you spend on him." 36 And Jesus concluded, "In your opinion, which one of these three acted like a neighbor toward the man attacked by the robbers?" 37 The teacher of the Law answered, "The one who was kind to him." Jesus replied, "You go, then, and do the same."</p>	<p>30 In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he fell into the hands of robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. 31 A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. 32 So too, a Levite, when he came to the place and saw him, passed by on the other side. 33 But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. 34 He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, took him to an inn and took care of him. 35 The next day he took out two silver coins and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.' 36 "Which of these three do you think was a neighbor to the man who fell into the hands of robbers?" 37 The expert in the law replied, "The one who had mercy on him." Jesus told him, "Go and do likewise."</p>	<p>30 Jesus replied, "A man was going down from Jerusalem to Jericho, and he fell among robbers, who stripped him and beat him, and departed, leaving him half dead. 31 Now by chance a priest was going down that road; and when he saw him he passed by on the other side. 32 So likewise a Levite, when he came to the place and saw him, passed by on the other side. 33 But a Samaritan, as he journeyed, came to where he was; and when he saw him, he had compassion, 34 and went to him and bound up his wounds, pouring on oil and wine; then he set him on his own beast and brought him to an inn, and took care of him. 35 And the next day he took out two denarii and gave them to the innkeeper, saying, 'Take care of him; and whatever more you spend, I will repay you when I come back.' 36 Which of these three, do you think, proved neighbor to the man who fell among the robbers?" 37 He said, "The one who showed mercy on him." And Jesus said to him, "Go and do likewise."</p>

[6 marks] AO1

- (b) 'The most important message of the Parable of the Good Samaritan is that Christians should not be prejudiced.'

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 whether or not the most important message in the Parable of the Good Samaritan is that Christians should not be prejudiced

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

This is likely to be true, because the Samaritans were generally despised by Jews / because they were regarded as half-caste Jews / who practised an idolatrous form of Judaism / prejudice against them was long-standing / the man who was attacked was presumably a Jew, which is what makes the help given by a Samaritan so striking / Jesus used the example of a good Samaritan to show precisely that prejudice and discrimination break scriptural commands to love God and one's neighbour / those commands being a summary of the entire Law / so the story is in effect a direct command to Christians not to be prejudiced or to discriminate against others / because that is the final command of the parable – 'Go and do the same', etc.

Other views

There are other messages in the story that are just as important as not being prejudiced or to discriminate against others / for example when the priest and the Levite avoided the victim they did so mainly because they would be ritually unclean from contact with the wounded man, perhaps because they feared he was dead / so the message is that Christians should avoid meaningless ritual / also, a major message is the need to have mercy / pity / compassion for anyone in trouble / and this is what the Samaritan felt for the victim, so he helped him / and by the same token Christians are told that everyone is their neighbour who is in any kind of trouble or distress / perhaps the most important message of the parable is that Christians must love God / because Jesus is giving examples of what that means, in response to the question from the teacher of the Law.

[6 marks] AO2

(c) Explain what Jesus teaches in the Parable of the Lost Son (Forgiving Father).**Do not retell the story.****Target: Knowledge and understanding of what Jesus teaches in the Parable of the Lost Son (Forgiving Father)**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

(Luke 15:^{1-2,11-32})

The start of the parable again shows tax collectors and sinners coming to hear Jesus, and the Pharisees' complaint that Jesus eats with them / which in the light of the rest of the parable teaches that people should not exclude those they consider to be sinners / the parable teaches that where there is true repentance, there is always forgiveness from God / just as the father in the story forgives the lost son / the son's admission of his sins to his father shows humility after his original arrogance / life teaches that everybody can make mistakes and then realise the true value of family and home / the attitude of the father teaches the virtue of compassion, since the father's compassion led him to recognise his son from a long way off and to run and embrace him / celebration is in order when the lost son is restored, so Christians should celebrate the repentance of all sinners / just as God celebrates the repentance and return of sinners in heaven / Jesus' aim was to show the difference between God's love for everybody / particularly the lost / by comparison with the self-centred complacency of (for example) the Pharisees / which to some extent can be seen in the character of the older brother who is angry at the acceptance of his brother after having wasted his inheritance / Jesus also teaches that those who habitually obey God's commands are not ignored by God / because like the older brother, they are 'always with him', etc.

Maximum Level 2 if there is a simple retelling of the story.

[6 marks] AO1

- (d) 'Jesus' healing of the centurion's servant is more important for Christians today than his raising of the widow of Nain's son from the dead.'

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 whether or not Jesus' healing of the centurion's servant is more important for Christians today than his raising of the widow of Nain's son

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

(Luke 7:1-10 / 7:11-17)

Jesus' healing of the centurion's servant shows enormous power / because Jesus heals him from a distance without saying the 'word' that the centurion thought was needed / so for Christians today this is very important, since it shows Jesus' power / the miracle also shows Jesus' compassion / and it is important for Christians today to show compassion in their dealings with others / equally important is the message that healing comes through faith / further, the story is also important for Christians in its message about prejudice and discrimination / since the servant might have been non-Jewish and slaves were normally regarded as worthless, replaceable and an underclass / yet the centurion loved him / cared for him deeply / by contrast, the raising of the widow of Nain's son has a more narrow focus / it shows Jesus' compassion and power / but does not show Christians today the variety of messages found in the raising of the centurion's servant / for some Christians the healing will be more important because it is a healing, which can be more easily explained or accepted than a raising from the dead / which for many people is just impossible – ie it is more important because they can believe/accept it, etc.

Other views

In the miracle at Nain, the son was already dead and on his way to his funeral / so this gives Christians today an even greater demonstration of Jesus' power / moreover if Jesus has power over death, it shows that Christians today can hope for life after death / and this is far more important for them than the various messages in the healing of the centurion's servant / the effects of Jesus' power can be seen on the crowd, who were probably comparing Jesus' prophetic power with that of Elijah, the greatest of the Old Testament prophets / because Elijah performed a similar miracle / moreover there are different and important messages in the raising of the widow's son / for example that Jesus had compassion on the widow for the situation she was in / which shows Christians that they must be involved in other people's lives in a positive way / some will argue that no one healing or miracle is more important for Christians today than any other / because they are part of what Jesus did as a whole, etc.

[6 marks] AO2

B6 Spelling, punctuation and grammar

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

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]