

**General Certificate of Secondary Education**  
**Religious Studies A (World Religion(s))**  
**Christian Scriptures 2 (Luke)**  
**Specimen Paper**

**B584**

Time: 1 hour

Candidates answer on the question paper.  
**Additional materials:** none

Candidate  
Forename

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Candidate  
Surname

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Centre  
Number

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Candidate  
Number

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**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

<b>FOR EXAMINER'S USE ONLY</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>TOTAL</b>	

This document consists of **15** printed pages and **1** blank page.

Answer **TWO** questions (parts a, b, c, d and e should be answered for **each** question).

On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?"  
"What is written in the Law?" he replied. "How do you read it?"  
He answered: "'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind' and, 'Love your neighbour as yourself.'" "You have answered correctly," Jesus replied. "Do this and you will live."

Luke 10:25-28

1 (a) What question did the expert in the law ask Jesus after Jesus had implied that he was correct?

..... [1]

(b) Where did the parable of the Good Samaritan happen?

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..... [2]

(c) Give three things that happen in the parable of the Good Samaritan.

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..... [3]

(d) Why did Jesus use parables when he was teaching?

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Someone in the crowd said to him, "Teacher, tell my brother to divide the inheritance with me." Jesus replied, "Man, who appointed me a judge or an arbiter between you?" Then he said to them, "Watch out! Be on your guard against all kinds of greed; a man's life does not consist in the abundance of his possessions."

Luke 12:13-15

2 (a) Which parable follows this passage?

..... [1]

(b) What did the person in this parable decide to do with his crop?

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..... [2]

(c) What did God say to this person and what did Jesus say to the man in the crowd at the end of the parable?

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(d) Explain how the Rich Ruler disappointed Jesus.

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**[12]**

 Spelling, punctuation and grammar **[3]**

Jesus entered Jericho and was passing through. A man was there by the name of Zacchaeus; he was a chief tax collector and was wealthy.

Luke 19:1-2

3 (a) Why could Zacchaeus not see Jesus?

..... [1]

(b) What did Zacchaeus do and what did Jesus say to Zacchaeus when he saw him?

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..... [2]

(c) Give three details of what happened after Jesus spoke to Zacchaeus.

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(d) Explain the attitude people of Jesus' time had towards tax collectors.

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Unit B584: Christian Scriptures 2 (Luke)

**Specimen Mark Scheme**

The maximum mark for this paper is **51**.

## INSTRUCTIONS TO EXAMINERS

### General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

### Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; 'Good' means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

## Written communication, Spelling, Punctuation and Grammar

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

**SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.**

### Spelling, punctuation and grammar (SPaG) Assessment Grid

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use 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.


## AO1 part (d) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 3-4	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 5-6	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>

## AO2 part (e) question


Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	A <b>competant</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

Christian Scriptures 2: Teachings of Jesus through a study of Luke.		
Question Number	Answer	Max Mark
	<p>On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?" "What is written in the Law?" he replied. "How do you read it?" He answered: "'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind' and, 'Love your neighbour as yourself.'" "You have answered correctly," Jesus replied. "Do this and you will live."</p> <p style="text-align: right;">Luke 10:25-28</p>	
1(a)	<p><b>What question did the expert in the law ask Jesus after Jesus had implied that he was correct?</b></p> <p>Who is my neighbour?</p>	[1]
1(b)	<p><b>Where did the parable of the Good Samaritan take place?</b></p> <p>On the road from Jerusalem to Jericho.</p>	[2]
1(c)	<p><b>Give three things that happen in the parable of the Good Samaritan.</b></p> <ul style="list-style-type: none"> <li>• a man beaten and robbed;</li> <li>• a Priest and Levite passed by without helping;</li> <li>• a Samaritan took pity on him;</li> <li>• bandaged his wounds and poured on oil and wine;</li> <li>• put the man on his donkey and brought him to an inn and took care of him;</li> <li>• next day paid two silver coins to the innkeeper to take care of the man until he was well.</li> </ul>	[3]
1(d)	<p><b>Why did Jesus use parables when he was teaching?</b></p> <p>Answers may:</p> <ul style="list-style-type: none"> <li>• explain that parables are picture-stories or sayings or that some are allegories</li> <li>• Jesus used references to agriculture, fishing and everyday life etc. to illustrate his teaching so that people would more easily understand;</li> <li>• parables are a tradition of oral teaching. Some candidates may give an example from Luke, although this is not necessarily required.</li> </ul>	[6]


Question Number	Answer	Max Mark
1(e)	<p>“Love your neighbour’ is the most important rule for Christians.’</p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Answers might:</p> <ul style="list-style-type: none"> <li>• argue in favour of the statement with evidence of the teachings on Christian duty;</li> <li>• discuss a more balanced view based on the answer from Jesus to the lawyer, which began with ‘Love your God’;</li> <li>• argue with evidence that, for Christians, religious duty and life is shaped by the two equal demands of love God and love your neighbour.</li> </ul>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Question Number	Answer	Max Mark
	<p>Someone in the crowd said to him, “Teacher, tell my brother to divide the inheritance with me.”            Jesus replied, “Man, who appointed me a judge or an arbiter between you?” Then he said to them, “Watch out! Be on your guard against all kinds of greed; a man’s life does not consist in the abundance of his possessions.”</p> <p style="text-align: right;">Luke 12:13-15</p>	
2(a)	<p><b>Which parable follows this passage?</b></p> <ul style="list-style-type: none"> <li>• The parable of the rich fool.</li> </ul>	[1]
2(b)	<p><b>What did the person in this parable decide to do with his crop?</b></p> <ul style="list-style-type: none"> <li>• Tear down his barns;</li> <li>• build bigger ones;</li> <li>• store the crop with his goods.</li> </ul>	[2]
2(c)	<p><b>What did God say to this person and what did Jesus say to the man in the crowd at the end of the parable?</b></p> <ul style="list-style-type: none"> <li>• ‘You fool, this very night your life will be demanded from you. Then who will get what you have prepared for yourself;’</li> <li>• ‘This is how it will be with anyone who stores up things for himself but is not rich towards God.’</li> </ul> <p>Paraphrasing is acceptable.</p>	[3]
2(d)	<p><b>Explain how the Rich Ruler disappointed Jesus.</b></p> <p>Responses will be a continuation of the account from Luke 18:21-25.            Answers may include:</p> <ul style="list-style-type: none"> <li>• the main details and explanation of what happened;</li> <li>• Jesus’ comment that the man still lacked one thing, his instruction and the man’s reaction;</li> <li>• Jesus’ disappointment in his comment to the man ‘How hard it is for the rich...easier for a camel to go through the eye of a needle.’                Answers might include explanation of this phrase and why Jesus might have used it;</li> <li>• The interaction between Jesus and the Rich Ruler ends at 18:25 but some answers might include 18:26-29 as of some relevance e.g. the amazement of those who heard, ‘Who then can be saved?’</li> </ul>	[6]







Question Number	Answer	Max Mark
2(e)	<p><b>'Luke's gospel teaches that it is wrong to be rich.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Responses might:</p> <ul style="list-style-type: none"> <li>• offering a balanced view for and against the statement with evidence from the gospel or their own understanding of the teachings contained in the story of the Rich Ruler or other set texts;</li> <li>• conclude that the teaching is not that it is wrong to be rich but it is wrong to love earthly riches too much.</li> </ul>	<b>[12]</b>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG [3]</b>

Question Number	Answer	Max Mark
	<p><b>Jesus entered Jericho and was passing through. A man was there by the name of Zacchaeus; he was a chief tax collector and was wealthy.</b></p>	
3(a)	<p style="text-align: right;"><b>Luke 19:1-2.</b></p> <p><b>Why could Zacchaeus not see Jesus?</b> He was short and there was a crowd.</p>	[1]
3(b)	<p><b>What did Zacchaeus do and what did Jesus say to Zacchaeus when he saw him?</b></p> <ul style="list-style-type: none"> <li>• Climbed a fig tree;</li> <li>• came down immediately;</li> <li>• “I must stay at your house”.</li> </ul>	[2]
3(c)	<p><b>Give three details of what happened after Jesus spoke to Zacchaeus.</b></p> <ul style="list-style-type: none"> <li>• the reaction of the people, ‘He has gone to be the guest of a sinner’;</li> <li>• Zacchaeus’ offer to give his possessions to the poor and pay back four times the amount to those he had cheated;</li> <li>• Jesus’ final comments regarding Zacchaeus’ salvation and the Son of Man etc;</li> <li>• some answers might explain the symbolic reinstatement of Zacchaeus in the words ‘this man too, is a son of Abraham.</li> </ul>	[3]
3(d)	<p><b>Explain the attitude people of Jesus’ time had towards tax collectors</b></p> <p>Answers might describe:</p> <ul style="list-style-type: none"> <li>• the attitude as one of rejection;</li> <li>• tax collectors were generally despised, because they worked for the Romans or because they cheated people or just because they were wealthy;</li> <li>• They were considered to be unclean and religious Jews and others did not mix with them.</li> </ul>	[6]
3(e)	<p><b>‘In Luke’s gospel sinners are always forgiven.’</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Some may argue:</p> <ul style="list-style-type: none"> <li>• that there is too much emphasis in Luke about forgiveness for sinners and outcasts;</li> <li>• however, Jesus’ sympathy and compassion for sinners and outcasts is a special feature of Luke’s gospel and many of the stories were intended to show the universalism of Christ as Saviour of all. Some might argue that the forgiveness was usually earned;</li> </ul>	

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <li>Another view might be that many of the people at the centre of the stories were not people who had not done wrong but were considered sinners because they were sick and healing was part of forgiveness.</li> </ul>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
<b>Paper Total:</b>		<b>[51]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>SPaG*</b>	<b>Total</b>
<b>1(a)</b>	1			<b>1</b>
<b>1(b)</b>	2			<b>2</b>
<b>1(c)</b>	3			<b>3</b>
<b>1(d)</b>	6			<b>6</b>
<b>1(e)</b> 		12	3	<b>12</b>
<b>2(a)</b>	1			<b>1</b>
<b>2(b)</b>	2			<b>2</b>
<b>2(c)</b>	3			<b>3</b>
<b>2(d)</b>	6			<b>6</b>
<b>2(e)</b> 		12	3	<b>12</b>
<b>3(a)</b>	1			<b>1</b>
<b>3(b)</b>	2			<b>2</b>
<b>3(c)</b>	3			<b>3</b>
<b>3(d)</b>	6			<b>6</b>
<b>3(e)</b> 		12	3	<b>12</b>
<b>Totals</b>	<b>24</b>	<b>24</b>	<b>3</b>	<b>51</b>

\* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.