

Cambridge International AS & A Level

BIBLICAL STUDIES**9484/12**

Paper 1 The Four Gospels

May/June 2026

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **19** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
Highlighter	Highlighting areas of text
Off-page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to.
SEEN	Indicates that the point has been noted, but no credit has been given.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Annotation:

- For levels of response marking, the level awarded should be annotated on the script.
- Ticks have no defined meaning for levels of response marking.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Assessment objectives**AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of specified texts and Christian teachings, beliefs and practices as recorded in the Bible.

AO2 Analysis and evaluation

Analyse, evaluate and discuss evidence, points of view and issues in Christianity.

Table A: AO1 Knowledge and understanding (5 marks)

Use this table to give marks for each candidate response for **Questions 1, 2, 3 and 4**.

Level	Description	Marks
Level 3	Accurate knowledge with good understanding • Uses a range of detailed, accurate and relevant knowledge. • Demonstrates understanding through a well-developed response. • Fully addresses the question. • Good understanding of the context, if relevant.	5
Level 2	Partially accurate knowledge with limited understanding • Uses a range of knowledge which may be partially accurate. • Demonstrates limited understanding through a partially developed response. • Addresses some aspects of the question. • Attempts to engage with the context, if relevant.	3–4
Level 1	Limited knowledge and basic understanding • Identifies a limited range of knowledge which may not be accurate. • Demonstrates basic understanding through a limited response. • Response is relevant to the topic, but does not directly address the question. • Little or no reference to the context, if relevant.	1–2
Level 0	No relevant material to credit.	0

Table B: AO1 Knowledge and understanding (10 marks)

Use this table to give marks for each candidate response for **Questions 6(a)** and **7(a)**.

Level	Description	Marks
Level 4	Detailed accurate knowledge with good understanding • Uses a range of detailed, accurate and relevant knowledge. • Demonstrates understanding through a well-developed response. • Fully addresses the question. • Good understanding of the context, if relevant.	9–10
Level 3	Mostly accurate knowledge with some understanding • Uses a range of mostly accurate and relevant knowledge. • Demonstrates understanding through a developed response. • Addresses most aspects of the question. • Some engagement with the context, if relevant.	6–8
Level 2	Partially accurate knowledge with limited understanding • Uses a range of knowledge which may be partially accurate. • Demonstrates limited understanding through a partially developed response. • Attempts to address the question. • Attempts to engage with the context, if relevant.	3–5
Level 1	Limited knowledge and basic understanding • Identifies a limited range of knowledge which may not be accurate. • Demonstrates basic understanding through a limited response. • Response is relevant to the topic, but does not directly address the question. • Little or no reference to the context, if relevant.	1–2
Level 0	No relevant material to credit.	0

Table C: AO2 Analysis and evaluation (10 marks)

Use this table to give marks for each candidate response for **Questions 5**.

Level	Description	Marks
Level 5	Effective conclusion with analysis of points of view - Analyses the importance and/or strength of different points of view in detail. - Uses accurate evidence to support a sustained and well-structured discussion. - Effective conclusion to the question which evaluates knowledge and points of view.	9–10
Level 4	Coherent conclusion supported by evidenced points of view - Discusses different points of view in some detail. - Uses accurate evidence to support a well-structured discussion. - Coherent conclusion to the question which evaluates knowledge and points of view.	7–8
Level 3	Satisfactory conclusion with different points of view - Recognises different points of view and discusses at least one in some detail. - Uses accurate evidence to support discussion. - Satisfactory conclusion to the question which is linked to a range of knowledge and points of view.	5–6
Level 2	Basic conclusion with a supported point of view - Discusses one point of view. - Uses supporting evidence for one or more relevant points. The support may not be wholly relevant or accurate. - Attempted conclusion to the question which is linked to knowledge and/or a point of view.	3–4
Level 1	Limited interpretation with a point of view - States a point of view. - Little or no supporting evidence. - Attempted interpretation which may not directly address the question.	1–2
Level 0	No relevant material to credit.	0

Table D: AO2 Analysis and evaluation (15 marks)

Use this table to give marks for each candidate response for **Questions 6(b)** and **7(b)**.

Level	Description	Marks
Level 5	Effective conclusion with analysis of points of view - Analyses the importance and/or strength of different points of view in detail. - Uses accurate evidence to support a sustained and well-structured discussion. - Effective conclusion to the question which evaluates knowledge and points of view.	13–15
Level 4	Coherent conclusion supported by evidenced points of view - Discusses different points of view in some detail. - Uses accurate evidence to support a well-structured discussion. - Coherent conclusion to the question which evaluates knowledge and points of view.	10–12
Level 3	Satisfactory conclusion with different points of view - Recognises different points of view and discusses at least one in some detail. - Uses accurate evidence to support discussion. - Satisfactory conclusion to the question which is linked to a range of knowledge and points of view.	7–9
Level 2	Basic conclusion with a supported point of view - Discusses one point of view. - Uses supporting evidence for one or more relevant points. The support may not be wholly relevant or accurate. - Attempted conclusion to the question which is linked to knowledge and/or a point of view.	4–6
Level 1	Limited interpretation with a point of view - States a point of view. - Little or no supporting evidence. - Attempted interpretation which may not directly address the question.	1–3
Level 0	No relevant material to credit.	0

Section A
Answer **three** questions.

Question	Answer	Marks
1	Outline points of interest or difficulty in the following passage. <u>Matthew 26:39–40, NRSVA</u> And going a little farther, he threw himself on the ground and prayed, ‘My Father, if it is possible, let this cup pass from me; yet not what I want but what you want.’ Then he came to the disciples and found them sleeping; and he said to Peter, ‘So, could you not stay awake with me one hour?’ Use Table A: AO1 Knowledge and understanding (5 marks) to mark candidate responses to this question. Award up to 5 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. The context: Jesus in the Garden of Gethsemane, praying before his betrayal and arrest. • ‘he’ refers to Jesus. • Here ‘he threw himself on the ground’ represents a moment of inner anguish and intense spiritual struggle. • Candidates may want to comment on Jesus’ display of emotions indicative of his humanity. • ‘My Father’, underlines the relationship between God and Jesus as Father and Son and the love that was between them. • Candidates may relate the intenseness of emotion Jesus displayed here with the immense suffering Jesus is about to endure on the cross whilst submitting his will to God’s plan and praying to go through with it. • Candidates may want to comment upon the symbolism of the ‘cup’ as being linked with suffering. They may refer to the request of James and John in Mark 10:35–40 where Jesus asks if they can drink from the cup, he drinks from i.e. share in his sufferings. • Candidates may comment upon the actions of the other disciples, particularly Jesus addressed Peter directly.	5

Question	Answer	Marks
2	Outline points of interest or difficulty in the following passage. <u>Mark 4:11–13, NRSVA</u> When he was alone, those who were around him along with the twelve asked him about the parables. And he said to them, ‘To you has been given the secret of the kingdom of God, but for those outside, everything comes in parables; in order that “they may indeed look, but not perceive, and may indeed listen, but not understand; so that they may not turn again and be forgiven.”’ And he said to them, ‘Do you not understand this parable? Then how will you understand all the parables?’ Use Table A: AO1 Knowledge and understanding (5 marks) to mark candidate responses to this question. Award up to 5 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. The context: Jesus had just told the parable of the sower to a large crowd of people. • Jesus speaks privately about the meaning of the parable to his followers which includes the twelve. • Candidates may comment on what Jesus means by ‘for those outside.’ • Candidates may discuss what is meant by ‘the secret of the kingdom of God,’ how Jesus related the invisible kingdom of God to everyday visible, real examples. • Parables were a familiar teaching method used by Jewish teachers. They were seen as tools for making things easier to understand. • Some candidates may link what Jesus said here to Isaiah 6:9, ‘Keep listening, but do not comprehend; keep looking, but do not understand.’	5

Question	Answer	Marks
3	Outline points of interest or difficulty in the following passage. <u>Mark 8: 27–30, NRSVA</u> Jesus went on with his disciples to the villages of Caesarea Philippi; and on the way he asked his disciples, ‘Who do people say that I am?’ And they answered him, ‘John the Baptist; and others, Elijah; and still others, one of the prophets.’ He asked them, ‘But who do you say that I am?’ Peter answered him, ‘You are the Messiah.’ And he sternly ordered them not to tell anyone about him. Use Table A: AO1 Knowledge and understanding (5 marks) to mark candidate responses to this question. Award up to 5 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. The context: this follows the incident of Jesus healing the blind man in Bethsaida. • Jesus asked the disciples their views on his identity. He had performed a miracle of healing which would have provoked a response from those around. • Candidates may comment on the view that this passage can be described as the turning point of the Gospel. • Jesus asked his disciples what people were saying about his identity first before asking their own views. A very human act where he shows interest in what others are saying about him. • Jesus is being likened to John the Baptist and Elijah by the people. This illustrates Jesus is seen as someone special, out of the ordinary, and with a divine link. • Candidates may comment on the significance of the work of John the Baptist and Elijah in Jewish history. • In answer to the question who the disciples see Jesus as, Peter replied, ‘You are the Messiah,’ and Jesus responded by sternly ordering them not to tell anyone. Peter is given divine insight into Jesus’ identity. • Candidates may comment on the ‘messianic secret’ motif which is included in Mark’s Gospel.	5

Question	Answer	Marks
4	Outline points of interest or difficulty in the following passage. <u>John 11:28–31, NRSVA</u> When she had said this, she went back and called her sister Mary, and told her privately, ‘The Teacher is here and is calling for you.’ And when she heard it, she got up quickly and went to him. Now Jesus had not yet come to the village but was still at the place where Martha had met him. The Jews who were with her in the house, consoling her, saw Mary get up quickly and go out. They followed her because they thought that she was going to the tomb to weep there. Use Table A: AO1 Knowledge and understanding (5 marks) to mark candidate responses to this question. Award up to 5 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. The context: the story of the raising of Lazarus from the dead. • Chapter 11 deals with the relationship between Lazarus, Mary, Martha, and Jesus. It started with Lazarus being taken ill and dying, and here Martha had visited Jesus to tell him about Lazarus’ death and Jesus heads towards Bethany. • Candidates may want to comment upon how fellow Jews had responded to Lazarus’ death and had gone to the house to mourn and comfort the family. This gives an insight into Jewish behaviour around death and sadness. • Jesus did not go straight to the house to be with the mourners and family but called for Mary to come to him. Candidates may want to consider why this was the case; perhaps privacy, perhaps Jesus himself was upset or possibly Jesus did not want to make a private occasion a public event. • Jesus is referred to as ‘Teacher’ on this occasion. He was known for his teaching ministry and was seen by some as having rabbinic qualities. • Those in the house with Mary followed her to see where she was going. They presumed she was going to the tomb. • Candidates may want to comment on how this story seems to hinge on ‘delay’ as Jesus’ response and actions appear lacking in urgency, yet they result in a demonstration of extraordinary supernatural power which is of significance as Jesus conquers the power of death.	5

Question	Answer	Marks
5	Read the following passage and then answer the question below: Luke 24:13–21, NRSVA Now on that same day two of them were going to a village called Emmaus, about seven miles from Jerusalem, and talking with each other about all these things that had happened. While they were talking and discussing, Jesus himself came near and went with them, but their eyes were kept from recognizing him. And he said to them, ‘What are you discussing with each other while you walk along?’ They stood still, looking sad. Then one of them, whose name was Cleopas, answered him, ‘Are you the only stranger in Jerusalem who does not know the things that have taken place there in these days?’ He asked them, ‘What things?’ They replied, ‘The things about Jesus of Nazareth, who was a prophet mighty in deed and word before God and all the people, and how our chief priests and leaders handed him over to be condemned to death and crucified him. But we had hoped that he was the one to redeem Israel. Yes, and besides all this, it is now the third day since these things took place. Analyse the significance of the resurrection appearances for the early Christians. Refer to the passage above and other passages you have studied. Use Table C: AO2 Analysis and evaluation (10 marks) to mark candidate responses to this question. Award up to 10 marks. Indicative content Answers may include some of the following ideas, but all relevant arguments must be credited. <u>Significance of the resurrection appearance recorded in the passage</u> • Jesus’ own followers did not recognise him as Jesus joined them on the road to Emmaus. Candidates may discuss whether this was their own lack of awareness because of grief or because of supernatural intervention as it says their eyes ‘were kept from recognizing him.’ • Jesus’ presence was apparently in human form as he walked and talked with the two followers. • This resurrection appearance confirms the hope that the early disciples had in Jesus, ‘we had hoped that he was the one to redeem Israel.’ • This gives credence to the resurrection claim and discredits the claim that Jesus’ body was stolen. • This event verifies how widely known the events of Jesus’ death were as the followers assumed everyone knew the events that took place in Jerusalem and the role the chief priests and religious authorities had played in Jesus’ death. • Candidates may want to comment on the wider impact this event would have for the early church. It would give the opposition reason to persecute Jesus’ followers as well as hope and comfort to them.	10

Question	Answer	Marks
5	<u>Significance of other resurrection appearances</u> • All the resurrection appearances give the opportunity for Jesus' words to be fulfilled that he will send the Holy Spirit to continue the work with them. If this claim to resurrection has come true, the next stage of his mission may do so also. • Early resurrection appearances occurred at the tomb. In Matthew some of the disciples went to the tomb and found it empty and were returning to tell the others when Jesus met them and confirmed his resurrection. This would give hope and brought joy to the disciples. • In Mark and John, Jesus appears first to Mary Magdalene. Mark refers to Mary Magdalene as the one whom Jesus cast demons from. This confirms Jesus' message and ministry cut across the barriers of the marginalised in society and the good news was for all. • Jesus' appearance in the house to the disciples in John's Gospel confirms Jesus' unique bond with his followers. When Thomas was not present Jesus dealt with the doubt of Thomas by appearing again to him and the disciples (John 20: 26–29). This action would dispel the critics of the time who would not believe in Jesus' resurrection. • Candidates may discuss the symbolism contained in John 21 when Jesus joins the disciples on the beach for fishing and a breakfast. It gives comment on the relationship between Jesus and Peter as Jesus asks him three times if he loves him and then charges him to care for and feed his sheep. The mission of Jesus is set to continue. • The resurrection appearances would serve to encourage the early Christians who faced persecution that their actions and faith were not without significance. Candidates will need to analyse the passage and at least one other to show the significance of the resurrection appearances.	

Question	Answer	Marks
Either		
6(a)	Examine Jesus' teaching on forgiveness given to Peter, with reference to the parable of the unforgiving servant. (Matthew 18:21–35). Use Table B: AO1 Knowledge and understanding (10 marks) to mark candidate responses to this question. Award up to 10 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. • Peter asks Jesus specifically how many times he should forgive someone from the church who sins against him. This passage comes as part of the teaching Jesus gives on dealing with sin in the church which is part of the wider chapter about entrance into the kingdom of heaven. • Candidates may comment on the specific nature of Peter's question. This shows Peter to be an ordinary person asking for clarification from Jesus as to how many times to forgive when he asked if to forgive seven times would be sufficient. Human nature suggests there should be a limit to the amount. • Jesus' response of seventy times seven is thought by many to imply that there should be no end to forgiveness. No matter how many times people sin, forgiveness should be available. This is the characteristic expected for entry into the kingdom of heaven. • Some candidates may comment upon the way the parable challenges assumptions about forgiveness. The king forgives the debtor therefore it is expected that the debtor would display forgiveness in his actions to others. When he does not, the king reacts harshly to him but fairly. • Candidates may discuss how the king's actions provide the guidelines for entrance into the kingdom Jesus is proclaiming. Forgiveness should come from the heart. The king set the standard for his kingdom, and he acted in a way that showed mercy to all his subjects therefore his subjects are expected to respond with like behaviour. When this does not happen, there are severe consequences. This is so with the kingdom of heaven.	10

Question	Answer	Marks
6(b)	‘Forgiveness of sin is the main message of Jesus’ teaching.’ Evaluate this claim. Use Table D: AO2 Analysis and evaluation (15 marks) to mark candidate responses to this question. Award up to 15 marks. Indicative content Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited. <u>Agree</u> • Candidates may refer to the baptism of Jesus at the start of his ministry as showing forgiveness is necessary right from the beginning; with repentance comes forgiveness and this is shown in the act of baptism. • Candidates may comment on how Jesus’ encounters with the marginalised in society make up a large part of his ministry and illustrate forgiveness as the main message as seen through his miracles: e.g. Jesus heals a paralytic by declaring his sins are forgiven (Mark 2:1–12). • Jesus’ encounter with the sinful woman when dining at Simon the Pharisee’s house shows Jesus’ attitude to those who are sinful but seek forgiveness and change their behaviour. Jesus says that this woman’s sins were many but are forgiven as she acted in great love and washed his feet when the Pharisee had failed to do this. • Candidates may refer to the account of Jesus and Zacchaeus to illustrate the significance of forgiveness (Luke 19:1–10). • Candidates may want to comment and expand upon the story of Jesus’ encounter with the woman caught in the act of adultery. The scribes and Pharisees used this example to try to trick Jesus into breaking the Mosaic Law as this said the woman should have been stoned for her actions. Jesus’ response was one of showing forgiveness by not pronouncing judgement but telling her to not sin again. This reaction was contrary to the one expected by the religious leaders (John 8:1–11). • Candidates may refer to the teaching Jesus gave on prayer when he gave the example of the Lord’s Prayer in the Sermon on the Mount i.e. ‘And forgive us our debts, as we also have forgiven our debtors.’ • Some candidates may comment upon Jesus’ words of forgiveness whilst on the cross (Luke 23:34). <u>Disagree</u> • Candidates may discuss that although forgiveness of sin is an important part of Jesus’ teaching it is not the main or only part. • Candidates may draw from the Sermon on the Mount to illustrate how Jesus’ main message is all about changing attitudes and behaviour to allow entrance into the kingdom. Seeking the kingdom first is essential then all else follows. • Candidates may discuss the significance of the greatest commandments and instructions Jesus gave to his disciples recorded in John 14 based on love for God and love for those around.	15

Question	Answer	Marks
6(b)	• Candidates may consider some of Jesus' miracles which are in response to faith rather than seeking forgiveness of sin. Faith can be seen as an important message in Jesus' ministry. • Candidates may comment on Jesus' forgiveness as part of his wider concern to show mercy / reveal God's mercy. • Candidates may want to comment on how forgiveness is a part of a wider whole teaching about the kingdom of heaven/God.	

Question	Answer	Marks
Or		
7(a)	Examine the birth narrative in Luke's Gospel. Use Table B: AO1 Knowledge and understanding (10marks) to mark candidate responses to this question. Award up to 10 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. • Candidates may comment on the use of people, places and time mentioned in Luke's account to give a sense of historical context. • Candidates may want to comment on the role of angels in Luke. The birth is announced to Mary by the angel Gabriel; angels also announced the birth of the saviour to the shepherds. • The historical context is given by mentioning the decree sent by Emperor Augustus to register the people. This took place in the reign of Quirinius as governor of Syria. This can be seen as a unique characteristic of Luke as he wanted to give an historical account of what happened. • Candidates may want to consider how Luke makes use of the Holy Spirit in the birth narrative. • Candidates may also comment on the use of women in the birth story whereas Matthew concentrates more on the role of Joseph. • All the details of the birth narrative suggest there was something unusual and special about Jesus. He is set apart right from the start of his life.	10

Question	Answer	Marks
7(b)	‘Inclusion of the marginalised is central to the ministry of Jesus in Luke’s Gospel.’ Evaluate this claim. Use Table D: AO2 Analysis and evaluation (15 marks) to mark candidate responses to the question. Award up to 15 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. <u>Inclusion of the marginalised is central to the ministry of Jesus.</u> • Inclusion can be understood as that all humankind can find salvation and entrance into God’s kingdom. • Candidates may want to discuss Jesus’ interaction with the marginalised in society who were despised by the Jewish authorities at that time. For example, a) A sinful woman forgiven (Luke 7:36–50). b) Jesus and Zachaeus (Luke 19:1–10). • Candidates may also want to discuss Jesus’ parables dealing with the marginalised. For example, a) The parable of the great dinner (Luke 14: 14–25). b) The parable of the Pharisee and the tax-collector (Luke 18:9–14). • Candidates may also want to include mention of miracle stories which include the marginalised. For example, a) Jesus healed a centurion’s servant (Luke 7:1–10). <u>Inclusion of the marginalised is not central to the ministry of Jesus in Luke.</u> • Candidates may want to consider other key themes in Luke’s Gospel as central to its message. • The work of the Holy Spirit is introduced right from the start of the Gospel and continues throughout culminating in Jesus’ words to his disciples when he is to depart, Luke 24:49: ‘I am sending upon you what my Father promised; so stay here in the city until you have been clothed with the power from on high.’ • The identity of Jesus as the Saviour and Messiah is also important to the Gospel as shown by the story of Jesus’ baptism. God identifies Jesus as his Son. • Candidates may consider the fulfilment of God’s plan is central to the purpose of Luke. This purpose is to bring salvation through Jesus. • Some candidates may discuss the importance of establishing God’s kingdom on earth as in heaven is the key point of Luke. This is often seen through parables Jesus told e.g. the kingdom of God and judgement (Luke 10:8–12); the goodness of God (Luke 11:9–13); the parables of the lost and found (Luke 15). • The theme of riches and wealth has been identified as key to Luke’s Gospel, e.g. the rich man and Lazarus (Luke 16:19–31). Candidates may want to comment on this.	15