

# Mark Scheme (Results)

June 2016

Pearson Edexcel GCE  
in Religious Studies (6RS03) Paper 01  
Developments

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publications Code 6RS03\_01\_1606\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

<b>Question 1a(i)</b>		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few features of criticisms against religious belief.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few basic ideas associated with thinkers such as Freud</li> <li>• a simple understanding about the non-existence of God.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• selected aspects of a critique of religious belief</li> <li>• key terms related to this topic such as atheism and types of atheism</li> <li>• some implications concerning the non-existence of God.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the topic. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the selected critique in order to highlight its significance for the non-existence of God such as a lack of coherence between evidence from the critique and a belief in God</li> <li>• the meanings and implications of key terms and central ideas</li> <li>• some assumptions, use of evidence and reason in the view about the non-existence of God</li> <li>• scholarly opinions on this topic.</li> </ul>

1a (ii)

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<p><b>Levels Descriptor</b></p> <p>Candidates may mention some relevant ideas but without clarification. Candidates may refer:</p> <ul style="list-style-type: none"> <li>to some accounts of religious experiences.</li> </ul>
2	4-6	<p><b>Levels Descriptor</b></p> <p>Candidates may clarify some arguments/interpretations in a straightforward manner such as:</p> <ul style="list-style-type: none"> <li>an account of the argument from religious experience</li> <li>a few weaknesses of the critique selected in (i).</li> </ul>
3	7-9	<p><b>Levels Descriptor</b></p> <p>Candidates may assess in a purposeful manner the view expressed in the question. Candidates may:</p> <ul style="list-style-type: none"> <li>comment on some strengths of the argument from religious experience</li> <li>consider some weaknesses of the views about the non-existence of God</li> <li>relate the strengths and weaknesses together.</li> </ul>
4	10-12	<p><b>Levels Descriptor</b></p> <p>Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate:</p> <ul style="list-style-type: none"> <li>by arguing for the strength of religious experience argument against the critique</li> <li>the complexities of this issue in terms of the respective strengths and weaknesses of the two types of arguments/views</li> <li>the justification of arguing for one stance e.g. that the view in the question is not valid</li> <li>scholarly opinion of these issues.</li> </ul>

<b>Question 1b(i)</b>		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few basic features of the ontological argument.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some key terms linked to the ontological argument</li> <li>• some central ideas associated with this argument.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• distinctive ideas of the ontological argument</li> <li>• some strengths of this argument</li> <li>• attempts to strengthen the argument in the light of criticisms.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding. Candidates may examine: <ul style="list-style-type: none"> <li>• a contextual understanding of the ontological argument which is used to strengthen the argument</li> <li>• reasons for stating this argument must be a strong argument, including ideas about <i>a priori</i> argument</li> <li>• sustained ways of refining the argument to strengthen it in the light of weaknesses</li> <li>• scholarly contributions to this topic.</li> </ul>

1b(ii)

Level	Mark	A02
1	1-3	<p><b>Levels Descriptor</b></p> <p>Candidates may mention some relevant ideas but without clarification. Candidates may refer:</p> <ul style="list-style-type: none"> <li>to a few weaknesses of the ontological argument.</li> </ul>
2	4-6	<p><b>Levels Descriptor</b></p> <p>Candidates may clarify some arguments/interpretations in a straightforward manner such as:</p> <ul style="list-style-type: none"> <li>an account of some weaknesses of the ontological argument</li> <li>an understanding of some key ideas in this debate.</li> </ul>
3	7-9	<p><b>Levels Descriptor</b></p> <p>Candidates may assess in a purposeful manner the view expressed in the question. Candidates may:</p> <ul style="list-style-type: none"> <li>display an understanding of the weaknesses of the ontological argument</li> <li>the reasons for these weaknesses</li> <li>attempts to criticise these weaknesses.</li> </ul>
4	10-12	<p><b>Levels Descriptor</b></p> <p>Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate:</p> <ul style="list-style-type: none"> <li>a contextual understanding used to weaken the ontological argument</li> <li>reasons for stating this argument must be weak including distinctive ideas about <i>a priori</i> reasoning</li> <li><i>a priori</i> reasoning and existential claims</li> <li>scholarly opinions on this debate.</li> </ul>

<b>Question 2a(i)</b>			
	(i)	<b>If candidates answer one of the debates they cannot normally proceed to Level 3.</b>	<b>(18)</b>
	(ii)		<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two beliefs associated with the selected topic.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic summary of some beliefs related to the selected topic</li> <li>• a simple account of a few problems.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some key beliefs associated with the selected topic</li> <li>• some problems linked to the selected belief</li> <li>• key terms and concepts related to this belief.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the selected belief in order to understand its emphases</li> <li>• evidence and reasons why there may be problems associated with the selected belief</li> <li>• the significance and philosophical implications of these beliefs and problems</li> <li>• scholarly contributions.</li> </ul>	

**2a(ii)**

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• difficulties associated with the selected belief.</li> </ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• the nature of one or two problems</li> <li>• potential solutions.</li> </ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may: <ul style="list-style-type: none"> <li>• consider problems such as lack of evidence and philosophical issues such as identity</li> <li>• types of responses from the religious context to solve these problems</li> <li>• reasons why these responses may have limited success.</li> </ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate: <ul style="list-style-type: none"> <li>• the claim that there are no satisfactory solutions to these problems raised in (i)</li> <li>• arguments and evidence to support the selected belief with some resolution to the problems</li> <li>• the weighing up of these issues focused on the claim that there are no satisfactory solutions</li> <li>• Scholarly contributions.</li> </ul>

<b>Question 2b(i)</b>		
	<b>(i)</b>	<b>(18)</b>
	<b>(ii)</b>	<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>A01</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few examples of religious language.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• an example of a type of religious language and some problems</li> <li>• a simple understanding of ideas about meaning in language claims.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some characteristic features associated with the verification debate</li> <li>• a few ideas about religious language being meaningless</li> <li>• a basic understanding about religious language being true.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• verification and falsification claims that religious language is meaningless</li> <li>• verification and falsification claims reasons that religious language is incapable of being true</li> <li>• philosophical traditions associated with these types of claims</li> <li>• scholarly contributions.</li> </ul>

**2b(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• one or two descriptive features about language games.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• some examples of religious language used as a language game</li><li>• a few advantages of this interpretation of religious language.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• some criticisms based on language games against the verification principle</li><li>• the response of language games to the criticisms of falsification</li><li>• one or two key contributors to these issues.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate: <ul style="list-style-type: none"><li>• the philosophical context of language games and its significance for the verification and falsification debates</li><li>• the views from language games about the distinctive features of religious language</li><li>• criticisms levelled against the theory of language games and the implications for religious language</li><li>• scholarly debates.</li></ul>

Question Number		Indicative content
<b>3 (a)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
		<b>If candidates cover one critique only, they cannot normally proceed to level 3.</b>
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified one or two key features of one <i>or</i> two critiques of the link between religion and morality. Case studies and illustrations may be used descriptively and it is unlikely that candidates' responses will be based on scholarly foundations.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have correctly identified some key features of one <i>or</i> two critiques of the link between religion and morality but at a limited level in terms of length and depth and with little or no understanding of their more conceptual principles;</li> <li>• case studies or illustrations may be used descriptively and their understanding is less likely to extend to an appreciation of the way in which they may undermine religious morality.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to focus on the key features of two critiques of the link between morality and religion with greater focus on the content of the critiques rather than the conceptual issues which arise from it;</li> <li>• it will be clear that the candidate has understood the critiques and is in a position to evaluate them.</li> <li>• case studies will be used more analytically, if at all, and candidates will typically show an understanding of how the chosen critiques attempt to undermine the link between religion and morality.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to present an extensive account of two critiques of the link between morality and religion, for example, moral, sociological, psychological or ideological critiques;</li> <li>• they are likely to demonstrate a clear understanding of their principles;</li> <li>• a range of scholarly ideas and limited case studies are typical;</li> <li>• candidates are likely to demonstrate a clear understanding of why this position offers a critique of traditional understandings of the possible relationship between religion and morality, such as divine command ethics or the view that morality is dependent upon religion.</li> </ul>

Question Number		Indicative content
<b>3 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express a simple opinion as to whether the critiques prove persuasive and may rely on repeating material from (i).</li> </ul>
<b>Level 2</b>	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express a view regarding the strengths and weaknesses of the chosen critiques arriving at a simple conclusion;</li> <li>• they may make some use of the wording of the question.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered one or more clear opinions as to the relative strength/weakness of the chosen critiques and whether they make it impossible to justify the link between religion and morality;</li> <li>• some attempt may be made to reach a balanced conclusion;</li> <li>• some scholarly material may be deployed.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to offer clear opinions as to whether the critiques make it impossible to justify morality based on religion;</li> <li>• they are likely to make use of the contributions of key scholars as well as informed personal opinion;</li> <li>• a balanced conclusion is likely to be offered as to how effectively they undermine the link between religion and morality;</li> <li>• candidates may also consider whether other critiques are more or less successful than those they have offered in (i).</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified one or more key features of the chosen ethical theory and case studies may be used descriptively.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have correctly identified a range of key features of a the chosen theory but at a limited level in terms of length and depth and with little or no understanding of the broader ethical principles;</li> <li>• case studies may still be used descriptively rather than analytically.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to focus on the key features of their chosen theory, possibly still from the angle of content of the particular theory but with more attention to the conceptual issues arising from the moral philosophical approach and how relevant they are to moral decision making;</li> <li>• candidates may consider the religious thinking behind the theory;</li> <li>• case studies will be used more analytically, if at all.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to present an extensive account of their chosen theory, for example, for Natural Moral Law, demonstrating a clear understanding of principles of absolutism, <i>a priori</i> ethics, and moral realism based on or influenced by religious or non-religious views of the world;</li> <li>• for Deontology, they may consider Kant's formulae of right action or <i>prima facie</i> duties;</li> <li>• for either theory, they may discuss the concept of duty, morality as accessible to all humans through use of reason;</li> <li>• use of modern and classical scholars is likely to be evident.</li> </ul>

Question Number		Indicative content
<b>3 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have given one or more strengths or weaknesses of their selected theory but with little or no consideration of their relative value in terms of the theory continue to be valuable in the modern world.</li> </ul>
<b>Level 2</b>	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express a view regarding the strengths and weaknesses of their chosen theory;</li> <li>• they are likely to arrive at a simple conclusion, possibly referring to the wording of the question.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered one or more opinions as to the relative strengths and weaknesses of their chosen theory;</li> <li>• a clearer understanding of the wording of the question is likely to be evident;</li> <li>• candidates' responses are likely to be supported by the views of scholars.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have offered clear opinions as to whether their chosen theory continues to be valuable in the modern world;</li> <li>• they are likely to make use of the contributions of key scholars as well as informed personal opinion, arriving at a balanced conclusion;</li> <li>• the wording of the question will be clearly in focus;</li> <li>• the value of alternative theories may be offered by way of contrast.</li> </ul>

Question Number		Indicative content
<b>4 (a)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates are likely to show some simple knowledge of the concept of justice but it will be undeveloped and lack scholarly reference:</p> <ul style="list-style-type: none"> <li>• for example, they may identify the meaning of key terms or identify one or more examples of justice in action.</li> </ul>
<b>Level 2</b>	5-9	<p>Candidates will show some knowledge and understanding of up to three ideas of justice in their broader context, but are likely to be dependent on simple illustrations, for example:</p> <ul style="list-style-type: none"> <li>• candidates may consider ideas of fairness and equality;</li> <li>• candidates may consider the role of justice to determine punishment.</li> </ul>
<b>Level 3</b>	10-14	<p>Candidates are likely to offer a reasonably full knowledge and understanding of the two concepts:</p> <ul style="list-style-type: none"> <li>• they are likely to demonstrate accurate theoretical and practical material;</li> <li>• some reference to the work of appropriate scholars may be made;</li> <li>• some case studies may be used with more discursive, than descriptive value.</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates are likely to demonstrate a full knowledge and understanding of the chosen concept:</p> <ul style="list-style-type: none"> <li>• reference is likely to be made, where appropriate, to relevant scholars and theoretical approaches;</li> <li>• practical examples and likely to be used against a scholarly background, such as the work of Plato or Bentham;</li> <li>• candidates may consider the relationship between law and punishment and ethical theories;</li> <li>• use of case studies will enhance, not detract from, the theoretical concepts discussed.</li> </ul>

Question Number		Indicative content
<b>4 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>Candidates are likely to have shown a basic awareness of objectivity and/or relativism:</p> <ul style="list-style-type: none"> <li>• they may make a simple descriptive observation about the issues they raise for the concept.</li> </ul>
<b>Level 2</b>	4-6	<p>Candidates are likely to express one or more simple ideas about objectivity and relativism:</p> <ul style="list-style-type: none"> <li>• candidates may give an example of how the concepts are useful for justice;</li> <li>• use may be made of a simple case study or personal opinion.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates are likely to raise one or more legitimate problems and/or advantages raised by the concepts and their relationship with justice:</p> <ul style="list-style-type: none"> <li>• candidates may consider how far, and for what reasons, justice should allow for relative judgments;</li> <li>• they may consider the notion that justice must be an objective concept;</li> <li>• consideration may be made of how far either concept allows for interpretation and renewal.</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates are likely to have demonstrated a clear understanding of how both ideas may be useful for justice:</p> <ul style="list-style-type: none"> <li>• they are likely to offer well considered conclusions as to the value of the relationship between them;</li> <li>• conclusions are likely to be supported by substantiated personal opinion and/or use of scholars;</li> <li>• candidates may consider the role of justice or law and punishment in society;</li> <li>• they may apply some use of ethical theories to the concepts in order to reach a conclusion.</li> </ul>

Question Number		Indicative content
<b>4(b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level, candidates are likely to make one or two simple observations about ethical language: <ul style="list-style-type: none"> <li>• for example, they may make the observation that ethical language deals with attempts to define what is 'good'.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates are likely to develop a fuller range of ideas identifying the problems of ethical language: <ul style="list-style-type: none"> <li>• they may consider attempts to identify 'good' as a natural property;</li> <li>• candidates may raise the problem of the naturalistic fallacy.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to identify a range of clear problems raised by the use and meaning of ethical language: <ul style="list-style-type: none"> <li>• they may consider emotivism as way of interpreting the use of ethical language;</li> <li>• candidates may explore issues of intuitionism;</li> <li>• use may be made of appropriate examples in an analytic manner.</li> </ul>
<b>Level 4</b>	15-18	At this level, candidates are likely to demonstrate an awareness of a wide range of problems and uses of ethical language: <ul style="list-style-type: none"> <li>• they may explore the problem of making value judgments;</li> <li>• candidates may consider the problems raised by attempts to verify ethical language claims;</li> <li>• they may consider issues such as prescriptivism and/particularism;</li> <li>• case studies and examples are likely to be used critically and candidates are likely to make good use of well-chosen scholars.</li> </ul>

Question Number		Indicative content
<b>4 (b)</b>	<b>(ii)</b>	(12)
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level, candidates are likely to make a simple observation: <ul style="list-style-type: none"> <li>for example, they may offer a simple justification of ethical language as having meaning, such as that it reflects something of meaning to the speaker.</li> </ul>
<b>Level 2</b>	4-6	Candidates are likely to make an assessment of the whether ethical language has proved meaninglessness: <ul style="list-style-type: none"> <li>for example, they may consider that ethical language should to be understood subjectively;</li> <li>they may refer to ethical language as expressing feelings.</li> </ul>
<b>Level 3</b>	7-9	At this level candidates are likely to explore a range of ways in which ethical language proves or does not prove meaningless, with greater relevant focus on the wording of the question: <ul style="list-style-type: none"> <li>for example, they may consider the relationship between logical positivism and emotivism;</li> <li>they may refer to ethical language as expressing preferences;</li> <li>they may consider whether this is a valid way to understand ethical language.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely, at this level, to make a comprehensive assessment of ways in which ethical language is meaningful or meaningless: <ul style="list-style-type: none"> <li>for example, they may consider the view that ethical language does not express facts;</li> <li>the may consider whether ethical language is used persuasively;</li> <li>they are likely to extend the discussion of the effectiveness of emotivism as a way of understanding ethical claims;</li> <li>they are likely to offer some challenges to emotivism and reasons to return to a cognitive understanding of ethical language.</li> </ul>

<b>Question 5a (i)</b>			
	(i)	<b>If candidates examine one of the topics they cannot normally proceed to Level 3.</b>	<b>(18)</b>
	(ii)		<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few biographical features of Ashoka.</li> </ul>	
2	5-9	<b>Levels Descriptor beyond</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic features of two topics</li> <li>• simple examples to illustrate the topic.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key features of the two topics</li> <li>• significant emphases within the two topics</li> <li>• specific detail to exemplify the key points.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the context to the selected topics</li> <li>• the breadth and detail required by the selected topics</li> <li>• the significance of some points compared to others</li> <li>• scholarly contributions.</li> </ul>	

**5a(ii)**

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• aspects of Buddhism in Ashoka's reign.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• basic evidence about the survival of Buddhism</li><li>• the range of Ashoka's influence.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• the type of Buddhism associated with Ashoka</li><li>• the emphasis on the Dharma as the social welfare scheme</li><li>• Ashoka's relationships with a range of traditions.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate: <ul style="list-style-type: none"><li>• interpretations of types of Buddhism linked to this period</li><li>• the evidence and arguments to support the claim that he successfully secured the survival of Buddhism</li><li>• the evidence and arguments to counter the claim, including subsequent historical events</li><li>• scholarly contributions.</li></ul>

<b>Question 5b(i)</b>		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Pure Land Buddhism.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic features of Pure Land</li> <li>• a few features of Zen.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• notions about enlightenment in Pure Land</li> <li>• emphases about enlightenment in Zen</li> <li>• a few differences between the two traditions.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key points comparing and contrasting the two traditions</li> <li>• the different contexts to enlightenment between these two traditions and similarities</li> <li>• comparative issues related to beliefs and practices related to these different emphases on enlightenment</li> <li>• scholarly contributions.</li> </ul>

**5b(ii)**

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• to some general observations about the development of Buddhism.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• some basic themes related to Theravada Buddhism</li><li>• a basic overview of the distinctive contributions of the selected tradition.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• some different emphases in the selected tradition compared to earlier Buddhism</li><li>• possible similarities between the selected tradition and earlier traditions</li><li>• the nature of the differences between the traditions.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate: <ul style="list-style-type: none"><li>• the evidence that Buddhism changed beyond recognition in the selected tradition</li><li>• alternative interpretations such as the selected tradition goes to the core of Buddhism</li><li>• the complexities of the evidence and arguments in this context</li><li>• scholarly contributions.</li></ul>

<b>Question 6a(i)</b>		
	<b>(i)</b>	<b>(18)</b>
	<b>(ii)</b>	<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two examples of change.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• examples of change in the life of the Buddha</li> <li>• some of the Buddha's basic teachings about change.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• ideas about anicca in the three marks of existence</li> <li>• different notions about anicca</li> <li>• significance of anicca in underpinning Buddhist thought.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the role and status of anicca within dukkha and anatta</li> <li>• the significance of anicca within the Dharma and the path to nirvana</li> <li>• some of the set text contributions to an understanding of anicca</li> <li>• scholarly contributions.</li> </ul>

**6a(ii)**

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"><li>• some examples of pessimism.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• views that anicca is linked to pessimism</li><li>• examples of possible pessimism in Buddhist thought.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• evidence of links between anicca and pessimism in Buddhism</li><li>• links of anicca to suffering and no-self may add to the charge of pessimism</li><li>• the context of the Four Noble Truths and the complexities about the teaching on anicca.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate: <ul style="list-style-type: none"><li>• the evidence and reasons for thinking Buddhism is pessimistic</li><li>• the positive benefits of anicca within Buddhism thought and practice</li><li>• alternative views about anicca given the role of truthfulness and liberation</li><li>• scholarly contributions.</li></ul>

Question Number		Indicative content
<b>7 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• the origin of Liberation theology in Latin America.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• liberation theology as a movement among the poor</li> <li>• material suggesting its Roman Catholic context.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• how Liberation theology used political ideas from Europe</li> <li>• the teaching of key Liberation theologians e.g. Gutierrez</li> <li>• the Roman Catholic response to this movement.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas development of Liberation theology. Candidates may: <ul style="list-style-type: none"> <li>• consider the relationship between Jesus' teaching on the poor and Liberation theology in its context</li> <li>• explore the notion of a call to action to change society</li> <li>• debate the argument that Liberation theology has transformed the lives of the poor</li> <li>• consider the contrast between the teachings of the Church and the actions of Liberation theologians/communities.</li> </ul>

Question Number		Indicative content
<b>7 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• Liberation theology's popularity</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• Liberation theology has highlighted the plight of the poor</li> <li>• the Catholic Church has reconciled with some Liberation theology.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that Liberation theology has had a significant impact on modern Christianity. Candidates may argue: <ul style="list-style-type: none"> <li>• the plight of the poor is a higher priority since the emergence of Liberation theology</li> <li>• the existence of base ecclesiastical communities shows its popularity</li> <li>• modern Christianity has been influenced by the writings of Liberation theologians.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the impact of the Medellin Conference on the movement's origin</li> <li>• the subsequent reconciliation with/development of branches of Christianity</li> <li>• the importance of using the language of ordinary people to successfully spread the message of Jesus and the Church</li> <li>• the improved awareness of the plight of the poor today as a result of the teachings of key Liberation theologians.</li> </ul>

Question Number		Indicative content
<b>7 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• Bonhoeffer worked against the Nazis.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a summary of his teaching on grace but with little development</li> <li>• an outline of his view on discipleship.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the notion of 'Religionless Christianity'</li> <li>• the role of the Church in Bonhoeffer's teachings</li> <li>• his understanding of Jesus as the Man for Others as a 'non-religious' concept.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected argument. Candidates may: <ul style="list-style-type: none"> <li>• offer a view on the distinctive nature of these beliefs</li> <li>• compare and contrast his teachings and work to demonstrate his theology in action</li> <li>• debate Bohoeffers role in the bomb plot in the context of his teaching on discipleship as involving suffering.</li> </ul>

Question Number		Indicative content
<b>7 (b)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• Bonhoeffer as a martyr.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• Bonhoeffer's work has led to other ideas and movements</li> <li>• his writings and life are still studied today.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that Bonhoeffer had a significant impact upon Christianity. Candidates may argue: <ul style="list-style-type: none"> <li>• his teachings on pacifism are widely respected and consulted today</li> <li>• his work has paved the way for Liberation theology</li> <li>• an alternative view.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the value of the idea of 'Religionless Christianity' in today's world</li> <li>• the impact of his martyrdom on subsequent Christianity</li> <li>• the impact of his life and work on modern views on pacifism and direct action</li> <li>• alternative views about the impact of his teachings and work.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few key ideas about atonement or salvation.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• views about atonement and</li> <li>• views about salvation.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the relationship between the person of Jesus and the work of Christ</li> <li>• the link between the human and divine in Christ</li> <li>• the work of the Early Church Councils regarding this.</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas. Candidates may: <ul style="list-style-type: none"> <li>• debate notions of sacrifice, ransom, substitution</li> <li>• consider the nature of God revealed in various models of atonement</li> <li>• analyse the work of modern scholars in these areas.</li> </ul>

Question Number		Indicative content
<b>8 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• salvation as central to Christianity.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• different beliefs have different significance</li> <li>• sacrifice may be outdated today.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that these beliefs are significant today. Candidates may argue: <ul style="list-style-type: none"> <li>• notions of ransom for sin may be outdated</li> <li>• that salvation in Christ makes new life possible which is significant for all Christians today</li> <li>• the whole of Christianity rests on these ideas.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• the impact of key teachings on atonement and salvation on modern Christian thought</li> <li>• the views of modern scholars on these topics</li> <li>• the notion that other beliefs may be more significant</li> <li>• alternative positions and reach a justifiable conclusion.</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• the unity of the Church.</li> </ul>
<b>Level 2</b>	5-9	Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a view of the Church from one of the set texts with clear but simple detail.</li> </ul>
<b>Level 3</b>	10-14	Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a more detailed account of the teaching of the nature of the Church from one of the set texts</li> <li>• the meaning of the term 'Church' in one set text and its manifestation in the world</li> <li>• ideas about community, presence of God, the term 'catholic.'</li> </ul>
<b>Level 4</b>	15-18	Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas in the selected text. Candidates may: <ul style="list-style-type: none"> <li>• suggest the notion of the Church as community is central</li> <li>• argue an alternative position</li> <li>• present a range of textual material demonstrating the key points of the teaching</li> <li>• use technical vocabulary and the views of scholars confidently.</li> </ul>

Question Number		Indicative content
<b>8 (b)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"> <li>• a different teaching on the nature of the Church in a simple manner.</li> </ul>
<b>Level 2</b>	4-6	Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"> <li>• this view is more significant</li> <li>• a reason for this view.</li> </ul>
<b>Level 3</b>	7-9	Candidates may assess in a purposeful manner the view that this teaching Is more significant than the one in i). Candidates may argue: <ul style="list-style-type: none"> <li>• it is used more widely</li> <li>• it is more relevant to life today</li> <li>• it is evident in more areas of Christianity.</li> </ul>
<b>Level 4</b>	10-12	Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"> <li>• key differences between the two teachings</li> <li>• the impact of both teachings today</li> <li>• the view that one is more significant than the other</li> <li>• alternative views.</li> </ul>

<b>Question 9a(i)</b>		
	<b>(i)</b>	<b>(18)</b>
	<b>(ii)</b>	<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some biographical material about these figures.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some characteristic emphases of Ramakrishna</li> <li>• a few leading themes of Dayananda Sarasvati.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the contributions of Ramakrishna to neo-Vedanta movements</li> <li>• the influence of Sarasvati on Arya Samaj</li> <li>• a basic comparison of these traditions.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• a comparison and a contrast between Ramakrishna and Sarasvati to the modern development of Hinduism</li> <li>• the opposing stances between neo-Vedanta and Hindutva</li> <li>• the respective contributions of Ramakrishna and Sarasvati to Brahmo Samaj and Arya Samaj</li> <li>• scholarly contributions.</li> </ul>

**9a(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• a few notions of tolerance.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• some examples within Hinduism of the view expressed in the quotation</li><li>• reference may be made to figures such as Vivekananda.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• beliefs that Hinduism portrays universal truth about religious traditions</li><li>• various examples within Hinduism of a range of interpretations about 'God'</li><li>• the encounter between Hinduism and Western cultures.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate: <ul style="list-style-type: none"><li>• the inclusivist claims in the quotations about the infinite forms through which God may be approached</li><li>• some reasons why this emphasis developed and evidence of key thinkers who contributed to this approach</li><li>• the implications of these stances for the modern development of Hinduism and alternative approaches such as nationalistic trends linked to Arya Samaj</li><li>• scholarly debates.</li></ul>

<b>Question 9b(i)</b>		
	<b>(i)</b>	<b>(18)</b>
	<b>(ii)</b>	<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<p><b>Levels Descriptor</b></p> <p>Candidates may identify a few features without evidence of understanding their significance. Candidates may mention:</p> <ul style="list-style-type: none"> <li>• a few biographical features about Gandhi.</li> </ul>
2	5-9	<p><b>Levels Descriptor</b></p> <p>Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present:</p> <ul style="list-style-type: none"> <li>• examples of Gandhi’s respect for Indian traditions</li> <li>• examples of Gandhi’s admiration of some western values.</li> </ul>
3	10-14	<p><b>Levels Descriptor</b></p> <p>Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• some Indian beliefs and values which were important for Gandhi such as ahimsa</li> <li>• a selection of Western beliefs and values such as some religious texts</li> <li>• some examples of combination of Indian and Western approaches in Gandhi’s work such as inter-faith issues.</li> </ul>
4	15-18	<p><b>Levels Descriptor</b></p> <p>Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine:</p> <ul style="list-style-type: none"> <li>• the religious and social context to Gandhi’s career in various countries</li> <li>• some case studies of Gandhi’s combination of Indian and Western beliefs and values</li> <li>• the varying emphases between Indian and Western stances within Gandhi’s life and work</li> <li>• scholarly contributions.</li> </ul>

**9b(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"><li>• a descriptive account of Gandhi's range of interests.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• the importance of changes Gandhi aimed to make such as the caste system</li><li>• Gandhi's commitment to Indian values such as seen in 'village Hinduism'.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• examples of change and preservation in Gandhi's life and teachings</li><li>• Gandhi's contributions to radical policies</li><li>• his legacy of preservation of Indian emphases.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate: <ul style="list-style-type: none"><li>• the complexity of Gandhi's contributions as seen e.g. in home rule, independence and partition</li><li>• the extent he was successful in bringing radical views and Indian values together such as the complex roles of caste and 'welfare for all'</li><li>• criticisms made against Gandhi from a range of Indian thinkers and Western politicians including problems of partition</li><li>• scholarly debates.</li></ul>

<b>Question 10a(i)</b>		
	<b>(i)</b>	<b>(18)</b>
	<b>(ii)</b>	<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features of Hindu beliefs about God.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some simple ideas about atman</li> <li>• a basic introduction to beliefs about Brahman.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key teachings about atman</li> <li>• key aspects of views about Brahman</li> <li>• some reference to the set texts.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the key teachings from the set texts on atman and Brahman</li> <li>• the context of these teachings in the set texts within Hindu traditions</li> <li>• a range of beliefs about these themes</li> <li>• scholarly contributions.</li> </ul>

**10a(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• one or two ideas about atman and Brahman.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• a simple understanding of the relationship between atman and Brahman</li><li>• one or two examples of this relationship.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• a few ideas about the relationship between atman and Brahman</li><li>• a basic understanding of some controversies</li><li>• the contributions from parts of the set texts to this issue.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate: <ul style="list-style-type: none"><li>• major controversies within Hinduism concerning the relationship between atman and Brahman such as Shankara and Advaita traditions and theistic schools</li><li>• diversity of approaches as seen in the set texts including the Gita</li><li>• possible ways of resolving these controversies</li><li>• scholarly debates.</li></ul>

<b>Question 10b(i)</b>		
	<b>(i)</b>	<b>(18)</b>
	<b>(ii)</b>	<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a simple narrative of parts of the Katha Upanishad.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a basic account of ideas about Brahman</li> <li>• a simple interpretation about death.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some ideas about Vedic sacrifices</li> <li>• ideas from Yama about life after death</li> <li>• the responses of Niciketas.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars to show a clear understanding of the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the influence of the context of the Upanishads</li> <li>• Vedic theology</li> <li>• the main teachings on Brahman, atman and moksha</li> <li>• scholarly contributions.</li> </ul>

**10b(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• to one or two important aspects of the Katha Upanishad.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• the importance of beliefs about atman</li><li>• the implications of beliefs about life after death.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• the influence of some key teachings on Hindu thought such as Brahman and atman</li><li>• the significance of teachings about life after death</li><li>• ways to achieve moksha.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate: <ul style="list-style-type: none"><li>• the relative significance of the Katha Upanishad which may be little known in detail by some groups of Hindus but more influential in other groups</li><li>• the view that the main teachings set out definitive beliefs for a number of Hindu traditions</li><li>• alternative views about the limited significance of the Katha Upanishad compared to other Hindu scriptures</li><li>• scholarly debates.</li></ul>

<b>Question 11a(i)</b>		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• some narrative material about the death of Muhammad.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• issues related to a successor to Muhammad</li> <li>• the role of Abu Bakr.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the role of the Rightly Guided Caliphs</li> <li>• reasons for the schism</li> <li>• the role of Ali.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars. Candidates may examine: <ul style="list-style-type: none"> <li>• the schism in terms of permanent issues related to succession and to notions of authority</li> <li>• the significance of the schism for permanent issues related to diversity of beliefs and practices</li> <li>• the significance of the permanent nature of the schism as seen e.g. in the implications for politics</li> <li>• scholarly contributions.</li> </ul>

**11a(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"><li>• a descriptive account of a Muslim community.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• the influence of one or two Caliphs on the ummah</li><li>• the role of ummah in Sunni Islam.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the question. Candidates may discuss: <ul style="list-style-type: none"><li>• the influence of the wars of Apostasy and the importance of Madinah</li><li>• the spread of Islam in different cultures</li><li>• the influences of these developments for an understanding of the ummah.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate: <ul style="list-style-type: none"><li>• the significance of ummah in this period</li><li>• the implications of the Sunni-Shi'ah schism for an understanding of interpretations of ummah</li><li>• types of ummah across a range of Islamic traditions and ideas about similar emphases</li><li>• scholarly debates.</li></ul>

<b>Question 11b(i)</b>		
	<b>(i)</b>	<b>(18)</b>
	<b>(ii)</b>	<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few examples of Muslim life in the selected state.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few characteristic practices in the selected state</li> <li>• some customs and traditions linked to that state.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• historical perspective to Islam in the selected state</li> <li>• the distinctive features of Islam in the state</li> <li>• the influence of Islam on the politics in the state.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars. Candidates may examine: <ul style="list-style-type: none"> <li>• the significance of either Sunni or Sh'iah Islam in the selected state</li> <li>• the implications of these traditions for the ethos of Islam in the state</li> <li>• the significant changes that have taken place in the selected country</li> <li>• scholarly contributions.</li> </ul>

**11b(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• one or two examples of problems in the selected state.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• changes that have taken place in the state</li><li>• an account of one or two problems arising from these changes.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner. Candidates may discuss: <ul style="list-style-type: none"><li>• changes as a result of political and economic pressures</li><li>• any influences these changes may have had on Islam in the state</li><li>• challenges to Islamic tradition and custom within that state.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate: <ul style="list-style-type: none"><li>• the major challenges facing Islam in the selected state including a discussion of the historical and political context</li><li>• pressures on preservation and adaption arising from these challenges</li><li>• diverse attitudes within the state towards pluralism and secularism</li><li>• scholarly debates.</li></ul>

<b>Question 12a(i)</b>		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two beliefs about Allah.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a few ideas about submission to Allah</li> <li>• some basic ideas about shahadah.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the importance of tawhid</li> <li>• some fundamental beliefs such as Creator, Sustainer, Compassionate and Judge</li> <li>• a few points about Allah as the basis of Islamic belief.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars. Candidates may examine: <ul style="list-style-type: none"> <li>• the claim that Allah is the starting point of all belief and the centre of faith</li> <li>• some major controversies about beliefs in Allah such as the coherence or otherwise of attributes</li> <li>• use of set texts to illustrate the points</li> <li>• scholarly contributions.</li> </ul>

**12a(ii)**

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• to a few issues related to belief in Allah.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• examples of teachings about Allah on the selected issue</li><li>• a few problems arising from this teaching.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner. Candidates may discuss: <ul style="list-style-type: none"><li>• key Muslim teachings about the selected issue</li><li>• some case studies reflecting beliefs about Allah on the selected issue</li><li>• a few problems and possible solutions related to the selected issue.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate: <ul style="list-style-type: none"><li>• the key controversies arising from belief in Allah related to the selected issue, making use of the set texts</li><li>• perennial and changing aspects of the selected issue and their significance for Islamic thought and practice</li><li>• contemporary significance of these debates for Islam</li><li>• scholarly discussions.</li></ul>

<b>Question 12b(i)</b>		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two features about Sufism.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• a simple account of the origins of Sufism</li> <li>• reference to one or two influential figures.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• key features about the origins of Sufism</li> <li>• some key developments linked to their characteristic emphases</li> <li>• key groups of Sufi movements and their contributions to the development of Sufism.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars. Candidates may examine: <ul style="list-style-type: none"> <li>• important reasons for the origins of Sufism</li> <li>• selected key developments which may be illustrated with reference to Sufi groups</li> <li>• characteristic emphases in the development of Sufism such as mysticism and trust in Allah</li> <li>• scholarly contributions.</li> </ul>

**12b(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer: <ul style="list-style-type: none"><li>• to a few examples of Sufi practice.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• the importance of trust in Allah</li><li>• examples of persecution of Sufis.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner. Candidates may discuss: <ul style="list-style-type: none"><li>• some fundamental beliefs of Sufism</li><li>• some reasons why Sufism is criticised</li><li>• some implications for the development of Sufism.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate: <ul style="list-style-type: none"><li>• the significance of absolute trust in Allah compared to criticism from some Muslim groups of Sufism</li><li>• diversity of belief in Allah across Sufi groups</li><li>• reasons and evidence of criticisms against Sufis compared to alternative reactions from some Muslim groups</li><li>• scholarly discussions.</li></ul>

<b>Question 13a(i)</b>		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>A01</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two biographical details about Mendelssohn.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• the view that Mendelssohn made partial links between Jewish life and a Gentile environment</li> <li>• importance of Mendelssohn’s writings.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some of the controversies associated with Mendelssohn</li> <li>• the importance of Mendelssohn’s translations into German including the Torah</li> <li>• links to German culture.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of Mendelssohn such as Enlightenment thought and reason</li> <li>• the emphases on relating Judaism to German culture</li> <li>• reasons why there were some critical views about Mendelssohn and his teachings</li> <li>• scholarly contributions.</li> </ul>

**13a(ii)**

<b>Level</b>	<b>Mark</b>	<b>A02</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"><li>• one or two biographical features of Friedlander.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• the characteristics of the Jewish Free School</li><li>• changes to Jewish worship.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner. Candidates may discuss: <ul style="list-style-type: none"><li>• early Reform ideas and practices</li><li>• attempts at assimilation</li><li>• contrasts between Mendelssohn emphasis on Jewish law and the movement towards modernity in Friedlander.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate: <ul style="list-style-type: none"><li>• the important developments between Mendelssohn and Friedlander</li><li>• the beginnings of Mendelssohn's links with German culture compared to the progressive and radical thought of Friedlander</li><li>• the criticisms each of these figures encountered</li><li>• scholarly discussions.</li></ul>

<b>Question 13b(i)</b>		
	(i)	(18)
	(ii)	(12)
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• a few descriptive features of the Holocaust.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• some basic accounts of anti-Semitism and its manifestations after the Holocaust</li> <li>• a few ideas about the rejection of the Jewish faith.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• some Orthodox responses to the Holocaust</li> <li>• Reform responses</li> <li>• secular Jews and their stances.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars. Candidates may examine: <ul style="list-style-type: none"> <li>• some major responses to the Holocaust</li> <li>• death of God views from Rubenstein and the end of the Covenant</li> <li>• Fackenheim and Berkovitz concerning beliefs about the new Covenant and Israel</li> <li>• scholarly contributions.</li> </ul>

**13b(ii)**

<b>Level</b>	<b>Mark</b>	<b>AO2</b> The details in this mark scheme exemplify one possible approach. Other legitimate responses will be credited.
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"><li>• a few descriptive features about the state of Israel.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• some basic information about the establishment of the state of Israel</li><li>• descriptive accounts of migration of some Jews to Israel.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner. Candidates may discuss: <ul style="list-style-type: none"><li>• political significance of the state of Israel</li><li>• reasons why the promised land was significant in the context of the Holocaust</li><li>• issues related to the relationship between Jews in the diaspora and the Jews in Palestine as different responses to the Holocaust.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate: <ul style="list-style-type: none"><li>• the significance of the state of Israel in the context of the Holocaust</li><li>• the complex factors including Zionist responses to the Holocaust and different types of Zionism</li><li>• relationships with Palestinians and their implications as a response to the Holocaust</li><li>• scholarly debates.</li></ul>

<b>Question 14a(i)</b>			
	(i)	<b>If candidates answer with reference to one text they cannot normally proceed to Level 3. The mark scheme will be adapted to the two of the three texts used by the candidate.</b>	<b>(18)</b>
	(ii)		<b>(12)</b>
<b>Level</b>	<b>Mark</b>	AO1	
1	1-4	<b>Levels Descriptor</b>	
		Candidates may identify a few ideas without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two ideas about the 10 commandments.</li> </ul>	
2	5-9	<b>Levels Descriptor</b>	
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• ideas about sacrifices</li> <li>• beliefs about loving deeds.</li> </ul>	
3	10-14	<b>Levels Descriptor</b>	
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the role of Moses</li> <li>• some ideas about the Torah</li> <li>• the view that there can be no representation of God.</li> </ul>	
4	15-18	<b>Levels Descriptor</b>	
		Candidates are likely to have a consistent focus on the demands of the question, highlighting the essential ideas from the selected texts. Candidates may examine using Maimonides as an exemplar: <ul style="list-style-type: none"> <li>• the view that overall these Principles of Faith represent a summary of the fundamental teachings of Judaism and that Rambam aimed to eliminate error</li> <li>• in addition to the theological ideas the belief in the truth of the entire Torah and the words of Moses and prophets</li> <li>• belief in God who rewards and punishes and will send the Messiah</li> <li>• scholarly contributions.</li> </ul>	

**14a(ii)**

<b>Level</b>	<b>Mark</b>	A02
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"><li>• one or two narrative features of the Exodus.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may present some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• a basic view about the status of Moses</li><li>• a few points of interest from the Holiness Code.</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner the ideas in the question. Candidates may argue about: <ul style="list-style-type: none"><li>• Rabbinic views about ethical principles</li><li>• beliefs about the uniqueness of the Torah</li><li>• the attributes of God as Creator and Judge.</li><li>•</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may debate: <ul style="list-style-type: none"><li>• comparisons between the uniqueness of the Torah and issues about interpretation</li><li>• interfaith issues related to the view that there is no other Torah and the Messiah is to come</li><li>• the diversity of views about life after death in Judaism</li><li>• scholarly opinion.</li></ul>

<b>Question 14b(i)</b>		
	<b>(i)</b>	<b>(18)</b>
	<b>(ii)</b>	<b>(12)</b>
<b>Level</b>	<b>Mark</b>	<b>AO1</b>
1	1-4	<b>Levels Descriptor</b>
		Candidates may identify a few features without evidence of understanding their significance. Candidates may mention: <ul style="list-style-type: none"> <li>• one or two descriptive features Chasidic practices.</li> </ul>
2	5-9	<b>Levels Descriptor</b>
		Candidates may select some key ideas with a limited knowledge of the demands of the question. Candidates may present: <ul style="list-style-type: none"> <li>• basic information about some founders</li> <li>• simple ideas about mysticism.</li> </ul>
3	10-14	<b>Levels Descriptor</b>
		Candidates are likely to select a range of evidence that systematically answers the question. Candidates may examine: <ul style="list-style-type: none"> <li>• the popular appeal of types of Chasidic movements</li> <li>• no requirement for ascetic practices</li> <li>• the aim for communion with God.</li> </ul>
4	15-18	<b>Levels Descriptor</b>
		Candidates are likely to have a consistent focus on the demands of the question. Candidates are likely to deploy their material on the contributions of various scholars. Candidates may examine: <ul style="list-style-type: none"> <li>• the context of the origins of Chasidism and the varied influences on it</li> <li>• key features during selected periods of its development</li> <li>• significant emphases from its literature including mysticism and beliefs about the spark of God</li> <li>• scholarly contributions.</li> </ul>

**14b(ii)**

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
1	1-3	<b>Levels Descriptor</b>
		Candidates may mention some relevant ideas but without clarification. Candidates may refer to: <ul style="list-style-type: none"><li>• one or two important features of Chasidism.</li></ul>
2	4-6	<b>Levels Descriptor</b>
		Candidates may clarify some arguments/interpretations in a straightforward manner such as: <ul style="list-style-type: none"><li>• an example of the influence of Chasidism</li><li>• some historical contributions from one or two rebbis</li></ul>
3	7-9	<b>Levels Descriptor</b>
		Candidates may assess in a purposeful manner. Candidates may discuss: <ul style="list-style-type: none"><li>• the perennial contributions of some key Chasidic thinkers</li><li>• the links between Judaism and spirituality</li><li>• the contributions to Jewish views about religious experience.</li></ul>
4	10-12	<b>Levels Descriptor</b>
		Candidates are likely to include a clear understanding of the evaluative demands of the question. Candidates are likely to present a coherent and a sustained critical analysis of key concepts and debates so as to build up a coherent and justifiable answer, drawing on good technical vocabulary. Candidates may evaluate the debate: <ul style="list-style-type: none"><li>• the view that Chasidism continues to be influential in Judaism</li><li>• historical contributions from influential figures such as Baal Shem Tov and the influence of Chasidic literature on a range of traditions</li><li>• reactions against some ultra-Conservative trends in Chasidic movements</li><li>• scholarly debates.</li></ul>

Question Number		Indicative content
<b>15 (a)</b>	<b>(i)</b>	<b>(18)</b>
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may offer responses that contain a limited amount of relevant information such as:</p> <ul style="list-style-type: none"> <li>• groups based on lineages of charismatic saints.</li> </ul>
<b>Level 2</b>	5-9	<p>Candidates may offer clear but limited understanding of key ideas or concepts such as:</p> <ul style="list-style-type: none"> <li>• the role of the Sarbat Khalsa in history</li> <li>• ideals of equality and democracy within the Sikh Commonwealth</li> </ul>
<b>Level 3</b>	10-14	<p>Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as:</p> <ul style="list-style-type: none"> <li>• the background to the Anand Marriage Act</li> <li>• creation of the Shiromani Gurdwara Prabandhak Committee</li> <li>• promotion of the view that only members of the Khalsa are authentic Sikhs.</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as:</p> <ul style="list-style-type: none"> <li>• references to the view of Oberoi concerning the marginalisation of 'sanatam Sikhism'</li> <li>• the promotion of alternative codes of conduct while officially accepting the authority of the Rahit Maryada promulgated from the Akal Takht</li> <li>• an interpretation of Sikh texts through an Indic or Vedantic lens</li> <li>• the issue of eligibility to vote in elections for gurdwaras highlighting definitional issues about Sikh identity.</li> </ul>

Question Number		Indicative content
<b>15 (a)</b>	<b>(ii)</b>	<b>(12)</b>
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>• uniformity of ritual for rites of passage.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative views such as: <ul style="list-style-type: none"> <li>• ongoing dispute about some issues such as vegetarianism</li> <li>• charismatic groups within the Sikh community may promote the teaching of a favoured saint as fulfilling the true Rahit Maryada.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> <li>• the benefit of a unified document that makes Sikh beliefs accessible to non-Sikhs</li> <li>• need for a new Rahit Marayada that can accommodate issues that have arisen in the diaspora such as liturgical language</li> <li>• increasing differences between the orthodox portrayal of Sikhism from the Rahit Maryada and the lived beliefs of large numbers of people.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> <li>• the rejection of the Rahit Maryada as the agenda of one faction in the Sikh community</li> <li>• the use of the Rahit Maryada as the starting point for any discussion for reform of the code of conduct, including the ongoing status of Amritsar as the mouthpiece of the Sikh Commonwealth</li> <li>• the inclusive approach of the Rahit Maryada, for example, offering choices for wearing of keski and reading of ragmala</li> <li>• the distinction between unity and uniformity.</li> </ul>

Question Number		Indicative content
<b>15 (b)</b>	<b>(i)</b>	(18)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may offer responses that contain a limited amount of relevant information such as:</p> <ul style="list-style-type: none"> <li>• increasing problems for non-native speakers from the second, third and fourth generations, with the traditional language of liturgy.</li> </ul>
<b>Level 2</b>	5-9	<p>Candidates may offer clear but limited understanding of key ideas or concepts such as:</p> <ul style="list-style-type: none"> <li>• difficulties of maintaining the Sikh identity in certain countries and circumstances, such as EU regulations on safety helmets</li> <li>• frustration at the dichotomy of obedience to the Akal Takht as reflecting the will of the Khalsa Commonwealth, while non-Punjabis are unable to vote in SGPC elections.</li> </ul>
<b>Level 3</b>	10-14	<p>Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as:</p> <ul style="list-style-type: none"> <li>• the development of local, national traditions shaped by indigenous cultures in addition to a global Sikh tradition</li> <li>• pressure to integrate may result in abandonment of the Sikh form</li> <li>• the need to accommodate Sikh theology to alternative views of science, for example, evolution, and morality, for example, pre-marital sex and homosexual marriage.</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as:</p> <ul style="list-style-type: none"> <li>• the work of scholars such as Gurharpal Singh and Tatla in relation to the British Sikh experience</li> <li>• activism and work of scholars such as Nicky-Guninder Kaur which emphasise the feminist character of Sikh thought</li> <li>• the issue of continuity in relation to, for example, inter-faith marriage and use of Punjabi as a liturgical language</li> <li>• homogenisation of Sikhism through a globalising internet.</li> </ul>

Question Number	Indicative content	
<b>15 (b)   (ii)</b>	<b>(12)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>• some Sikhs have cut their hair showing an effect on practice.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> <li>• Sikh women are likely to follow cultural values that emphasise the public role of men in Afghanistan and Iran</li> <li>• there may be increased emphasis on sexual equality as a central tenet of the faith tradition in Western countries.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to: <ul style="list-style-type: none"> <li>• the legal struggles for the right to wear the turban in, for example, the UK and France</li> <li>• the increasing use of translations in gurdwaras</li> <li>• how interaction with different cultures has clarified the points at which Sikh beliefs had been blended with Punjabi culture.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning including factors such as: <ul style="list-style-type: none"> <li>• how processes of ghettoisation have reduced the impact of non-Sikh cultures on Sikh beliefs, values and practices</li> <li>• the exaggeration by some scholars of diversity in Sikhism in order to confirm a paradigm of deconstruction</li> <li>• the historical reality that Sikhs have always engaged with non-Sikh cultures, for example, Islamic and Indic ones, yet remained distinctive</li> <li>• a balanced account of the impact on beliefs, values and practices referring to specific examples and the work of scholars.</li> </ul>

Question Number		Indicative content
<b>16 (a)</b>	<b>(i)</b>	<b>(18)</b>
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>Candidates may offer responses that contain a limited amount of relevant information such as:</p> <ul style="list-style-type: none"> <li>the rejection of asceticism and the example of the Gurus campaigning for human rights.</li> </ul>
<b>Level 2</b>	5-9	<p>Candidates may offer clear but limited understanding of key ideas or concepts such as:</p> <ul style="list-style-type: none"> <li>the superiority of the householder lifestyle to the ascetic</li> <li>the belief in just war.</li> </ul>
<b>Level 3</b>	10-14	<p>Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as:</p> <ul style="list-style-type: none"> <li>McLeod's argument about the development of militant ideology during the time of Guru Hargobind</li> <li>the design of the Nishan Sahib illustrating the teaching of miri-piri through the use of weapons</li> <li>traditional Sikh historiography asserting a link between Guru Nanak's ideal of the householder saint resisting oppression and Guru Gobind Singh's concept of the saint who may use violence in the struggle against oppression when all other methods have failed.</li> </ul>
<b>Level 4</b>	15-18	<p>Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as:</p> <ul style="list-style-type: none"> <li>the establishment of the Akali Dal by the Singh Sabha movement</li> <li>the rejection of the Hindu and Buddhist celebration of the ascetic ideal</li> <li>engagement in politics by the Gurus demonstrating the 'miri' is not merely monetary gain but power</li> <li>the claim that the unity of miri and piri is the distinctive feature of Sikh thought and that non-Sikh scholars who have been brought up to see different realms may be unable to understand (verstehen) Sikh history from the inside.</li> </ul>

Question Number	Indicative content	
<b>16 (a) (ii)</b>		(12)
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	Candidates may offer a descriptive answer such as: <ul style="list-style-type: none"> <li>• all the Gurus, bar one, had families demonstrating the importance of a householder life.</li> </ul>
<b>Level 2</b>	4-6	Candidates may refer to alternative approaches such as: <ul style="list-style-type: none"> <li>• clarification of the meaning of 'miri-piri' in relation to the term 'sant-sipahi'</li> <li>• the importance of balancing the two elements of miri and piri.</li> </ul>
<b>Level 3</b>	7-9	Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that: <ul style="list-style-type: none"> <li>• ascetics, such as some of the bhagats whose writings are included in the Guru Granth Sahib, enjoyed mukti</li> <li>• people that are worldly and lack spiritual balance, stumble into the cycle of samsara</li> <li>• Sikh exemplars, including the Gurus, balance the two elements.</li> </ul>
<b>Level 4</b>	10-12	Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as: <ul style="list-style-type: none"> <li>• a concise and clear exposition of the concepts and of the issue raised in the task</li> <li>• the orthodox view is that the two principles are intended to be balanced and complementary in the Sikh way of life</li> <li>• an examination of the issue in relation to the Khalistan movement</li> <li>• use of the material in order to focus on its importance for a gurmukh.</li> </ul>

Question Number	Indicative content	
<b>16 (b)   (i)</b>	<b>(18)</b>	
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	Candidates may offer responses that contain a limited amount of relevant information such as: <ul style="list-style-type: none"> <li>• how to re-connect with God.</li> </ul>
<b>Level 2</b>	5-9	Candidates may offer clear but limited understanding of key ideas or concepts such as: <ul style="list-style-type: none"> <li>• the five stages of prayer</li> <li>• the force of grace driving spiritual development.</li> </ul>
<b>Level 3</b>	10-14	Candidates may use some technical terms and relevant evidence to demonstrate depth and breadth of understanding such as: <ul style="list-style-type: none"> <li>• references to the limited cosmological knowledge of Hindu and Muslim holy men and holy texts</li> <li>• the importance of cultivating virtue to improve karma in future</li> <li>• the insistence that only God knows God.</li> </ul>
<b>Level 4</b>	15-18	Candidates may use a range of technical terms fluently to help provide a coherent response and refer to evidence such as: <ul style="list-style-type: none"> <li>• the importance of experiential knowledge</li> <li>• the limits of language in relation to God or religious experience</li> <li>• the decisive role of grace in achieving mukti</li> <li>• serving the Divine through developing virtue, rather than correct performance of ritual actions.</li> </ul>

Question Number		Indicative content
16 (b)	(ii)	
<b>Indicative content</b>		
Level	Mark	AO2
Level 1	1-3	<p>Candidates may offer a descriptive answer such as:</p> <ul style="list-style-type: none"> <li>preachers often refer to Japji as a summary of the Guru Granth Sahib.</li> </ul>
Level 2	4-6	<p>Candidates may refer to alternative approaches such as:</p> <ul style="list-style-type: none"> <li>there are more than 1420 pages other than the Japji and they contain different information which it does not summarise</li> <li>Japji is at the beginning of the Guru Granth Sahib and introduces key themes such as grace (gurprasad).</li> </ul>
Level 3	7-9	<p>Candidates may refer to appropriate sources to analyse alternative approaches using some technical terms and may refer to the view that:</p> <ul style="list-style-type: none"> <li>many verses from the Japji are echoed elsewhere, for example, Sodar</li> <li>some ideas in the Japji are only found there, for example, the five khands, so Japji is not just a summary of ideas found elsewhere</li> <li>there are different arguments about what constitutes the 'key ideas' of Sikh spirituality.</li> </ul>
Level 4	10-12	<p>Candidates may provide a critical evaluation supported by scholarly opinion, evidence and reasoning such as:</p> <ul style="list-style-type: none"> <li>key ideas not found in Japji such as the doctrine of miri-piri were developed by Guru Hargobind according to McLeod</li> <li>that scholars such as Owen see the doctrine of miri-piri as an extension of the householder basis of ethics mentioned in the Japji</li> <li>Janamsakhi traditions about the Japji</li> <li>reference to the non-canonical teaching that the Japji is itself an elaboration of the Mool Mantar which is the kernel of Sikh spirituality.</li> </ul>

Question Number		Indicative content
<b>17(a)</b>	<b>(i)</b>	(18)
Indicative content		
Level	Mark	AO1
<b>Level 1</b>	1-4	At this level, candidates are likely to rely on basic description of one or more key features of the teachings: <ul style="list-style-type: none"> <li>• for Luke, they may refer to parables of the Kingdom, or the use of Logos in the Prologue.</li> </ul>
<b>Level 2</b>	5-9	At this level, candidates are likely to have correctly identified some key features and offer something of their significance: <ul style="list-style-type: none"> <li>• for the Fourth Gospel, they may describe the Prologue as the key to unlock the gospel</li> <li>• for Luke, they may consider how the Kingdom can be known through signs and wonders.</li> </ul>
<b>Level 3</b>	10-14	At this level, candidates are likely to focus more on particular aspects of the teaching and less on narrative re-telling: <ul style="list-style-type: none"> <li>• they may be able to offer some insight into the background of the teachings or the symbolism used</li> <li>• for Luke, they may speak of the Kingdom being both present and future</li> <li>• for the Fourth Gospel, they may consider how conflict is anticipated in the Prologue.</li> </ul>
<b>Level 4</b>	15-18	At this level: <ul style="list-style-type: none"> <li>• candidates for Luke's Gospel are likely to offer a detailed and accurate account of Jesus' teaching on the Kingdom</li> <li>• they may show an understanding of key terms such as salvation or eschatology and the influence of Judaism on these teachings</li> <li>• for the Prologue, candidates are likely to deal confidently with a range of teaching, such as the Logos, children of God, light and dark, replacement theology</li> <li>• use of scholarship is likely to be accurate and appropriately used.</li> </ul>

Question Number		Indicative content
<b>17 (a)</b>	<b>(ii)</b>	(12)
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about the content of the material, with little understanding of how they relate to the rest of the gospel. They may rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	<p>At this level, candidates are likely to express a simple view regarding the relationship of the teachings to the rest of the gospel:</p> <ul style="list-style-type: none"> <li>• for Luke they may consider that the Kingdom is embodied in Jesus</li> <li>• for the Fourth Gospel they may identify one theme which is picked up later in the gospel.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level, candidates are likely to offer one or more opinions on the relationship between the teachings and the rest of the gospel:</p> <ul style="list-style-type: none"> <li>• candidates may make reference to scholarly views about the significance of the teaching</li> <li>• for Luke, they may consider the challenge teaching on the Kingdom lays down to the religious authorities and to the reader</li> <li>• for the Fourth Gospel, they may consider how the Prologue identifies the person of Jesus at the start of the gospel.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level, candidates are likely to offer clear and evaluative opinions on the relationship between this teaching and the rest of the gospel:</p> <ul style="list-style-type: none"> <li>• they are likely to make use of key scholarly contributions and personal opinion, arriving at a balanced conclusion</li> <li>• the significance of these teachings compared to others in the gospel may be considered</li> <li>• for Luke, candidates may consider how the teaching impacted on the early church after Jesus' ascension</li> <li>• for the Fourth Gospel, they may consider how the Prologue makes it possible for the reader to avoid the mistakes made by characters in the gospel.</li> </ul>

Question Number		Indicative content
<b>17(b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified some key features of the gospel material which relate to purpose but are likely to depend heavily on a few narrative details rather than analysis of the claim.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to have identified a more extensive range of key features which relate to purpose and may make some reference to the view expressed in the question</li> <li>• narrative description rather than theological principles is still likely to dominate the answer.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a solid knowledge and understanding of the purpose of the gospel and apply it to the question</li> <li>• reference to internal and external evidence is likely to be made</li> <li>• some understanding of the relevant gospel's approach and style may be made.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates will typically demonstrate a wide knowledge of the gospel material relating it specifically to the claim made in the question</li> <li>• knowledge of textual material, views of scholars and an understanding of the background to the gospel are likely to be evident</li> <li>• candidates are likely to have a clear understanding of the relevant gospel's teaching and how it is communicated</li> <li>• the wording of the question is likely to be clearly targeted.</li> </ul>

Question Number	Indicative content	
<b>17 (b) (ii)</b>	<b>(12)</b>	
<b>Indicative content</b>		
Level	Mark	AO2
<b>Level 1</b>	1-3	At this level: <ul style="list-style-type: none"> <li>• candidates are likely to rely on simple statements about conflicting purposes of the gospel or to rely on repetition of material from (i).</li> </ul>
<b>Level 2</b>	4-6	At this level, candidates are likely to express a view on the relative certainty of different purposes of the gospel: <ul style="list-style-type: none"> <li>• they may compare two or more suggested purposes in terms of possible evidence</li> <li>• candidates may consider possible hindrances to knowing the purpose, such as lack of information about the author.</li> </ul>
<b>Level 3</b>	7-9	At this level, candidates are likely to offer one or more strengths and weaknesses of this view: <ul style="list-style-type: none"> <li>• for Luke they may consider the value of the introduction to Theophilus</li> <li>• for the Fourth Gospel, they may consider the value of 20:30-31</li> <li>• for both gospels, they may suggest that there are so many possible purposes, that a discussion of them is not helpful.</li> </ul>
<b>Level 4</b>	10-12	At this level, candidates are likely to offer clear opinions on the claim: <ul style="list-style-type: none"> <li>• For Luke, they may consider whether it is important to know if the gospel were written for Gentiles</li> <li>• they may consider whether some parts of the gospel – e.g. the birth narratives – are more illuminative and helpful than others</li> <li>• for the Fourth Gospel, they may consider whether it is possible to know whether the gospel was intended to supplement or replace the Synoptics</li> <li>• for both gospels, they may consider that many Christians are not aware of the suggested purposes of the gospels, and yet still feel able to grasp the essential message of Christianity so it does not matter if it is impossible to establish the purpose.</li> </ul>

Question Number		Indicative content
<b>18(a)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show some simple knowledge of some of the relevant textual narrative, expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level candidates may refer to relevant textual material in more detail and with more understanding of the nature of the conflict:</p> <ul style="list-style-type: none"> <li>• for Luke, candidates may consider the challenges by the Pharisees regarding the Sabbath</li> <li>• for the Fourth Gospel, candidates may consider the confrontations between Jesus and the Pharisees regarding the healing of the blind man.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to offer a reasonably full understanding and knowledge of the textual material and background to it:</p> <ul style="list-style-type: none"> <li>• They may make accurate reference to the Old Testament and the situation at the time of the gospel which lead to conflict</li> <li>• some reference to scholars may be made</li> <li>• candidates may show some understanding of the motives of the religious authorities in their opposition to Jesus.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views, with answers showing a balanced consideration of the motives of the religious authorities:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a full knowledge and understanding of the textual material and background including scholarly views</li> <li>• answers are likely to show a balanced consideration of the motives of the religious authorities and the purpose of the writer of the gospel</li> <li>• a greater awareness of the theological implications of the reasons why Jesus had to die is likely to be evident</li> <li>• a balanced conclusion regarding the causes of conflict may be reached.</li> </ul>

Question Number		Indicative content
<b>18 (a)</b>	<b>(ii)</b>	(12)
<b>Indicative content</b>		
Level	Mark	A02
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to show a basic awareness of the text and make a descriptive account of one or more features of the trial before Pilate.</li> </ul>
<b>Level 2</b>	4-6	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to express simple ideas about Pilate's actions, based on textual reference and some personal opinion</li> <li>• some consideration of the difference between his role and that of the religious authorities may be given.</li> </ul>
<b>Level 3</b>	7-9	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to make connections between the actions and intentions of Pilate and the Jewish leaders</li> <li>• for Luke, Pilate's three declarations of Jesus' innocence may be considered, whilst for the Fourth Gospel, Pilate's reluctance to crucify Jesus may be explored</li> <li>• candidates may offer a conclusion as to the degree to which he was responsible.</li> </ul>
<b>Level 4</b>	10-12	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to demonstrate a clear understanding of the motives for Pilate's actions and his relationship with Jesus and the religious authorities</li> <li>• for both gospels, candidates may consider whether Pilate was manipulated by the religious authorities</li> <li>• they may make reference to the work of key scholars, e.g. Rivkin, on the inevitability of Pilate's involvement</li> <li>• considered conclusions based on substantiated personal opinion and scholarly views are likely to be offered.</li> </ul>

Question Number		Indicative content
<b>18(b)</b>	<b>(i)</b>	(18)
<b>Indicative content</b>		
Level	Mark	AO1
<b>Level 1</b>	1-4	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates may show some simple knowledge of the textual narrative expressed almost entirely in descriptive terms.</li> </ul>
<b>Level 2</b>	5-9	<p>At this level, candidates may show a greater degree of knowledge and understanding of the text and its significance:</p> <ul style="list-style-type: none"> <li>• for Luke, they may refer to Jesus' forgiveness of his executioner</li> <li>• for the Fourth Gospel, they may refer to the use of Old Testament fulfilment motifs.</li> </ul>
<b>Level 3</b>	10-14	<p>At this level, candidates are likely to demonstrate a reasonably full knowledge and understanding of the text:</p> <ul style="list-style-type: none"> <li>• they may be able to relate its ideas to Old Testament background and religious symbolism and the views of scholars</li> <li>• for Luke, they may refer to the role of women</li> <li>• for the Fourth Gospel, they may refer to the spear thrust and blood and water.</li> </ul>
<b>Level 4</b>	15-18	<p>At this level, candidates are likely to show a clear and full understanding of the selected symbolic features and offer a range of views concerning their meaning:</p> <ul style="list-style-type: none"> <li>• candidates may be able to relate these features to other aspects of the gospel</li> <li>• for Luke, they may refer to the theme of Jesus' innocence</li> <li>• for the Fourth Gospel, they may refer to the witness at the foot of the cross</li> <li>• for both gospels, they are likely to show an understanding of how the evangelist makes their narrative of the crucifixion distinctive.</li> </ul>

Question Number		Indicative content
<b>18 (b)</b>	<b>(ii)</b>	(12)
Indicative content		
Level	Mark	AO2
<b>Level 1</b>	1-3	<p>At this level:</p> <ul style="list-style-type: none"> <li>• candidates are likely to depend on simple re-telling of one or more narrative features of the resurrection narrative without an attempt to relate it to the terms of the question.</li> </ul>
<b>Level 2</b>	4-6	<p>At this level, candidates are likely to show a simple understanding of the importance of the resurrection narrative:</p> <ul style="list-style-type: none"> <li>• they may draw a simple conclusion as to its relationship with the ministry of Jesus and the gospel themes</li> <li>• they may identify one or more features of the resurrection narrative and consider their importance for understanding the gospel.</li> </ul>
<b>Level 3</b>	7-9	<p>Candidates are likely to make an increasing number of observations about the purpose and importance of the resurrection narrative for understanding the ministry of Jesus:</p> <ul style="list-style-type: none"> <li>• some reference to personal opinion and to the views of scholars may be made</li> <li>• for Luke, they may refer to occasions during his ministry when Jesus predicts his resurrection</li> <li>• for the Fourth Gospel, they may refer to Jesus' allusion to his going away to prepare a place for the disciples.</li> </ul>
<b>Level 4</b>	10-12	<p>Candidates are likely to demonstrate a clear understanding of the resurrection narrative and its significance for Jesus' wider ministry and the early church:</p> <ul style="list-style-type: none"> <li>• candidates may make some reference to the implications of the resurrection narrative for the original readers</li> <li>• they may consider how effective the message of the gospel may be without the inclusion of the resurrection narrative</li> <li>• candidates may consider how far the resurrection narrative includes important information about the early church experience</li> <li>• a substantiated conclusion is likely to be drawn using personal opinion and the views of scholars.</li> </ul>

